

WELCOME!

The Webinar will begin shortly.

Tips:

- Be sure your audio is turned on.
- When the webinar begins you will have the option of using the "chat" feature to communicate with the host and technical support.
- From the drop-down menu at the bottom right corner of your screen, be sure to click the option "Q & A to all participants" for all content-related questions and/or comments.





REIMAGINING INTEGRATION

Diverse and Equitable Schools

RIDESVIRTUAL COMMUNITY WEBINAR

FEBRUARY 27, 2019

4:00 PM PST/ 7:00 PM EST

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AGENDA OVERVIEW

7:00-7:05pm: Welcome & Agenda

7:05-7:10pm: Overview of RIDES

7:10-7:50pm: Interview with Dr. Pedro Noguera
addressing the Problem of Practice

7:50-8:00pm: Next Steps & Closing



Objectives for today's webinar:

- Provide a brief overview of the HGSE RIDES program
- Engage as an online learning community to reimagine integration, learn with and from others doing the work of equity
- Share resources and practices that can improve efforts to successfully integrate schools, educate and graduate all students
- Reflect on and discuss the concepts and practices of decentering whiteness in integrated schools
- Build individual and collective knowledge to be more effective in our work of educational equity and excellence



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Diverse and Equitable Schools



Dr. Pedro Noguera, Distinguished Prof. of Education at the Graduate School of Education and Information Studies & Faculty Director for the Center for the Transformation of Schools at University of California, Los Angeles

Dr. Lee Teitel



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RoLesia Holman



RIDES Webinar Manager



RIDES OVERVIEW

<http://rides.gse.harvard.edu>

The most common error when we talk about school diversity...

...is to act as if

“Desegregation” and “Integration”

are the same thing



RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, that seeks these outcomes:

Academics All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

Belongingness All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

Commitment to dismantling racism and oppression. All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

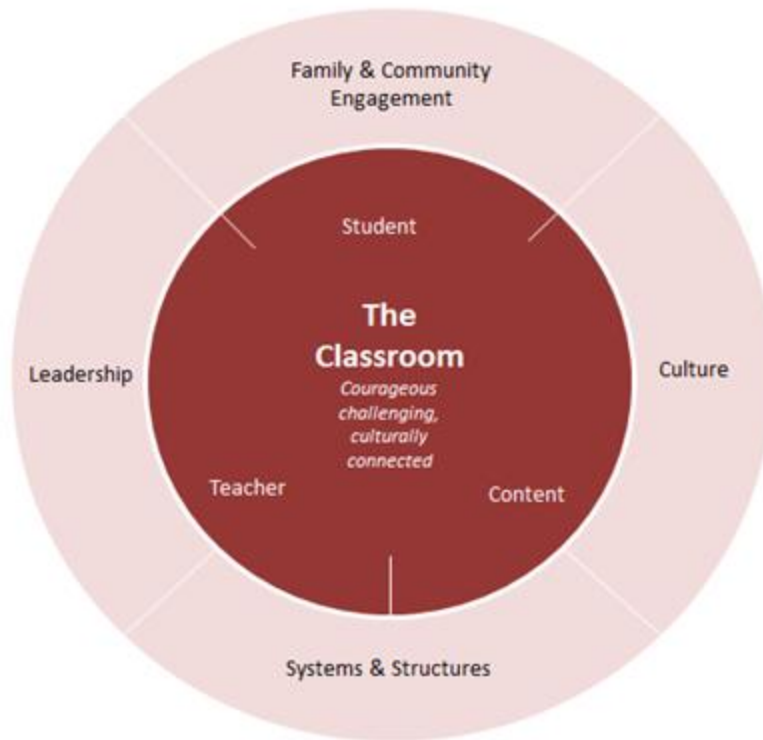
Diversity All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working **relationships** with students and adults from a variety of racial and economic backgrounds.



RIDES helps schools and districts systemically support equity...

- At the classroom level, by connecting what students and teachers do with equity- focused content and curriculum
- At the school and district level, by making sure that equity-focused classrooms are not isolated islands, but supported by structures, cultures, and policies of the school and district
- At the belief level, by ensuring that everyone has shared language and beliefs about equity and about racism, and how to dismantle it

RIDES uses the Systemic Improvement Map to guide this work and to align practices



- You cannot work on Diversity and Equity without consciously dismantling racism.
- You cannot dismantle racism without working consciously at the individual, interpersonal, institutional, and ideological levels.

RIDES sees understanding and using the 4i's as key to systemically dismantling racism

- **Ideological** The intentional ideological development of racism and oppression— (around us all the time --in the water we drink)
- **Institutional** Is demonstrated in how institutions and systems reinforce and manifest ideology (make us keep drinking the water)
- **Interpersonal** The way we play oppression out on each other (the water we spit up on each other)
- **Internalized** How we internalize the ideological ideas of oppression (the water we drink)



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OUR ESSENTIAL QUESTION

What is whiteness and in what ways does the culture of Whiteness hinder or help our efforts towards diversity, equity, inclusion and achievement?



Problem of Practice

In what ways does the culture of whiteness hinder or help our efforts towards diversity, equity, inclusion and achievement in integrated schools?



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Dr. Pedro Noguera

Dr. Pedro Noguera, Distinguished Prof. of Education at the Graduate School of
Education and Information Studies &
Faculty Director for the Center for the Transformation of Schools at UCLA

PRESENTER'S SLIDES





Q & A

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Next Steps:

- *Visit* the RIDES website and the Center for the Transformation of Schools website.
- *Select* at least one practice, resource or idea you heard from today's presentation, share and discuss it with a colleague
- ***Commit*** to a practice, behavior or action, a shift in thinking about this work ...something that you will explore and do before the next webinar
- *Share* your action, tell us how it went and questions you have on our shared google doc [here](#). (*Also, see link in chat box.*)



POLL #5

Webinar Feedback:
Decentering Whiteness in Integrated
Schools, Part 2

Expand our Virtual Community



- Why?** We are a community of learners, so let's learn with and from each other about RIDES and the work happening in integrated school communities all across the country.
- Who?** You, your school team, coaches, organization, all are welcome!
- What?** Topics will include RIDES's ABCDs, Problems of Practice, resources and strategies for improvement, discussion, and more.

OUR VIRTUAL COMMUNITY

For each topic, we will provide resources and then discuss examples of promising practices. The next session will be...

When? **March 7**

Problem of Practice: Engaging and cultivating student activism in integrated schools

Domains: **A**cademics, **B**elonging, **C**ommitment to dismantling racism, **D**iversity

Where? Anywhere you are and can get connected to the internet from a laptop, iPad, mobile phone or other device.



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FUTURE WEBINAR DATES & TOPICS:

March 7	<i>Problem of Practice:</i> Engaging Students as Active Agents/Cultivating Student Activism in integrated schools
April 4	<i>Problem of Practice:</i> Creating a sense of belonging with ESL, Undocumented Students, Refugee/Immigrant Students
May 9	<i>Problem of Practice:</i> Discipline disparities



THANK YOU FOR PARTICIPATING!

**LOOKING FORWARD TO RECONNECTING ON
MARCH 7**

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