

Dear Hiring Committee,

I am writing to express my interest in the Director of Diversity, Equity, and Inclusion position. I have been working in the Wellesley community for the past twelve years and am excited by the opportunity to help lead and expand upon the work that I have seen evolve over my time in the school district.

As an educator, diversity, equity, and inclusion are at the core of every decision that I make. In my classroom, I have focused on having conversations about equity with my students on a daily basis. My curriculum mirrors this commitment to be inclusive of the multiple narratives of underrepresented groups and I facilitate daily conversations with students about power and marginalization, both throughout history and present day. My anti-bias approach to education has not only been accepted by leadership, but encouraged, and eventually adopted by colleagues to the extent that now I lead a two-and-a-half hour multi-faceted experience about cultural biases and micro-aggressions for the entire ninth grade class. As a result, my peers turn to me for expertise on how to teach about issues of race, class, gender, and privilege.

My passion for anti-racist education has also grown outside of my classroom. Over the past several years, I have been working with increasingly more staff members to help them bring different voices into the classroom and to challenge unfair privilege. My experiences creating and implementing these PD opportunities have taught me valuable lessons in having difficult conversations with adults about "isms" such as racism and sexism. The experiences have also taught me the crucial role that trust plays in helping my colleagues view me as an ally whom they can talk to – someone who will not blame or shame them but instead help them understand how to approach these issues in their school.

I am driven by a desire to create a community in which all members feel affirmed while also tackling tough conversations about inequity. While I am biracial, I have had many of the privileges of being white in my life. I know from personal experience the feeling of learning about white privilege and how jarring that can be. I believe this empathy and understanding has been key in my work acknowledging uncomfortable truths to challenge systemic inequities and led to success in helping people understand different perspectives. In addition to acting with empathy, I think my ability to form quick connections and build trust with different stakeholders has helped me engage in important diversity, equity, and inclusion work at my school and I hope to expand that work now to the larger Wellesley community. I love my role in the classroom but an opportunity to effect change at a district level was an opportunity that I could not pass on. I hope we have the opportunity to meet and I look forward to hearing more about the position, the district's vision, and how I may be able to contribute.

Sincerely,

Jackie Katz

Jacqueline Simeon Katz

Education

Tufts University

Medford, Massachusetts

Master in Teaching

Major: History Teaching

GPA: 3.540

Credit Hours: 10

Attended August 2005 to July 2006

Degree conferred August 2006

Trinity College

Hartford, Connecticut

Bachelor of Arts

Major: Educational Studies and American Studies

GPA: 3.500

Attended September 2001 to May 2005

Degree conferred May 2005

Experience

Various Professional Developments Companies

Jul 2013 - Present

Consultant

Varied

For over a decade, I have participated in researching the history of race and privilege in this country and have facilitated over a dozen professional development courses in relevant diversity, equity, and inclusion topics.

Frameworks for Discussing Issues of Privilege, Wellesley, MA

- Provided teachers with common language and sociological frameworks

Cultural Bias and Proficiency, Wellesley, MA

- Trained teachers in how to teach about bias, privilege and inclusivity to facilitate student sessions

American Protest Literature: Primary Source, Watertown, MA

- Presented sessions on privilege, agency, #metoo, and classroom climate

Revisiting Early America: George Washington and Slavery, Primary Source, Watertown, MA

- Presented the role of slavery at Mount Vernon through images

How to Talk about Race, Wellesley, MA

- Led session on vocabulary words and pedagogical techniques when teaching about race

Cultural Bias and Cultural Competency, Harvard University, MA

Facilitated sessions on how to be a culturally competent educator

Teaching About Equality and Hierarchy, Wellesley High School, MA

- Taught sessions on teaching privilege and civil rights in the history classroom

Voting Rights in United States History, Primary Source, Watertown, MA

- Facilitated sessions on modern voting disenfranchisement and student activism

Capitalism as a System of Governance, Harvard University, MA

- Facilitated sessions on capitalism and its worldwide implications

The Other Civil Rights Movement, Primary Source, Watertown, MA

- Facilitated sessions on teaching privilege and civil rights in the history classroom
MTA Summer Conference, Williams MA
- Facilitated session on teaching privilege in the history classroom

Supervisor:

Experience Type: Other, Part-time

It is OK to contact this employer

Wellesley Public Schools

Sep 2007 - Present

Classroom Teacher

Wellesley

- Create an environment inclusive of multiple student identities, including race, gender, language, and ability
- Coordinate student engagement efforts with Sustainable Wellesley as Advisor of the Climate Action Club
- Supervised and mentored student teacher
- Build out anti-bias, thematic units of study for United States History that explicitly address hierarchy and privilege and include key terms to learn for both students and faculty
- Lead collaboration to create a World History curriculum that decenters Europe and includes other cultures
- Design the scope and sequence of a three-year modified history course for students who need more support
- Manage efforts to connect the equity and inclusion curriculum at the middle school to that of the high school
- Founded and direct 9th grade Step Up Day program that centers on cultural bias and understanding privilege
- Develop, oversee, and coordinate teacher training and student learning goals for Step Up Day and accompanying discussions about bias, identity, and intersectionality
- Collect and analyze data from students and faculty after Step Up Day to plan subsequent student trainings
- Develop short-term and long-term plans with One Wellesley for the High School's ongoing anti-bias work for both teachers and community members
- Trained Young Ethnic Scholars (YES), One Wellesley and Let's Talk About Race clubs in anti-bias work
- Direct efforts to help close the achievement gap between students of color and white peers through the United Scholars program
- Collaborate with the METCO Coordinator to ensure family engagement and student participation
- Supervise participating teachers to ensure alignment with program vision and response to student needs
- Collect and analyze data monthly to track metrics and guide programming and budget decisions
- Work jointly with Wellesley Middle School leaders to bring United Scholars to their campus

Supervisor:

Experience Type: Public School, Full-time

It is OK to contact this employer

Newton Public Schools

Sep 2006 - Jun 2007

Classroom Teacher

Newton, MA

Supervisor: Jonathan Bassett (6175596400)
Experience Type: Public School, Full-time
It is OK to contact this employer

Malden Public Schools
Student Teacher
Malden, MA
9 Month Student Teaching Fellowship

Oct 2005 - May 2006

Supervisor:
Experience Type: Student Teaching, Full-time
It is OK to contact this employer

Community Engagement

- Collaborated with A Better Chance board members to implement anti-bias training trainings for their board members and staff
- Worked with Wellesley's elected official during my State Senate campaign and have continued collaboration, including planning a legislative leadership panel at the high school.
- Built and maintained relationships with community members who volunteered on my State Senate campaign
- Created a partnership between the Climate Action Committee and Wellesley's Green Initiative group
- Panelist at a World of Wellesley event

Communication Skills

- Experience speaking to diverse groups as large as 350 as part of Step Up Day and my campaign for State Senate
- Expertise in how to talk about "isms" and privilege in ways that create productive and safe conversations
- Provided anti-bias and cultural proficiency trainings in both small and large groups including the entire Wellesley High School faculty

Relevant Professional Development Coursework

- I have attended many conferences and workshops to continue my education, especially on topics related to anti-bias education and cultural proficiency.
- Slavery at George Washington's Mount Vernon Spring 2016
 - Japan and the World: Historical and Cultural Developments Winter 2015
 - The American West in Historical Perspective July 2014
 - Capitalism as System of Governance Spring 2014
 - "The Idea of Freedom": Three Centuries of Struggle for Human Rights Oct 2011-July 2012
 - Voices in the Rights Debate Summer 2011
 - Voices from the Margins: Protest Literature of Social Movements March 2011
 - EMI: Empowering Multicultural Initiative Spring 2009

Conference Speaking Engagements

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- "Getting 'Hard History' Right", Teaching Tolerance
 - "Talking about Race", World of Wellesley, Wellesley, MA