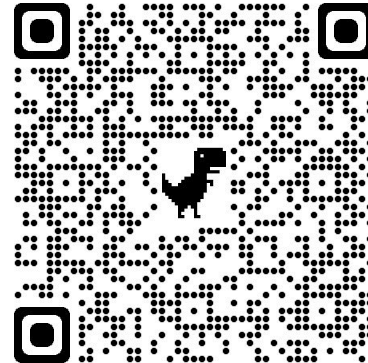




# INTERNAL TRANSFORMATION: *How an Education Agency is Transforming Itself in the Name of Justice*

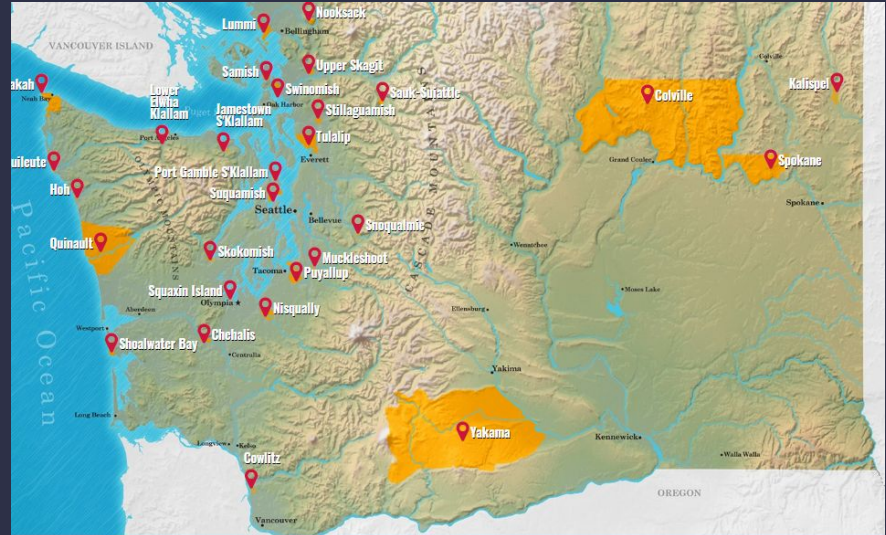
*PESB staff*

November 30, 2022



# LAND ACKNOWLEDGEMENT

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this land acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences, and histories of the Indigenous people of this land and beyond.



## To Learn More Visit:

- [Puyallup Tribe Historic Preservation Department Facebook](#)
- [Puyallup Tribe Language Department Website](#)
- [Puyallup Tribe Language Department Facebook and Instagram](#)
- [Puyallup Tribe Culture Department Facebook and Instagram](#)

# A MOMENT OF SILENCE



We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression on marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.

# THE SESSION



*As a state agency, the Professional Educator Standards Board (PESB) has answered the call and embarked on the journey towards educational justice for Washington educators, students, and families. To do this work well, they had to **transform themselves** from the top-down, bottom-up, outside-in, and inside-out, as there are many things about the **structure and function of government** that **undermine the pursuit of diversity, equity, and inclusion**. The PESB team will share their **journey and lessons learned** so that they can help others in state government, as well as receive feedback regarding their ongoing work.*


# SESSION GOALS




LISTEN TO THE  
PESB JOURNEY



DISCUSS  
STRATEGIES FOR  
CHANGE WITH  
OTHERS



MAKE  
CONNECTIONS  
TO DAILY WORK

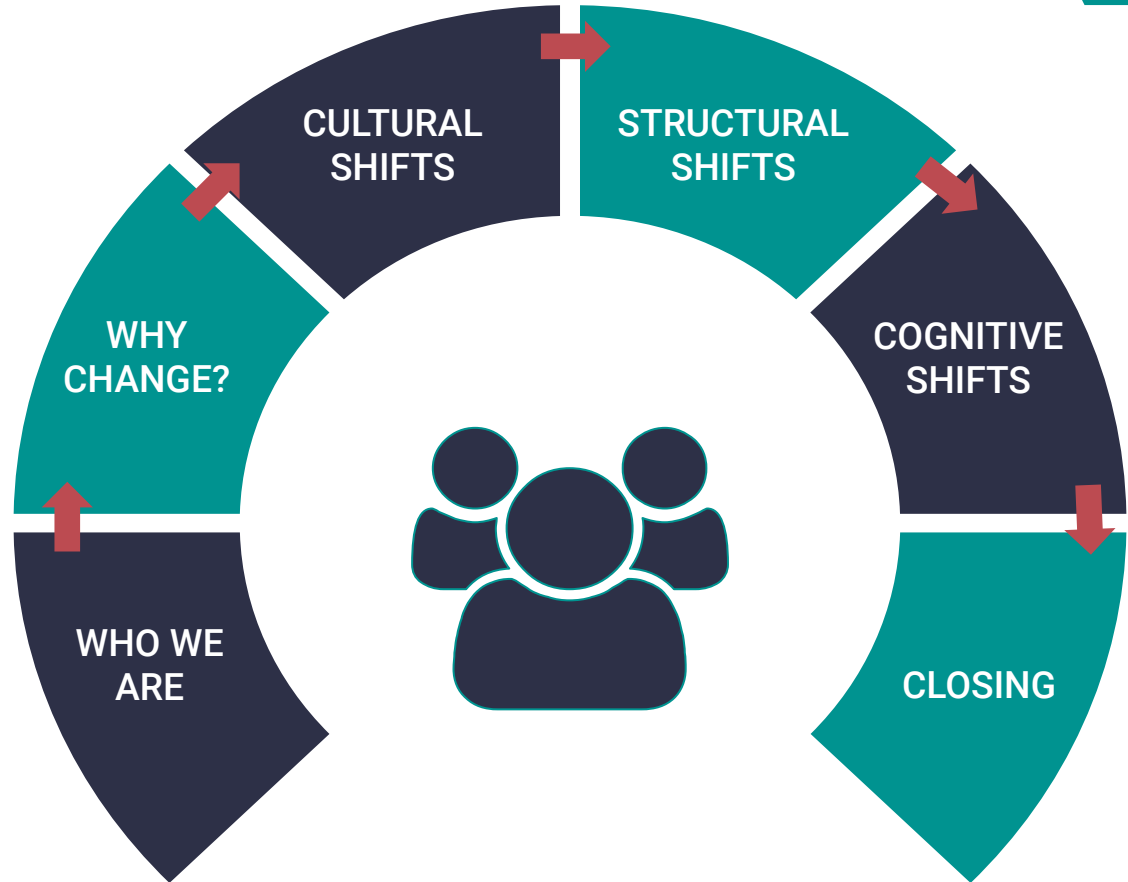


PLAN FOR  
CHANGE TO  
BEGIN  
TOMORROW

# OUR FLOW

## Expect engagement.

We will have several opportunities to discuss ideas and make meaning together. We want you to leave with ideas that you can use tomorrow.



# WHO WE ARE

We work to ensure Washington's workforce is composed of equity-minded, professional educators who meet the diverse needs of students, schools, and communities. The **Professional Educator Standards Board** and the **Paraeducator Board** recognize that high standards for all educators are essential to student success and achievement.

## MISSION

To strengthen the educator workforce through professional standards, policy, and innovation.



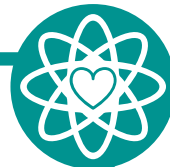
## VISION

An equity-minded educator workforce that facilitates learning and growth for each and every student.



## VALUES

- Educator voice
- Diversity, equity, and inclusion
- Educator excellence for student success
- Community engagement
- Learning and innovation



# WHY CHANGE?



**01**



**LEGISLATIVE SUPPORT**

The Legislature is holding us accountable for our work.

**02**



**AGENCY PARTNERSHIPS**

Improve relationships and establish trust with stakeholders.

**03**



**STAFF RETENTION**

Improve culture and climate for engagement and stability.





# CULTURAL COMPETENCY, DIVERSITY, EQUITY, & INCLUSION (CCDEI) STANDARDS FOR EDUCATORS



UNDERSTANDING  
SELF AND OTHERS

STUDENT, FAMILY,  
AND COMMUNITY  
ENGAGEMENT

LEARNING  
PARTNERSHIPS

LEADING FOR  
EDUCATIONAL  
EQUITY

CULTURAL  
COMPETENCY

DIVERSITY

EQUITY

INCLUSION

ESSB  
5044

1

*We aspire to  
become  
competent in  
the standards  
that apply to  
WA educators.*

# SHIFTS NEEDED



CULTURAL

We needed to think differently about whiteness and its relationship to the world of work. We wanted to be in relationship and community with one another.

STRUCTURAL

We needed to think differently about form and structure of our meetings. We wanted our meetings to be inclusive and allow staff to contribute from a place of strength.

COGNITIVE

We needed to think differently about learning as an organization. We wanted to adopt a critically reflective stance so we could engage in ongoing work towards anti-racism.

# CULTURAL SHIFT



*What does it look like when we move away from white supremacy culture towards indigenous relational pedagogy? What can you do tomorrow?*

Aspects of White Supremacy Culture, as identified in Okun, “White supremacy culture”

Okun, T. (n.d.). *White supremacy culture*. Retrieved from [www.dismantlingracism.org](http://www.dismantlingracism.org)

- Perfectionism
- Sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Paternalism
- Either/or thinking
- Power hoarding
- Fear of open conflict
- Individualism
- Progress is bigger, more
- Objectivity
- Right to comfort

Aspects of indigenous relational pedagogy, as identified by Holmes & Little Thunder, in Holmes & González (2017).

Holmes, A., & González, N. (2017). Finding sustenance: An indigenous relational pedagogy. In D. Paris & H. S. Alim (Eds.), *Culturally sustaining pedagogies* (pp. 207–224). New York, NY and London, UK: Teachers College Press.

- Ethical usefulness
- Collective (prioritized over the individual)
- Visiting
- Perception
- Slowness & deliberateness
- Consistency & dependability
- Honor, integrity, & honesty
- Noninterference
- Orality
- Generosity
- Humility & gentleness
- Responsibility & reciprocity
- Relationship

# STRUCTURAL SHIFT



*Which meeting structures dismantle white supremacy? Which ones support white supremacy? What can you do tomorrow?*

## Meeting outcomes:

- Collective understanding of work in progress
- Increase empathy and support within and across teams

## Expectations:

- Shared ownership and note-taking
- Cameras on, unless discussed
- [Moving away from white supremacy towards indigenous relational pedagogy](#)
- [CCDEI standards](#)

1:00

Welcome and agenda review

- Identify note-takers (Erica, Matt, Stef, Leiani, Mark, Jeff, Makenzie, and Austin have done it.)
- Take notes directly on [the document](#) as we go.

# COGNITIVE SHIFT



*How can you support critical thinking in a positive and productive workplace? What can you do tomorrow?*

## **Purpose**

The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

## **Framing Consultancy Dilemmas and Consultancy Questions**

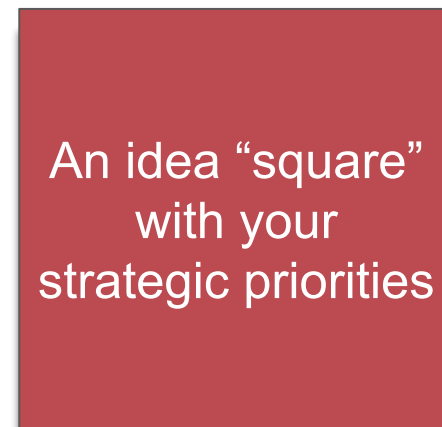
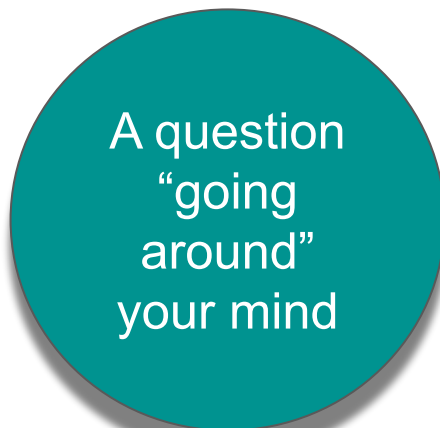
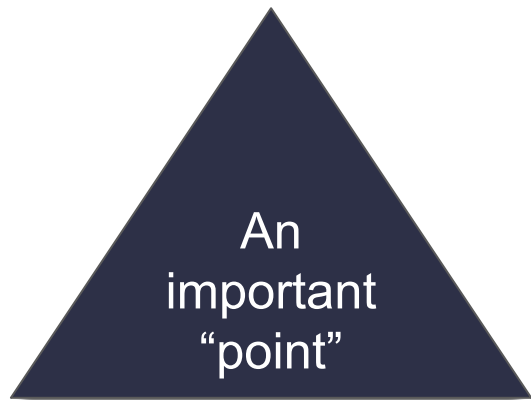
A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can't figure out. All dilemmas have some sort of identifiable tension in them. Sometimes the dilemma will include samples of student or adult work that illustrate it, but often the dilemma crosses over many parts of the educational process.

### **1. Think About Your Dilemma**

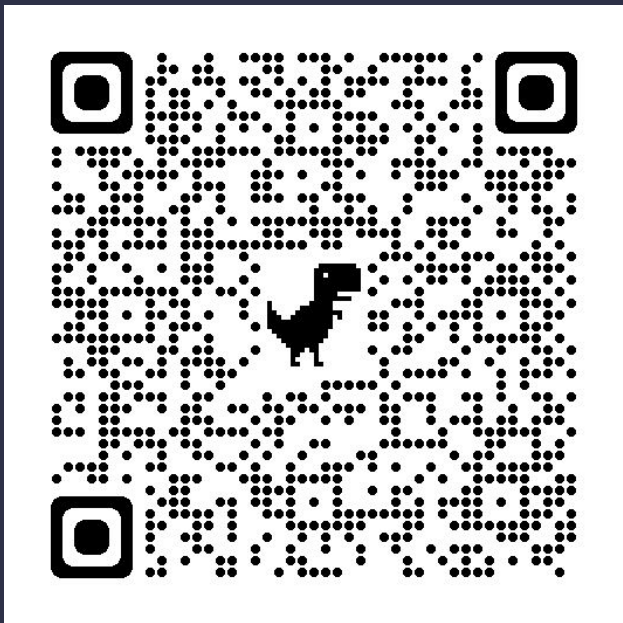
Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:

- Is it something that is bothering you enough that your thoughts regularly return to it
- Is it something that is not already on its way to being resolved?
- Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice?

# GEOMETRIC SUMMARY



# CONNECT WITH US



[pesb.wa.gov](https://pesb.wa.gov)



[twitter.com/WAPESB](https://twitter.com/WAPESB)



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