

# LPS 21-Day AIDE Challenge

**antiracism, inclusion, diversity, equity**

Community Partners Introduction  
12/12/22



# Portrait of a Learner

## COLLABORATIVE LEADER

- Collaborator
- Communicator
- Advocate
- Leader

## CRITICAL THINKER

- Curious
- Creative
- Critical Thinker
- Problem Solver

# Portrait of a Learner

## EQUITY-ORIENTED

- Empathetic
- Equity-Oriented
- Antiracist
- Civically Engaged

## GROWTH-MINDED

- Healthy and Self Aware
- Self Directed
- Responsive
- Courageous

## COLLABORATIVE LEADER

### COLLABORATOR

- I partner with others to gain understanding, complete tasks, and reach common goals
- I see, contribute, and respond to feedback and diverse viewpoints to achieve collective outcomes and help everyone grow
- I work with others to constructively resolve conflict

### COMMUNICATOR

- I clearly articulate thoughts and ideas in a variety of forms and for different purposes
- I engage productively in conversations
- I actively listen
- I reflect about how I communicate and interact with others

## ADVOCATE LEADER

### ADVOCATE

- I seek to understand my own needs and the needs of those around me
- I speak up/stand up for myself and for others
- I act as an environmental and cultural steward, taking action to make the world a better place

### LEADER

- I recognize how my personal decisions and actions have an impact beyond myself
- I acknowledge my mistakes and commit to grow and do better, owning my contributions when others are harmed
- I act with honesty and integrity, modeling by example
- I help others reach their full potential by sharing leadership

## CRITICAL THINKER

### CURIOSUS

- I ask lots of questions and am eager to explore and construct answers from what I learn
- I am open to new ideas and perspectives
- I seek to understand how the world works and how people interact

### CREATIVE

- I use my brain, hands, and tools to make objects of beauty and/or worth in the world
- I construct new, original ideas and interpretations

## CRITICAL THINKER PROBLEM SOLVER

### CRITICAL THINKER

- I critically consume and produce information, recognizing perceptions, biases, and assumptions
- I think flexibly and seek multiple possibilities
- I improve the quality of my thinking by analyzing and assessing evidence and refining ideas

### PROBLEM SOLVER

- I apply my content knowledge and academic skills to solve problems and achieve my goals
- I identify, evaluate and imagine new approaches, and prioritize solutions to difficult or complex situations

## EQUITY-ORIENTED

### EMPATHETIC

- I practice awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture
- I want to understand other people's points of view

### EQUITY-ORIENTED

- I recognize inequities and take action against them, both on my own and with others
- I intentionally work to be inclusive and remove barriers that exist
- I show awareness that the histories and narratives tend to come from dominant perspectives and I center the voices of underrepresented groups

## ANTIRACIST CIVICALLY ENGAGED

### ANTIRACIST

- I understand how my identity, culture, and word views impact others
- I work to understand how history contributes to the inequities and current realities for people of color
- I spot, speak out, and take action to uproot and disrupt explicit, implicit, and systemic racism

### CIVICALLY ENGAGED

- I engage in local and global efforts to contribute to my communities and the world
- I understand, communicate with, and effectively interact with people across lines of difference

## GROWTH-MINDED

### HEALTHY & SELF AWARE

- I make choices to keep myself healthy physically, emotionally, and socially
- I am self-reflective and know myself and my needs

### SELF DIRECTED

- I am independent and self-directed
- I believe in myself and my future
- I can set a goal for myself and evaluate my progress along the way. I revise my goals when I need more time and/or support

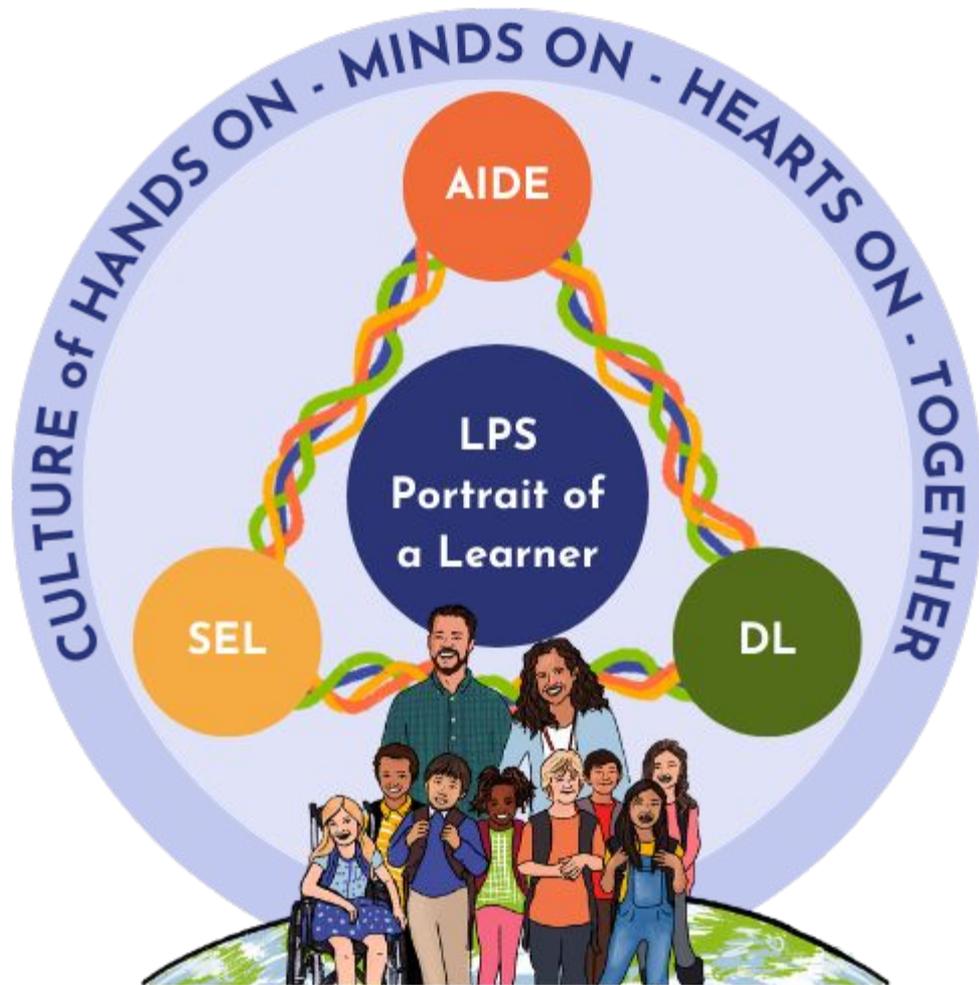
## RESPONSIVE COURAGEOUS

### RESPONSIVE

- I use feedback, praise, and criticism to take action and grow
- I embrace that mistakes and setbacks are a critical part of growth and learning
- I am flexible and resourceful to overcome obstacles and uncover alternate strategies to achieve goals

### COURAGEOUS

- I am willing to try, even when I know I might fail
- I take a risk, even if it makes me nervous or uncomfortable



# Lincoln Public Schools Equity Audit 2021

Conducted by the LPS AIDE Advisory Group (LAAG)  
--Antiracism, Inclusion, Diversity, and Equity--

<b>Executive Summary</b>	<b>2</b>
<b>Gratitude</b>	<b>4</b>
<b>Tribal Land Acknowledgement</b>	<b>4</b>
<b>Defining Terms</b>	<b>4</b>
<b>Introduction</b>	<b>5</b>
Why did LPS do this work?	5
Purpose and Timeline of the LPS Equity Audit	5
<b>Data</b>	<b>7</b>
Focus Groups	7
Surveys	10
<b>LPS AIDE Advisory Group (LAAG)</b>	<b>18</b>
<b>Equity Audit Process</b>	<b>20</b>
<b>Findings</b>	<b>21</b>
Areas of Strength	22
Areas for Growth	22
Prioritized Recommendations	23
<b>Conclusion</b>	<b>29</b>
<b>Appendices</b>	<b>30</b>

Not Yet Started / Not at all	Ready to Start / Well positioned	Launched / A little	Well on the Way / Happening with results	Exemplary / Exceptional
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People	Environment and Culture	Structures, Systems, and Supports
District Leadership	Staff Diversity	Mission/Vision
School Leadership	Curriculum	Policies
School Committee	Pedagogy/Instruction	Resources/Infrastructure
Staff	Accountability	Professional Development
Families & Community	School Climate/Environment	Assessment
Students	Classroom Environment	Data
		Communication

LPS 5-year AIDE Action Plan

Core Strands	Sub-strands	2021-22	2022-23	2023-24	2024-25	2025-26	Beyond 2026
Student-centered Teaching & Learning	District AIDE Stance	• Draft and finalize AIDE Stance					
	Portrait of a Learner	• Finalize Portrait of a Learner	• Portrait of a Learner Application	• Create Portrait of an Educator	• Portrait of an Educator Application		
	Deeper Learning (Equity Pause, Task Adjustment)	• Clarify what Deeper Learning is and be transparent in our strategy to ensure that Deeper Learning is in service of actualizing AIDE • All faculty practice Equity Pause so that they can lead this themselves moving forward • All faculty learn and practice task adjustment, with every faculty adjusting and documenting one DL task that clearly actualizes AIDE in teaching and learning	• Name our expectations for documenting and sharing curriculum logic documentation work • PD shifts to focus from Deeper Learning and AIDE Tasks to Deeper Learning and AIDE Pedagogy • Identify core culturally responsive and deeper learning pedagogical strategies and approaches for all faculty to use • Explicitly connect curricular and pedagogical expectations to our Portrait of a Learner	• Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical strategies			
	Learning Walks / Observations and Feedback	• Review departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.) • Weekly principal observation walks alternating between superintendent and assistant superintendent • Review AC-wide Learning Walks with Content Specialists and Deeper Learning Teacher Leaders (consider math and literacy specialists) with a focus on AIDE and Deeper Learning in the classroom • Revise Learning Walk and Observational tools to align with AIDE, Deeper Learning, and Portrait of a Learner (once complete)	• Expand Learning Walks to include faculty and students at all schools • Develop a tool for observing departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.) • Calibrate administrators on utilizing revised tools • Continue to develop skills for all faculty, staff, and administrators around how to give and receive feedback for action	• Continue Learning Walks and implement system of data collection tied to expected outcomes (i.e. Portrait of a Learner, AIDE, Deeper Learning, etc.)			
Accelerating and Monitoring Student Learning		• Communicate current assessment and intervention support practices • Analyze and report to School Committee student progress in math and literacy K-5 disaggregated by subgroups (protecting student confidentiality) • Determine if additional assessments are necessary K-6 as well as key yearly data points within our suite of assessment, including MCAS • Develop and implement a consistent intervention monitoring data system	• Implement any new assessments that are needed K-6 • Begin reporting longitudinally using full suite of assessments				

# Continued Learning = Necessary Annual Component

- Differentiated
  - Various identities
  - Various levels of knowledge
  - Modes of learning (reading, listening, watching)
- Evolve year to year (overall topics and individual content)
- Expand beyond just our faculty to enable bigger, collaborative conversations and action
- Built by faculty and administrators for our community

# 21-Day Challenge

- Commitment to engage with one piece of content each day
- Options include:

<ul style="list-style-type: none"><li>● reading (articles)</li><li>● listening (podcast/audio)</li><li>● watching (video)</li></ul>	<ul style="list-style-type: none"><li>● short</li><li>● medium</li><li>● long</li></ul>	<ul style="list-style-type: none"><li>● “old classics”</li><li>● recent content</li></ul>
Extras: Action, Song, Poem, Art		

- Daily reflection question/s
- Every 7th day is a pause and reflect day

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
February	13 Day 1: What is Race, Racism, and Colonization	14 Day 2: Colonialism and Systemic Racism: part 1	15 Day 3: Colonization and Systemic Racism: part 2	16 Day 4: Culture: What is Whiteness?	17 Day 5: Identity: Privilege and Advantage	18 Day 6: Intersectionality	19 Day 7: Reflection, Synthesis, Action, and Planning Day
	20-26 <i>Pause for February Vacation</i>						
March	27 Day 8: Bias and Stereotypes	28 Day 9: Micro And Macro Aggressions	1 Day 10: Institutionalized Racism	2 Day 11: Wealth, Income, and Housing	3 Day 12: Education	4 Day 13: Justice System	5 Day 14: Reflection, Synthesis, Action, and Planning Day
	6 Day 15: Healthcare	7 Day 16: Disability	8 Day 17: Indigenous Focus	9 Day 18: Gender and LGBTQ+ Focus	10 Day 19: Military Focus	11 Day 20: Antiracism, Allyship, Advocacy, and Activism	12 Day 21: How do we all move forward towards AIDE?

# Day 2

## Colonialism and Systemic Racism Part 1

"I learned that racism, like most systems of oppression, isn't about bad people doing terrible things to people who are different from them but instead is a way of maintaining power for certain groups at the expense of others."

— Alicia Garza, *The Purpose of Power: How We Come Together When We Fall Apart*

### READ

#### Race and Racial Identity are Social Constructs by Angela Onwuachi-Willig

[This short article](#) describes how race is not a proven concept, but instead a social construct.

#### Racial Equity Tools Glossary

Take a few minutes to review the definitions found in the [Racial Equity Tools Glossary](#). Were there terms you did not know?

#### 1619 Project

Visit the [1619 Project](#) by Hannah-Jones, Nikole from the New York Times Magazine. A collection of essays, poetry and images describing the influence of US slavery on present-day American culture, policies, and daily life.

### LISTEN

#### Beyond the Hedges Season 1, Episode 3: Racial Trauma with Tony Brown

The killing of George Floyd has caused global protests around racial injustice and white supremacy. How does the stress of racial trauma play out in the lives of people in Black and Brown communities? What can we do as a community to fight racial injustice? (1:05)

#### 1619 Podcast

Pick one of the 5 episodes (between 30-42 min each) of this audio series on how slavery has transformed America.

#### All My Relations Podcast: Celebrate Indigenous People's Day, Not Columbus

When we celebrate Columbus, we are supporting Indigenous erasure and perpetuating the story of extinction. So instead, today is a day to celebrate Indigenous peoples, and it is an important part of centering Indigenous stories and therefore Indigenous resiliency. (17:00)

### WATCH

#### Systemic Racism Explained

Systemic racism is evident in every area of life in the U.S., with disparities in family wealth, incarceration rates, political representation, education, and other areas. Trying to solve these problems requires changes in major parts of our system. Here's a closer look at what systemic racism is, and how we can solve it (4:23).

#### Unpacking My Baggage: Re-framing Racial Identity TEDx by Abbi Van Hook

Watch the TEDx Talk Unpacking My Baggage: Re-framing Racial Identity by Abbi Van Hook to see an alternative way of looking at racial identity based on varying cultures (2:47).

#### "We the People" -- the three most misunderstood words in US history TEDx by Mark Charles

This TEDx by [Mark Charles](#) (Navajo) explains the history of the Preamble of the 15th century which are embedded in our founding documents in the 18th Century, codified as legal precedent in the 19th Century, and referenced by the Supreme Court in the 20th and 21st Centuries. The Doctrine of Discovery has been used throughout the history of the United States to keep "We the People" from including all the people. (17:00)

### EXTRAS

#### ACTION

Invite a colleague, family member, or friend to join you in this 21-Day Challenge!

#### SONG

[Who Will Speak](#) by Crystal Woman (Cherokee)

#### POEM

[Theme for English B](#) by Langston Hughes

#### ART

[Fabiola Jean-Louis](#)  
"Madame Beauvoir's Painting" Archival pigment print on hot press bright paper, 2016. Courtesy of the artist and Alan Avery Art Company, collection of Spelman College Museum of Fine Art.

## REFLECTION FOR THE DAY

What was your experience as a child discussing race?  
What's a conversation you've had with a child about race?  
What went well, and what didn't?

#### Start today's challenge work:

Did you have any "a-ha" moments?  
Did you feel any discomfort?  
What will you do differently based on your challenge today?

1

Today

3

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21

Final Reflection



**Why participate in the  
21-day AIDE challenge?**

# Ways to support the 21-day challenge being meaningful

- Incentives and Loving Accountability
- Hype up front - communicate how this connects to and supports your own mission
- Daily reminders (*Jess will be sending to LPS and can include anyone of you who want to receive it and then forward it to your own orgs*)
- For those who want: choose a challenge buddy
- Create opportunities in advance for discussion, processing, and holding
  - Once or twice a week
  - Protocols can be incredibly helpful

# Important Notes

- Each piece of content has something we can learn from. Some are basic and foundational, others are more complex and sometimes provocative. Participants should always think critically about what they're consuming and consider how it fits with or pushes on their understanding of the world and their beliefs.
- Each of our organizations is on a spectrum of Learning→Action

# Next Steps

- Questions?
- Commitments + email us to confirm your “point/s of contact” with us
- Organize and prepare within your organization
- Keep in touch with us -- we’re happy to be sounding boards!
- We will share our complete website with all our resources by February 1
- LPS will communicate to and include all current families and staff