



ANKENY
COMMUNITY SCHOOL DISTRICT

SEEKING TRUTH IN OUR CLASSROOMS:

**A FORUM TO LEVERAGE
STUDENT VOICE TO
TRANSFORM EDUCATION
IN ANKENY SCHOOLS.**



Ken Morris, Jr. (he/him) Director of Equity
September 29, 2021



ANKENY
COMMUNITY SCHOOL DISTRICT

Introduction

Ankeny Board of Education
Vice President
Amy Tagliareni



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COMMUNITY SCHOOL DISTRICT

Welcome

Ankeny Community School District

Director of Equity

Ken Morris, Jr.

(he/him)



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Our Mission:

Ankeny Community Schools is unified in its commitment, passion, and vision so every learner is prepared to achieve a lifetime of personal success.

Purpose: Provide research based learning on the history of critical race theory, what it is and isn't, share what is taught in our curriculum and the impact it has on our students lived experience.

Community Learning Target: Participants will understand by unifying to create a just and equitable learning environment that embraces the history and experiences of its learners is not only good for students, but also for our community and our shared future.



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This Forum Is and Isn't

IS

- Brave space to engage in courageous conversations
- Personal Learning
- Continuous Improvement
- "Messy work" we will all make mistakes; we will not always get it right

ISN'T

- Blame and shame
- Calling out individuals as racist
- Judgement



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Community Agreements

- One voice at a time
- Speak from your own experience
- Trust that others are speaking their truth
- Pause and listen
- Strive to be mindful and present
- Challenge assumptions
- Contribute to a positive learning environment
- Expect and accept non-closure
- It's not about perfection but about connection and learning

Welcome – Ken Morris, Jr.

CRT - Dr. Jeanne Dyches/Q&A

ACSD Curriculum – Carol Eddy/Q&A

Student Panel– Kelcy Lofgren/Q&A

Good to Great - Dr. Erick Pruitt

Closing Activity – Ken Morris, Jr.

<https://www.ankenyschools.org/departments/equity/>

DEPARTMENTS

Equity

[Home](#) / [Departments](#) / [Equity](#)



Wednesday, Sept. 29, 2021 at 6PM.

[ASK A QUESTION HERE](#)



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Understanding Critical Race Theory

Jeanne Dyches, PhD



Objectives

Explain Critical Race Theory (CRT)'s history

Discuss CRT's tenets
(aka components)

Provide examples of CRT's applications

Contextualize current CRT debate from a CRT lens

Provide resources for further engagement

- Conceptualized 50 years ago; published 40 years ago
- Originated in the legal field
- Analytical tool to understand systemic racism

“Many scholars of color, who had initially identified with the language and goals of CLS (e.g. Derrick Bell, Kimberlé Crenshaw, Richard Delgado, Cheryl Harris, Patricia Williams), came to the view that Critical Legal Studies failed to engage usefully with the reality of racism by reductively positioning it as simply analogous to class-based discrimination”

(Rollock & Gillborn, 2011, p. 1).

JOURNAL ARTICLE

Brown v. Board of Education and the Interest-Convergence Dilemma

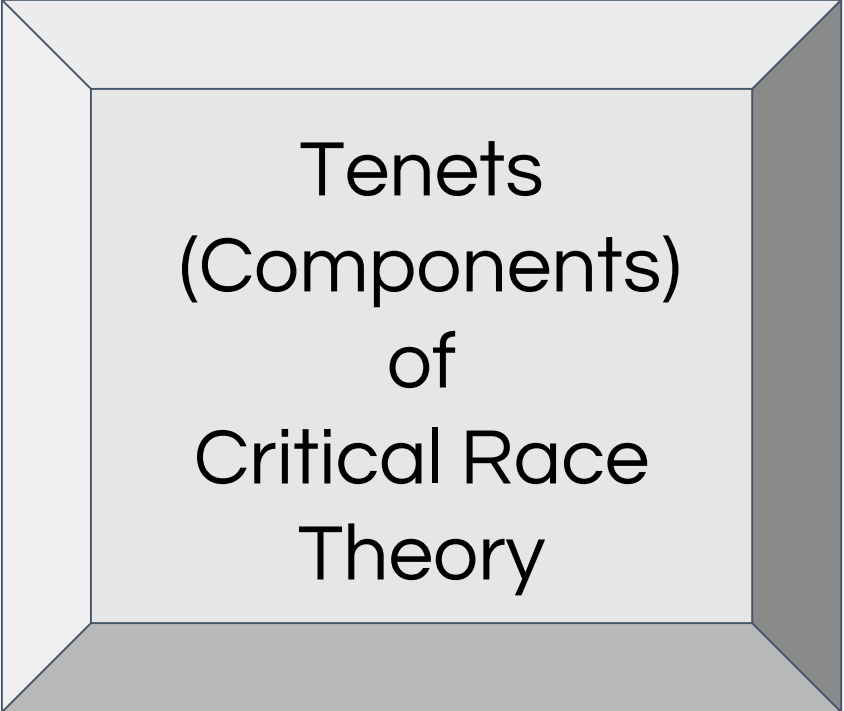
Derrick A. Bell, Jr.



Harvard Law Review
Vol. 93, No. 3 (Jan., 1980), pp. 518-533
(16 pages)

Published by: [The Harvard Law Review Association](#)

[< Previous Item](#) | [Next Item >](#)



Tenets
(Components)
of
Critical Race
Theory

1. Centrality of Race/Racism (Delgado & Stefancic, 2017)
2. Voices of People of Color are important, legitimate, and powerful (Delgado, 1989)
3. Whiteness as property (Harris, 1993)
4. Intersectionality must be considered (Crenshaw, 1991)
5. Interest Convergence helps explain civil rights advancements (Bell, 1980)
6. Commitment to social justice (Delgado & Stefancic, 2017; Tate, 1997)



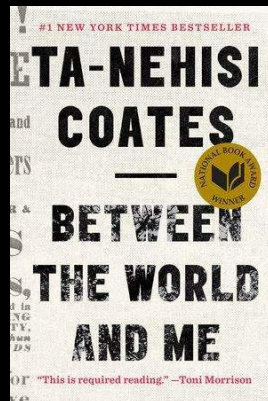
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(1) Centrality of Race/Racism (Delgado & Stefancic, 2017)

BUT RACE IS THE CHILD OF RACISM,

NOT THE FATHER.

-TA-NEHISI COATES



(1) Centrality of Race/Racism

(Delgado & Stefancic, 2017)

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GENERAL FORMS.

Bearing in mind, then, its limitations and modifications, it is well in all cases, when making a physiognomical examination, to observe the facial angle. Fig. 142 will help to convey

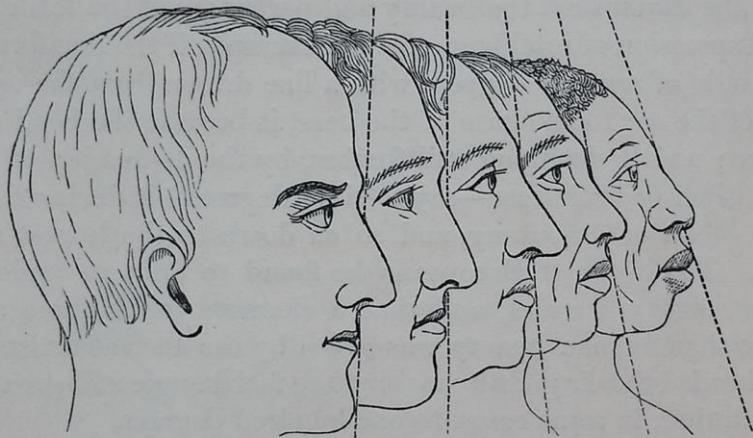


Fig. 142.—GRADES OF INTELLIGENCE.

an idea of the different grades of development and intelligence as indicated in the profile, size, as well as form, being taken into the account.

Samuel Wells, *New Physiognomy* (1868)

Construct of race-ever evolving; not static



IRISH IBERIAN.



ANGLO-TEUTONIC.



NEGRO

Harper's Weekly.

"The Iberians are believed to have been originally an African race, who thousands of years ago spread themselves through Spain over Western Europe. Their remains are found in the barrows, or burying places, in sundry parts of these countries. The skulls are of low prognathous type. They came to Ireland and mixed with the natives of the South and West, who themselves are supposed to have been of low type and descendants of savages of the Stone Age, who, in consequence of isolation from the rest of the world, had never been out-competed in the healthy struggle of life, and thus made way, according to the laws of nature, for superior races" from H. Strickland Constable's *Ireland from One or*

Two Neglected Points of View, 1899

(1) Centrality of Race/Racism (Delgado & Stefancic, 2017)

Race as Blood:

1662- VA ruling on "one drop"

1705: North America's first blood-fraction law: one-eighth rule (a person was Black if one great-grandparent was entirely of African ancestry).

By 1910, twenty states classified citizens by blood-fraction, most using one-fourth or one-eighth.

Race as Appearance:

1861 freedom case of Guy v. Daniel: enslaved Abby Guy was awarded her freedom due to appearance and behavior.

pre 1911: Arkansas's railroad segregation law defined "Negro" as "one in whom there is a visible and distinct admixture of African blood."

1985: Louisiana court ruled that a woman with a Black great-great-great-great-grandmother could not identify herself as "White" on her passport.

<https://news.harvard.edu/gazette/story/2010/12/one-drop-rule-persists/>

<https://encyclopediaofarkansas.net/entries/one-drop-rule-5365/>

Construct of race-ever evolving; not static



Rachel Dolezal, in Center of Storm, Is Defiant: 'I Identify as Black'

(1) Centrality of Race/Racism (Delgado & Stefancic, 2017)



“multicultural”



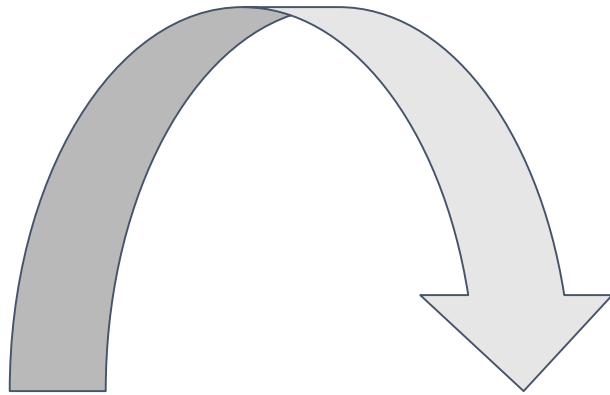
Table 2: The 20 Most Frequently Assigned Titles, their Readability Level, Word Count, and Grade Level Distribution, and Percentage of the Total Number of Courses*

Title	Readability Level**	Word Count	Grade 9 (N=237)		Grade 10 (N=265)		Grade 11 (N=271)		Total	As % of #of Courses (773)
<i>Romeo and Juliet</i>	8.6	25,599	160	(67.5%)	9	(3.4%)	4	(1.5%)	173	22.38
<i>To Kill a Mockingbird</i>	5.6	99,121	80	(33.8%)	56	(21.1%)	36	(13.3%)	172	22.25
<i>The Crucible</i>	4.9	35,560	4	(1.7%)	24	(9.1%)	131	(48.3%)	159	20.57
<i>Julius Caesar</i>	10.8	27,309	11	(4.6%)	109	(41.1%)	7	(2.6%)	127	16.43
<i>Of Mice and Men</i>	4.5	29,572	33	(13.9%)	28	(10.6%)	34	(12.5%)	95	12.29
<i>Night</i>	4.8	28,404	25	(10.5%)	45	(17.0%)	14	(5.2%)	84	10.87
<i>The Great Gatsby</i>	7.3	47,094	2	(0.8%)	4	(1.5%)	77	(28.4%)	83	10.74
<i>Lord of the Flies</i>	5.0	59,900	20	(8.4%)	40	(15.1%)	12	(4.4%)	72	9.31
<i>Huckleberry Finn</i>	6.7	109,571	5	(2.1%)	20	(7.5%)	44	(16.2%)	69	8.93
<i>The Scarlet Letter</i>	11.7	63,604	1	(0.4%)	13	(4.9%)	47	(17.3%)	61	7.89
<i>Animal Farm</i>	7.3	29,060	32	(13.5%)	17	(6.4%)	10	(3.7%)	59	7.63
<i>The Odyssey</i>	10.3	120,133	48	(20.3%)	5	(1.9%)	3	(1.1%)	56	7.24
<i>A Raisin in the Sun</i>	5.5	31,391	11	(4.6%)	12	(4.5%)	32	(11.8%)	55	7.12
<i>Macbeth</i>	10.9	19,048	1	(0.4%)	17	(6.4%)	26	(9.6%)	44	5.69
<i>Antigone</i>	5.3	11,061	1	(0.4%)	39	(14.7%)	4	(1.5%)	44	5.69
<i>The Catcher in the Rye</i>	4.7	73,404	5	(2.1%)	12	(4.5%)	20	(7.4%)	37	4.79
<i>A Separate Peace</i>	6.9	56,787	11	(4.6%)	22	(8.3%)	2	(0.7%)	35	4.53
<i>Fahrenheit 451</i>	5.2	45,910	11	(4.6%)	15	(5.7%)	7	(2.6%)	33	4.27
<i>The Pearl</i>	7.1	25,845	14	(5.9%)	10	(3.8%)	3	(1.1%)	27	3.49
<i>Speak</i>	4.5	46,591	15	(6.3%)	6	(2.3%)	5	(1.8%)	26	3.36

Stotsky, 2010

(2) the knowledge, experiences, and voices of people belonging to historically marginalized populations are legitimate, valuable, and powerful (Delgado, 1989; Solorzano & Yosso, 2002)

Majoritarian Stories



Counterstories



Henrietta Lacks
first immortal human cells ever grown in a laboratory

“HeLa cells were one of the most important things that happened to medicine in the last hundred years,’ [Prof] Defler said...

Like guinea pigs and mice, Henrietta’s cells have become the standard laboratory workhorse.”

<https://www.history.com/news/rebecca-skloot-on-the-immortal-life-of-henrietta-lacks>



(3) Whiteness as property (Harris, 1993)

[P]etitioner was a citizen of the United States and a resident of the state of Louisiana of mixed descent, in the proportion of seven eighths Caucasian and one eighth African blood; that the mixture of colored blood was not discernible in him, and that he was entitled to every recognition, right, privilege and immunity secured to the citizens of the United States of the white race by its Constitution and laws . . . and thereupon entered a passenger train and took possession of a vacant seat in a coach where passengers of the white race were accommodated.

*Plessy v. Ferguson*²

2163 U.S. 537, 538 (1896).

(3) Whiteness as property (Harris, 1993)

People of color face disproportionate harm from climate change, EPA says

Nada Hassanein USA TODAY

Published 5:27 p.m. ET Sep. 2, 2021 | Updated 9:42 p.m. ET Sep. 2, 2021

People of color face disproportionate harm from climate change, a new analysis by the Environmental Protection Agency found.

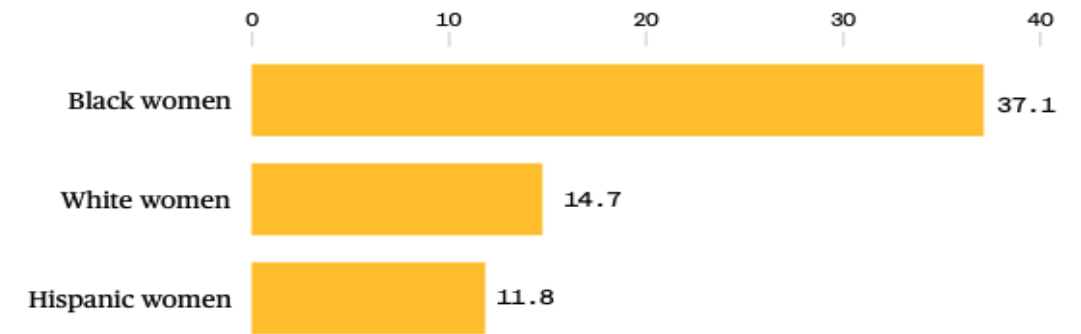
Historically underserved communities are less able to prepare and recover from extreme weather events driven by climate change, including excessive heat, flooding and air pollution, [the report released Thursday said](#).

EPA. 2021. Climate Change and Social Vulnerability in the United States: A Focus on Six Impacts. U.S. Environmental Protection Agency, EPA 430-R-21-003. www.epa.gov/cira/social-vulnerability-report

Using the new coding method, researchers found that of the 658 women who died of maternal causes in 2018, black women fared the worst, dying 2½ times more often than white women (37.1 vs 14.7 deaths per 100,000 live births), while Hispanic women had the lowest rate of maternal mortality, 11.8 deaths per 100,000 live births.

Pregnancy-related deaths by race in the U.S. in 2018

Number of deaths per 100,000 live births.



Source: National Center for Health Statistics

Graphic: Jiachuan Wu / NBC News

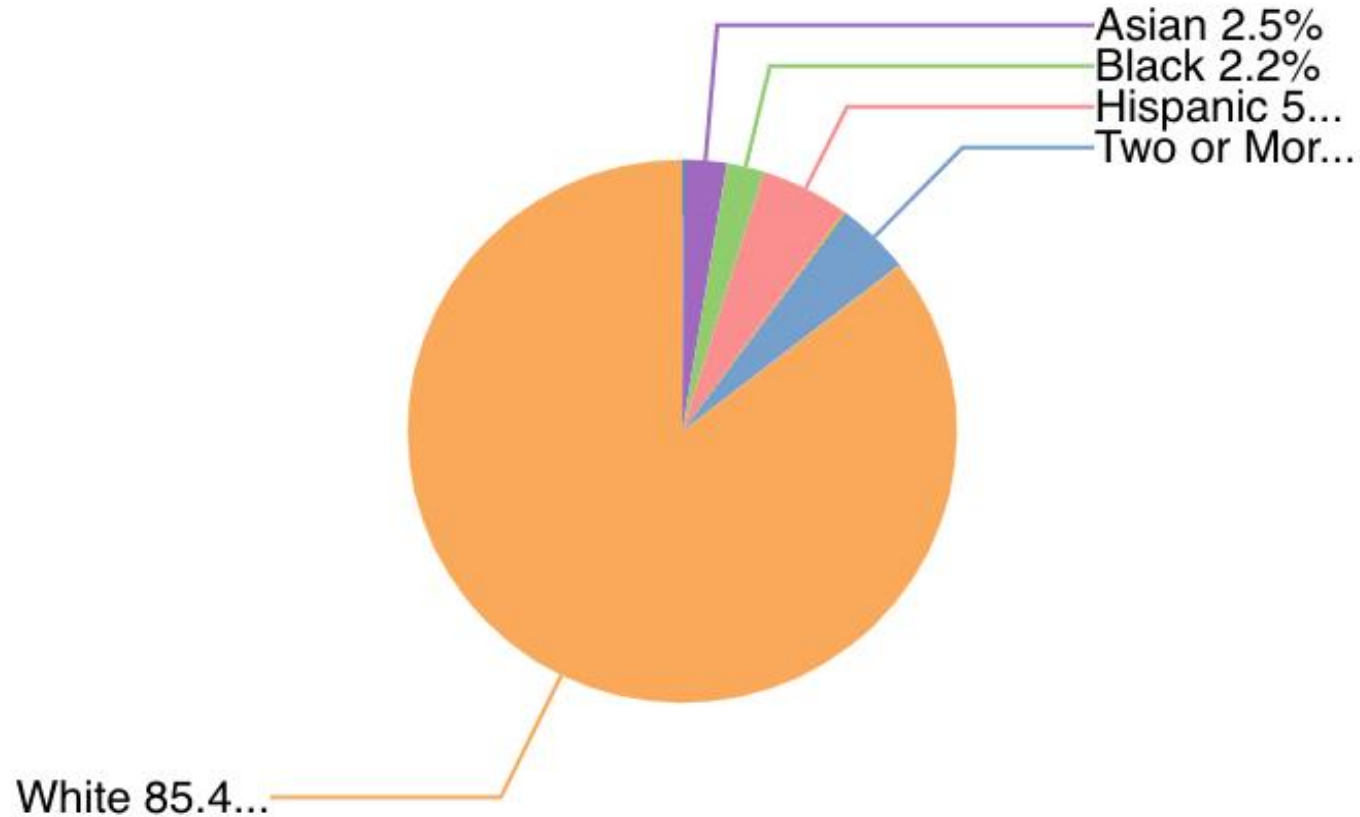
Black women have historically had the highest maternal mortality rates. Researchers do not have a clear explanation, but they suspect a combination of **institutional racism** in society and the health care system, as well as black women's increased susceptibility to certain health conditions, such as obesity and hypertension. Black women are also less likely to have access to quality prenatal care.



(3) Whiteness as property (Harris, 1993)

Legend

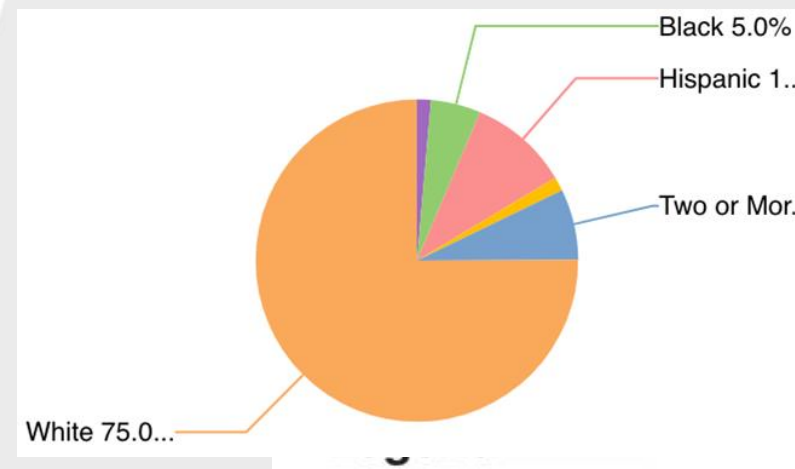
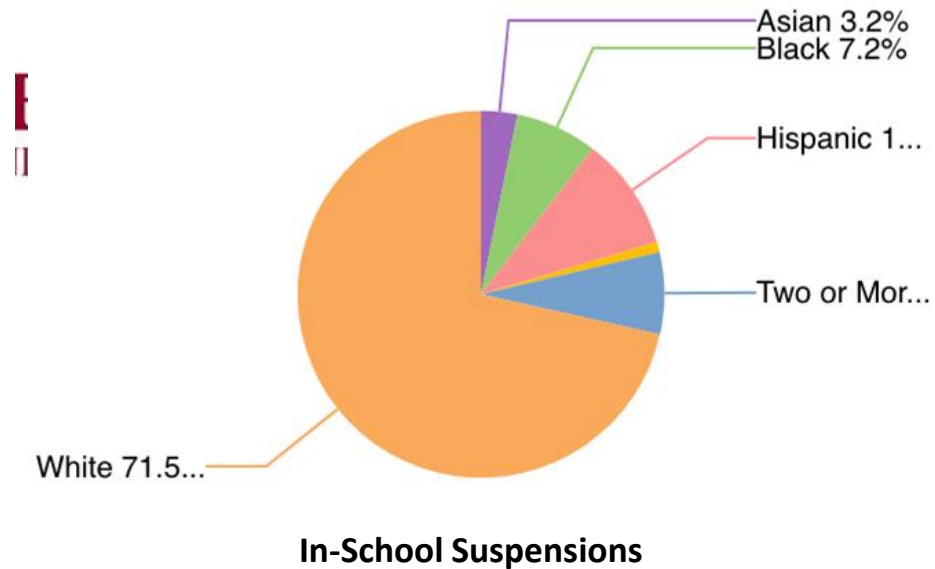
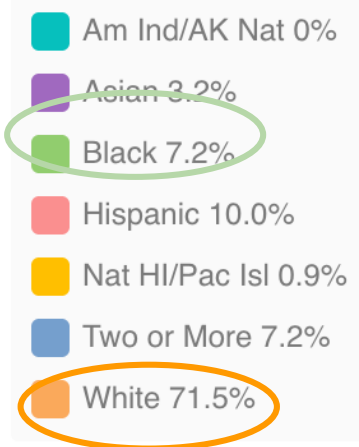
- Hispanic 5.2%
- Am Ind/AK Nat 0.1%
- Asian 2.5%
- Black 2.2%
- Hispanic 5.2%
- Nat HI/Pac Isl 0.1%
- Two or More 4.4%
- White 85.4%



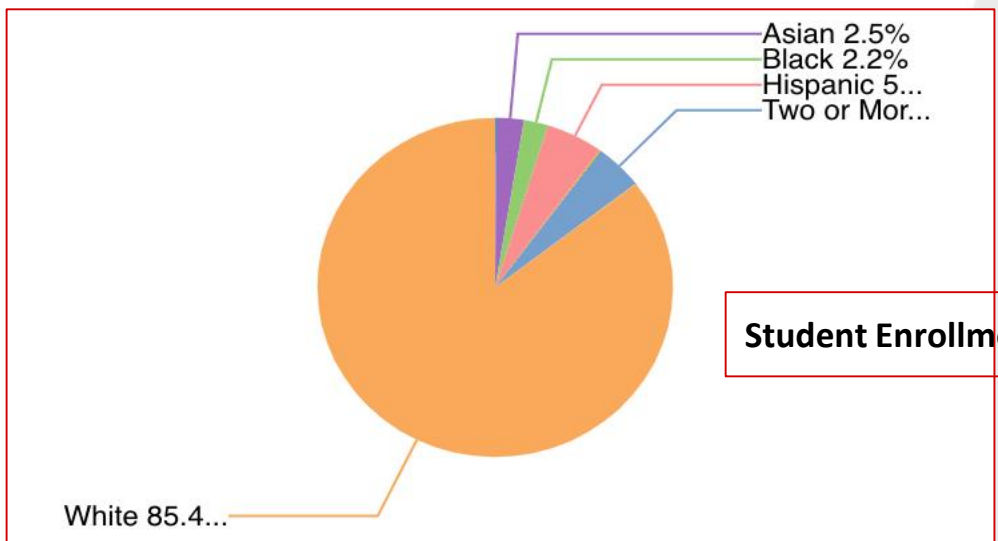
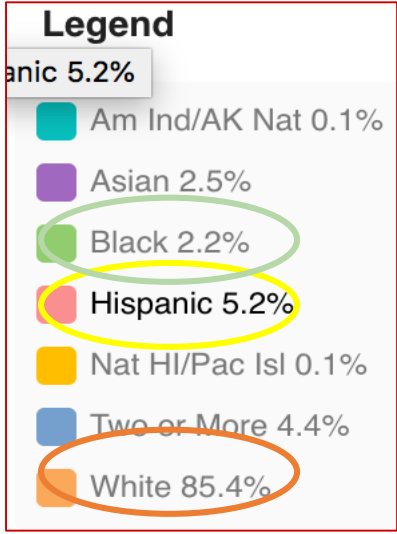
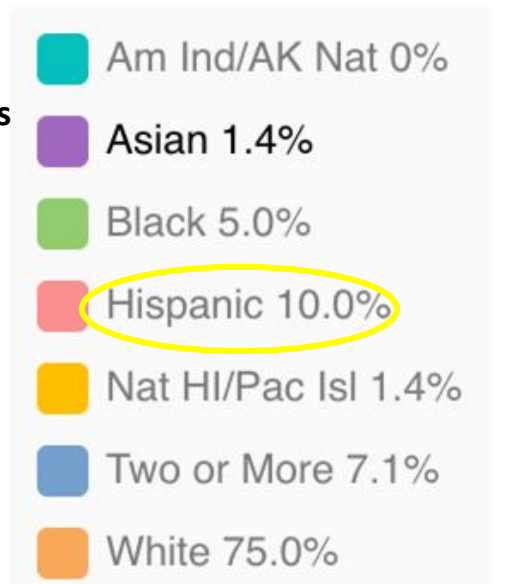
School Enrollment, Ankeny Community School District, 2017

US Dept of Education Website: <https://ocrdata.ed.gov/profile/9/district/27707/summary>

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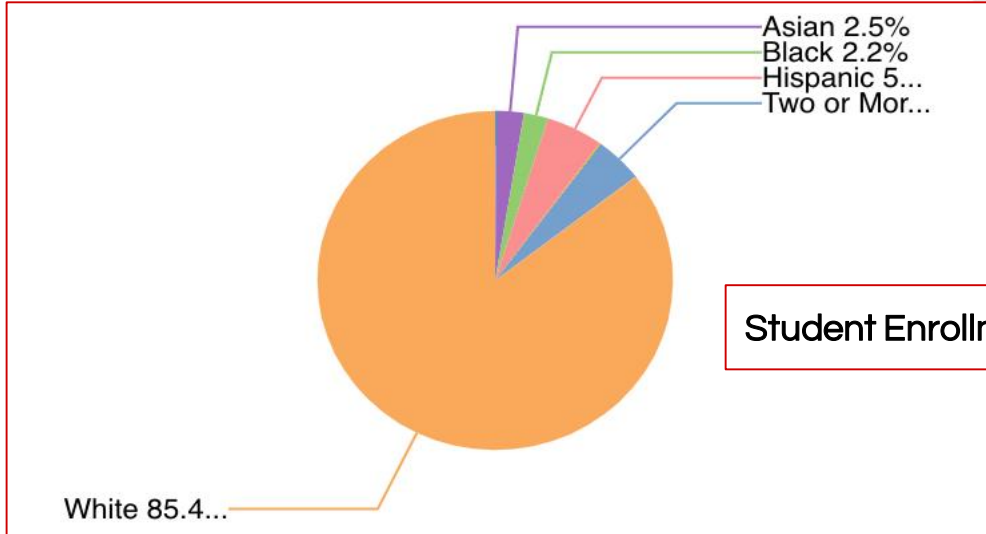
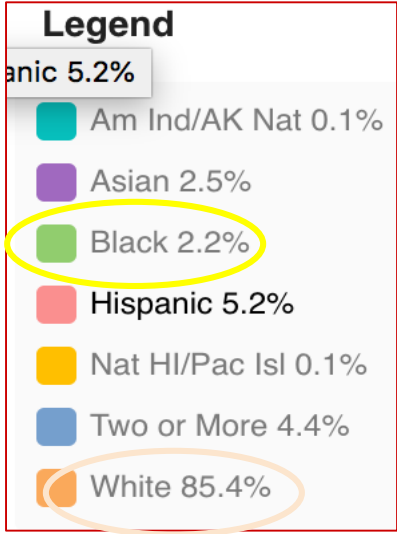
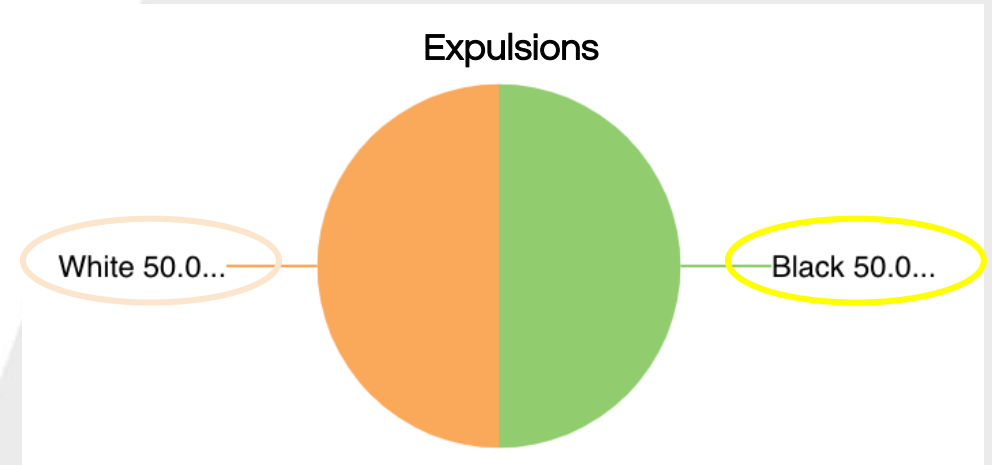


Out-of-School Suspensions



Ankeny Community School District, 2017
 US Dept of Education Website:
<https://ocrdata.ed.gov/profile/9/district/27707/summary>

(3) Whiteness as property (Harris, 1993)



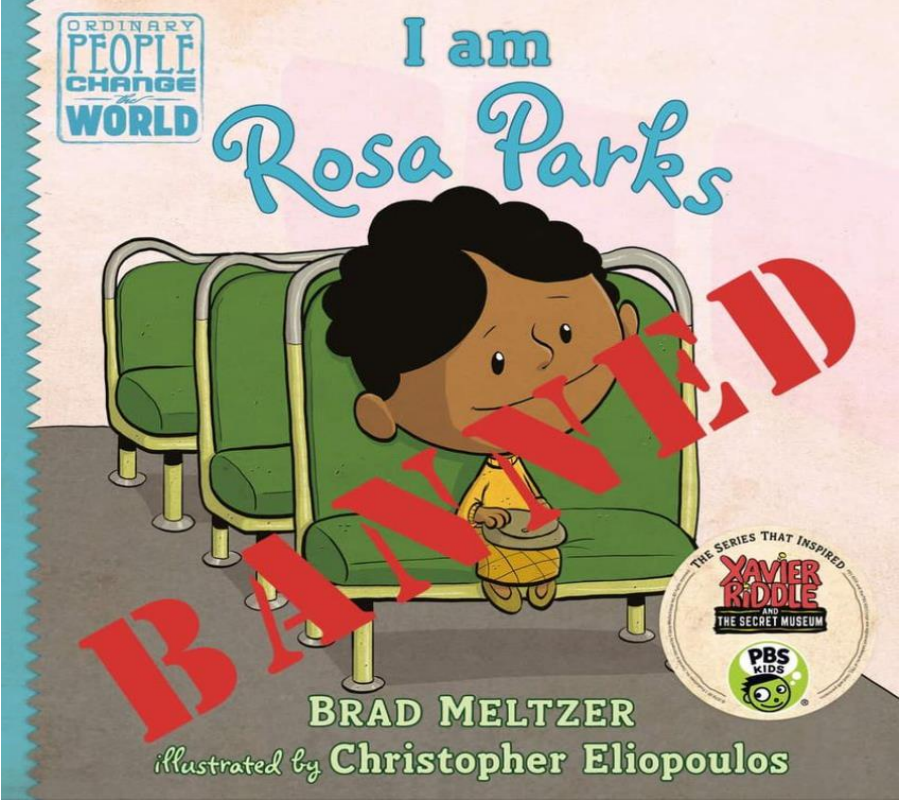
Ankeny Community School District, 2017
 US Dept of Education Website:
<https://ocrdata.ed.gov/profile/9/district/27707/summary>

(3) Whiteness as property- mainstream, "normalized" perspective

Students fight back against a book ban that has a Pennsylvania community divided

By **Evan McMorris-Santoro**, Linh Tran, Sahar Akbarzai and Mirna Alsharif, CNN

Updated 12:10 AM ET, Thu September 16, 2021



<https://www.cnn.com/2021/09/15/us/book-ban-controversy-pennsylvania/index.html>

Last October, the all-White school board unanimously banned a list of educational resources that included a children's book about Rosa Parks, Malala Yousafzai's autobiography and CNN's Sesame Street town hall on racism.

The fact that all the banned materials are by or about people of color is just a coincidence, according to Jane Johnson, the school board president.

One mother said, "the community is 100% against an critical race theory indoctrination agenda," during Monday's meeting. "Schools are not the place for politics or identity to be shaped."

But critical race theory is not taught in K-12 curriculum.

"This is very clearly an attack on diversity, equity (and) inclusion. It very much feels like a political overreach based on misinformation," Ana Ramón, deputy director of advocacy at the Intercultural Development Research Association, told CNN earlier this month.

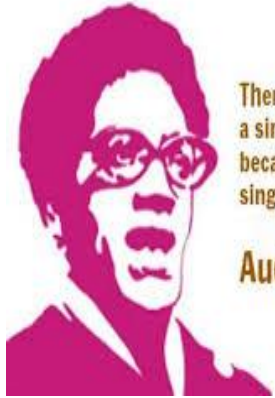
York parent Matt Weyant commended the school board for implementing the ban.

"I don't want my daughter growing up feeling guilty because she's White," he said.

That sentiment is spreading across the US. A growing number of states have passed or are considering policies strictly defining what students are allowed to learn about race.

(4) People hold intersectional identities

A "matrix of oppression" (Crenshaw, 1991)



There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde

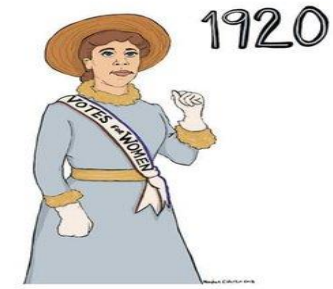
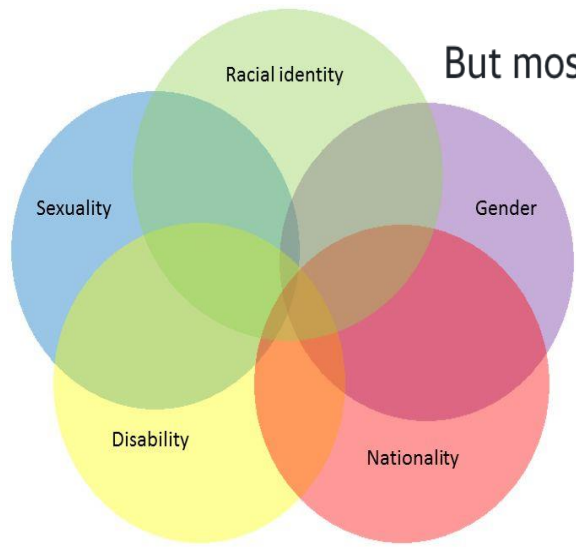


photo credit: Meaghan Pelderkin

In the eight days between when Petito's family reported her missing on Sept. 11 and when her body was found on Sept. 19, three Indigenous people – Sterling Prinze Redstar, Markie Shea Williams and Cloelle Buck Elk – were reported missing in Montana.

But most people don't know their names.

<https://money.yahoo.com/missing-white-woman-syndrome-indigenous-230718505.html>



(5) Interest Convergence

Advancements in racial equality often happen when they dovetail with the interests of elite Whites
(Bell, 1980)

“If you go back to the 1960s and 1970s, African-American athletes really didn’t have much of a choice, and that really made for an extremely high level of talent at the HBCUs.” - Jason Cable, senior associate commissioner for administration at the SWAC

“Longstanding NCAA amateurism rules simultaneously require those athletes to labor under a modern form of peonage where [European American managers of college sports] harvest the fruits of [Black student athletes’] labor” (McCormick & McCormick, 2012)



University of Kentucky, 1955-56

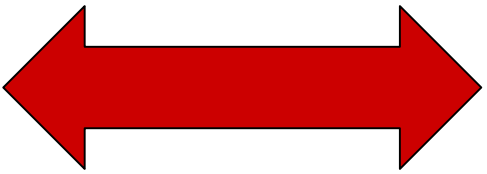
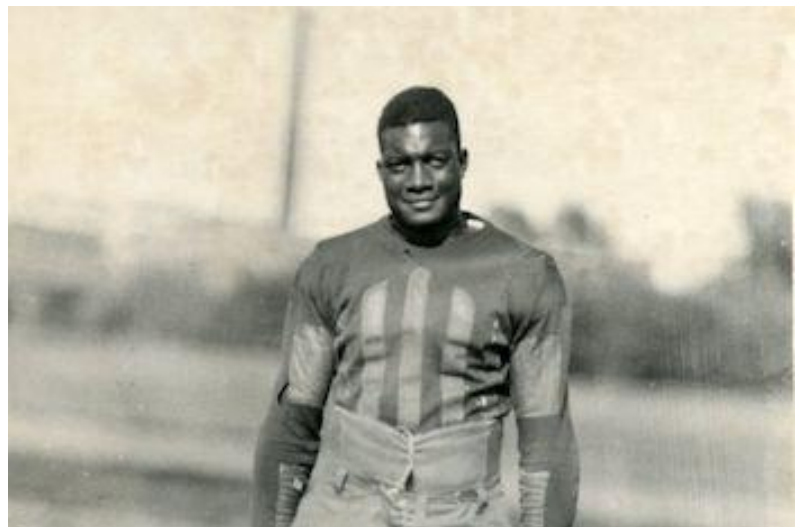


University of Kentucky, 2019-2020

(5) Interest Convergence

Advancements in racial equality often happen when they dovetail with the interests of elite Whites (Bell, 1980)

Iowa native and League of Women Voters' founder Carrie Chapman Catt
Only woman in her 1880 graduating class at Iowa State
Wrote the "winning plan" to pass 19th amendment in 1920
ISU names building after her in 1992



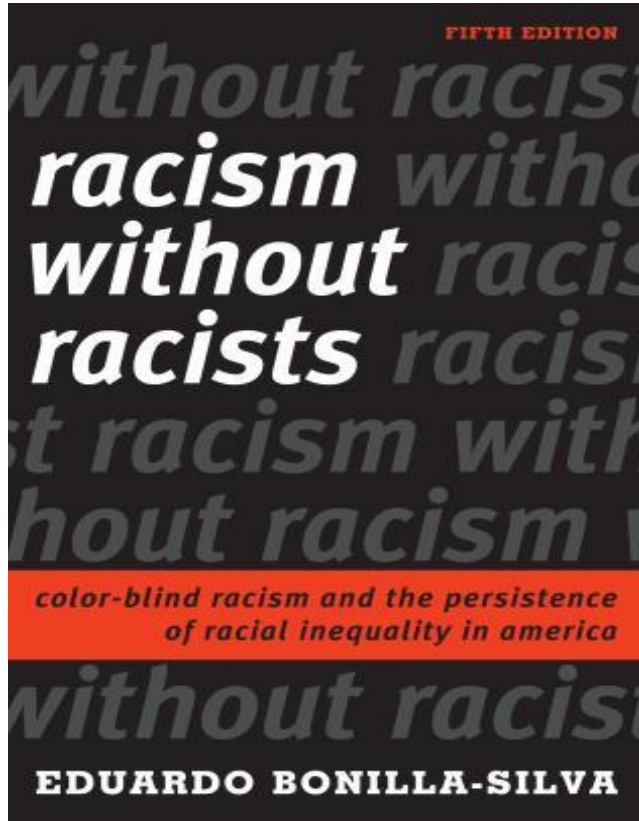
argued that "white supremacy will be strengthened, not weakened by women's suffrage" ([Sanghani, 2015](#)).

In 1974, ISU's student body government voted unanimously to recommend that the school name the new football stadium after him. Several years later, students raised money to erect the statue of him outside the stadium. School officials originally named the facility "Cyclone Stadium." But due to the persistence of ISU students, staff and other supporters, the facility was named Jack Trice Stadium in 1997. It is the only Division I-A football stadium named for an African American.
Jack Trice's figure can be found outside the stadium that bears his name, Trice, who died from injuries on Oct. 8, 1923, two days after he was trampled in a football game against the University of Minnesota.



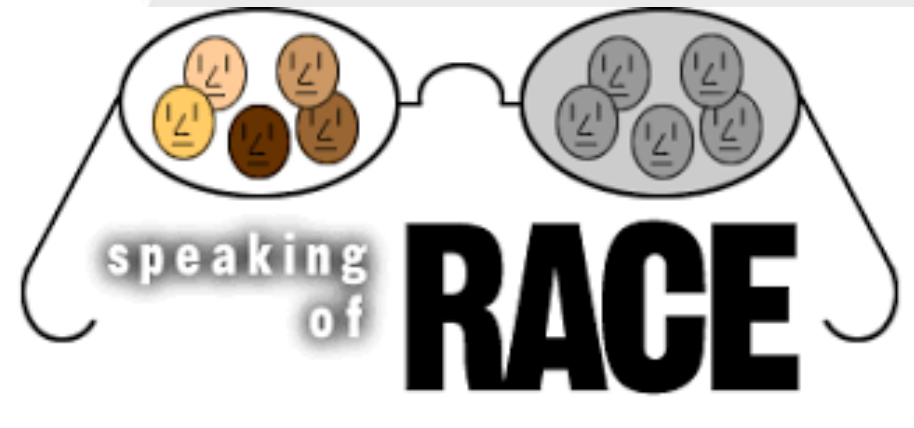


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(6) CRT privileges social justice by assuming a critical stance toward color-evasiveness & neutrality

(Bonilla-Silva, 2006; Delgado & Stefancic, 2017; Tate, 1997)





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(6) CRT privileges social justice by assuming a critical stance toward color-evasiveness & neutrality

(Bonilla-Silva, 2006; Delgado & Stefancic, 2017; Tate, 1997)

Teaching Kindness Isn't Enough

Teaching kindness is a staple of elementary practice, but that isn't the same as teaching justice.

https://www.learningforjustice.org/magazine/fall-2019/teaching-kindness-isnt-enough?fbclid=IwAR3jbeNA-Bzk7s7UKmUX0d_q4E1ijtD_9xK7QXt4lohYoB_XdNPtbiSK1VQ



(Castagano, 2019; Gutsche, 2012)



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Why the sudden debate over teaching CRT in schools?

Chalkbeat Tennessee

Tennessee lawmakers advance bill to ban critical race theory instruction in public schools

The House Education Administration Committee voted 12-3 to prohibit teaching elements of critical race theory, which is the study of how race ...
21 hours ago



WMC Action News 5 - Memphis, Tennessee

Tennessee lawmakers seek to ban critical race theory in schools

MEMPHIS, Tenn. (WMC) - Tennessee lawmakers advanced a measure Monday that would ban public schools from teaching lessons on ...
2 days ago



USA Today

Tennessee Republicans want to block lessons on systemic racism in schools

The Idaho legislature in recent days passed a bill to ban the teaching of critical race theory in schools, while Republicans in other states this ...
In-Depth · 19 hours ago



Public Radio Tulsa

GOP Lawmakers Send Stitt Bill To Ban Critical Race Theory In ...

Rep. Kevin West (R-Moore) answers questions about House Bill 1775 on Thursday. The bill bans the teaching of critical race theory in Oklahoma ...
4 days ago



NPR

Idaho Governor Signs Bill To Ban Critical Race Theory In ...

The governor in Idaho has signed a law to ban the teaching of critical race theory in public schools. Some educators in the state are calling it ...
2 days ago

Public Radio Tulsa

House Holds Do-Over Vote On Critical Race Theory Ban Over ...

The Oklahoma House had to redo its vote on a bill Republicans say is to ban the teaching of critical race theory. The theory asks students to ...
15 hours ago



CNN

Idaho Governor Signs Bill To Ban Critical Race Theory In ...



CNN

Idaho moves to ban critical race theory instruction in all public schools, including universities

Idaho lawmakers have advanced a bill that would prohibit public schools, including public universities, from teaching that "any sex, race, ethnicity, ...
5 days ago



Milwaukee Journal Sentinel

The Germantown School Board reverses its ban on critical race theory

After previously banning the teaching of critical race theory in its schools, the Germantown School Board on Monday reversed course and ...
6 days ago



The Tennessean

Tennessee Republicans want to withhold funding from schools teaching critical race theory

The Idaho legislature in recent days passed a bill to ban the teaching of critical race theory in schools, while Republicans in other states this ...
20 hours ago



KOCO

Oklahoma House approves ban on teaching 'critical race theory'

The GOP-controlled House voted 70-19 for the bill that prohibits teaching of so-called "critical race theory." Advertisement. "Students are being ...
4 days ago



Stop Critical Race Theory Before It Destroys America

[opposing-critical-race-theory-held-in-leesburg/article_9cd04bbe-cbac-11eb-be7a-7b34ad16e9d8.html](https://ronaldyatesbooks.com/2021/04/stop-critical-race-theory-before-it-destroys-america/)

<https://ronaldyatesbooks.com/2021/04/stop-critical-race-theory-before-it-destroys-america/>



Ian Prior, executive director of Fight for Schools, addresses a large group on June 12 in Leesburg opposed to critical race theory. Times-Mirror/Nathaniel Cline



in·doc·tri·nate

/inˈdɑktreɪˌnɑt/

verb

past tense: **indoctrinated**; past participle: **indoctrinated**

teach (a person or group) to accept a set of beliefs uncritically. "broadcasting was a vehicle for indoctrinating the masses"

Similar: brainwash propandize proselytize inculcate re-educate persuade

• ARCHAIC

teach or instruct (someone). "he indoctrinated them in systematic theology"

Why the sudden debate over teaching CRT in schools?



I'M CHRISTOPHER F. RUFO.

I'm a writer, filmmaker, and senior fellow at Manhattan Institute.

I've directed four films for PBS, including my latest, *America Lost*, and am a contributing editor of *City Journal*, where I cover critical race theory, homelessness, addiction, crime, and other afflictions. My investigative reporting recently led President Trump to issue an executive order banning critical race theory from the federal government.

I'm a graduate of Georgetown University, former visiting fellow in domestic policy studies at the Heritage Foundation, and former Lincoln Fellow at the Claremont Institute. I live in the Seattle area with my wife and children.



Replying to [@realchrisrufo](#) and [@ConceptualJames](#)

The goal is to have the public read something crazy in the newspaper and immediately think "critical race theory." We have decodified the term and will recodify it to annex the entire range of cultural constructions that are unpopular with Americans.

3:17 PM · Mar 15, 2021 · Twitter Web App

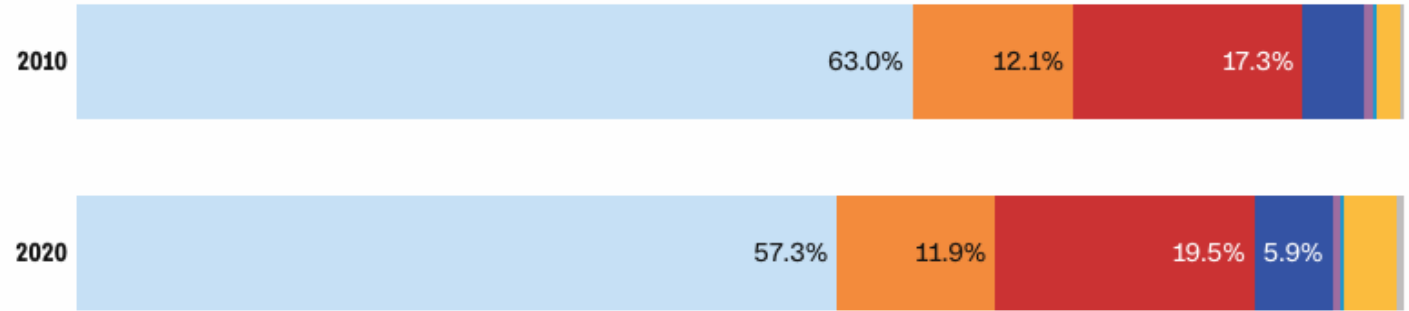
20 Retweets 1 Quote Tweet 291 Likes

“Since 1865 and the passage of the Thirteenth Amendment, every time African Americans have made advances towards full participation in our democracy, white reaction has fueled a deliberate, relentless rollback of their gains. The end of the Civil War and Reconstruction was greeted with the Black Codes and Jim Crow; the Supreme Court’s landmark 1954 Brown v. Board of Education decision was met with the shutting down of public schools throughout the South; the Civil Rights Act of 1964 and Voting Rights Act of 1965 triggered a coded response, the so-called Southern Strategy and the War on Drugs that disenfranchised millions of African Americans.”



The United States is becoming less White, more multiethnic and multiracial

White Black Hispanic or Latino Asian Native American or Alaska Native
Native Hawaiian or Pacific Islander Two or more races Other



<https://www.cnn.com/2021/08/12/politics/us-census-2020-data/index.html>

Schools facing critical race theory battles are diversifying rapidly, analysis finds

Many of the school districts facing backlash over equity initiatives are diversifying faster than the national average.

<https://www.nbcnews.com/news/us-news/schools-facing-critical-race-theory-battles-are-diversifying-rapidly-analysis-n1278834>



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Why the “sudden” debate over teaching CRT in schools?

1910s-genetic deficiency theory (Terman, 1916)

1920- debate over evolution (1925- Scopes trial)

1950/60s- segregation; integration

1960/70s- integration; “multicultural education”

1970s/80s-“back to basics” (drop in standardized test scores)

1980/90s- “Great Books” vs multicultural literature debate
(Bloom’s *Closing of the American Mind*)

2000s/2010s- “college and career readiness”; tracking; YA lit (diverse literature)



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Is the debate *really* about CRT?

Who *benefits* from recasting CRT as “indoctrination,” “anti-American,” and curricula that “teaches White people to hate themselves”? Who *loses*?

How does the “CRT debate” reflect *values*--who gets to matter in classrooms, and in the world beyond?



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Q & A

Questions will be collected from index cards and webpage.



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Carol Eddy

Director of Curriculum and Innovation

Curriculum Review Process

- Reviewed on a 7 year cycle
 - Preparation .5 years
 - Development 2.5 years
 - Implementation/Monitoring 3.5 years
 - Evaluation .5 years
- Major components:
 - Identifying Current/Desired State
 - Identifying National/State Standards to adopt
 - Prioritizing Standards
 - Creation of Performance Scales
 - Selection of Resources
 - Development of Scope & Sequence
 - Unit Planning/Professional Learning



Social Studies Curriculum Mission Statement: Students will engage in critical thinking with past and present situations to be empowered, productive global citizens in an ever-changing world.

Standards:

- [National Council for the Social Studies](#) (NCSS)
- [Iowa Core](#)
 - 4 separate groups (Universal Constructs, Content, Inquiry, Literacy)

Universal Constructs (21st Century Skills)

- **Critical Thinking**
 - The ability to access and analyze key information to develop solutions to complex problems that may have no clear answer.
- **Complex Communication**
 - the successful sharing of information through multiple means that include visual, digital, verbal and nonverbal interactions. The message is purposeful, clear and concise and leads to an accurate exchange of information and ideas.
- **Creativity**
 - incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works or techniques.
- **Collaboration (represented through ACSD Work Habits)**
 - working among and across personal and global networks to achieve common goals.
- **Flexibility & Adaptability**
 - include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments.
- **Productivity & Accountability (represented through ACSD Work Habits)**
 - prioritizing, planning and applying knowledge and skills to make decisions that create quality results in an ever-changing environment.

Universal Constructs are a required part of the Iowa Core and are meant to be embedded into every course/grade level.

Content Standards

Content Standards are divided into the following topic areas.

- Civics & Government
- Economics
- Financial Literacy
- Geography
- History
- Behavior Sciences

When selecting prioritized standards it is important to ensure vertical alignment so that all areas have a clear progression of learning throughout a student's K-12 experience.

Inquiry Standards

Inquiry Standards are divided into the following categories:

- Constructing Compelling Questions
- Constructing Supporting Questions
- Gathering & Evaluating Sources
- Developing Claims & Using Evidence
- Communicating & Critiquing Conclusions
- Taking Informed Action

Inquiry standards are a unique set of standards specific to the content area of Social Studies. The standards focus more on the skills students should develop as they progress through the content standards.



Resource Selection:

- Occurs once Standards have been prioritized & Performance scales have been written
- Rubric used to guide selection
 - Alignment to standards
 - Multiple viewpoints and representation
- Supplemental resources chosen when anchor resource does not align to all prioritized standards

Scope & Sequence

- Teachers outline order of standards/ progression of learning
- Teachers identify depth of understanding needed for students to meet the standard
- Unit planning takes place to align portions of the resources with the prioritized standards.



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Board Policies that govern Instructional Materials

[605.00 Selection of Instructional Materials](#)

[605.01 Inspection of Instructional Materials](#)

[605.02 Objections to Instructional Materials](#)



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Classroom learning environment that promotes multiple viewpoints:

- Safe space that encourages:
 - students to share their own point of view
 - students to ask questions and seek clarity
 - students to analyze and evaluate information.
- A peek into a High School Social Studies Classroom: [VIDEO](#)



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Q & A

Questions will be collected from index cards and webpage.



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Community Agreements

- One voice at a time
- Speak from your own experience
- Trust that others are speaking their truth
- Pause and listen
- Strive to be mindful and present
- Challenge assumptions
- Contribute to a positive learning environment
- Expect and accept non-closure
- It's not about perfection but about connection and learning



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Kelcy Lofgren
Academic Interventionist
Student Panel Facilitator



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Student Panel





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Dr. Erick Pruitt Superintendent



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So now what?



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Designing the Future

If YOU could design school,
what would school be?



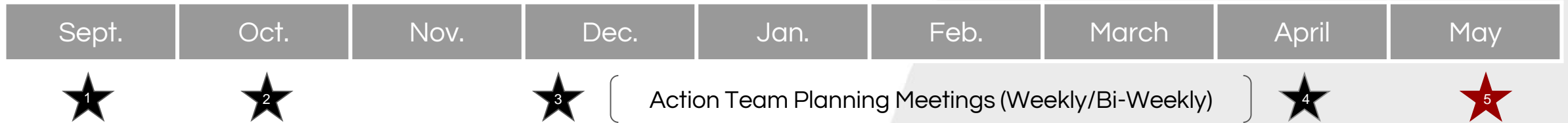


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Our Students' Dreams for the Future

[Dream Big](#)

Strategic Plan Timeline



1. Community Summit (September 23, 2021 @ 7 p.m. - Southview Middle School)

1. Core Planning Team Retreat (October 25 - 27, 2021 - Location TBD)

1. Action Team Kick-Off Retreat (December 6, 2021 - Time and location TBD)

1. Core Planning Team Planning Session #2 (April 11-12, 2022 - Time and location TBD)

1. **Anticipated Board Vote on Strategic Plan** (May 17, 2022 @ 6 p.m. - District Office Board Room)

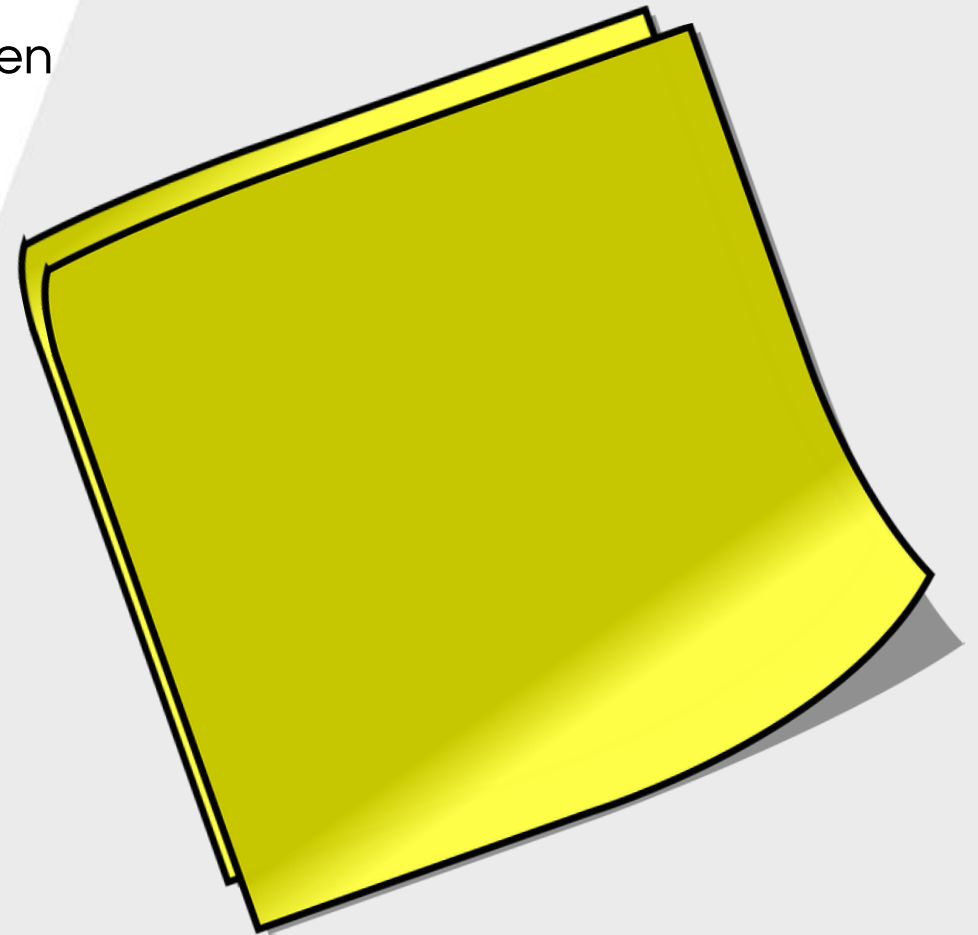


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Realizing Our Vision

What will it **look** like, **sound** like, and/or **feel** like when our district is fully living out its mission of every learner being prepared to achieve a lifetime of personal success?

Generate ideas, be as concrete as possible
Record on chart paper



SCAN ME

<http://ow.ly/EaqB50GiFNn>

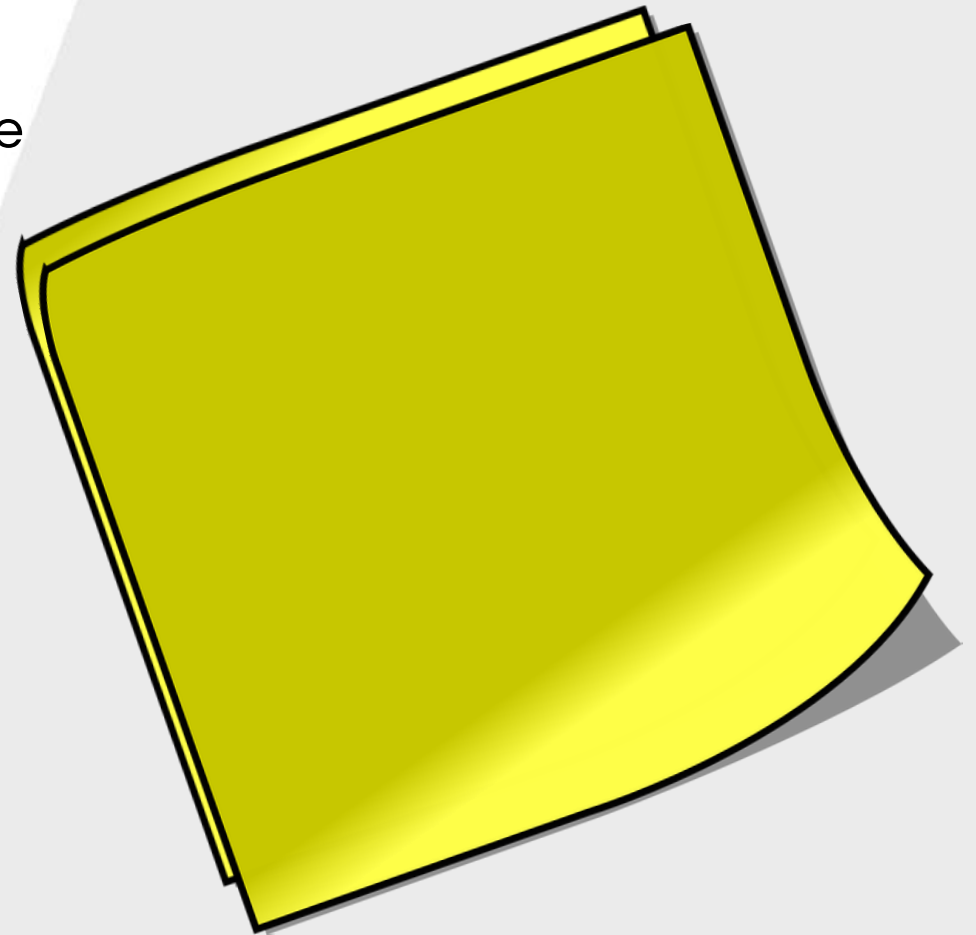


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What Stands in Our Way

What **barriers** or **challenges** do we need to tackle to fully move from good to great in our district?

Generate ideas, be as concrete as possible
Record on chart paper



SCAN ME

<http://ow.ly/EaqB50GiFNn>



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**Designing the Future.
Together.**

*Trust that people of good will, working for
the common good, will always make
good choices.*



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**Designing the Future.
Together.**

13,402 Contributions.

79,395 Minutes

of Collaborative Design.



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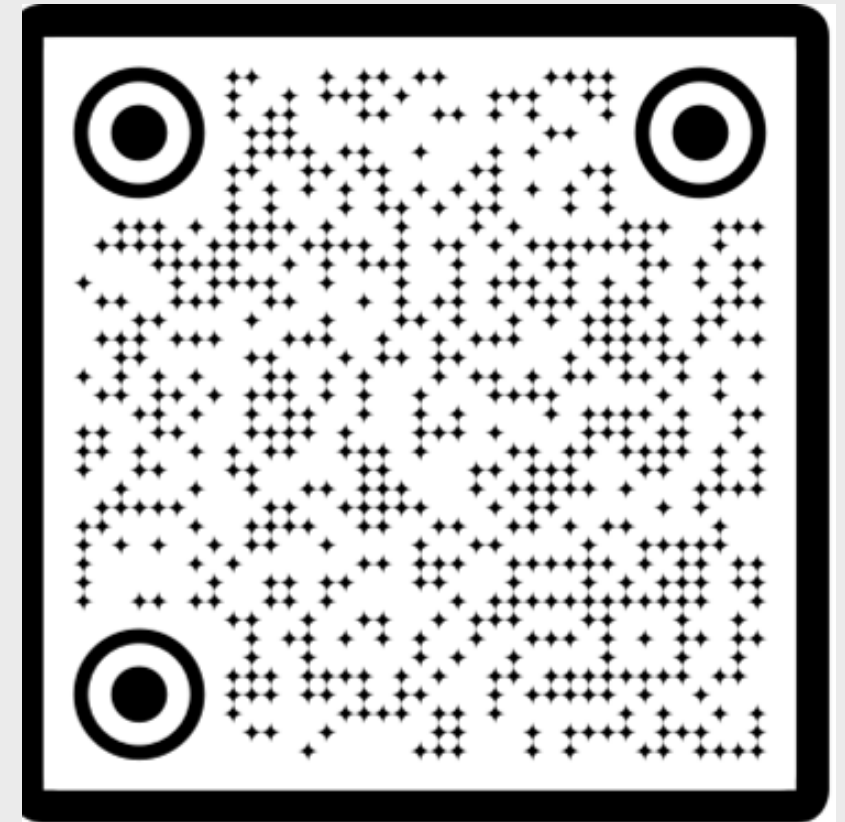
Sign Up to Get Involved

Spread the Word in Your Networks

Take and Post a Flyer

Celebrate Every Student's Success!

**Want to Get
Involved?**





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THANK YOU



Refreshments provided by Ankeny Community Network

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