National Equity

in

Action Conference

Oct. 5-7, 2022

The Nexus of Neuroscience and Equity

Enriched environment
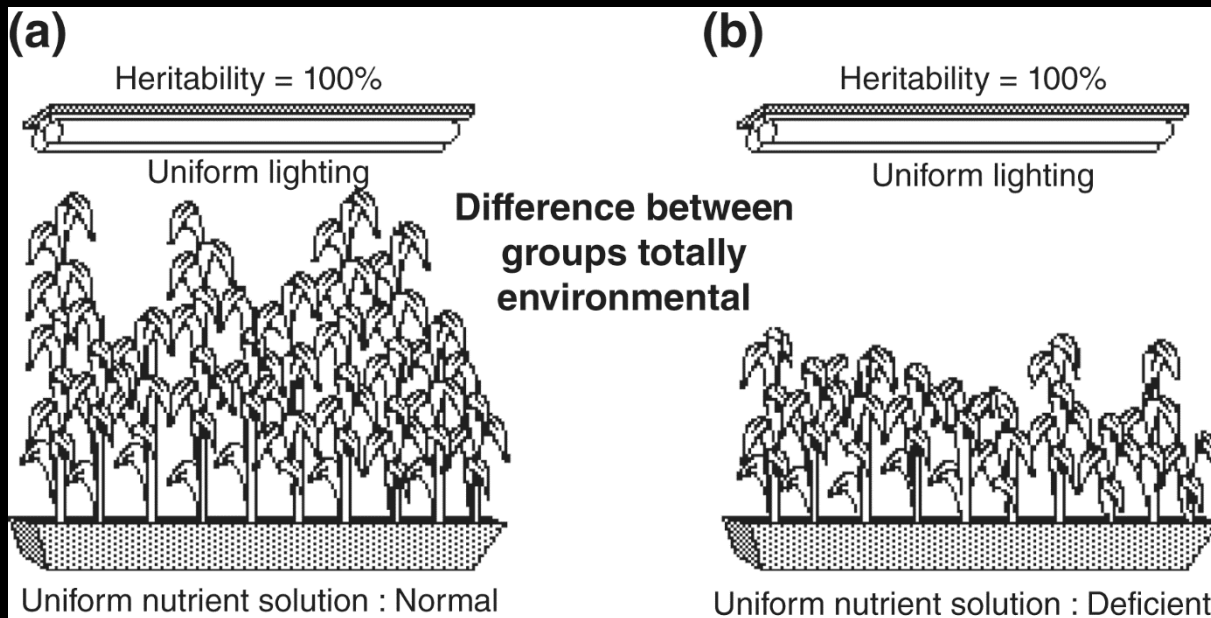
Impoverished environment

(a) Heritability = 100% — Uniform lighting — Uniform nutrient solution : Normal

(b) Heritability = 100% — Uniform lighting — Uniform nutrient solution : Deficient

Difference between groups totally environmental

Developmental neurobiology, early brain development (zero-three), and the impact of negative environmental circumstances on brain development (particularly prenatal, postnatal, infant, toddler, and pre-adolescence stages) influence brain development and learning capabilities.

RACE — POVERTY — CLASS

DEADLY INTERSECTION

The cranium is constructed from 8 bones that fuse together

Equity Action Planning

1. Maximize learning via **discourse** (hyper-social" animals who seek "connections"), **dialogue, & note-taking** (*doing,* not hearing).

2. Asking and answering **questions** together.

3. A conceptual <u>and</u> **visual** tour of the learning-equity relationship…**Maximize memory** via **mental images.**

A Highly *Visual* Brain – *6X*

If you want to travel quickly, go alone.

But, if you want to go far, go together.

--African proverb

- **CA Association of African American Superintendents and Administrators (CAAASA)**
- **CA Collaborative for Educational Excellence (CCEE)**

How Do We "Pivot" Best to Support our Students During CV-19 (2020)?

Advancing Equity in an Era of Crisis

Featured twenty-nine webinar presentations by leading CA administrators, researchers, college/university professors, and other experts in K-college education.

Presenter:
Dr. Michele Bowers
Superintendent
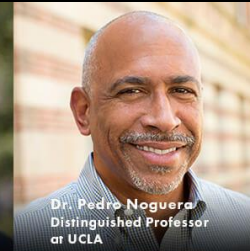Lancaster Union
School District

Presenter:
Ms. Lorrie Owens
Member,
Board of Directors
California IT in Education
(CITE)

Presenter:
Dr. Sharla Berry
Educational Researcher

Tony Thurmond
CA State Superintendent

Dr. Pedro Noguera
Distinguished Professor
at UCLA

Dr. Daryl Camp
President, CAAASA

Sujie Shin
Deputy Executive
Director, CCEE

Plenary Session #1A:
Kenneth Wesson and Sujie Shin

Equity Action Planning

Session Goal:

Take the contents of the CAAASA Field Guides and develop the Action Step(s) your "*Equity Action Plan for My School/School District, My Institution or for Me.*"

Equity Action Planning

Steps we will take **to achieve** this **session goal:**

1. Preview the **materials and tools** that will be
   the focus of this session:
   a. The 3 NCOEE conference **strands**
   b. The 12 CAAASA **Field Guides**
   c. The 3 particular FGs that are correlated with
       the 3 conference strands.
   d. A brief overview of the FGs organization
   e. A walk-thru of an Online Interactive FG
       (CCEE web site)

Steps we will take to achieve that goal:

2. Review the:

    a. *"Institutional/Personal Equity Action Planning" document* (goal: to complete one)

    b. *"Equity Action Plan for My School/School District, My Institution or for Me"* (we will make entries and notes to this document over the next 2 days, and leave here with a finished document that includes 1-2 *Equity Action Items* that we will commit ourselves to accomplishing in our respective institutions or communities and making them a reality).
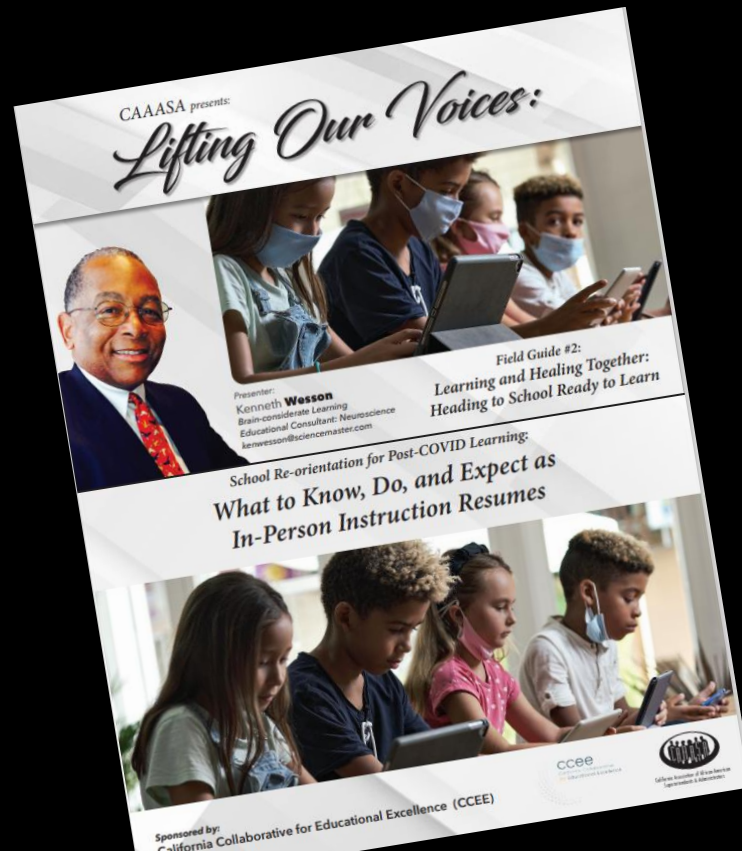
NCOEE Conference Strands

Matching the 3 NCOEE conference strands with 3 correlated CAAASA Field Guides

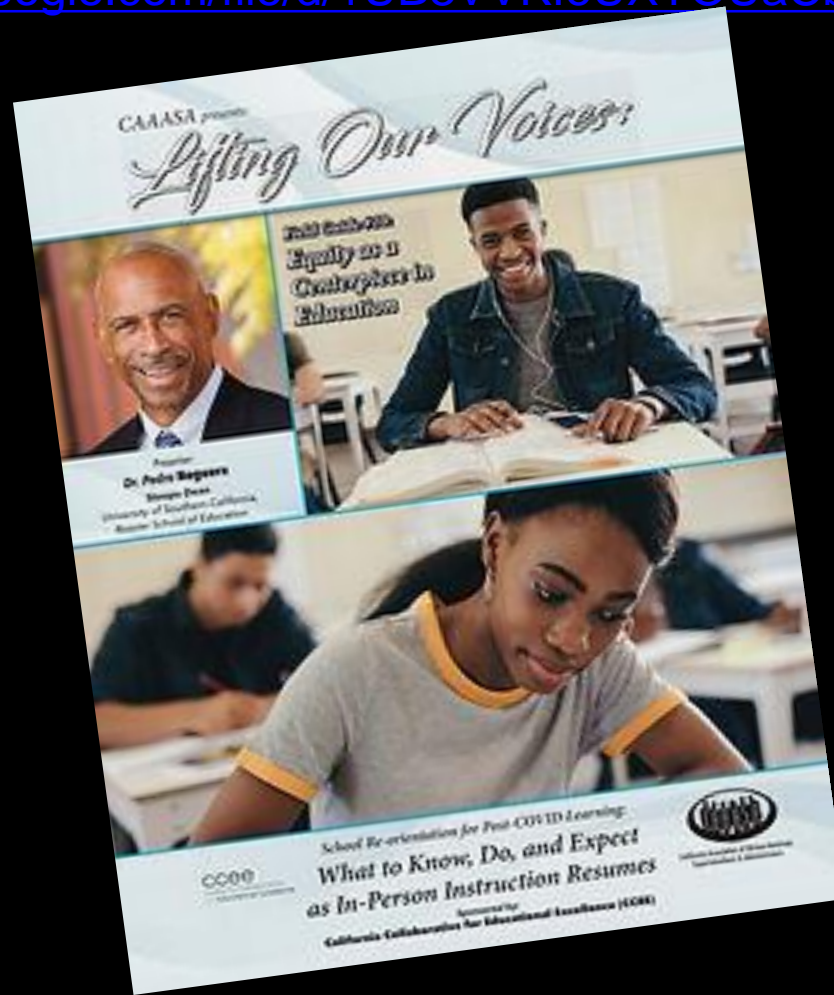**I. Health and wellness: Field Guide #2 (focus: Mental Wellness and SEL)**

https://drive.google.com/file/d/16nyd-s6_to85TVfRnlV-jQ-HWwEJxrWJ/view

II. Antiracist practices and programs: Field Guide #10 (focus: Equity as a Centerpiece in Schools)

https://drive.google.com/file/d/1UB3VVKIeUXYOUaCbjAOLBUSFKEPLwUHT/view

NCOEE Conference Strands

III. Leadership: Field Guide #11 (focus: The Principal as the Equity Leader)

https://drive.google.com/file/d/1cUjg8HEUyxWjXoAWUIoWE5MBXUi9j/view

National Coalition On Education Equity

3. Primary Conference Goal: **Each of you will leave this conference on Friday with a (fairly complete, sharable, & actionable)** *"Equity Action Plan for My School/School District, My Institution or for Me."*

Equity Action Planning

Mindful of one question over the next 3 days (breakout

sessions and other plenary addresses):

"**What *is* occurring/*is not* occurring but *should be* within my**

school, school district, or educational institution to

advance educational equity, relative to

    (a) The 3 *NCOEE strands*

    (b) Some of the contents found in the 3 *CAAASA*

       Field Guides?"

Equity Action Planning

Begin with a 5-minute Table-talk and quick-write:

o **What is the most crucial equity challenge currently facing your school, school district, educational institution, your African American students and other students of color, or within the scope of your defined work?" (= The "Problem Statement" - The first item on your *NCOEE Institutional/Personal Equity Action Planning* document).**

Equity Action Planning:
Institutional/Personal Equity Action Plans

Educational Equity & Advocacy

CCEE — California Collaborative *for* Educational Excellence

NCOEE Institutional/Personal
Equity Action Planning

1. **Problem Statement** (with a focus on the target population):

2. Current data, historical data, and other resources available that will provide quantifiable evidence to the stated problem or valuable information and how to understand the problem (e.g., state and local data on students):

3. Associated research and relevant resources (including the CAAASA Field Guides) to enhance a deeper understanding of this problem:

4. Related evidence-based practices that have been successfully implemented/may be successful for addressing the needs of this target population:

5. Invested educational partners, consultants, and local researchers/stakeholders (and other allies) who we can rely on to support this action plan. They will be asked to assist by do the following:

6. *My role* in addressing the stated problem is to....? (I am committed to doing the following). Who holds *me* accountable?

The Distinction Between "Responsible" and "Accountable"

R
- **Responsible**
  - Who is/will be doing this task?
  - Who is assigned to work on this task?

A
- **Accountable**
  - Who's head will roll if this goes wrong?
  - Who has the authority to take decision?

C
- **Consulted**
  - Anyone who can tell me more about this task?
  - Any stakeholders already identified?

I
- **Informed**
  - Anyone whose work depends on this task?
  - Who has to be kept updated about the progress?

A "Two-minute talk": What is the risk (danger) when *no one* can be held responsible or accountable?

# **Everybody, Somebody, Anybody, and Nobody**

We had a pressing problem that could have been effectively handled, and **Everybody** was sure that **Somebody** would do it.

Anybody could have done it, but **Nobody** did it.

Somebody got really angry because it was **Everybody's** job.

Everybody thought **Anybody** could do it, but **Nobody** realized that **Everybody** wouldn't do it.

It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done for **Everybody's** benefit!
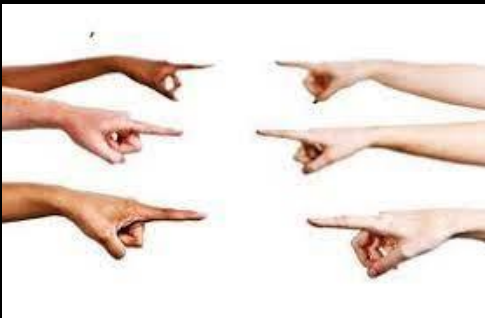
#1 Accountability Strategy: Blame the Victim

Blaming students is easier than being self-reflective about the role we play in creating, reproducing or reinforcing inequities.
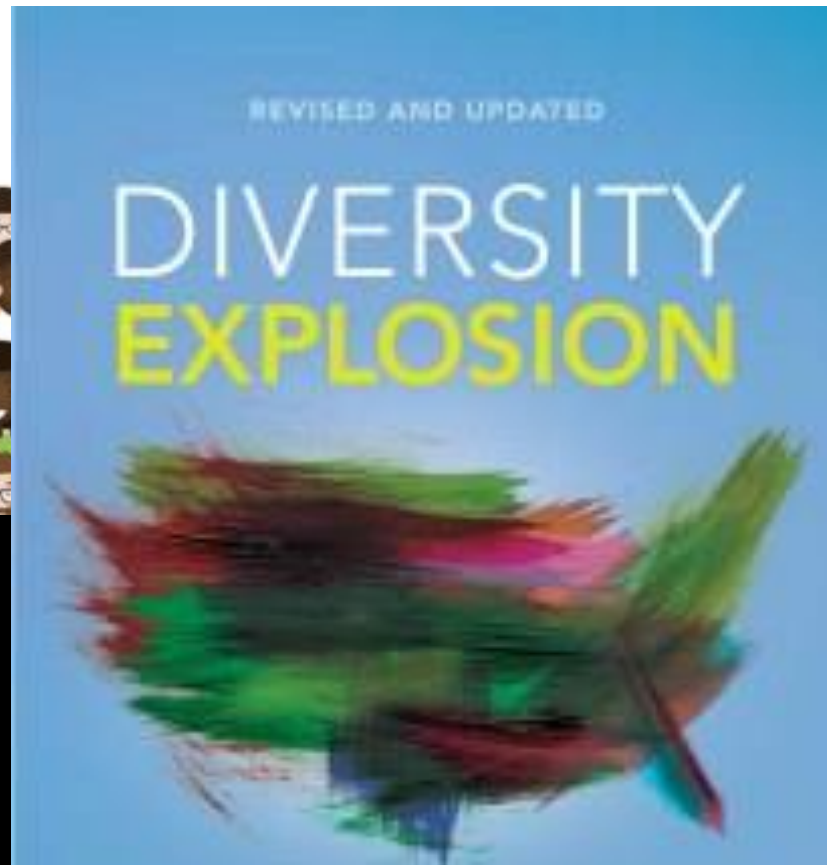
The most pernicious psychological effect: the internalization of negative beliefs of self and all others like me (FGs #10 & 11)

Challenges to the Contemporary Educator

- **Technology** explosion

- **Knowledge/Information** explosion

- **Demographic** explosion

Demographics
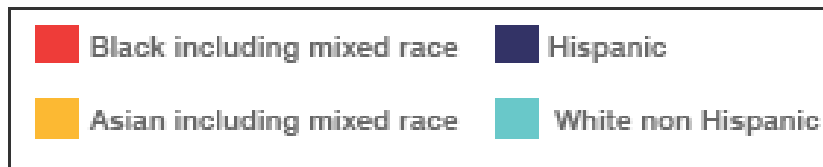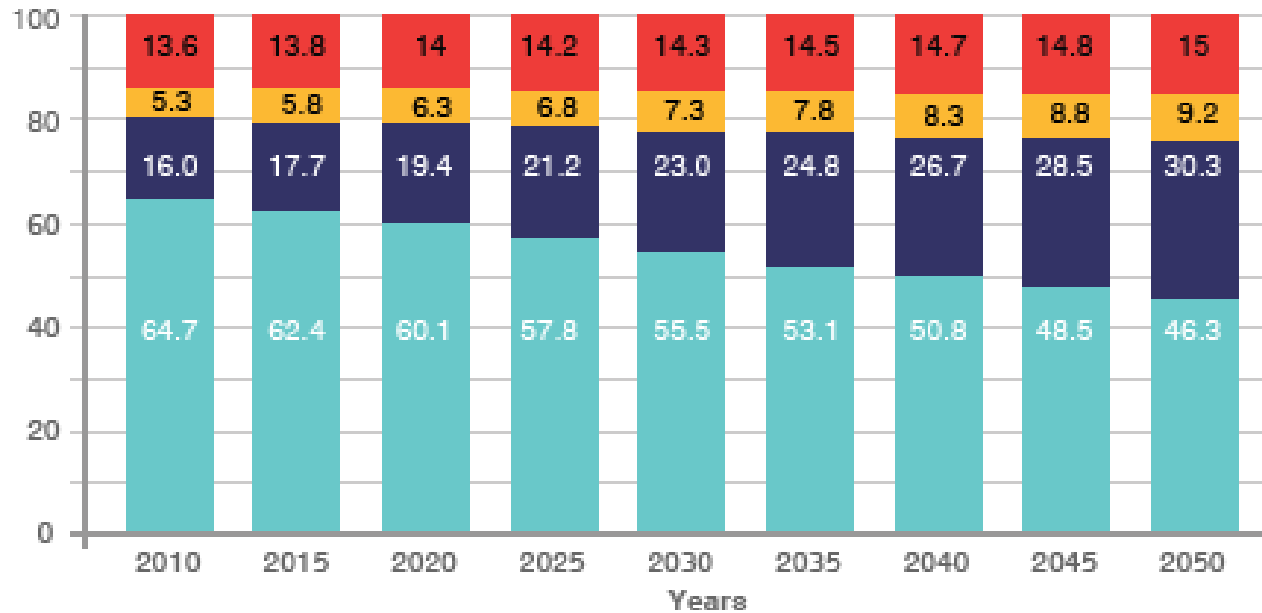
75%

Demographic Explosion

US POPULATION PROJECTIONS TO 2050

Percentage by race and Hispanic origin

	2010	2015	2020	2025	2030	2035	2040	2045	2050
Black including mixed race	13.6	13.8	14	14.2	14.3	14.5	14.7	14.8	15
Asian including mixed race	5.3	5.8	6.3	6.8	7.3	7.8	8.3	8.8	9.2
Hispanic	16.0	17.7	19.4	21.2	23.0	24.8	26.7	28.5	30.3
White non Hispanic	64.7	62.4	60.1	57.8	55.5	53.1	50.8	48.5	46.3

Years

Legend:
- Black including mixed race
- Hispanic
- Asian including mixed race
- White non Hispanic

SOURCE: US Census Bureau

How We Were Trained to Teach

Who We Were Trained to Teach

What Do Educators Need to Know?

- **You cannot successfully *teach* subject areas/disciplines that you do not *know.***

- **You cannot *teach* children who you do not know.**

Funds of Knowledge
(Moll and Gonzalez)

What do you know about your students' lives outside of school?

What do you know/think about their culture?

What assumptions do you have about your students' educational values?

Examine
Your Core Beliefs

What are your assumptions about your students' homes and their home *life*?

What are your beliefs about how your students' community values education?

What are your assumptions about your students' community?

"**It takes approximately 26 years before a significant finding in educational research actually reaches the classroom.**"

Paul Hurd, professor emeritus (Stanford University)

CAAASA presents:
Lifting Our Voices:

Goal: Explore the **empirical** *and* **the experiential evidence** of how the **COVID-19 pandemic has impacted the education** and the lives of students of color, their teachers, administrators, parents, and communities.

Focus: African American students and **other youth of color** in our CA public schools.

https://www.caaasa.org/liftingourvoices
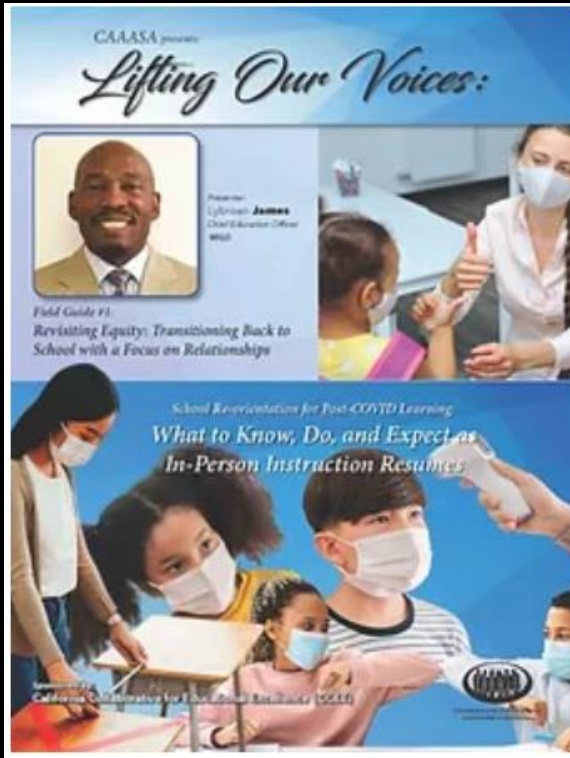
Field Guide #1
Revisiting Equity: Transitioning Back to School with a Focus on Relationships

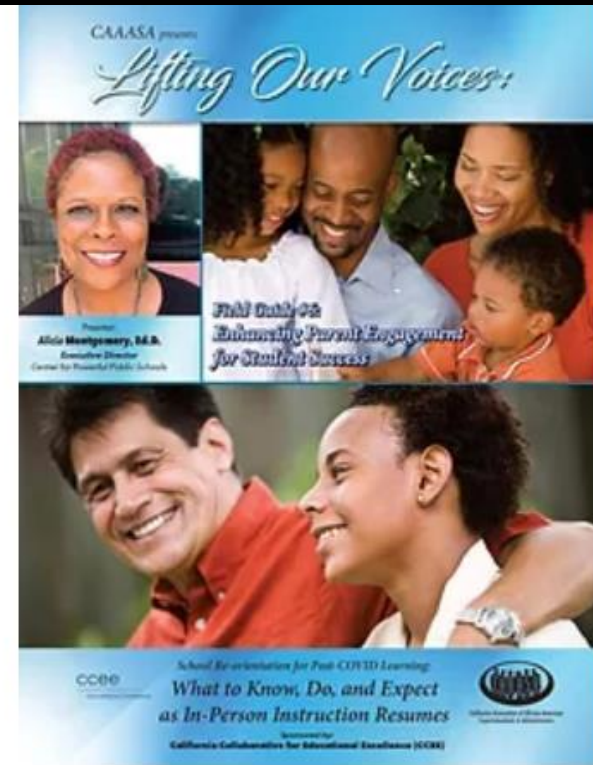https://drive.google.com/file/d/10bobNe004OCciBF1JKsliFH9yrsNo-Co/view
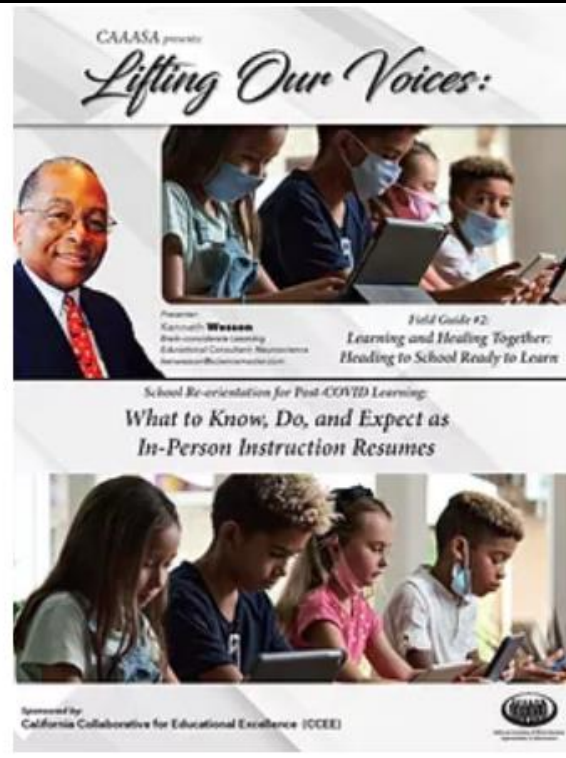
Field Guide #2
Learning and Healing Together: Heading to School Ready to Learn (MH & SEL)

https://drive.google.com/file/d/16nyd-s6_to85TVfRnIV-jQ-HWwEJxrWJ/view

Field Guide #3
School Re-Engagement: In-person and Hybrid Learning

https://drive.google.com/file/d/10yjWpoRKJyeb58P0PUZwOlz5bZmpewx/view

Field Guide #4:
Planning Forward
with Cultural
Relevance in the
Classroom

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/d/1eADrOfjeN7fVd55r0vp3a
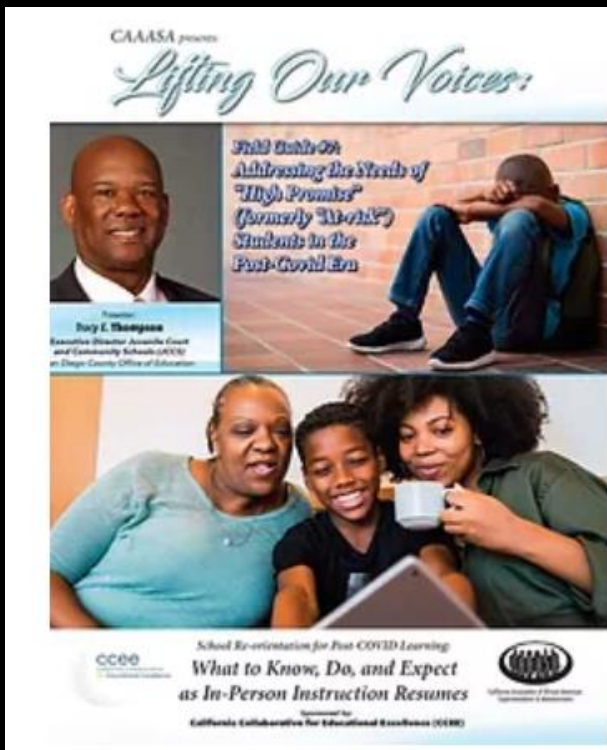BgD3E3SfL0E/view

Field Guide #5
Back to School and the
Year Ahead:
Integrating Empathy,
Compassion, and
Restorative Justice in
our Schools

https://drive.google.com/file/d/1k
FKtk0_JT39t5d9Oq5TGDWVCGs
ofHjY9/view

Field Guide #6
Enhancing
Parent Engagement
for
Student Success

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1Io7o1ZhgTqGgyCt7dt5E6J5_
DtP8ysbx/view

Field Guide #7
Addressing the Needs of "High Promise" (formerly "At-risk") Students in the Post-Covid Era

https://drive.google.com/file/d/1a LRnXonj6LhaWDjxD9e5m0utsjU y893A/view

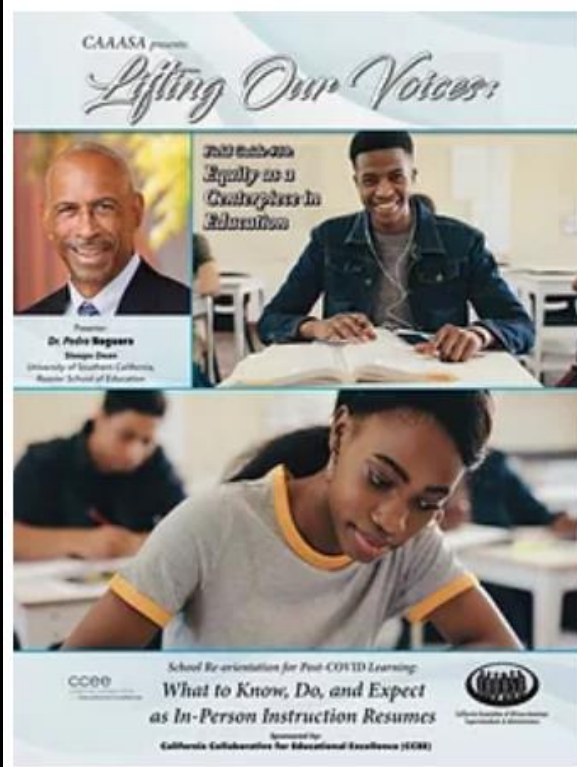**Field Guide #8**
Understanding the Most Critical Needs of Today's African American Students (and Children from Other Communities of Color)

https://drive.google.com/file/d/1s 8e3VntgScOWoMxaKZSIYoISW1f 6HVya/view

Field Guide #9
Preparing African American and Other Students of Color for College

https://drive.google.com/file/d/ 1CGXUaa8v1JzLRS4XbijR_Ve sqjliohAS/view

Field Guide #10
Equity as a Centerpiece in Education

https://drive.google.com/file/d/1UB3VVKleUXYOUaCbjAOLBUSFKEPLwUHT/view

Field Guide #11:
The Principal as the Equity Leader

https://drive.google.com/file/d/1cUjg_l-8HEUyxWjXoAWUloWE5MBXUi9j/view
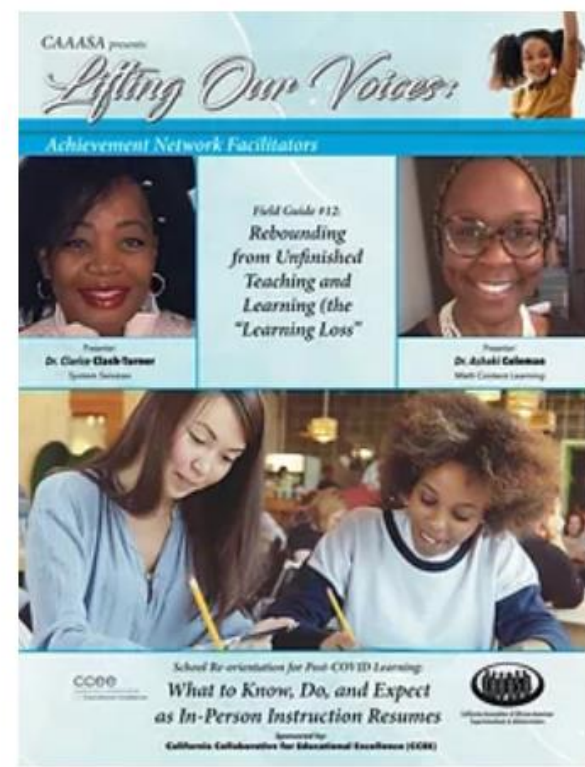
Field Guide #12
Rebounding from Unfinished Teaching and Learning ("Learning Loss")

https://drive.google.com/file/d/1KB1m4fVFtHBsl-Gkim5nmvL8EAd8cGGm/view

CAAASA Field Guides

Equity in education

Equity leadership
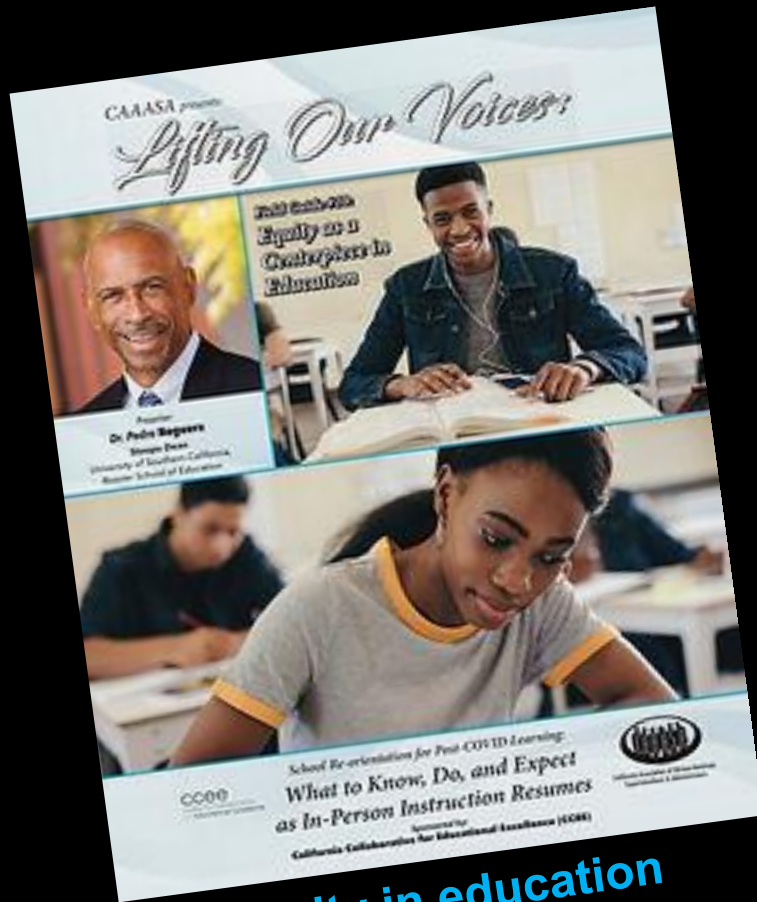
…address who is *responsible* and *accountable* in the complex network of individuals who share the task of assuring access and equity for all African American students.

Four Learning Formats
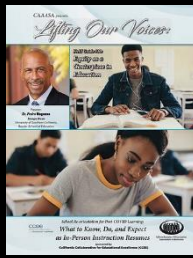
There are **4 learning formats** for each Field Guide:

1. A **printed PDF version** of each FG: A PDF with QR code links to each video introduction, the questions, and answer sheets (on the CAAASA & CCEE web sites.)

For the correct answers to each of the
"Check Your Understanding"
assessment items
Scan QR Code
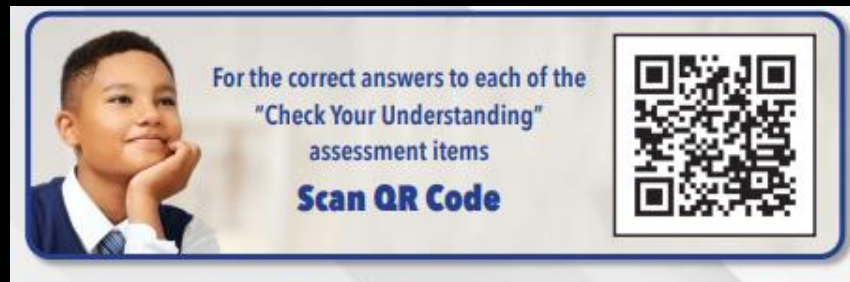
2. An **online PDF version** of each FG that comes with a "Click Here" icon taking the reader to the above-mentioned features.

Video
Click Here
to Learn About This
Field Guide Series

Four Learning Formats
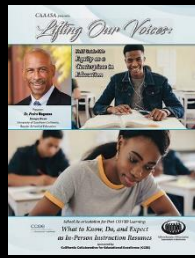
3. An **Interactive e-learning Experience available** **for independent PL (on the CCEE web site.)**

Field Guide 9: Preparing African American (and Other Students of Color) for College

Date: July 20, 2022

Description

In Field Guide #9: Preparing African American (and Other Students of Color) for College, we explore how educators and parents can help prepare African American students and students of color for success in college.

DEVELOPED IN PARTNERSHIP WITH

California Association of African-American Superintendents & Administrators (CAAASA)

Launch

4. **In-person e-learning PD** **can be conducted by a professional learning leader. (A *Facilitator's Guide* is in the works to guide the in-person professional development.)**

The CAAASA Field Guide Organization
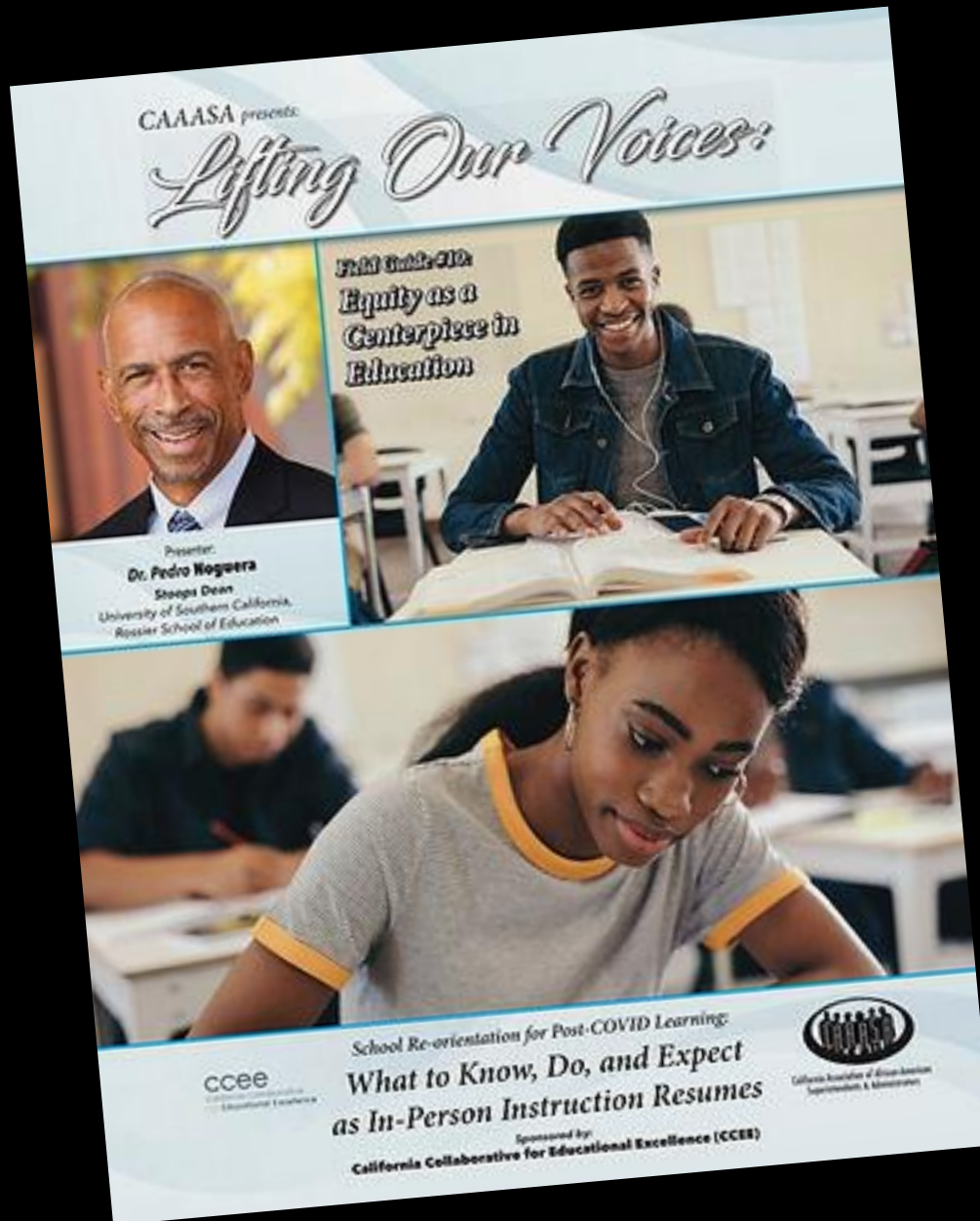
Field Guide #10 (PDF & Print)

Equity as a Centerpiece in Schools

Distinguishing Equity from Equality

Equality = everyone receives the **same** *sized* shoe

Equity = everyone *receives* a pair of shoes that is **right for him/her.** It might even call for a *slightly different type of* shoe.

Field Guide Organization

TABLE OF CONTENTS

Field Guide #10 - Equity as a Centerpiece in Our Schools

Research, data, and the historical context of equity and leadership

Interviews that highlight the real-world impact of the equity challenges facing students, teachers, administrators, and parents

What *else* have we learned about "leading with equity in mind" since March 2020?

Field Guide Organization

TABLE OF **CONTENTS**

Field Guide #10 - Equity as a Centerpiece in Our Schools

A video overview

Video instructions for our knowledge checks with QR code _or_ "click here" button for answers and where those answers can be found in the narrative

Field Guide #10: Equity

We can't be "color-*blind*" -- we must be "color-*brave.*"

Color-blind" gives teachers permission to avoid the discomfort of discussing the historical issues surrounding race and the consequential racial inequities of the last four centuries.

Field Guide Contents

vigilantly fought against it. Moreover, the latter worked to create laws, institutions, and structures with perpetual race-driven inequality built in.

We recognize that our descriptions of "white," and "white privilege" can provoke defensiveness or resistance from some members of the dominant culture. However, there is no totalizing assumption made that every white person supports inequity. Instead, we assume quite the contrary, particularly educators. Regardless of color, most people are advocates of fairness and equity. Our goal is to help make the easy-to-implement practices recommended in this Field Guide operational in every school community.

The inherent inequities

During the Civil Rights movement of the 1950s and '60s, advocates of equal rights demanded that the guarantees of equality penned into the U.S. Constitution be finally granted to the descendants of enslaved Americans. The philosophical position of the founding fathers was that no American should be afforded any privileges of citizenship that were more generous than another citizen and certainly no less than any other. Every man had an equal right to vote, and no vote counted more than another. Fifty years later, educators and parents of color pursued an analogous undertaking, declaring that the enduring vestiges of racial discrimination and segregation in education had no place in education where all children were seen as equal.

By the mid-20th century, it was not uncommon for the per-pupil spending for white schools to be 5-11 times greater than it was for schools serving black students. Consequently, it was hardly surprising to most educational researchers and social scientists that African American student achievement was typically lower than that of white students. Regrettably, the end results were used to justify racist notions of intelligence as well as the continued disinvestment in black education.

In the 1970s and '80s, when black students were integrated into previously all-white schools, they typically performed at higher achievement levels than their counterparts who remained in disadvantaged predominantly black schools, where overcoming the systemic disparities was difficult and only occurred with impressive determination. Consequently, the black-white IQ gap fell by 25% between 1970 and 2000, and the difference in reading scores for 17-year-olds shrank by 62% between 1971 in 1988. White students were no longer viewed as members of an academically-inclined elite class, but merely as students who confirmed that a greater investment in educational resources yielded correspondingly higher student achievement. When comparable investments were made in black students, they excelled as well. The burden of proof that all children can learn regardless of color, if given an equal opportunity, made itself obvious.

Research shows that diverse classrooms improve learning outcomes for every student. When socioeconomic factors are controlled, schools that are more diverse, have no difference in test scores than schools that are less diverse. Today, we recognize that schools with the smallest achievement gaps between demographic groups typically:

(1) distribute educational resources more democratically, and

(2) have the highest overall test scores.

American school systems were intentionally structured with significant inequities. Students were sorted out by skin color, and educational resources were skewed to enhance the probability of academic success for white schools, thereby intensifying educational, social, and economic inequalities with each generation of black and white Americans. Some schools became "sites of black suffering," as described by Michael Dumas of New York University. Educators today can either disrupt or exacerbate inequalities. They can reduce the impact that those inequities have on BIPOC students by committing themselves to classrooms where equity is a centerpiece.

From its inception, America has been disingenuous at best when it came to translating its most famous mottos into a reality for African Americans. The treasured beliefs freedom and equality drew a color line and unconscionably excluded African Americans for centuries. Not only was freedom denied to nearly all black Americans, conversations or printed materials advocating such was not only frowned upon but was made illegal and punishable by fines and incarceration. Consequently, conversations about equity today still generate discomfort. One has to ask, "Why?"

Operational Definitions

Any conversation about access and equity must begin with common language. Below are operational definitions for the descriptions that follow.

- **Diversity** = counting the number of individuals who have been hired by a school, school district, or organization who fall into designated categories based on personal traits and physical characteristics. We "check the boxes" based on race, gender, national origin, first language, etc. to determine if we have statistically met our diversity goals. There is danger in falling into a false sense of security from reaching desired diversity statistics without establishing inclusion strategies as well.

- **Equality** = providing equal opportunities for all groups, including inside educational settings where

  - students receive identical instructional materials regardless of ability or need,

  - they are required to listen to the same lecture and digest information whether they understand English well or not,

  - they received the same assignments with the same requirements,

  - and finally, their mastery of academic content is measured with the same assessment instrument, on the same day, regardless of their diverse (racial, socioeconomic, linguistic, ability, and cultural) backgrounds.

While equity is often our preferred goal to effectively address individual needs, there are occasions when equality is an acceptable goal for students (example: social justice).

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and security through adherence to race-based laws. Any violation placed an individual's livelihood, reputation, family, or life in jeopardy. A wide variety of race-based practices shaped American law, politics, and society.

Historical explanations for our high "racial consciousness"

We often hear declarations that, "Other racial groups came to America, they assimilated, and improved their lot with each generation. Many of them came here decades or even centuries after black people did, so why haven't African Americans done what every other group did to assimilate and 'make it' in America?" African Americans are often confronted with this and similar ill-informed questions that, in reality, are callous accusations disguised as innocuous questions. The subject is broached exclusively to imply that the status nonwhites today can be correlated to their lack of effort, ambition, and determination, rendering African Americans and other people of color solely responsible for their current circumstances. An understanding of historical events and their consequences leads one to quite a different set of conclusions.

At the 2014 Missouri AFL-CIO convention, President Richard Trumka said, "Racism is part of our inheritance as Americans. Every city, every state and every region of this country has its own deep history with racism." Some Americans today would prefer that a revisionist more sanitized history be taught in our schools, with all incidences of racism excised from the pages of all textbooks. An honest history of America acknowledges that the tentacles of racism reached into every facet of life, explaining how we arrived at where we are today. Anything less is a self-destructive academic pretense.

Between Reconstruction and the civil rights movement, state constitutions, state laws, county regulations, and city ordinances were implemented to elevate the status of whites and subjugate people of color. Many states passed laws prohibiting businesses and public institutions from allowing their black and white clientele to intermingle in any manner, regardless of how minor their physical contact might be.

Every aspect of life including employment, travel and transportation, voting, political parties, dating/marriage, health, churches, intergenerational wealth, education, courtroom proceedings, banking, property ownership, housing, loans, life insurance, home insurance, criminal justice, literature, media, military service, science (including the pseudo-scientific theories of racial hierarchies), lunch counters, water fountains, restaurants, food service, waiting rooms, bathroom facilities, entertainment, sports, recreation, public parks, public gathering places, swimming pools, ticket booths, building entrances, elevators, theater seating, amusement park cashier windows, libraries, hospitals, nursing, residential homes for the elderly, asylums, barbershops, textbooks, phone booths, cemeteries, and of course, public schools, were regulated by race and enforced by law. These forms of racial discrimination were defined and administered by legal entities and governmental offices, which continuously gave oxygen to all racist practices.

From its founding, America has made it clear that equality was not wholly a national goal to which white America was fully committed. Blending African Americans in the "melting pot" in practice was prohibited by local, state, and national obstacles (typically ordinances, regulations, restrictions, and laws that were strictly enforced) until the end of the 20th century. From time immemorial, African Americans subscribed to an over reliance upon whites' faithfulness to the political philosophy and religious beliefs that they publicly expressed.

Different forms of racism became intertwined in some measure through the following laws, which not only dictated how individuals lived their lives, but they also shed additional light on the roots of today's profound social, economic, and educational inequalities:

- "It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment." (The state of Alabama)

- "No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter." (The state of South Carolina)

- Transportation companies are required to establish "separate waiting rooms at all stations for the white and colored races." (The state of North Carolina)

- Black barbers are not permitted to cut the hair of white women or girls. (The state of Georgia)

Field Guide Contents

Check Your Understanding
Part I: The Why
True or False: Is that true?
(Write your answers on a separate sheet of paper)

Scan QR Code
To View The Video
On How To Use
This Section

1. T F   Regardless of color, most Americans are advocates of fairness and equity.

2. T F   By the mid-20th century, it was not uncommon for the per-pupil spending for white schools to be 5-11 times greater than it was for schools serving black students.

3. T F   In the 1970s and '80s, when black students integrated previously all-white schools, they typically performed at lower achievement levels than their counterparts who remained in disadvantaged predominantly black schools.

4. T F   "Equality" means that everyone receives the same sized shoe; while under "Equity" everyone is fitted with shoes that match their foot size.

5. T F   Thomas Jefferson lived out both the spirit and the letter of his phrase "All men are created equal."

6. T F   An unspoken rule of the "melting pot" was that only Europeans were allowed to melt into the final social mixture that made up our American culture.

7. T F   Our Founding Fathers coined the phrase "With liberty and justice for all."

8. T F   Race-based laws dictated almost every aspect of African Americans lives from the 17th century to the mid-20th century setting the stage for many contemporary social, economic, and educational inequities

9. T F   Although schools for black and white children were leg[...] mid-1950s, all children were still provided comparable [...] succeed academically.

10. T F   Silent racism is completely innocuous and should be enc[...]

For the correct answers to each of the "Check Your Understanding" assessment items **Scan QR Code**

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Field Guide Contents

Meritocracy, supremacy, and stereotyping

Throughout American history, it was not uncommon to blatantly erect obvious barriers to black success to ensure the perception of white superiority. Such was the case of "The Golden Thirteen," who were thirteen African American enlisted men who [...] African American commissioned and warrant officers in the U.S. Navy.

From 1893 until World War I, African Americans coul[...]
Steward's branches (cooking, serving and cleaning), [...]
the rest of the Navy community, but it also preclud[...]
Until the end of World War I, the Navy had only pe[...]
support services, but it barred Blacks from fully joi[...]
Wilson did more to segregate America than perh[...]

During World War II, President Franklin D Roose[...]
prohibiting ethnic and racial discrimination by f[...]

Stereotypes and education

While we often think of education as exclusively an academic experience, schools do considerably more. They teach culture. Racial stereotypes carry immense weight in today's classrooms because they are cultural storylines reflecting deficit narratives that are reproduced. It is often assumed by individuals holding biases that students from marginalized groups are less intelligent than others

Schemas: Non-conscious Hypotheses

- **Schemas: "mental files" (expectations/stereotypes) that shape our perceptions of other groups as well as ourselves.**

- **All schemas influence each group members' judgement of others and how he/she will be judged based on these stereotypes (what is going on in the minds of others.)**

HEADLINE

President Obama's Handshake Rejected

Implicit bias/implicit social cognition

The Implicit Curriculum Tells Us

"The smog in the air" - If you're breathing the air in our society, you are ingesting the dominant stereotypes and prejudices. Critically conscious educators are advocates of examining, critiquing, and disrupting the commonly held negative stereotypes.

Psychologist Beverly Tatum ("*Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race"):* All of us harbor these prejudices from being exposed to misinformation about groups, through stereotypes, strategic omissions, and deliberate distortions. Even PoC are not immune to the widespread stereotypes. Many assumptions we hold about our students are constructed from the pervasive negative stereotypes (the noxious "smog").

The Implicit Curriculum Tells Us

Which cultures are admirable?

Who is intelligent?

Who is "normal"?

Who is "a problem"?

Who is "deficient" and why?

Which language is "standard"?

Who is worth the effort to teach?

Whose religion is strange/wrong?

Who decides? Who benefits? Who wins? Who loses?
What are the psychological consequences of each?

"Seeing is believing"?
Our perceptions are based on
observations and expectations.

Racial Disparities in Use of Suspension for 1st Time Offenders
"Implicit Bias"

Percent of first time offenders cited for committing the offense who received an out of school suspension as punishment

	White	Black
Cell Phone	15%	33%
Dress Code	17%	38%
Disruptive	24%	40%
Display of Affection	15%	43%
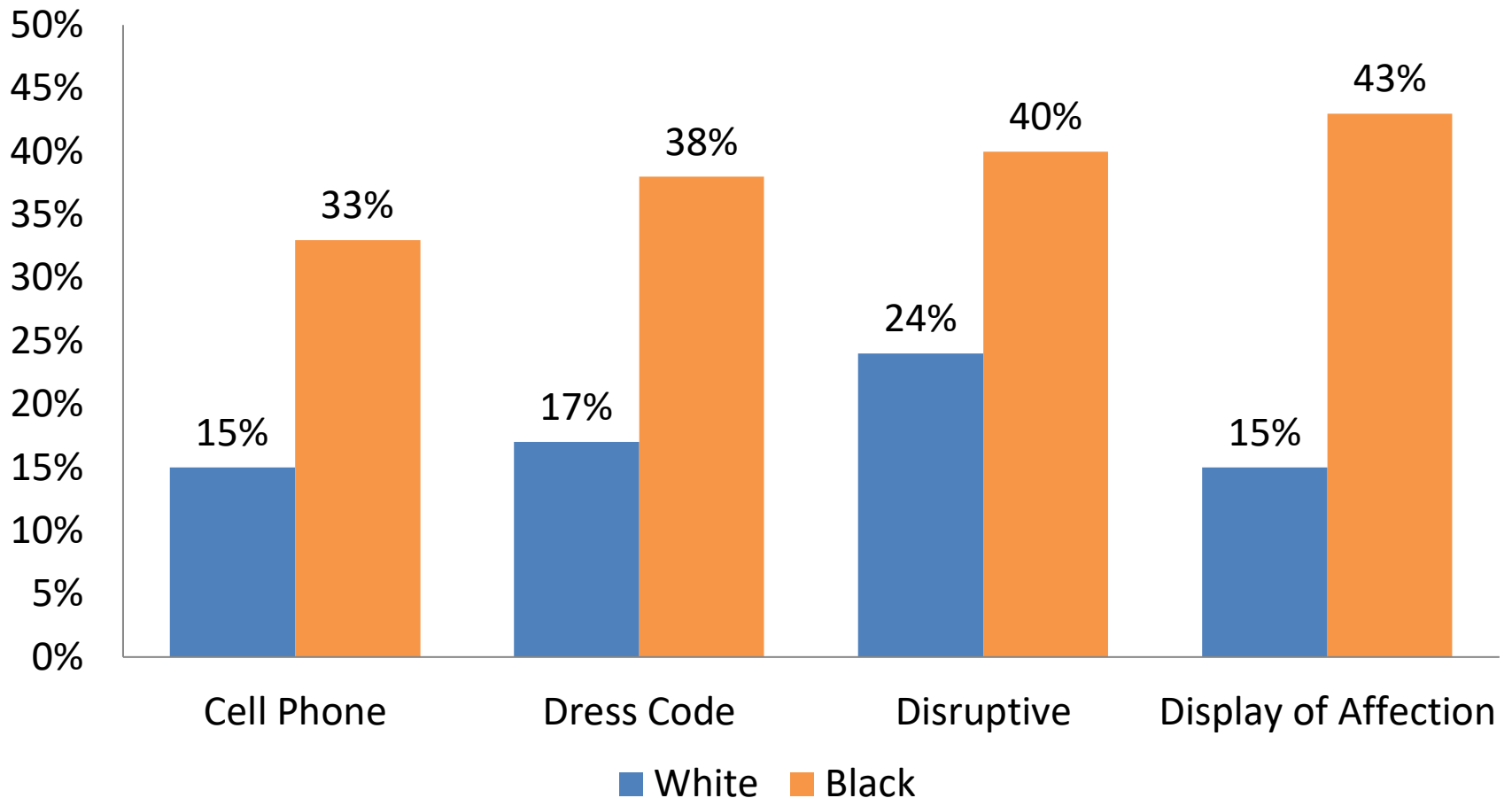
How do similar (deficit) notions make their way
into our students' heads?

The Psychological Impact of "Labels"

Salt

Sodium Chloride

Arsenic

Ant Poison

Classroom Realities

- **Assumptions** made about students are often based on **stereotypes and misinformation.**

- Students are **more prone** to believe negative stereotypes as they **grow older,** believing that the all-encompassing social, economic, political systems are **fair and legitimate** (US History classes) -- a phenomenon known as **"system justification."**

- Dr. Rudine Bishop (Ohio State University): Every school curriculum should offer students…
  Mirrors: students see reflections of themselves;
  Windows: students see worlds other than their own and make comparisons;
  Sliding glass doors: students from the dominant group can enter other worlds)

Field Guide Contents
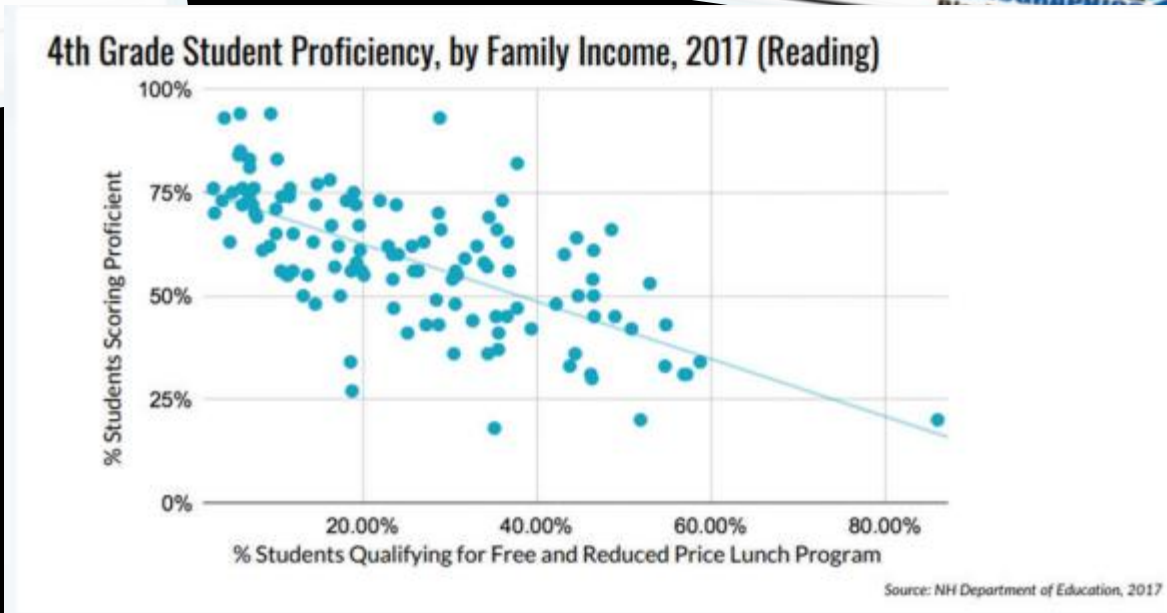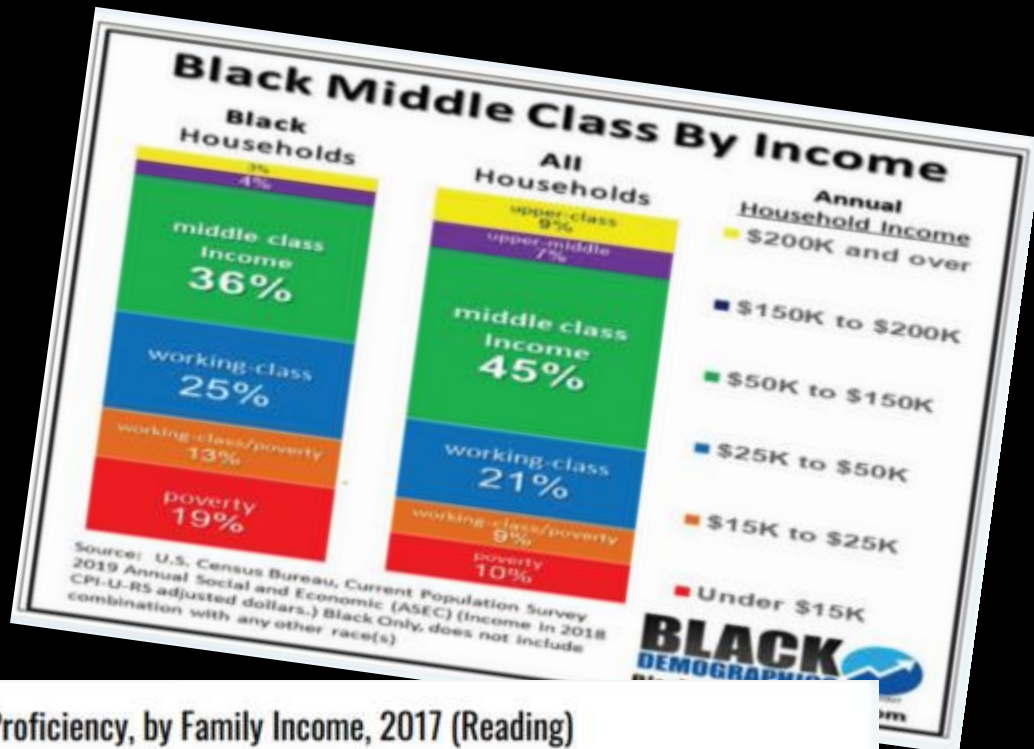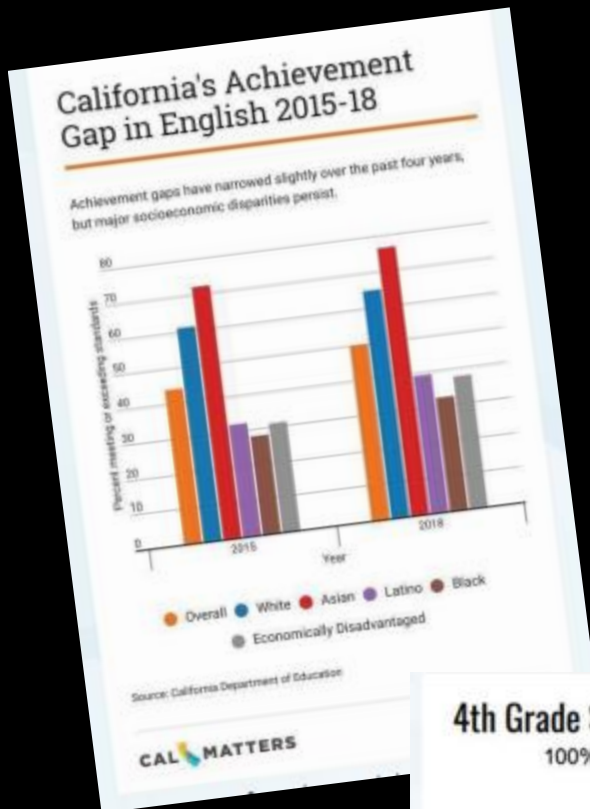
Field Guide Contents

- Visit the following websites for more information about DEI.

  - **Anti-Defamation League** at https://www.adl.org/
  - **National Museum of African American History and Culture** at https://nmaahc.si.edu/
  - **Statistics in Schools** at https://www.census.gov/schools/
  - **Learning for Justice** at https://www.learningforjustice.org/
  - **EDSITEment** at https://edsitement.neh.gov/
  - **PenPal Schools** at https://www.penpalschools.com/index.html
  - **Facing History and Ourselves** at https://www.facinghistory.org/
  - **Zinn Education Project** at https://www.zinnedproject.org/
  - **Asian Pacific American Center** at https://smithsonianapa.org/
  - **National Museum of the American Indian** at https://americanindian.si.edu/

Field Guide Contents

Part III: The How

How can we overcome systemic disparities? Colorblindness is NOT enough and should not be our goal.

Today's racially inclusive ("colorblind") vision of America does not legitimately describe our most recent past. Many Americans find colorblindness to be helpful to people of color by asserting that race does not really matter (Tarca, 2005), although history has demonstrated that African Americans who discount the significance of their skin color in America can find doing so to be a fatal error.

Colorblindness is the racial ideology which posits that the best way to end discrimination is to treat individuals as equally as possible, without regard to race, culture, or ethnicity. The colorblind philosophy is becoming a dominant narrative and can be a convenient detour into denial, allowing

Teaching with Equity

The Diversity and Inclusive Teacher identifies three imperatives for actively putting into practice teaching for diversity, equity, and inclusion:

1. Difference is an essential part of our history and a current reality. Dealing with human diversity and differential status is intractable in America due to our national history of

An "Educator's Equity Self-Evaluation"
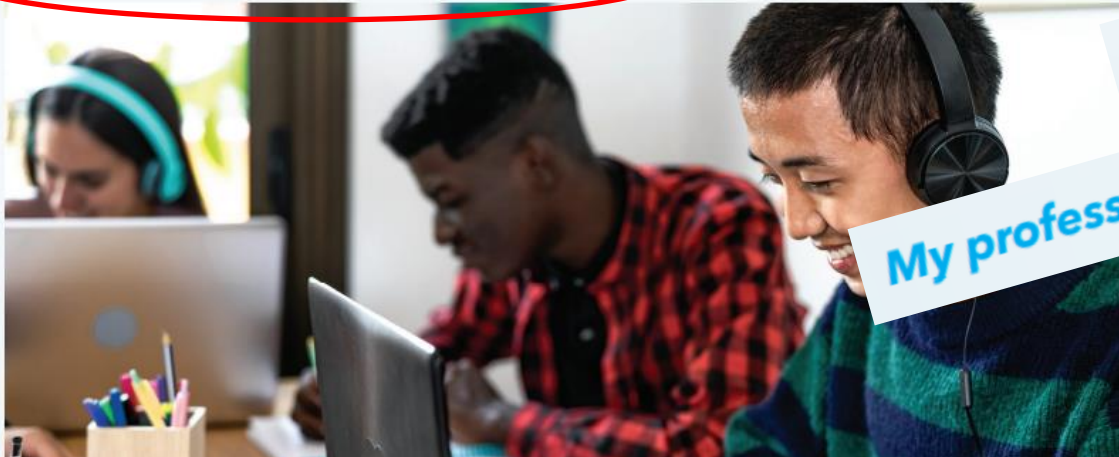
Equity in my classroom

My professional commitment to equity

Field Guide Contents

Part IV: Introduction to the Voices Videos
Field Guide #10 - Equity as a Centerpiece in Our Schools

It is our job as educators, administrators, and parents to help African American children identify their strengths and assets in order to maximize their academic potential. Although obstacles abound, the support we can give our students of color is boundless with equity as a centerpiece in their education.

Introduction to the **Voices Videos**

Dr. Lydia **Hollie**
Elementary School Teacher
Scan QR Code to Play Video

Scan QR Code To View The Video On How To Use This Section

"Lifting our Voices" videos Interviewees

Akisha **Liggins**
Teacher
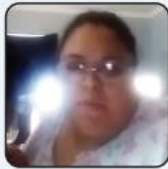
Melissa **Hendrix**
Parent

LaToya **Reid**
Parent

Mark **Neal**
Principal
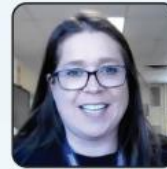
Ana **Filomia**
Teacher

Trinika **Barnett**
Teacher

Ghada **Moreno**
Teacher

Khensani **Pienaar**
Student

Marissa **Pienaar**
Parent

Ar.

Melinda **Hendrix**
Student (no photo)

Jacob **Hendrix**
Student (no photo)

Video #1
Cultural equity in the classroom
Scan QR Code to Play

Field Guide Contents

Professional Learning: Facilitating the Part IV questions
Participant Responses

a. What are some of the common equity shortcomings seen in education that were described by the interviewees? Have similar issues surfaced in your school?

b. What are some of the recommendations for professional development that can support the equity challenge?

c. Some of the inequities commonly seen were exacerbated by the pandemic. What were some of the inequities described by the interviewees?

d. How did the interviewees describe technology as one inequity seen both before and after the pandemic? Does your school district offer professional development on equity? If not, why not?

e. Dr. Hollie describes using data to identify equity challenges that change over time. What could be responsible for the drastic data changes that she describes taking place

Reflections and Applications

a. We are all individually responsible for the success of the students in our classroom. What special effort do you make to increase the academic success of your African American students and other students of color?

b. If equality indicates that every child receives the same instruction, and equity means each child receives the instruction he/she needs to maximize his/her success as a learner, which approach best describes the instruction your students receive?

c. The "one-size-fits-all" factory model (some say fairytale model) of education is an

Field Guide Contents

Part V: The Lessons Learned

Dr. Pedro Noguera, Stoops Dean, University of Southern California, Rossier School of Education

It would not be in the best interests of education nor the students we serve to restore the status quo that existed

LESSONS LEARNED

Dr. Pedro **Noguera**
Stoops Dean
University of Southern California, Rossier School of Education
Scan QR Code to Play Video

Professional Learning: Facilitator's information on using Part V questions

Segment #1: *Timestamp 14:00 - 15:42*

What needs do you anticipate or know that your students and staff are bringing with them to school and how are you preparing to address them?

Synchronous Professional Learning: Discuss the following questions in your small group and report out to the larger body when you reconvene.

Asynchronous Professional Learning: Write your individual answers to each of the following questions.

1. How does your school/school district support the mental health needs of students?

2. Is there a plan for addressing the "learning loss"?

3. What lessons were learned about how children learn at home, as well as the obstacles for learning at home, during the pandemic?

4. What did you do to rebuild a sense of community among your students?
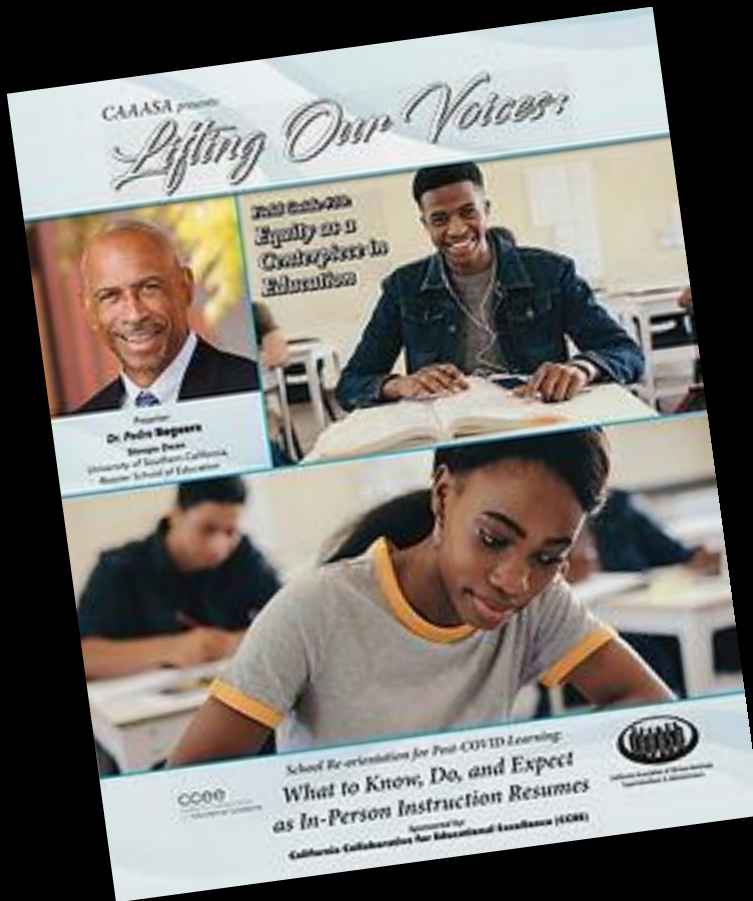
Field Guide Contents

Resources:

- Cheryan, S., Plaut, V. C., Davies, P. G., and Steele, C. M. (2009). Ambient Belonging: How Stereotypical Cues Impact Gender Participation in Computer Science. J. Personal. Soc. Psychol.

- Colorblind Ideology Is a Form of Racism. (2011). Psychology today https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism

- COVID-19 and Learning Loss-Disparities Grow and Students Need Help. McKinsey & Company. https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#

- Moss-Racusin, C. A., van der T... Graham, M. J., and Handelsman, J. (2014). Scient...

- Racial Equality or Racial Equ...

References:

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- A Surgeon's Journey to Research and Design. University of Michigan https://www.surgeryredesign.com/

- Alderman, R. V. (2008). Faculty and student out-of-class interaction: Student perceptions of quality interaction. (Unpublished doctoral dissertation). Texas A&M University, College Station

- Beaman, R., Wheldall, K., and Kemp, C. (2006). Differential Teacher Attention to Boys and Girls in the Classroom. Educ. Rev.

- Fryberg, S. A., & Stephens, N. M. (2010). When the world is colorblind, American Indians are invisible: A diversity science approach. Psychological Inquiry, 21, 115-119.

- Harris, C. (2015). The Cosby Cohort: Lessons and Burdens of Growing Up Black Middle-Class. Rowman & Littlefield. New York, NY.

- Losing an arm: schooling as a side of black suffering. Race, Ethnicity, and Edu... Volume 17, 2014 - Issue 1. https://www.tandfonline.com/doi/abs/10.1...

LESSONS LEARNED

Driving Questions in FG #10:

- What are the **barriers to equity** at your school?

- What are *you* doing to **disrupt** them?

Equity leadership

Children Mirror Your Emotions and Behavior

Leadership is leading
by *example* not by authority!

Dissecting Identity and Racism

Form of racism	Definitions	Examples
Structural	Cultural values, behaviors, and practices in a society that become so ingrained in daily life that they are seen as "the way things are and have always been."	African Americans consistently receive longer prison sentences than whites for committing the same offense.
Systemic	Long-term discrimination within a society or system based on racist practices, behavior, and beliefs	A school lacks any people of color among its faculty members despite years of training on diversity in the workplace.
Institutional	Policies or behaviors within an organization intended to discriminate against people based on race, religion, gender, etc.	A personnel manager does not hire job applicants based on "names that would be a bad fit for our school district."
Interpersonal	Treating others with discriminatory behavior that ranges from microaggression to physical violence.	A staff member regularly shows microaggression and uses racial slurs in referring to people of color on campus.
Individual	Personal beliefs and attitudes towards other races that affect the way a person treats people of color	A person believes that whites are superior to all other races, and makes jokes about people of color

Field Guide # 11

- **The Diversity, Equity, and Inclusion (DEI) framework today warrants expansion to include Belongingness, Equality, Safety, and Disruption.**
- **When reordered, they form the acronym "D²EBIES".**
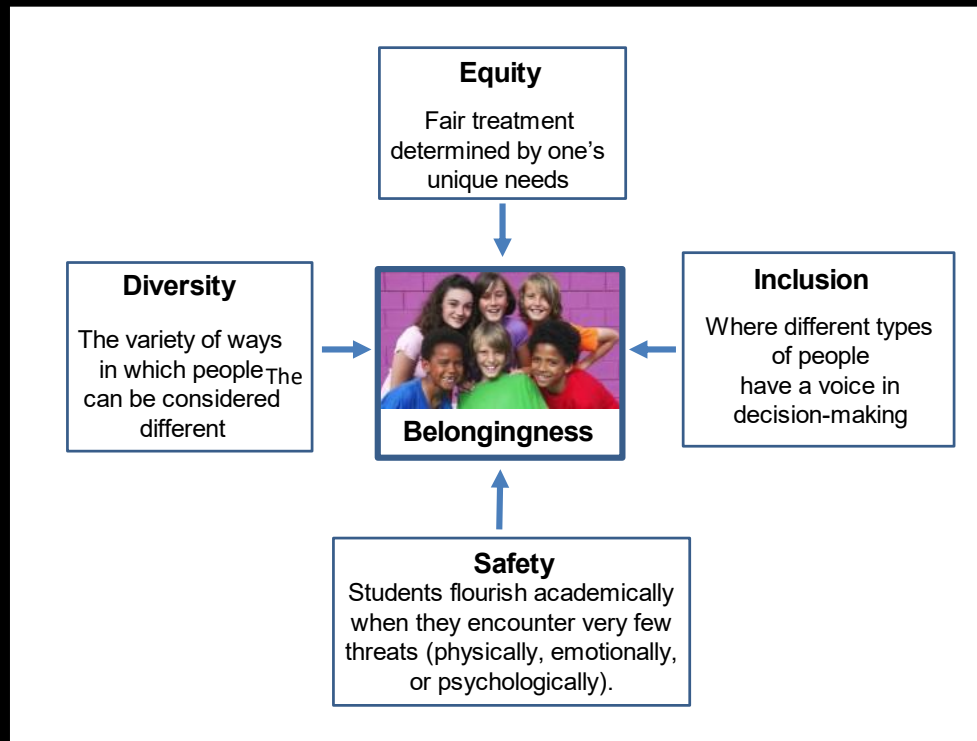
Seek the "Growth Zone" of "Becoming Anti-Racist" described by Surgeon Andrew Ibrahim. His diagram was inspired by Dr. Ibram X Kendi's *"How to Be an Antiracist."*
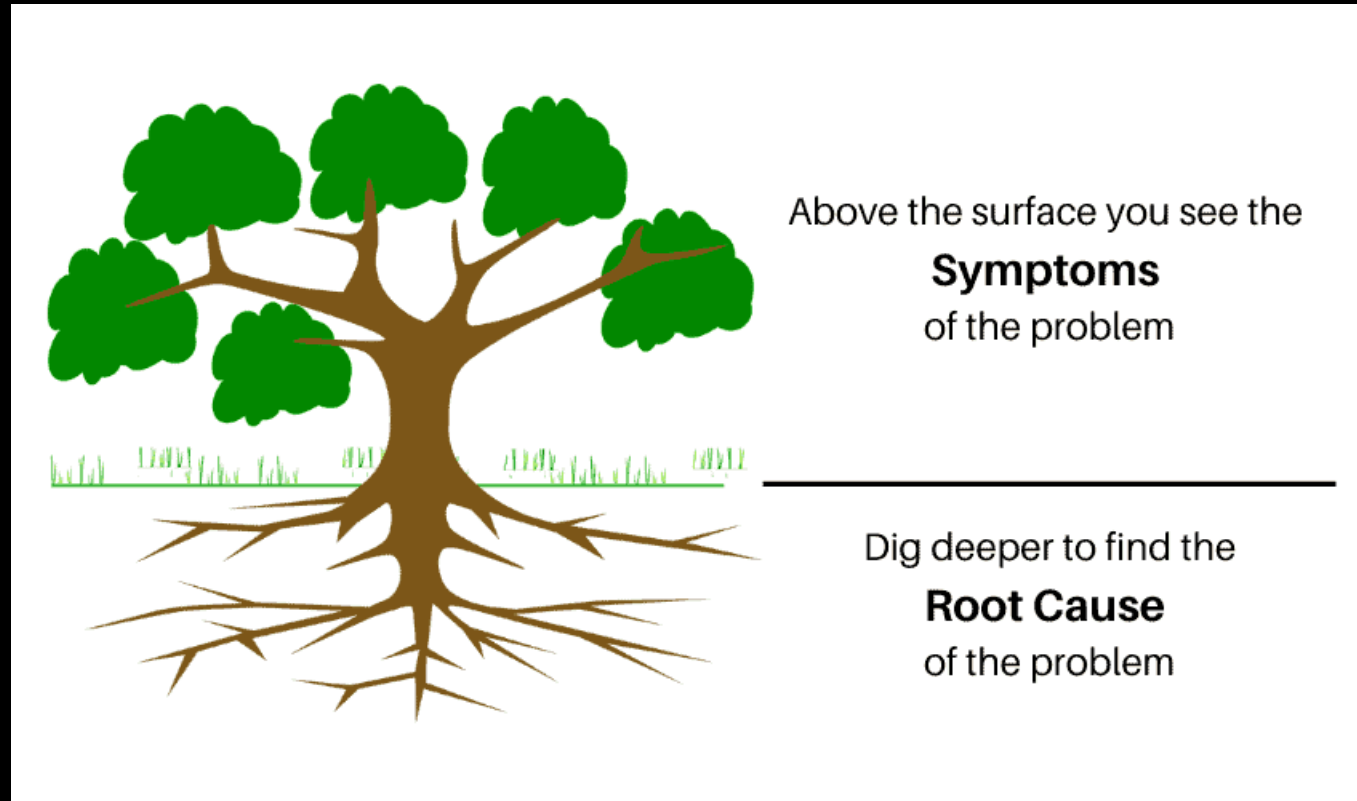
"I didn't grow up with *any* kind of privilege."

If you never had one of these for dinner…

Field Guide # 11: Leadership

Above the surface you see the
Symptoms
of the problem

Dig deeper to find the
Root Cause
of the problem

What are the root causes of the differences in achievement and/or academic outcomes for different racial and ethnic groups?

1. Identify the significant causal factors that your school cannot/does not control.
2. Identify causal factors over which the school has *some* degree of control.
3. Identify causal factors over which your school can influence, but does not control.

Equity Self-Assessment for Principals: Leading with Equity (addressing and disrupting past inequities)

1. **Equity-centered leadership?**

2. **Staffing for Equity**

3. **Equity for all students**

4. **Equity-driven Leadership in your school**
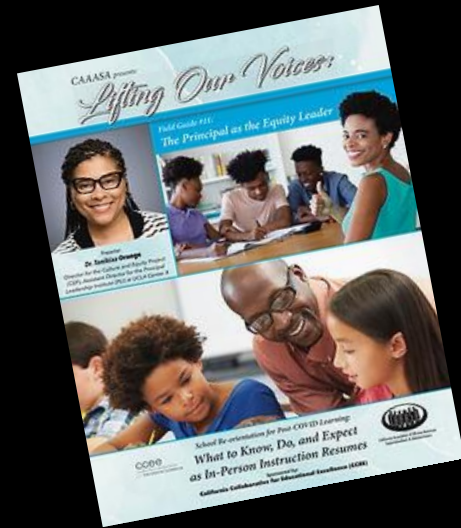
Field Guide # 11: Leadership

Equity Self-Assessment for Principals: Leading with Equity (addressing and disrupting past inequities)

- Would the faculty and staff in my building consider the culture, practices, policies, programs, processes, and instruction "equity-centered"?

- Is a robust equity plan mentioned as part of our mission statement or as a long-term vision for our school/school district? Have programs and funding been aligned to make that vision a reality? Is there someone else on my campus responsible for equity or is it just me? Do we have an equity agenda?

- What are the varying needs of students in my school? Are they considered a priority? Are funds allocated equitably to prioritize their needs?

- Do the most vulnerable students in my school still succeed academically? Are the appropriate resources (specialists, instructional expertise, interventions, funding, support, etc.) allocated for them to be successful?

Lessons Learned

1. Establish **equity priorities**

2. Address external issues that impact **classroom learning**

3. Deploy **Asset-based** instructional strategies

4. Examine the structures that **limit progress** towards equity

5. **Connect classroom experiences** to the **real world** to promote **engagement and equity.**
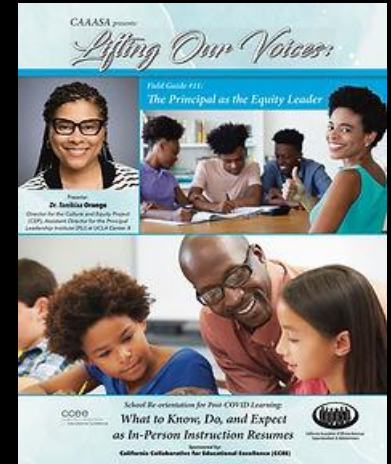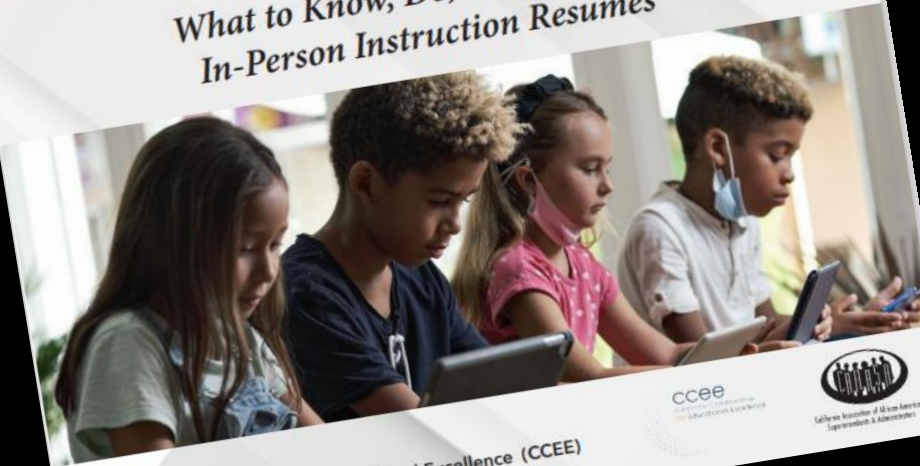
CAAASA presents:
Lifting Our Voices:

Presenter:
Kenneth **Wesson**
Brain-considerate Learning
Educational Consultant: Neuroscience
kenwesson@sciencemaster.com

Field Guide #2:
Learning and Healing Together:
Heading to School Ready to Learn

School Re-orientation for Post-COVID Learning:
What to Know, Do, and Expect as In-Person Instruction Resumes

Sponsored by:
California Collaborative for Educational Excellence (CCEE)

Field Guide #2

Learning and Healing Together in a post-pandemic world **(Psychological Health and Wellness)**

Emotions and Learning

His 2nd day of Kindergarten

He thought that school was for one day only!

Field Guide #2
Emotions and Learning

What do we know about the impact of emotions on learning?

- **Students learn what they care about, and**
- **Remember facts, events, stories, and activities where their positive emotions are engaged while learning.**

- **Negative emotions are incompatible with learning, memory, and academic achievement.**

- **When emotions are enlisted to support learning**
    (1) the content has greater probability of longevity
    (2) information is easily retrieved from LT memory
    (3) knowledge has a greater probability of application and transferability.

"I Have a Discipline Problem."
No! You Have an *Engagement* Problem

Engagement

- **Active learning**
- **Inquiry (self-generated questions)**
- **Student-centered**
- **Social connections (SEL)**

Emotions → **attention** → **learning** →
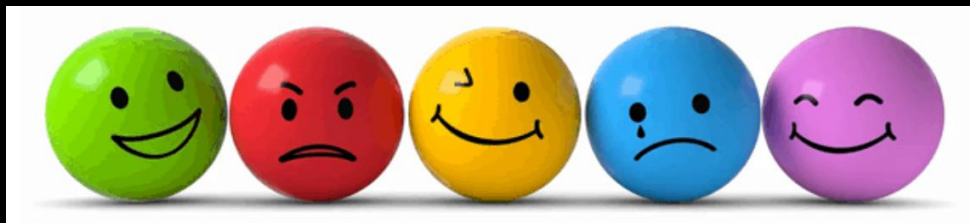**memory** **(integrated in the brain)**

Field Guide #2

During the pandemic, emotions were heightened by stress.

- waves of isolation and loneliness
- fear and anxiety
- grief and suicidal thoughts
- academic disengagement and social withdrawal
- lethargy and restlessness
- feeling miserable and unhappy

One study found that more than 50% of students reported suffering from stress, anxiety, or depression during the pandemic.

Adverse Childhood Experiences Study (ACES)
Three Categories of ACEs

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	
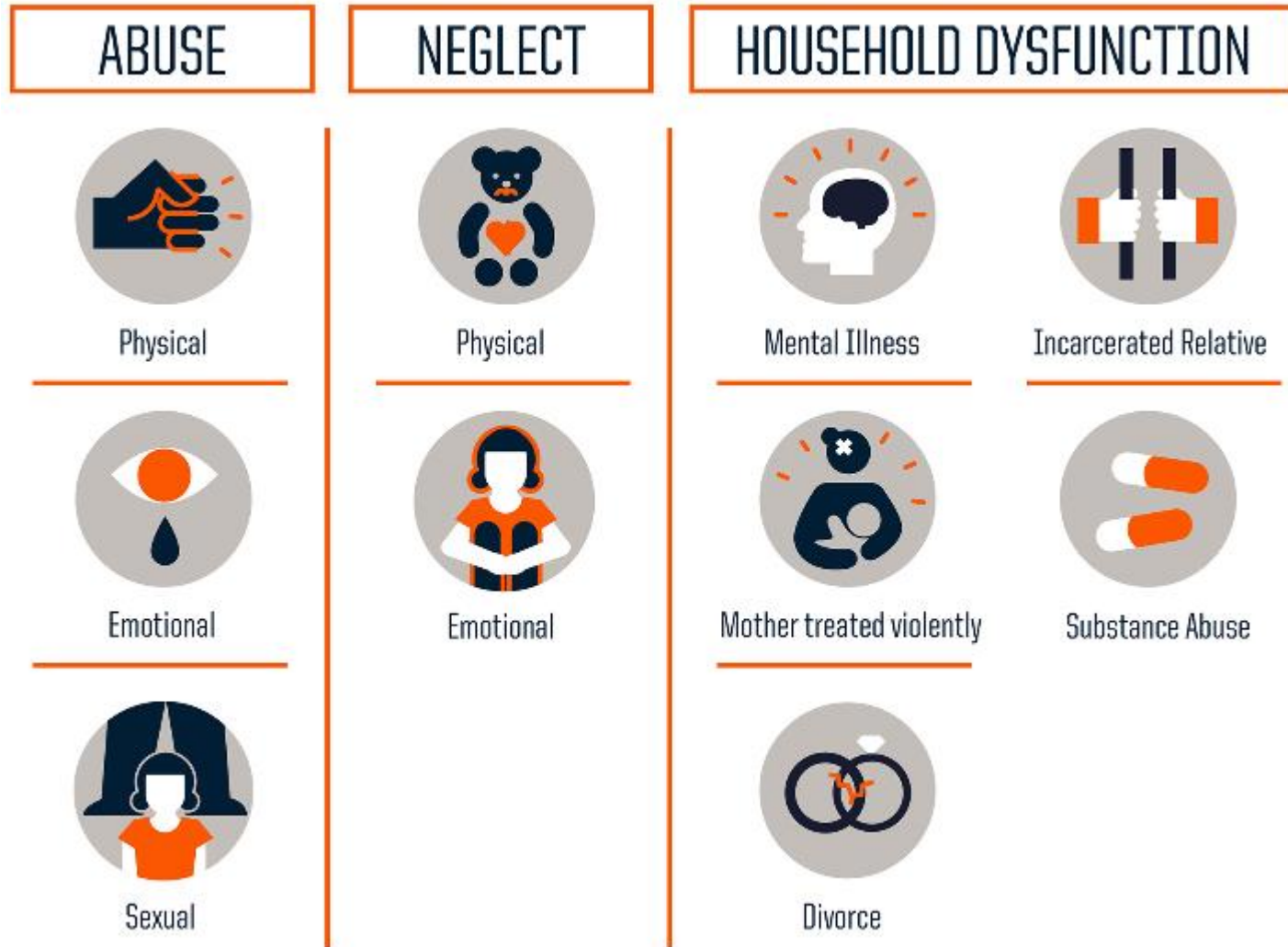
# of ACES = powerful predictor of MH challenges in adulthood.

Most prevalent of the ACES?

   a. Physical abuse

   b. Sexual abuse

   c. Neglect

   d. Psychological maltreatment

Neglect Is the Most Prevalent Form of Child Maltreatment
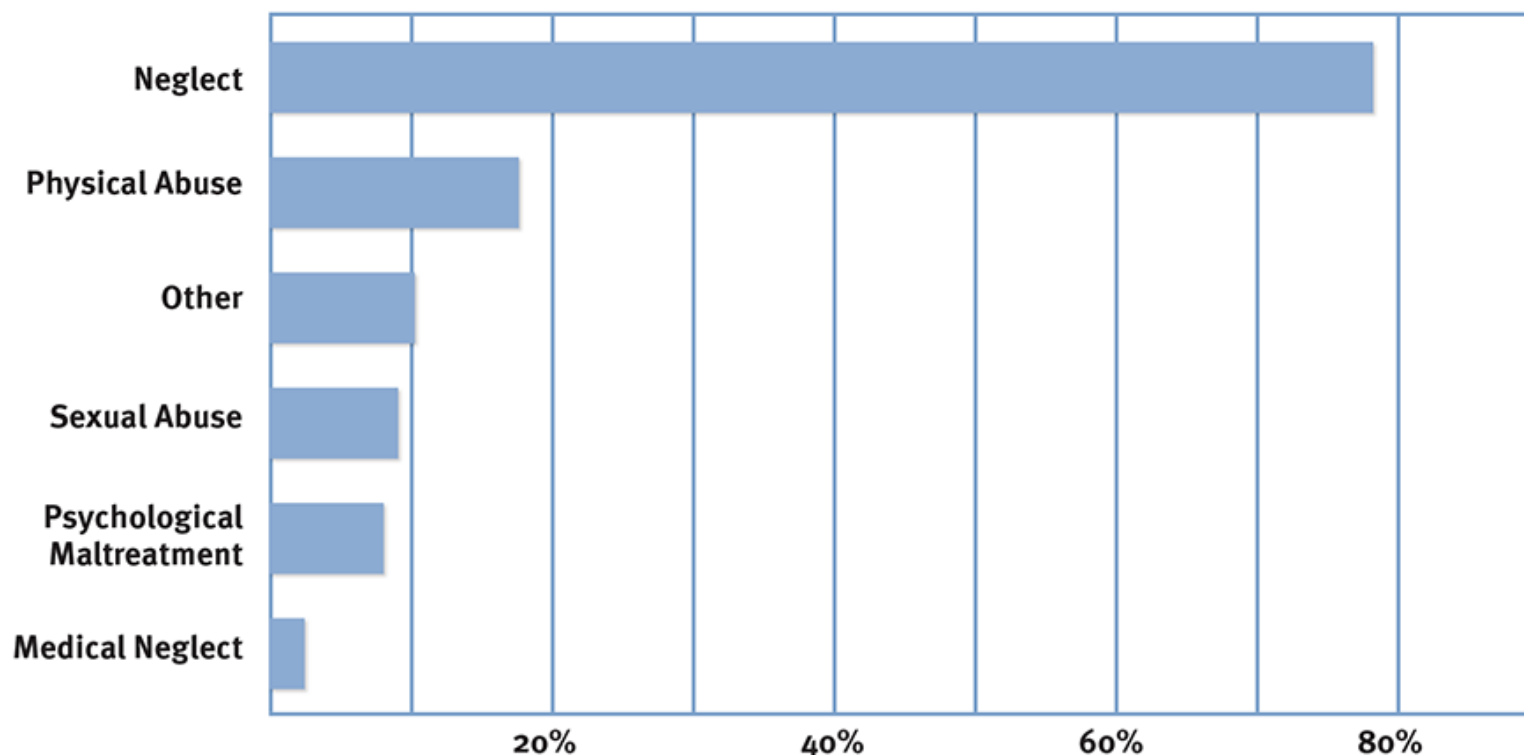
Each state defines the types of child abuse and neglect in its own statute and policy, guided by federal standards, and establishes the level of evidence needed to substantiate a report of maltreatment. The data above, from the National Child Abuse and Neglect Data System (NCANDS), reflects the total number of victims (defined as a child for whom the state determined at least one report of maltreatment was found to be substantiated or indicated) as reported by all 50 states, the District of Columbia, and Puerto Rico, between Oct. 1, 2009, and Sept. 30, 2010. "Other" includes abandonment, threats of harm, and drug addiction.

Source: U.S. Department of Health and Human Services (2010)

Center on the Developing Child 🛡 HARVARD UNIVERSITY

www.developingchild.harvard.edu

Still Face Experiment:
Dr. Edward Tronick

(Serve and No Reception)

Long-term unswerving neglect can be more damaging to the developing brain than physical abuse.

3 Year Old Children

Normal   Extreme Neglect
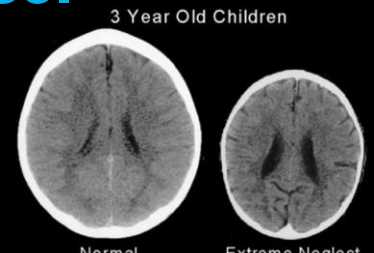
Global Neglect and Reduced Brain Development

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

Front
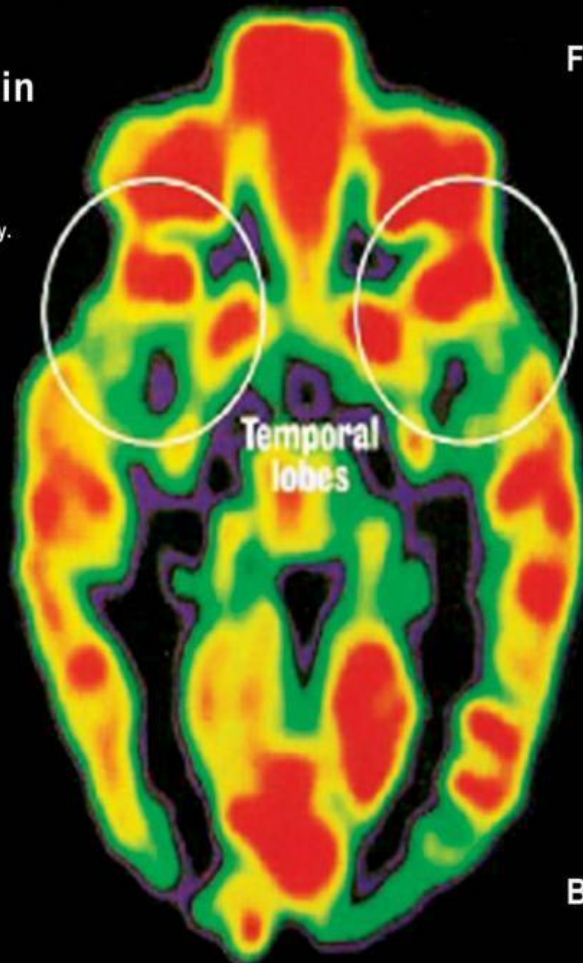
Temporal lobes

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was instutionlized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top),which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

Temporal lobes

Back

MOST ACTIVE   LEAST ACTIVE
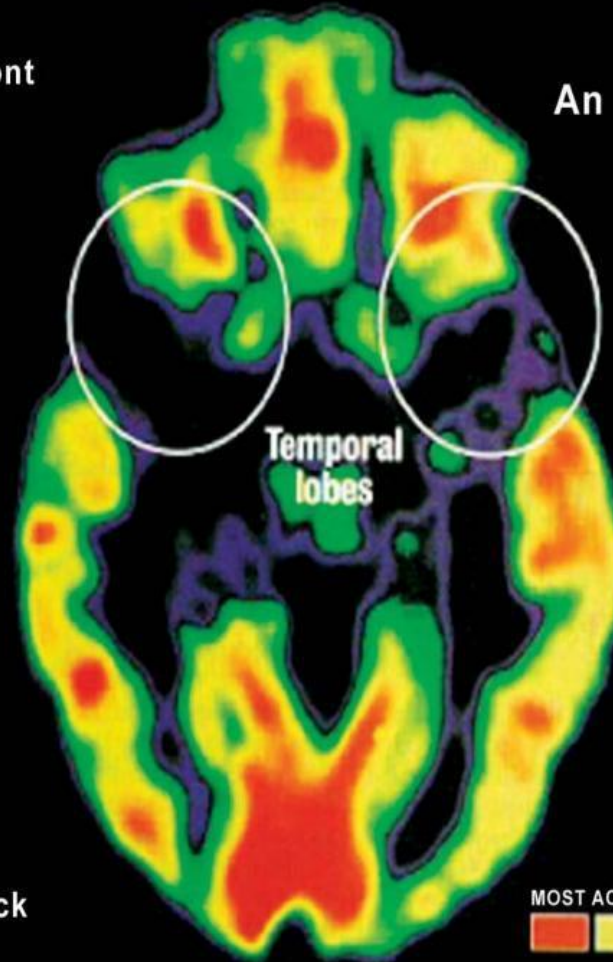
The illiterates of the future are not those who cannot read or write, but those who cannot learn, *un*-learn, and *re*-learn.

--Alvin Toffler

For Interactive Online E-learning

A walk-thru of the Interactive Online FG with Sujie Shin

Equity Action Planning

- ***Wednesday, Oct. 6 and Thursday, Oct. 7:***

o **During each breakout session, continue to add any relevant notes or comments into the *NCOEE Equity Action Plan for My School/School District, My Institution or for Me* matrix.**

o ***Equity Action Plan for My School/School District, My Institution or for Me* - the discernible "Actions" to examine and commit to in pursuit of either *resolving or reducing* the stated problem. Continue to add other critical "Action items" for your institution and yourself.**

The Window of Opportunity

"It is easier to build strong children than to repair broken men."

— Frederick Douglass (1817–1895)