



# Building a More Equitable Cambridge Public Schools

## Apply to Become A Teacher Leader for Equity

Last year, 34 CPS educators, representing every CPS school, participated in an 8-week, teacher-designed training course facilitated by faculty from Wheelock College's Aspire Institute. Now, this group of dedicated educators are responsible for working with Principals/Heads of Upper School to develop the Cultural Proficiency portion of their School Improvement Plan.

A second cohort of leaders will be invited to participate in training during the 2018-19 school year. Talk to your Principal, or reach out to any of the following Teacher Leaders for Equity for more information:

Amigos: Oscar Carillo & Vionette Matos

Baldwin: Christine Leonard

Cambridgeport: Maisha Sport

Dr. Martin Luther King, Jr.: Kelly Petit; Elizabeth Hill; Tori Corpas

Fletcher Maynard: Tonya Katz; Pascale Pokou

Graham & Parks: Claudie Jean-Baptiste; Debra Gadsden-Holliday

Haggerty: Kerri Favreau; Nicole Golding

Kennedy-Longfellow: Sarah Branz; Susan Moynihan

King Open: Jonathan Horowitz

Morse: Sally Dewart; Joe Maloney; Mary Gallant

Peabody: David Pendergast

Tobin Montessori: Stacey DeSimone

CSUS: Daniel Jaffe; Marissa Jones

PAUS: Megan Laskarzewski; Jo Quest-Neubert; Andrea Baker

VLUS: Matt Sadowski; Anna Marsh; Heba Abu

CRLS: Dacia Antunes; Ariel Maloney; Edward Walker

HSEP: Daniel Goldman



## You're Invited...

### Join an Employee Resource Group

Last May, the CPS Office of Human Resources and CEA Educators of Color Committee launched Employee Resource Groups, sometimes known as affinity groups, in CPS. Employee Resource Groups foster professional development and collegial support among individuals who share a particular background or concern. In CPS, groups have formed for [need copy here. from Ramon?](#)

Any employee who is not an administrator may join an Employee Resource Group. Benefits of participating include giving and receiving support, sharing professional development and leadership opportunities, and generating connections that push innovation and inclusion within CPS.

To be notified of the next steps for Employee Resource Groups, please contact Ramon De Jesus at [rdejesus@cpsd.us](mailto:rdejesus@cpsd.us) or CEA President Daniel Monahan at [dmonahan@cpsd.us](mailto:dmonahan@cpsd.us).

## Every Student Can Be an Honors Student Dismantling Structural Inequality through Leveling Up

"Leveling Up" is the term for raising learning by offering only Honors-level courses for all students. In September 2018, the CRLS ELA department Leveled Up 9th Grade ELA for all students. Preparation for eliminating tracking in ELA included cultural proficiency training focused on beliefs about what students are capable of, as well as training in co-teaching best practices.

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Leveled Up 9th Grade Honors World History will debut for 2018-19, and Leveled Up Honors ELA will be available for both 9th and 10th Grade students next year. This work is still unfolding, supported by a \$1M+ investment in technology to provide free laptops for all high schoolers. This infrastructure investment removes a structural barrier often referred to as the digital divide.

Building on a parallel initiative launched at Cambridge Street Upper School last year, in 2018-19 all Upper Schools will eliminate tracking for 7th Grade Mathematics through the new Enhanced Math program. Math Coaches will focus on differentiation and supporting educator collaboration in order to equity and access to increase opportunity and achievement for all students. The program also aligns the CPS math program with Massachusetts's newly revised standards and expectations.

### Other Equity Updates

- **A student-driven “Micro-aggressions Working Group”** has formed at the high school, working closely with Deputy Superintendent Dr. Carolyn L. Turk and the School Climate Subcommittee of the Cambridge School Committee. This working group brings together students, faculty, and district leaders to examine gaps in existing policies related to discrimination. Specifically, the Working Group has identified the lack of clear guidelines for responding to reports of biased interactions including micro-aggressions in the school environment. The working group will reconvene in 2018-19 to further develop recommendations for addressing this gap.
- **The 3D: Dynamic Diversity Development** initiative launched last year, creating new resources and structures for recruiting, hiring, and supporting staff members from historically marginalized communities and ensure they feel welcomed and included once they join our district. Last year, Program Manager for Diversity Development Ramon De Jesus led nationwide outreach efforts that resulted in over 40% of new faculty hires identifying as people of color. De Jesus also engaged with Principals to encourage equity practices in hiring, and in March the Human Resource Department launched a Diversity Dashboard to provide greater transparency around the percentage of CPS staff identifying as people of color within different professional roles.
- In June 2018, CPS launched a **District Data Dashboard** that prioritizes equity by presenting user-friendly demographic data related to student outcomes. The Data Dashboard is prominently featured within the District Plan section of the CPS website, offering a transparent glimpse into current achievement and opportunity gaps within groups of CPS students.
- **Partnership with Disruptive Equity Education Project:** Last year, Dr. Darnisa Amante, faculty member at Harvard Graduate School of Education and founder of the Disruptive Education Equity Project, led monthly seminars for Principals, Deans, and Program heads aimed at building leadership for educational equity. In 2018-19, this work continues through the NMEF Building Equity Bridges Project and ongoing cultural proficiency training, including an August 2018 training for Cambridge School Committee.



**Learn more at**  
**[www.cpsd.us](http://www.cpsd.us)**