



Rochester Public Schools

Promoting Equitable Learning Communities

Leadership Practices for Advancing Educational Equity

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Great Lakes Equity Center

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Great Lakes Equity Center 2015



Great Lakes Equity Center

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.



Great Lakes Equity Center & Rochester Public Schools Collaborative Activities:

Leadership Shared Learning Opportunities

Leadership
Practices for
Advancing Equity
for District and
School Level
Administrators

Session I & II

Equity-Oriented Strategic Planning

Involve a Team of Selected
District and School Level
Administrators

Collaborative Inquiry into
Policy, Practices and
Professional Development
Needs

Equity Focused Strategy
Development and
Integration into District
Plan

Sharing of Tools, Resources and Opportunities for Topic Specific Professional Development

Customized and Existing
Tools and Resources

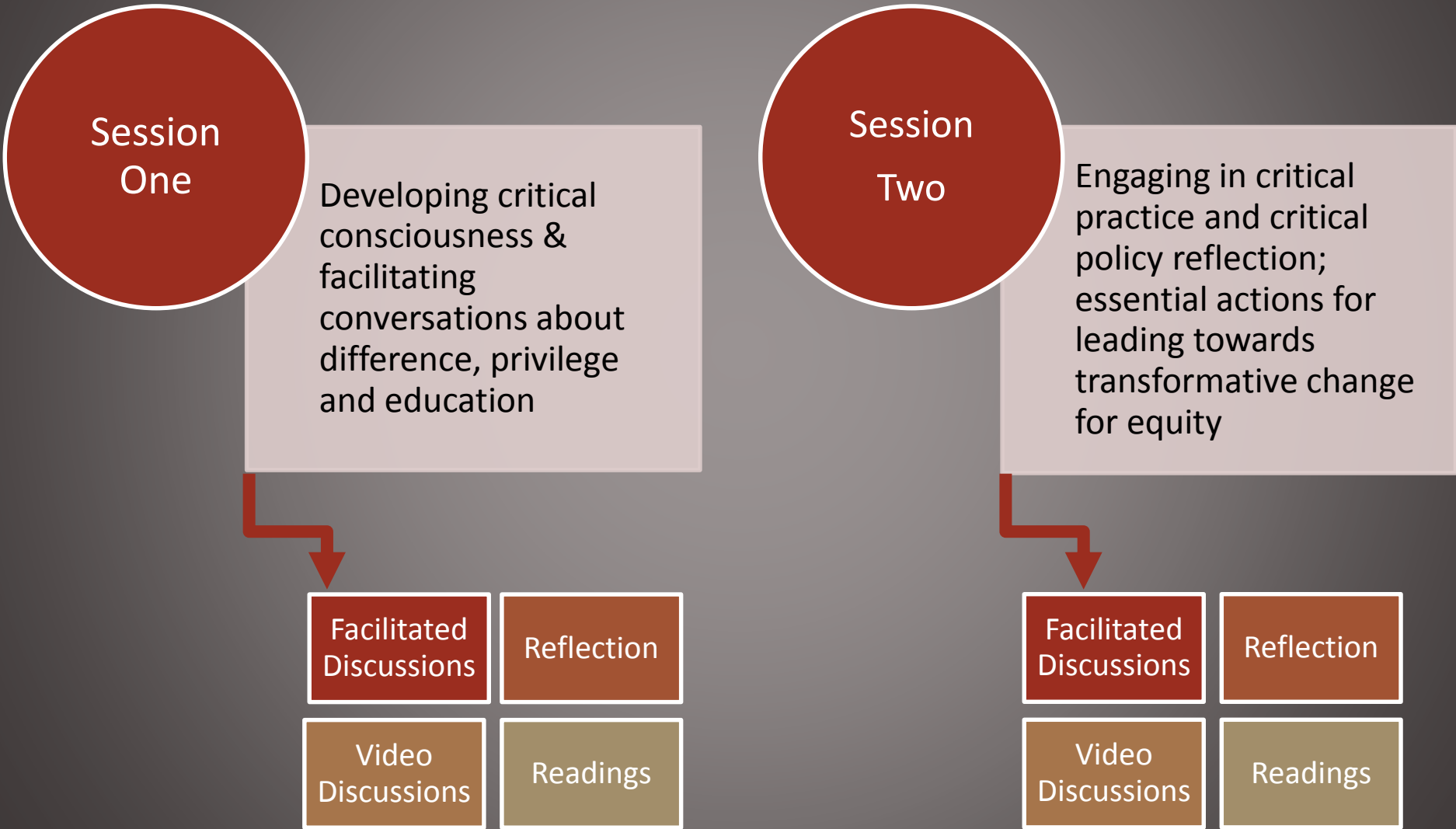
Equity Leaders Institute

Equilearn Focus Sessions

Equilearn Webinars

Leadership Practices for Advancing Educational Equity Series

Scope & Sequence



Session Objectives

Participants will be able to

- **Explain** the three Cs for Leading transformative change towards equity
- **Describe** what it means to be critically conscious
- **Explain** how implicit bias and power and privilege affect student outcomes

Our commitments for engaging in courageous conversations

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

HAVING COURAGEOUS CONVERSATIONS



Reflect on each commitment

Choose one that would be the most challenging for you

Turn to the person next to you, introduce yourself and share the commitment that you selected and why

Barriers to Equity



Educational equity - when educational policies, practices, interactions, and resources, are **representative** of, constructed by, and responsive to all people such that each individual has **access** to, can **meaningfully participate**, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in **outcomes** regardless of individual characteristics and cultural identities (Fraiser, 2000; Great Lakes Equity Center, 2011).

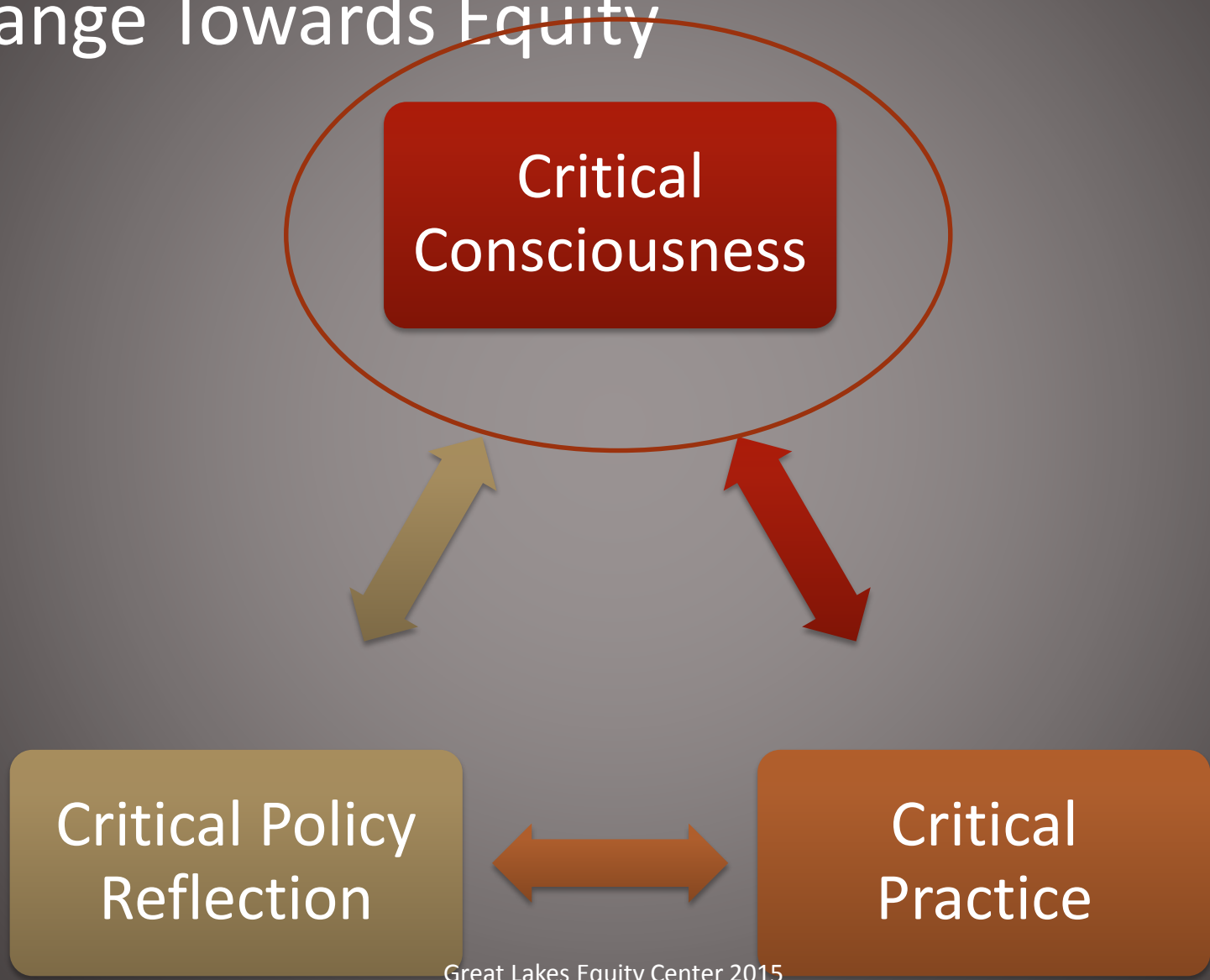
Transformative Leadership for Equity



Transformative leadership for equity is defined as a leadership approach that causes change in individuals and social systems. Transformative leadership creates valuable and positive change in the followers with the end goal of mobilizing efforts towards equity (Great Lakes Equity Center, 2011)



The Three Cs for Leading Transformative Change Towards Equity



Critical Consciousness

The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, under review, p. 7).

**The Cultural
Nature of
Learning**

**Cultural
Histories**

**What
people
bring with
them**

**What's
already
there**

**The work
people
do
together**

Institutional Culture

The Culture We Create



Recognizing Implicit Bias

Understanding Power and Privilege

Implicit Bias refers to...

- the attitudes or stereotype that affect our understanding, actions, and decisions in an unconscious manner. The biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individuals' awareness or intentional control.

(Blair, 2002; Rudman, 2004, in Staats, 2014)

We are bombarded everyday with messages that influence our thoughts and behaviors without our awareness.



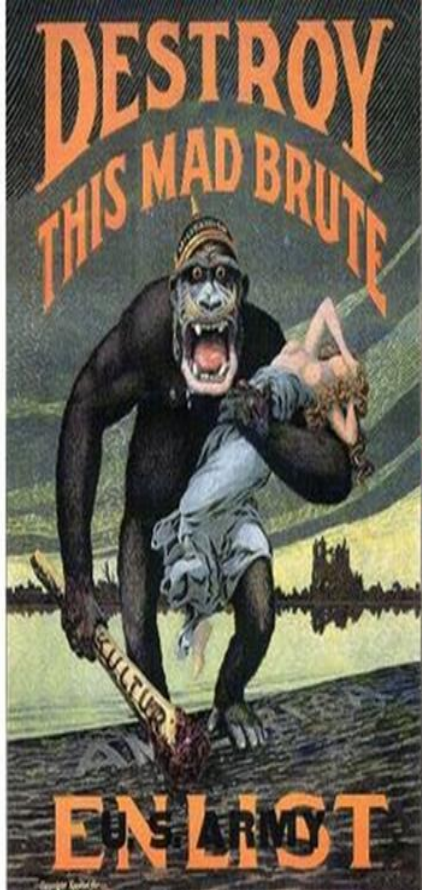
HAVING COURAGEOUS CONVERSATIONS



What reactions to you have from the video?

What connections can you make in terms of perceptions or ideas related to race, gender, dis/ability etc.?

What messages do we
receive about race
through media content.
images, conversations
with friends, families, co-
workers, etc?



Former officer Darren Wilson in his grand jury testimony in the shooting of Michael Brown.

“Brown was a demon, a monster with terrible resilience and incredible strength. When I grabbed him the only way I can describe it is I felt like a 5-year-old holding onto Hulk Hogan.”

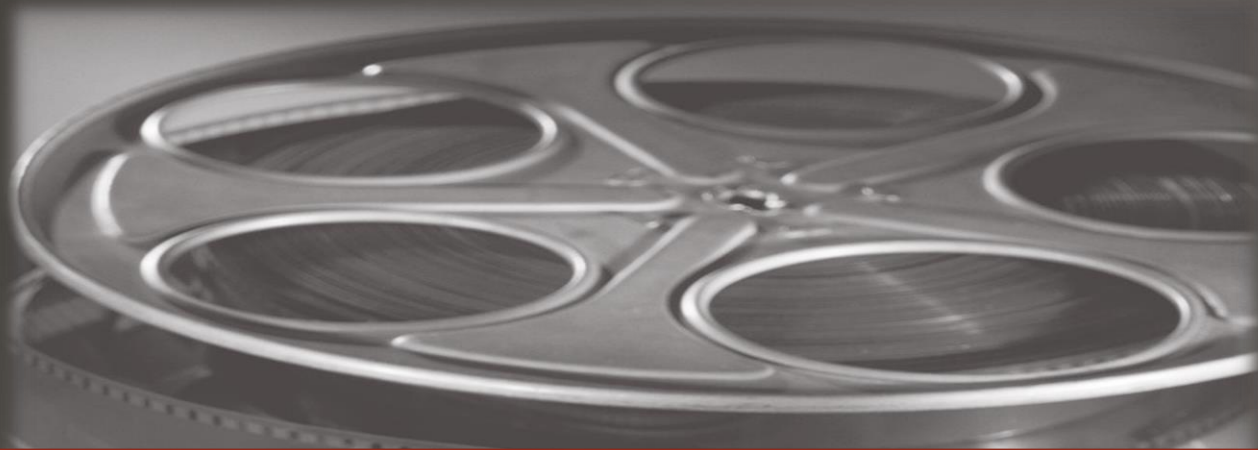
Darren Wilson is 6 foot 4 inches and 210 pounds. Michael Brown was 6'5" and 290 pounds.

How are children are viewed?

Research published in the *Journal of Personality and Social Psychology* found that African-American boys as young as 10 were significantly less likely to be viewed as children than were their white peers. "In black boys' lives, ... there are more situations that demand that they be adults than there are in the average white boys' lives, and the problem is we rarely see our black children with the basic human privilege of getting to act like children." (Goff, 2014)

In a study that reviewed how teachers described student behavior related to the return of school library book, found that "when a white student fails to return their library book, they're seen as forgetful and when a black student fails to return a library book, terms like 'thief' or 'looter' were used." (Ferguson, 2001)

INTERNALIZED NEGATIVE MESSAGES ABOUT RACE AND BEHAVIOR



Video Clips from

“What would you do”

- Part I & Part II

“Inside Anderson Cooper”

- Doll Study

HAVING COURAGEOUS CONVERSATIONS

Reflecting on the What would you do? video clip, what connections can you make to adults' and students' school experiences?

The Doll Study video clip, demonstrated that biases about race are internalized at a very young age. What implications do you see for educators' role in addressing racial bias ... how about other biases (e.g. gender, dis/ability, ses etc.)

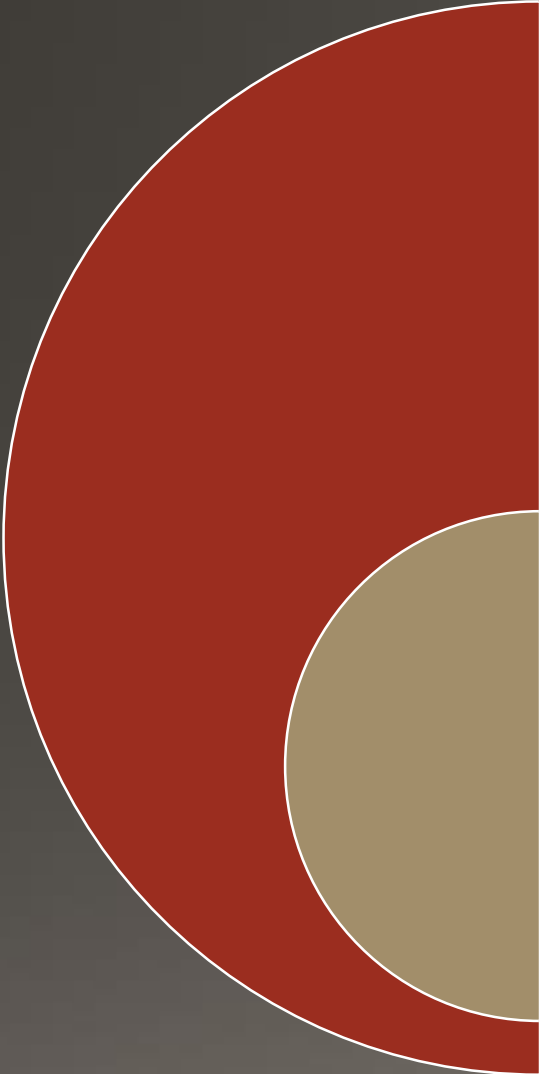


Implicit bias about differences
contributes to policies and
practices (power)

that privilege some

and marginalize others.

Power & Privilege



Power is the legitimate control of, or access to, those institutions [resources and opportunities] sanctioned by the state. (Barbara Major)

Privilege refers to any advantage that is unearned, exclusive, and socially conferred (Allan Johnson)

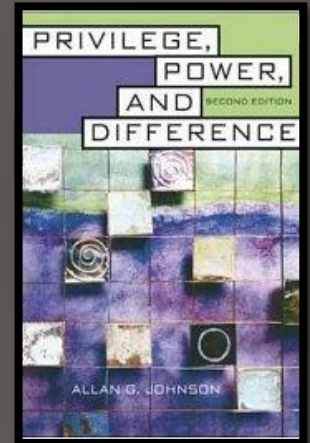
Reading Jigsaw

The Trouble We're In: Privilege, Power and Difference

Allan Johnson

- *Individually*

- *Everyone review The Social Construction of Difference and What is Privilege?*
- *1s review— Two Types of Privilege*
- *2s review— Privilege as Paradox*
- *3s review— Oppression: The Flip Side of Privilege*

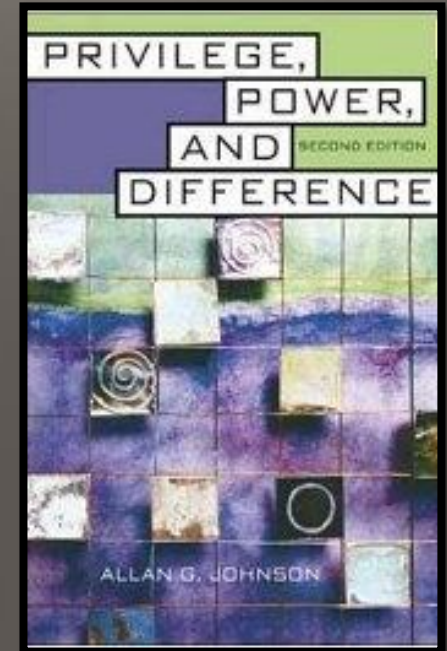


What are the key points made by the author and what evidence does he use to make those points?

How does the content in the reading relate to your practice and how will it help you do your work?

What evidence from your practice do you bring to your critique of the reading?

How would you share this article and the ideas presented within it with someone with a different perspective?



Group Processing Activity



Individually

Think about how bias, power and privilege have shown up in your life. In what ways has your gender, ability, race, sexual orientation, economic status privileged you in the work place, community etc.?



Pairs

Both people complete the following statement:

“The **emotions** that came up for me during the discussions were....”



Quads

1. Discuss what troubles you when you think about surfacing issues of implicit bias, power, privilege and difference with colleagues and staff.
2. Discuss what you find empowering about talking about equity.

How do implicit bias, power and privilege play out in schools?

Disparities in policy implementation & lower tolerance for mistakes for some students

- Disproportionality
- Overrepresentation in disciplinary actions and harsher consequences

Lower academic expectations for some students & disparities in resource allocation

- Opportunity Gaps
- Achievement Gaps

Curricular and instructional decisions , content and materials

- Curricula Bias
- One-Size-Fits- All Instructional Strategies

Many moment-to-moment decisions made every day

- Daily Adult - Student Interactions

Awareness creates opportunity...





Some Examples

... in what behaviors prompt discipline referrals

White students are referred more for:	Black and Latino Students color referred more for:
<ul style="list-style-type: none">▪ Smoking▪ Vandalism▪ Leaving w/o permission▪ Obscene Language	<ul style="list-style-type: none">▪ Disrespect▪ Excessive Noise▪ Threat▪ Loitering

... in the rigor of assignments

Grade 10 Writing Assignment High-level Assignment (in low poverty schools)

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment Low – Level Assignment (same district in high poverty schools)

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

... in the feedback provided to students

A major study, led by Rutgers-Newark psychology professor Kent D. Harber, indicates that public school teachers under-challenge minority students. Study found that when teachers were presented a poorly written essay, they provided more praise and less criticism if they thought the essay was written by a minority student than by a white student.

“The social implications of these results are important; many minority students might not be getting input from [teachers] that stimulates intellectual growth and fosters achievement” (Harber, 2012).

... in curricular and instructional materials

Most elementary and secondary U.S. history textbooks offer a romanticized view of the Europeans' experience in the United States whereas most of the experiences of Native Americans and/or Africans in these same lands are either misrepresented or underrepresented (Loewen, 2007).

Many texts marginalize the achievements and significant traditions of many ethnic minority populations living in the United States (Howard, 1999; Loewen, 2007). Research has also shown that additional academic domains such as the natural sciences and English also promote a [Eurocentric] ideological focus (e.g., Solano-Flores & Nelson-Barber, 2001).

... in every day interactions with students

Teacher Actions That Reflect Low Expectations

Affective Tone	Academic Content Interactions
<ul style="list-style-type: none">• Less eye contact• Smile less• Less physical contact• More distance from student's seat• Engage in less playful or light dialogue• Use of comfort talk ("That's ok, you can be good at other things.")• Display angry disposition	<ul style="list-style-type: none">• Call on less often• Provide less wait time• Ask less challenging questions• Ask less specific questions• Delve into answers less deeply• Reward them for less rigorous responses• Provide answers for students• Use simpler modes of presentation and evaluation• Do not insist that homework be turned in on time• Use comments such as, "Wow, I'm surprised you answered correctly."• Use less praise.

Possessing Critical Consciousness

Disrupts and dismantles assumptions, beliefs, and practices that marginalize and disenfranchise students, families and staff.

Equity-oriented school leaders engage in reflective practice, demonstrating critical consciousness and promoting self reflection among colleagues, staff and students.

Actions for Promoting Critical Consciousness

Examine your own personal identities and biases

- Encourage and create opportunities for staff to reflect on their own personal identities and examine their own biases

Get to know the cultural practices of students

- Recognize and acknowledge the diversity of students and families in your school
- Demonstrate curiosity about your students lived experiences, connect with families and community members

Surface issues of power and privilege

- Collect information about school culture and climate from students, staff and families
- Examine programming, resource allocation and assignment/course rigor etc. along with student participation data disaggregated by student groups to determine gaps in learning opportunities

Wrap Up: 3 -2-1 Discussion

- **3** Key take-aways from this session
- **2** Immediate next steps to forward this work personally
- **1** Thing that you would like to cover next session



Post Session Questionnaire



Help us improve our practice by sharing your feedback!

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