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Facing Equity Opportunities in Oregon Schools

Tuesday, October 9, 2018





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***BUILDING OUR WILL, SKILL AND KNOWLEDGE TO INTERRUPT RACIAL
INEQUITIES IN THE SYSTEMS THAT TAKE CARE OF OUR CHILDREN.***



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Equity Framework: Facing Equity Challenges Layers of Today's Journey

Introductions

Alignment of
Knowledge

Inside-Out

Impact

System
Structures



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Framework for Success

Equity

Leadership

What does it
look like?

Sustaining
the
Conversation

Asset Base
Lens

Cultural
Responsive

Racial
Identity



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Inside-Out Journey





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Sofi





**AUTHENTICALLY LOOKING IN THE MIRROR!
IS THERE A DANGER IN OUR OWN SINGLE STORY?**

TED Talk: **The Danger of a Single Story -
Chimamanda Ngozi Adichie**

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”



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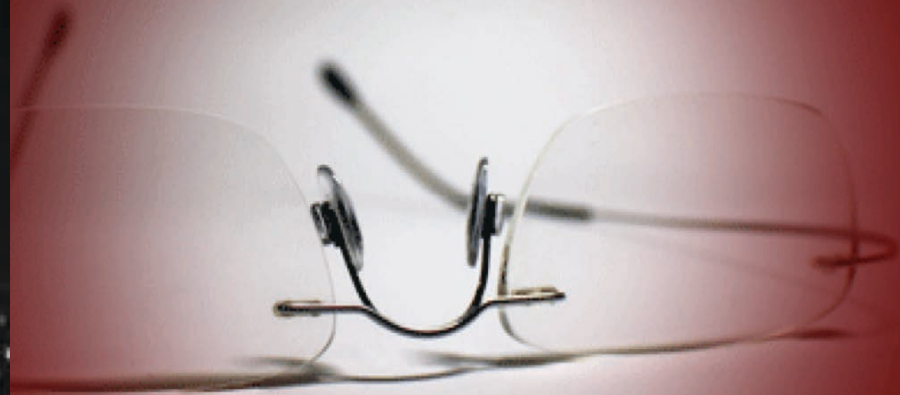
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COACHING FROM THE INSIDE OUT



we don't see things as they are
we see them as we are

anaïs nin



www.imagequotes.com



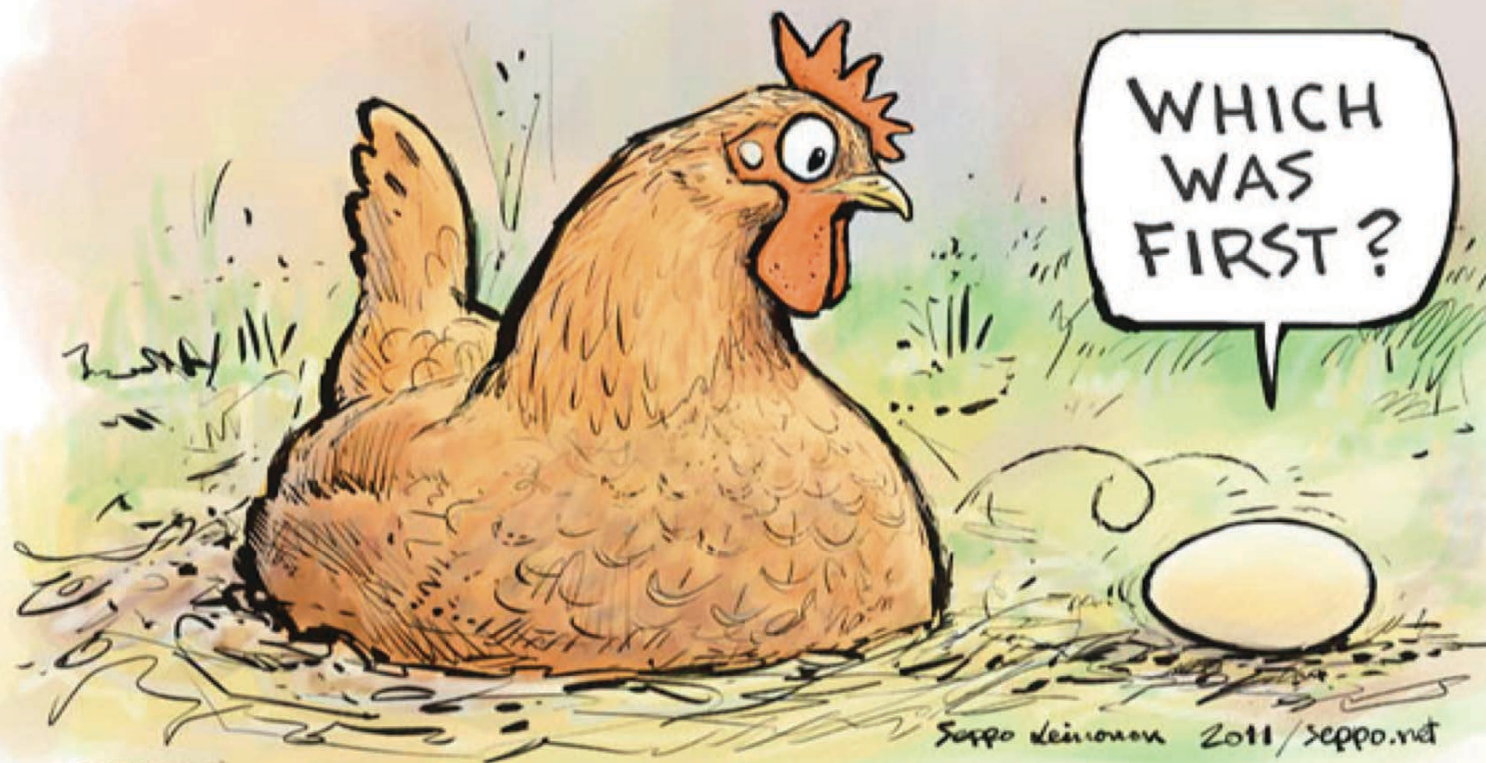
Who am I in relationship to the students and community that I serve?

- Skin that I am in
- Role that I play
- Experiences that I have
- Fears of what I don't know
 - Vulnerability
 - Responsibility
 - Cultural Humility



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seppo.net

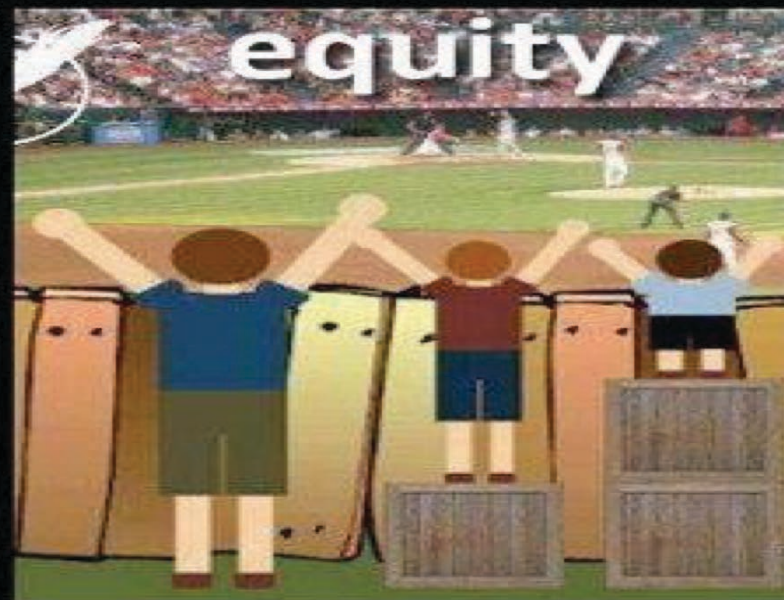
Seppo Lemmon 2011/seppo.net



Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

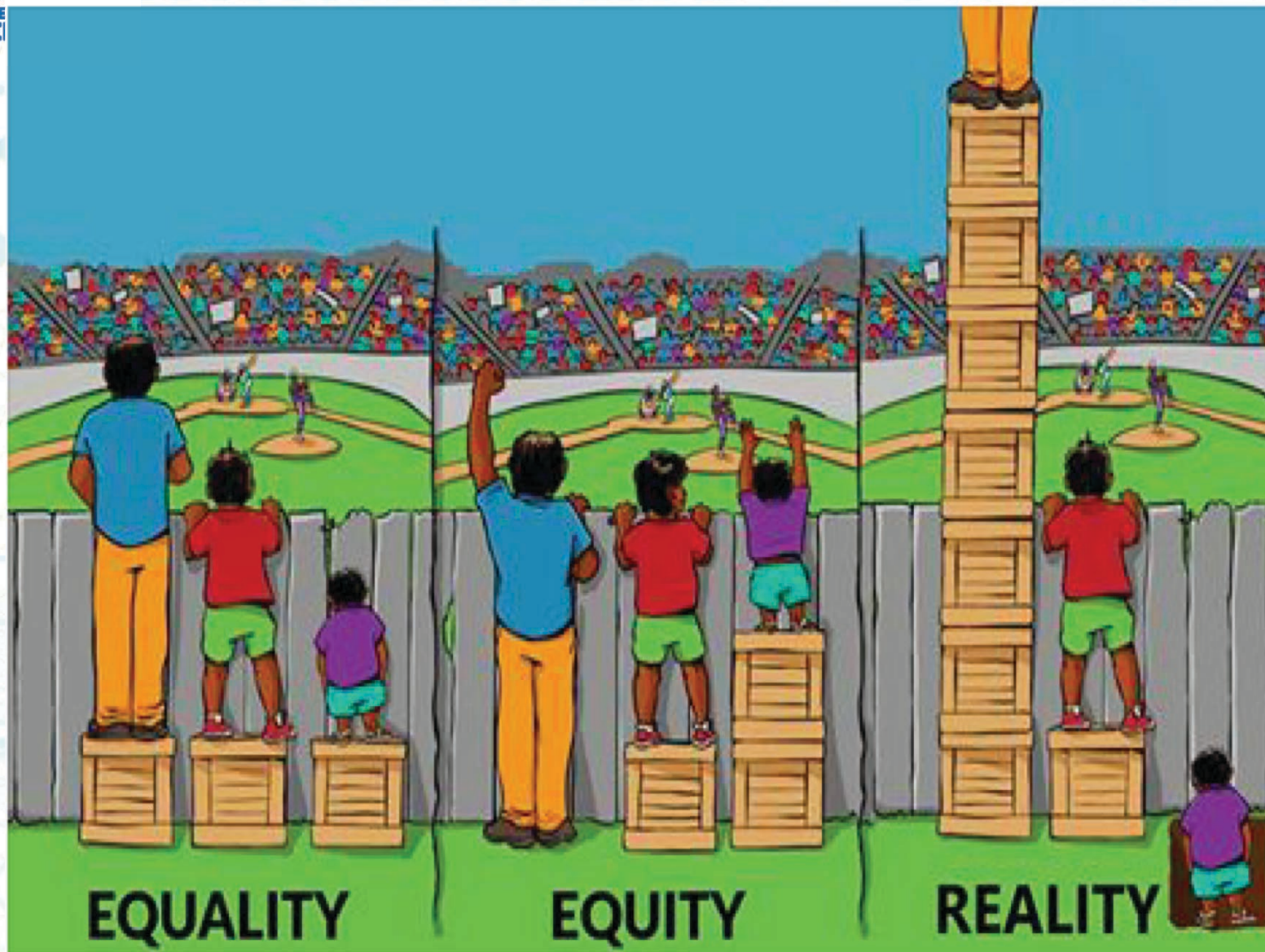
BUT it can **only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.



Equity = FAIRNESS

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.





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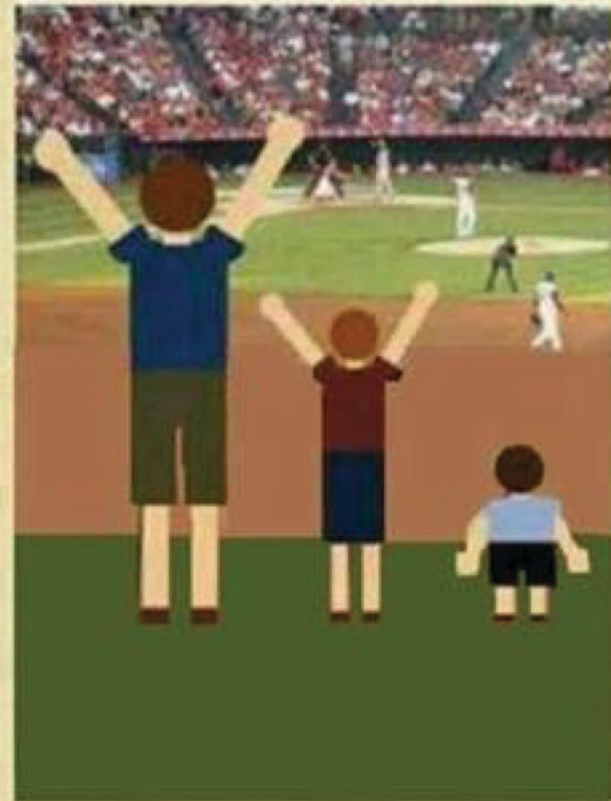
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~~Equality~~



~~Justice~~



Liberation



Equity is.....

- Reducing the **predictability** of who succeeds and who fails
- Interrupting **reproductive practices** that negatively impact vulnerable and marginalized students
- Cultivating the **unique gifts and talents** of every student



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Equity

- EQUITY is a leadership stance
- EQUITY is not HARD, it has CHALLENGES that produces AMAZING work.
- EQUITY allows us to LOOK at ourselves in the mirror and SURFACE conscious and unconscious biases that get's in the way of understanding our students.



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Equity a leadership gift:

*Our equity lens allows us to see/identify
the students and families that we are not
serving!*



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***“WE CANNOT LEAD WHERE WE
WON’T GO –
WE CANNOT TEACH WHAT WE DON’T
KNOW.”***

MALCOLM X

DI – DII WORK

“Schools are a major part of society’s institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority.”

Eugene Eubanks



Discourse I

The language we usually use to talk about, question, and plan the work of schools, change, or reform.

DI supports and maintains the status quo without appearing unresponsive to outside demands for improvement.

Discourse II

The language that tends to be about uncomfortable, unequal, ineffective prejudicial conditions and relationships in schools.

DII opens up the space for ambiguity and change to be part of a purposeful structure.

Discourse Zero

Overtly prejudicial and harmful language which we might disguise as “honesty” or confuse with DII



DISCOURSE I AND II

ADAPTED FROM "CHANGING THE DISCOURSE IN SCHOOLS," BY EUGENE EUBANKS, RALPH PARISH, AND DIANNE SMITH,

| | |
|---|---|
| "The change process" | The desired circumstances |
| Improving what exists | Changing something significant |
| Techniques, methods, and content | Learning and school relationships |
| Symptoms | Causes |
| The way things are | What could be |
| Blaming others for not meeting our standards | Questioning whether our standards are hindrances |
| Discipline and control | Alienation and resistance |
| Competency | Relevance |
| The familiar | The uncomfortable |
| Answers and solutions | Dilemmas and mysteries |
| Information transfer | Knowledge creation |
| Ability and merit | Privilege and oppression |
| Dropouts | Pushouts |
| Reproduction | Transformation |
| The work of adults | The learning and experience of students |

ADDRESSING EDUCATIONAL EQUITY

both Gaps & Forms

FORMS OF INEQUITY:

SOCIETAL

FAMILIAL

STAFFING

SOCIO-ECONOMIC

LINGUISTIC

INSTRUCTIONAL

CULTURAL

PROGRAMMATIC

ASSESSMENT

Opportunity Gap

Achievement Gap

Access Gap



**Children
& Families
We Serve**

Worthiness Gap

Teaching Gap

Learning Gap

Essential Community Reflection

- In our effort to create more personalized environments for our children, “failing our children” takes on a new - double meaning.
- *Are our children and families failing or are we failing our families and children?*
- *Who are the families and children we are failing?*



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Leadership

What Is Leadership?

Leadership is the process of social influence, which maximizes the efforts of others, towards achievement of a goal

Kevin Kruse, 2013, Forbes

Not:



A position or title



A set of particular personal attribute



Management



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Adaptive Leadership (Heifetz and Linsky)

- ❑ Technical challenges: Problems that we can solve through the knowledge of experts or senior authorities
- ❑ Adaptive challenges: Problems that experts cannot solve alone. Solving them requires an appeal to the mind, to logic, and to the intellect. Adaptive challenges lie in the stomach and the heart. To solve them, we must change people's values, beliefs, habits, ways of working, or ways of life.

Adaptive Leadership

(Heifets and Linsky)

Adaptive leadership involves:

- Challenging people to live up to their words
- To close the gap between their espoused values and their actual behavior
- It may mean pointing out the elephant sitting on the table at a meeting—the unspoken issue that everyone sees but no one wants to mention.
- It often requires helping groups make difficult choices and give up something they value on behalf of something they care about more.



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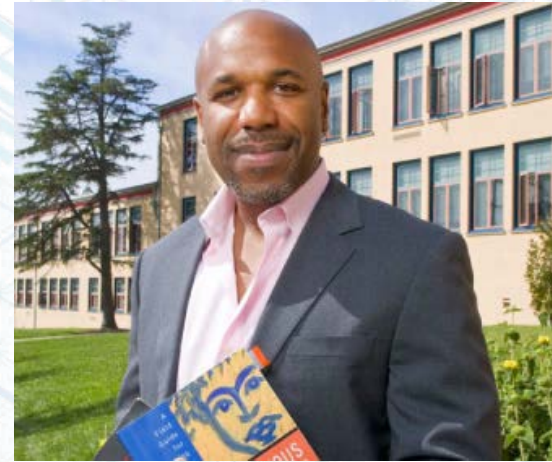
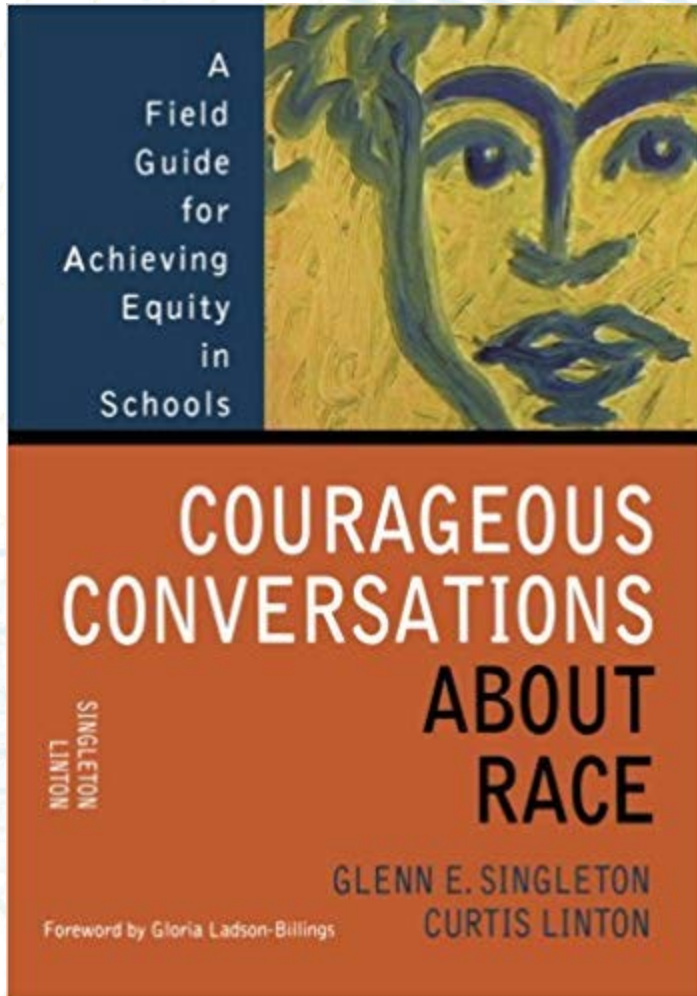
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Social Justice Leadership

Theoharis (2007), defines:

Social justice leadership to mean that these principals make *issues of race, class, gender, disability, sexual orientation*, and other historically and currently *marginalizing conditions* in the United States central to their advocacy, leadership practice, and vision. *This definition centers on addressing and eliminating marginalization in schools.* (p. 223)

SUSTAINING CONVERSATIONS ABOUT RACE



“Race matters—in society and in our schools. It is critical for educators to address racial issues in order to uncover personal and institutional biases that prevent all students, and especially students of color, from reaching their fullest potential.”



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Talking About Race and Racism Isn't Divisive ---It's Absolutely Necessary



- “We can’t ever hope to heal the wounds that racism has inflicted – and continues to inflict – on a significant portion of our fellow citizens if we refuse to talk about it.”

Self Reflection – Quick Write

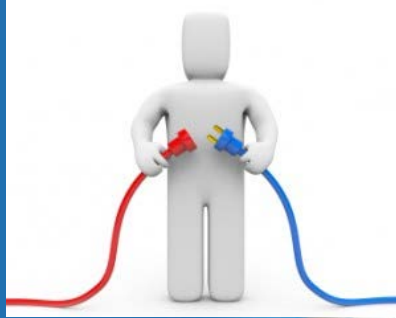
Assess your comfort level: On a scale of 0-5

- How comfortable are you **talking about race**? Explain.
- How comfortable are you **talking about racism**? Explain.
- How comfortable are you in **interrupting negative/racist/off-track statements or actions**? Explain
- 0 = I would rather not
1 = I am very uncomfortable
2 = I am usually uncomfortable
3 = I am sometimes uncomfortable
4 = I am usually comfortable
5 = I am very comfortable
- What are the **hardest parts** for me related **talking about race and racism**:with other **adults** in my school are? with **students**?
- What are the **hardest parts** **interrupting** other **adults**? **students**?



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INTERRUPTION

- Stop the cycle of **NEGATIVE RACIAL TALK** –
- Demonstrate you are **NOT SUPPORTING OR ALIGNING** with that perspective
- Opportunity to **IMMEDIATELY ENGAGE SOMEONE** in what may be an **UNCONSCIOUS RESPONSE**
- Opening a chance to **FOLLOW UP** later for more interaction, discussion and intervention
- Attend to public impact – an opportunity for **OTHERS AROUND YOU** (including children) **TO SEE AN INTERRUPTION** and immediate response to hurt and hate ...
Silence communicates complicity
- **NOT** intended to **CHANGE** someone's **PERSPECTIVE**, but to stop the immediate negative impact of the comment



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INTERRUPTION

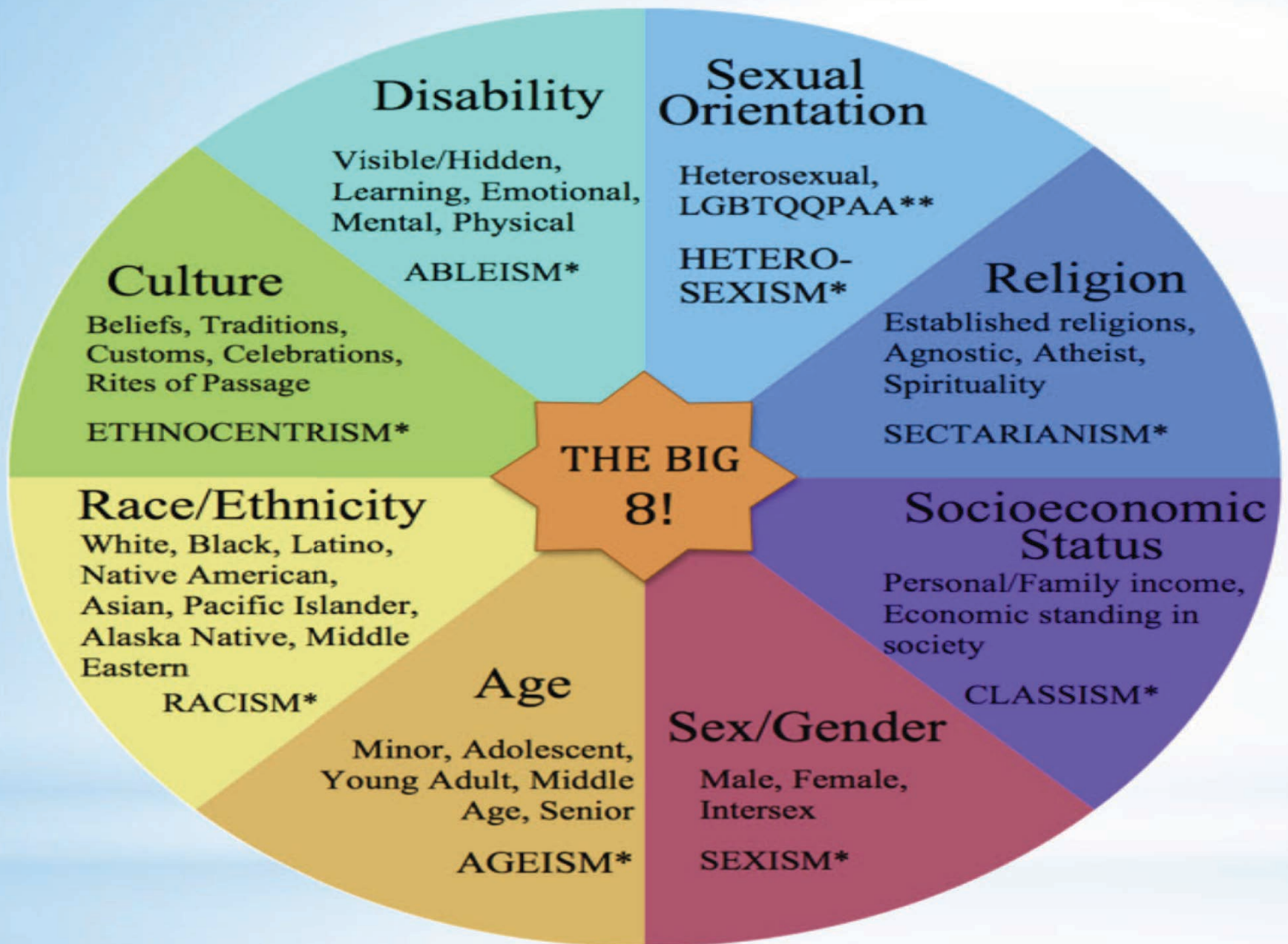
- ***WHAT DID YOU JUST SAY?***



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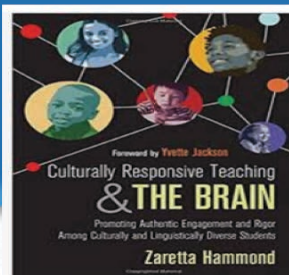
Cultural Responsiveness





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| MULTICULTURAL EDUCATION | SOCIAL JUSTICE EDUCATION | CULTURALLY RESPONSIVE PEDAGOGY |
|--|--|--|
| Focuses on celebrating diversity | Focuses on exposing the social political context that students experience | Focuses on improving the learning capacity of diverse students who have been marginalized educationally |
| Centers around creating positive social interactions across difference | Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life | Centers around the affective & cognitive aspects of teaching and learning |
| Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected | Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society | Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color |



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Culturally Responsive Educators:

- “Use the cultural knowledge, prior experiences, frames of references and performance styles of ethnically diverse students to make learning encounters more appropriate and effective for them. They teach to and through the strengths of these students.”
- “Even without being consciously aware of it, culture determines how we think, believe and behave.”
- “In other words, culture is a student’s beliefs, motivations, and even social groups and norms.

Geneva Gay



A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.



Culturally Sustaining Pedagogy

- Developed culturally sustaining pedagogy to extend asset-based teaching approaches such as culturally relevant pedagogy for the 21st century.
- His approach challenges us to go beyond acceptance or tolerance of students' cultures and to move instead toward explicitly supporting aspects of their languages, literacies, and cultural traditions.
- Culturally sustaining pedagogy also encourages us to consider the term “culture” in a broader sense, including concepts such as popular, youth, and local culture alongside those associated with ethnicity.

Django Paris, associate professor of language and literacy in the College of Education at Michigan State University,



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Culturally Relevant and Responsive Pedagogy

- *Culturally Relevant*: "To describe teaching that integrates a students' background knowledge and prior home and community experiences into the curriculum."
 - *Culturally Responsive*: "To describe teaching that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social and cultural identity."
- Gloria Ladson-Billings (1994)*
- "Culture goes much deeper than typical understandings of ethnicity, race and/or faith. It encompasses broad notions of similarity and difference and it is reflected in our students' multiple social identities and their ways of knowing and being in the world."



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Asset-Based Thinking and Actions

Seeing our students as full of strengths from their home communities, families and experiences.

- With assets, passions and interests
- Competent and capable in settings that are important to them
- Having personal powers
- Able to offer valuable perspectives and experiences
- Filled with possibilities
- Resilient within systems that pose barriers to success
-



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Asset-Based Cultural Responsiveness

FOCUSES ON WHAT STUDENTS CAN DO....

Working more from students' abilities rather than their inabilities. By building on strengths students already possess.

An asset orientation seeks to create lifelong learners who are confident in their abilities to master new skills.

Culturally Responsive Schools are about **healthy relationships and self-esteem AND high expectations** for academic, social and emotional growth.



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Thank You!

