Albuquerque Public Schools (APS) is a culturally and linguistically responsive, diverse community committed to educational equity for all students. APS provides various levels of support and assistance to students, families, and schools that are appropriate to specific needs. APS students deserve respectful learning environments in which diversity is valued and contributes to successful academic outcomes through equitable decisions by the district.
EQUITY FIVE-YEAR PLAN 2017-2022

Equity is the lens through which initiatives, programs, resources, and supports are provided to students, families, educators, administrators, and departmental staff since the inception of OEIIS. Equity at APS provides the same level of opportunity and assistance to all students, families, staff, and faculty and provides various levels of support and assistance depending on specific needs or abilities.

The Core Values of equity include: Culturally Responsive Curriculum and Training, Equity-Centered Focus, Asset-Based Approach, and Intersectionality.

District equity objectives include:
- Reducing barriers for students and families
- Aligning general education and special education curriculum and tiers of support
- Aligning resources and services
- Creating culturally and linguistically responsive classrooms
- Implementing data-driven decisions
- Creating and Implementing School Equity Snapshots aligned to procedural directive
- Developing a district-wide professional development plan

For the past three years, the district has worked on making a difference through a district-wide systemic alignment. The district has focused on a framework of equitable access to high quality culturally responsive instruction for all students, aligned instructional and assessment practices in regular and special education, bilingualism and biliteracy, and opportunities for all to develop critical racial, ethnic, and cultural competencies. In August of 2017, the new Office of Equity, Instruction, Innovation, and Support began instituting a plan for transformational change.
OEIIS works to reduce barriers for all students, particularly those considered as at-risk. APS looks at the term at-risk to describe students or groups of students who have a higher probability of failing academically, dropping out of school, or are systems-dependent. Students may face barriers to their education even before stepping foot on a school campus. At-Risk students may also face conditions threatening their ability to attend, complete or graduate from school, such as homelessness, foster care, learning disabilities, incarceration, serious health issues, high-mobility, domestic violence, transiency, English learner status, or immigration status. Too often, these conditions are barriers and lead to high referrals to special education, low academic performance, disciplinary problems, grade retention, or other learning-related factors that adversely affect educational performance and achievement.

Traditionally, five key indicators to measure academic achievement and school performance have been:
1. Student Achievement data
2. Discipline Referrals
3. Attendance Rates
4. Graduation Rates
5. Professional Development

APS is looking at these indicators and additional data points and disaggregating the information based on at-risk groups to improve and target support and resources. The district is also looking at how to best measure the indicators in developing a possible scorecard or indicator list.

In 2020, the Board of Education (BOE) conducted an Equity Work Study. Through that Work Study, the BOE and APS Leadership approved an updated Equity Policy and Procedural Directive. A new equity framework was also approved. The District continues work with the Community and District-wide Equity Council, Yazzie-Martinez Committee, Indian Education Parent Committee, African American Subcommittees, and additional National, State, and Community Partners focused on equity and diversity. In addition, APS created a HB250 Indian Education Needs Assessment and is currently working on a Needs Assessment for African American students.

Professional Development of teachers and staff district-wide is a key focus area in reducing barriers. This document will address professional development in this document.
ACADEMIC STRATEGIC PLAN

APS Academic Strategic Plan (ASP)
“Relationship, Respect, Resilience, Rigor & Readiness”

Vision: Educating and Supporting Students in a relational environment of engagement, respect, equity, and diversity.

Mission: Providing High Impact, Culturally and Linguistically Responsive Instruction in a safe and healthy environment for every student.

CORE VALUES

- Safety & Health
- Equity of Access
- High Leverage, Culturally Responsive Instruction
- Professional Development
- Communication

GOALS

- Student Focus
  - Achievement
  - Respect
  - Choice
  - CCR

- Community
  - Public Relations
  - Partnerships
  - Government Affairs
  - Customer Service

- Support Services
  - Aligned Resources
  - Mental Health & SEL
  - Engagement
  - MT(L)SS

- Human Assets
  - Diverse Employee Recruitment & Retention
  - PD
  - Structure

- Data & Analysis
  - Compliance
  - Development
  - Implementation

- Finance & Operations
  - Transparency
  - Process
  - Facility & Asset Management
  - Safety & Security

Office of Equity, Instruction, Innovation, and Support
DISTRICT EQUITY PROFESSIONAL DEVELOPMENT, YEAR 4 OF DISTRICT EQUITY PLAN

Professional development of teachers and district staff is imperative to the success of the district-wide equity plan. Professional development is a key measure of academic success for students. Below is a timeline and key partners for a district three-year professional development plan.

TIMELINE

<table>
<thead>
<tr>
<th>School Year/ Semester</th>
<th>Professional Development Cohorts</th>
<th>Partners</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2020</strong></td>
<td>Principals @ every level</td>
<td>Anti-Racism Training Institute of the Southwest (ARTI)</td>
<td>Anti-Racism</td>
</tr>
<tr>
<td></td>
<td>District Leadership Principal Support Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Leadership Network (Curriculum &amp; Instruction)</td>
<td>Dr. Elena Aguilar</td>
<td>Coaching for Equity: Conversations That Change Practice</td>
</tr>
<tr>
<td></td>
<td>Native American Lecture Series</td>
<td>APS Indian Ed Teachers Bernard Chimoni &amp; Kevin Ohoole, Chad Pfeiffer, UNM Policy Analyst, Ms. Jasmine Yepa, UNM Professor, Dr. Gregory Cajete, Indian Pueblo Cultural Center Museum, Jon Ghahate, UNM Professors, Dr. Glenabah Martinez, Dr. Lloyd Lee</td>
<td>Medicine Wheel in Learning, Honoring the Land, History of American Indian Education, Building Student Relationships, Yazzie/Martinez: Then and Now, Culturally Responsive American Indian/Alaskan Native 101</td>
</tr>
<tr>
<td><strong>Spring 2021</strong></td>
<td>Assistant Principals Aspiring Principals Department Staffs (funding dependent)</td>
<td>ARTI</td>
<td>Anti-Racism</td>
</tr>
<tr>
<td>Teacher Cohort I Phase I (Title I Schools)</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Teacher Leader Network</td>
<td>Dr. Elena Aguilar</td>
<td>Coaching for Equity Book Study</td>
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<tr>
<td>Teachers Teacher Leader Network</td>
<td>Joe Feldman, Grading for Equity</td>
<td>Grading and how to transform schools and classrooms</td>
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</tr>
<tr>
<td>English Language Development Teachers and School Administrators</td>
<td>Dr. José Medina</td>
<td>Culturally and Linguistically Sustaining Instructional Practices and Equity for Dual Language Programs</td>
<td></td>
</tr>
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</table>
PROFESSIONAL DEVELOPMENT PARTNERS, TRAINERS, AND SESSIONS

COMMUNITY CONVERSATIONS THROUGH THE LENS OF RACE WITH ALBUQUERQUE PUBLIC SCHOOLS: A Facilitated Conversation through the Anti-Racism Training Institute of the Southwest (ARTI)

Founded out of the United South Broadway Corporation in 1991, ARTI believes that a shared analysis and understanding of racism, its history, and its institutional structure is essential to building and maintaining healthy communities. Institutional racism, as opposed to individual bigotry or prejudice is systemic and is the intentional or unconscious subordination of specific racial groups through organizational practices and norms. The major barrier to undoing racism is the lack of a shared analysis about what racism is. Even well-meaning people cannot agree about the basic definition of racism and therefore cannot forge alliances to uproot it.

ARTI takes up the challenge through education and training. ARTI brings local community experts together to assist workshop participants to examine their institutional policies and practices, develop insights into how these policies and practices may perpetuate racial inequality, and what action is required for change.

Participants will engage in discussion around:
- Racial challenges faced by educators/administrators: Student Engagement, Parent Engagement, Community Engagement
- People’s Institute For Survival and Beyond (PISAB) organizing Principles

<table>
<thead>
<tr>
<th>Summer 2021</th>
<th>Department Staffs</th>
<th>ARTI</th>
<th>Anti-Racism</th>
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<tr>
<td>Teacher Cohort I Phase II (Title I Schools)</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
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<td>SPI-CON Summer Principal Conference</td>
<td>CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning Coaching for Equity Book Study</td>
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<tr>
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<td>Teachers Cohort II Phase I</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
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<tr>
<td>Spring 2021</td>
<td>Teachers Cohort III Phase I</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>Teachers Cohort IV Phase I</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>Teachers Cohort V Phase I</td>
<td>Dr. Hollie, CLRI</td>
<td>Culturally &amp; Linguistically Responsive Teaching and Learning</td>
</tr>
</tbody>
</table>
- Challenges that prevent educators/administrators from addressing racial disparities
- Strategies and recommendations for implementing anti-racist school communities

Participants will walk away with:
- A better understanding/insight into institutional racism and its different forms: individual, institutional, linguistic and cultural.
- A better understanding/insight of race and poverty.
- A better understanding/insight of how they can be effective in the work they do with their constituencies, organizations, communities, students, and families.
- Starting to think about the next steps in professional development for themselves, their school and community.

ARTI Training Team

**Diana Dorn Jones:** Diana, a graduate of Albuquerque High School, was born and raised in Albuquerque. She is a community organizer and economic development professional with over 35 years’ experience in community development and corporate banking. Diana is the Executive Director for United South Broadway Corporation, a founding member of the Project Change Fair lending Center and the Anti-Racism Institute of the Southwest (ARTI), and the William W. & Josephine Dorn Community Charter School. Diana has won numerous awards for her work, and while she appreciates and values all that she has been recognized for, she is particularly proud of the city-wide League of “Neighborhood Leadership Award,” the Albuquerque Human Rights “Bridge Award,” and the YWCA “Woman of Vision Award,” because these were recognition of her role in promoting cross-cultural collaboration in the Albuquerque community, working in a spirit of inter-group cooperation and across racial, ethnic and cultural lines.

**Kiran Katira:** Kiran is an East-African, Asian-Indian woman, born in Kenya and raised in England. For the past twenty years, she has worked with local community organizers and leaders through the University of New Mexico’s Community Engagement Center (CEC). At CEC, she facilitates the growth and development of diverse local youth who apprentice with community leaders. Kiran is on the advisory board for the Institute for the Study of Race and Social Justice, the New Mexico Asian Family Center and a member of ARTI. Kiran is a national trainer with the People’s Institute for Survival and Beyond, and teaches courses focusing on anti-racist education, peace and justice.

**Sylvia A Ledesma:** Sylvia has lived in Albuquerque’s South Valley, her “Earth home” for more than 25 years. She is a longtime community organizer, educator, as well as a Master Gardener and practitioner and promotora of natural and traditional medicine. She is a founding member and former director, currently on the Elders Council, of Kalpulli Izkalli, a community grassroots resource and action center formed in 1996 to transform the health and environment of the South Valley community. Having been the recipient of many awards throughout the years, Sylvia is most proud of the 2009 Alston/Bannerman Fellowship Award by the National Center for Social Inclusion. She received the award for her more than 40 years of commitment to community healing through community organizing in social, health, education, economic and environmental justice, and anti-racism work. More recently, in 2019, Sylvia received the Albuquerque Cesar Chávez/Dolores Huerta “Si Se Puede Award”, for her continued commitment to the same. Sylvia continues her current work in de-colonization and undoing racism as a healing process as a member of the Anti-Racism Training Institute of the SW (ARTI) in Albuquerque and as a national trainer with the People’s Institute for Survival and Beyond (PISAB).

**Kimberly Ross-Toledo:** Kimberly is currently working as the Senior Program Manager for the City of Gallup. She is of the Dine’ and Dakota Nations and resides in Church Rock, NM. She has worked in her community for over 20 years to address health & education disparities by examining the impacts of structural racism on health & education outcomes. She has been a trainer with the Southwest Anti-racism
Training Institute for over 15 years and continues to work within her community to facilitate growth and development in anti-racism work.

**Eduardo Esquivel-Gonzales:** Eduardo is the Program Manager for the New Mexico Dream team, where he conducts trainings and curriculum development for the New Dream Team, Department of Education Equity. Eduardo immigrated to Albuquerque with his parents at the age of seven from Chihuahua, Chihuahua, Mexico. Growing up in the South Broadway neighborhood and graduating from Albuquerque High School, he developed a strong sense of community that has been a driving force throughout his life. He studied biochemistry at the University of New Mexico and is a student of Critical Race Theory. He is working to make the DreamZone training a standard in professional development for teachers and school staff.

**Tabitha King:** Tabitha is the UNM Community Engagement Center (CEC) FoodCorp NM team Leader and Assistant to the Public Allies NM Program Director and Coordinator. Tabitha focuses on supporting community partnerships, facilitating antiracist dialogues and coaching service members in taking on culturally humble approaches to capacity building in New Mexico. Prior to her current position, Tabitha worked on CEC educational programs located in the Kirtland, South Broadway and South Valley neighborhoods. Tabitha is from Alamogordo and is a first-generation UNM alumna.

**Sessions and Dates**
There will be a total of twenty (20) sessions
- Each session is 2.5 hours
- 25 participants each session

**EQUITY AND ENGAGEMENT SPECIAL TOPIC LECTURE SERIES – Through the lens of Anti-Racism and Cultural Competency Training by (ARTI)**

Development of a seven topic online and interactive lecture series.
Topics will include:
- Looking at data through the lens of race
- School to prison pipeline (two-part series)
- Anti-racism in the media – looking at it through the lens of race
- Restorative Practices
- Other topics being developed

**Sessions and Dates**
There will be a total of seven (7) sessions
- Each session will be up to three (3) hours
- Up to 500 people per session

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020

**UNDOING RACISM USING PEOPLE’S INSTITUTE MODEL**
Anti-Racism Training through the Anti-Racism Training Institute of the Southwest (ARTI). The People’s Institute Model believes that racism is the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. The model helps individuals,
communities, organizations and institutions move beyond addressing the symptoms of racism to undoing the causes of racism so as to create a more just and equitable society.

**Introduction to Undoing Racism Training:** In this workshop, participants will experience a humanistic process for laying a foundation to explore how we have been socialized and conditioned to think about race and racism by first analyzing class, power and institutional/individual relationships to and within communities. As power is analyzed concepts will be introduced that play a role in maintaining the current disparate racial outcomes that every system and institution produces.

**Sessions and Dates**
There will be a total of ten (10) sessions
- Each session is six (6) hours
- 22 participants each session
- Total of 220 people trained

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020

**Full Undoing Racism Workshop:** Through dialogue, reflection, role-playing, strategic planning and presentations, this intensive process challenges participants to analyze the structures of power and privilege that hinder social equity and prepares them to be effective organizers for justice. Workshop participants will:
- Develop a common definition of racism and an understanding of its different forms: individual, institutional, linguistic, and cultural;
- Develop a common language and analysis for examining racism in the United States;
- Understand one’s own connection to institutional racism and its impact on his/her work;
- Understand why people are poor and the role of institutions in exacerbating institutional racism, particularly for people and communities of color;
- Understand the historical context for how racial classifications in the United States came to be and how and why they are maintained;
- Understand the historical context for how U.S. institutions came to be and who they have been designed to serve;
- Understand how all of us, including white people, are adversely impacted by racism every day, everywhere;
- Address surface assumptions about how your work is (or is not) affected by racism;
- Develop awareness and understanding about ways to begin Undoing Racism
- Gain knowledge about how to be more effective in the work you do with your constituencies, your organizations, your communities, your families;

This workshop ranges from four to five (4-5) consecutive days in length for five to six (5-6) hours per day including a one-hour break. The number of participants would be 20-22 people.

**Sessions and Dates**
There will be a total of five (5) sessions
- Each session is from four to five (4-5) days, for five to six (5-6) hours per day
- 22 participants each session

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020
ANTI-RACIST YOUTH LEADERSHIP INSTITUTE (AYLI): UNIVERSITY of NEW MEXICO (UNM)

The UNM Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students and community members who wanted to better utilize university and community assets to meet community identified needs through education, community engagement and leadership development. The CEC serves as a university-based intermediary with communities to achieve community driven results.

The work of the Center involves AYLI, which focuses on young people with undoing racism workshops for campus and community partners.

FOCUS ON CULTURE AND THE INSTRUCTIONAL BENEFITS - THE CENTER FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING (CCRTL)

The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture.

It’s Vision - Cultural responsiveness is for everyone. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive.

Dr. Sharroky Hollie is the Executor Director of CCRTL. Dr. Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote Strategies for Culturally and Linguistically Responsive Teaching and Learning (2015) and contributed a chapter in the Oxford Handbook of African American Language (2015). Dr. Hollie's first book, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success, was published in 2011, followed soon thereafter by The Skill to Lead, The Will to Teach, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing, in the Cornerstone and Keystone textbook series (2009), Prentice Hall Anthology (2012), and iLit e-series (2014). In demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

Foundation Day One: A Focus on Culture and the Instructional Benefits

- Defines, concretely, what is cultural responsiveness and why it is necessary in our schools today.
• Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.
• Promotes the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels.

Sessions and Dates
There will be a total of eight (8) trainings
• Training module is one training is two, 75-minute sessions (3 hours total)
• Up to 500 participants per training module

Session Dates and Times: February to May 2021
Morning Session: 8:00 to 11:00 a.m.
Afternoon Session: 12:00 to 3:00 p.m.

• February 20, 2021
• March 6, 2021
• April 24, 2021
• May 15, 2021

Culturally and Linguistically Responsive Instruction Professional Development Plan
Partnership with the Center for Culturally Responsive Teaching and Learning

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Who</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Foundation Day 1:** Focus on Culture | Goal-Training up to 4000 teachers in CLR Foundational Professional Development | ● Defines, concretely, what is cultural responsiveness and why it is necessary in our schools today.  
    ● Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.  
    ● Promotes the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels. |
| **Training District Facilitators** | Teacher Support Specialist | ● Teachers will be trained by Dr. Hollie on how to facilitate discussion using his book and binder:  
  o Culturally and Linguistically Responsive Teaching and Learning (Book)  
  o Strategies for Culturally and Linguistically Responsive Teaching and Learning (Book)  
  ● Plan to be developed by Dr. Hollie and TSS’s |
| **Book Study**                  | Teachers trained                         | ● Teacher Support Specialist will facilitate |
### Dates for Book Study

- TBD

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<tr>
<th>in Foundations Day 1</th>
</tr>
</thead>
</table>

small group book study which includes discussion and deep dive into PD materials (listed below)

- Culturally and Linguistically Responsive Teaching and Learning (Book)
- Strategies for Culturally and Linguistically Responsive Teaching and Learning (Book)

### Phase II

#### Pilot/Laboratory Schools

<table>
<thead>
<tr>
<th>Who</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laboratory Schools</strong></td>
<td>Schools who have applied to work as a laboratory school</td>
</tr>
</tbody>
</table>

**Participating Schools**
- TBD by APS Leadership
- # of schools to be determined by APS Leadership

TBD Possible options are below

- Creating a workshop with the support of Dr. Hollie. Include specific strategies and tools in action, developing CLR focused lesson plans, knowledge base building, skill development classroom observation and feedback. How do we make CLR sustainable in schools?
- Creating an environment that is responsive to those students who do not see themselves in the environment of the traditional school. This session covers basic elements of environmental changes, including hallways, classrooms, and offices.

### COACHING FOR EQUITY SERIES

Bright Morning is an international education, coaching and consulting firm that exists to bring new learning practices to organizations that aspire to interrupt inequities, build resilient communities, and heal and transform the world. Our work transforms schools into equitable places of learning where every child gets whatever they need, every day, in order to be successful and to thrive. Process matters. The journey is the destination. Therefore, we lead processes of creation and transformation that honor and nurture all of those involved.

Elena Aguilar, Founder and president, has trained thousands of educators across the United States and
teacher, instructional coach and leadership coach working in diverse school environments. In her role as a consultant, she has partnered with leaders in public and private organizations across the United States and abroad. Elena is also the co-founder of Kenya Big Picture Learning, and she’s on the advisory board of UC Berkeley’s Greater Good Science Center.

Elena holds a BA in history and Latin American Studies from the University of California, Santa Cruz, and an MA in Anthropology from the University of California, Berkeley. She received her teaching credential from California State University, Hayward, and she also holds an administrative services credential.

**Coaching for Equity Four Part Series.** This four-week series will provide you a foundation for understanding what it means to be a coach for equity. With a balance of history, adult learning theory, coaching tools, and personal stories, Coaching for Equity is grounded in the theories, practices, and direct experiences that will help you build knowledge of Transformational Coaching and begin to understand how to address, interrupt, and shift inequities when they arise.

Reading this book in community will allow you to connect with practitioners across a range of experiences and roles; you will have an opportunity to process learning together, make meaning from what you read, and identify next steps for your learning.

**Sessions and Dates**  
There will be a total of four (4) sessions  
- Each session is approximately 3.5 hours  
- Up to 350 participants

Dates: TBA – Training to be conducted from January 4, 2020 to June 1, 2020

**CULTURALLY AND LINGUISTICALLY SUSTAINING INSTRUCTIONAL PRACTICES FOR DUAL LANGUAGE PROGRAMS**

Dr. José Medina Founder and Chief Educational Advocate for Educational Solutions. Educational Solutions is a consulting company that serves to create educational access for all student, their families, and the communities they live in. With a specific focus on meeting the needs of emergent bilingual students and language learners. Educational Solutions provides a broad range of support to educational entities throughout the United States and internationally. ¡Lo que se dice, se hace!

Culturally and linguistically sustaining instructional practices for supporting socio-cultural competence for bilingual classrooms K-12. Sessions will focus on specific cultural and linguistic practices to implement in classrooms to achieve the third pillar (socio-cultural competence) of bilingual programs.
Dates:
- March 1 and 2
- April 13 and 14
- May 11 and 13

NATIVE AMERICAN LECTURE SERIES
November 2020 Information in Timeline (pg. 5). Spring 2020 Information below.

WESTERN EDUCATIONAL EQUITY ASSISTANCE CENTER - METROPOLITAN STATE UNIVERSITY OF DENVER (WEEAC)

Equity Compass Review
The Equity Compass Review provides the school district with information identifying the strengths and challenges related to educational equity at all levels of the system. This information is used by the district to improve student climate and ultimately student achievement. Sections of the review are dedicate to staff, student, and family focus groups.

Equity Compass Review at Comprehensive High Schools

<table>
<thead>
<tr>
<th>Zone</th>
<th>High School</th>
<th>Semester</th>
<th>Initiatives Resulting from ECR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Atrisco Heritage Academy</td>
<td>Spring 2019</td>
<td>Grading for Equity</td>
</tr>
<tr>
<td>4</td>
<td>La Cueva High School</td>
<td>Spring 2019</td>
<td>Leading a Feeder Equity Group</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Albuquerque High School</td>
<td>Fall 2019</td>
<td>CLR work with the CLRT Institute</td>
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<tr>
<td>3</td>
<td>Volcano Vista</td>
<td>Fall 2019</td>
<td>TBD</td>
</tr>
<tr>
<td>2</td>
<td>Del Norte High School</td>
<td>Fall 2020</td>
<td>TBD</td>
</tr>
<tr>
<td>4</td>
<td>West Mesa High School</td>
<td>Fall 2020</td>
<td>TBD</td>
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Office of Equity, Instruction, Innovation, and Support
<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>PD</th>
<th>Snapshot</th>
<th>Results</th>
<th>District Resources and Supports</th>
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</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>Volunteer Elementary, Middle, and Schools of Choice Group I</td>
<td>Professional Development for school teams</td>
<td>Review Snapshot</td>
<td>Share results</td>
<td>Determine District Resources and Support to address needs</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Volunteer Elementary, Middle, and Schools of Choice Group I</td>
<td>Professional Development for school teams</td>
<td>Conduct Snapshot</td>
<td>Share results</td>
<td>Determine District Resources and Support to address needs</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Volunteer Elementary, Middle, and Schools of Choice Group II</td>
<td>Continued Professional Development for school teams</td>
<td>Review Snapshot Results</td>
<td>Share results</td>
<td>Determine District Resources and Support to address needs</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Volunteer Elementary, Middle, and Schools of Choice Group II</td>
<td>Continued Professional Development for school teams</td>
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Equity in K-12 Education – WEAAC
https://www.msudenver.edu/weaac/virtualcollege/courseaccess-equityink-12education/

This course developed by the Western Educational Equity Assistance Center provides an overview of Equity in K-12 Education and consists of five modules. To begin the course, you will take a short pre-assessment, and as you navigate through each module, you will be prepared to take the post-assessment at the end. Each module will provide an introduction that includes the learning objectives and the key points for assessment. We hope the course will enhance the participants understanding of key equity issues our center addresses in its work. It should also provide a self-assessment of the participants’ equity awareness and understanding. This course is a self-paced training. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

About the Course
By successful completion of this course, students will learn about the Western Educational Equity Assistance Center and how we can assist you in becoming equity agents within your educational settings. Equity in education can be very broad; for this course, we will focus on understanding on a deeper level what the term equity means and how Race, Religion, Gender, and National Origin tie into our work as equity champions. This course will discuss the following topics:

- Module 1: Pre Assessment
- Module 2: Education Equity Definition
- Module 3: Race
- Module 4: Religion
- Module 5: Gender/Sex
- Module 6: National Origin
- Module 7: Post Assessment

GRADING FOR EQUITY: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

No classroom can be truly equitable until we address this inequitable foundation of our schools.

APS is getting involved with this powerful and growing movement among professional educators across all kinds of schools—public and private, elementary and secondary, in urban, suburban, and rural settings—and with all student demographics.