Educational Equity

The Redding Consortium for Educational Equity

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Delaware
Department of Education

Introduction

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Delaware
Department of Education

By the end of the session we will have:

- Introduced ourselves upon volunteering brief celebrations, personal and professional, inspiring our session with positive energy

- Reviewed the definitions and contexts for relevant equity terms, and discussed the impact of our core values, beliefs, perceptions, biases, and behaviors, influencing dialogue, learning, modeling, and teaching

- Reflected on our purpose from a global perspective in consideration of inequity accelerants surfaced by the pandemic and pervasive social injustices triggered by law enforcement misrepresentations, reexamining the relevance of our work and further preparing ourselves to respond within a shifting culture with extremely volatile variables

- Debriefed solid equity action steps for contributing to our calling; and asked, answered, and posed questions, enabling access, ongoing collaborations, opportunities for change, and continuing conversations aligned to priorities and strategic action items hereafter

CELEBRATIONS

DDOE Equity Council

DDOE Equity Council Equity Commitments:

- Equity embodies the principle of fairness wherein *equity is the process and equality is the outcome*. (General)

- Schools enact policies and practices that **ensure a student's demographics and background have no bearing on access** to programs and services, including but not limited to high quality teaching, rigorous coursework, extracurricular activities, or a positive and supportive learning environment. (External)

- The DDOE **enacts policies and practices that advance diversity and inclusion within the agency**, foster a culture that values differences, and ensures all employees have the opportunity to learn and contribute in their roles. (Internal)

What is equity?

In my Own Words...

Choose one word and type a brief definition into the chat box:

- *Equity*
- *Equality*
- *Educational Equity*
- *Equitable Education System*
- *Inputs and Outcomes*
- *Resources*
- *Barriers*
- *Cultural Competency*
- *Racism*

- *Anti-Racism*
- *Culture*
- *Diversity*
- *Implicit Bias and Explicit Bias*
- *Achievement Gap*
- *Opportunity Gap*
- *Culturally Proficient Leadership*
- *Culturally Responsive Teaching*

What's missing?

Trauma

Inclusion

Social Justice

Oppression

Racial Literacy

Disproportionality

What is equity?

Equity <u>includes but is not limited to</u> meeting stakeholder needs regardless of their race, gender, ethnicity, language, disability, sexuality, exceptionality, background, socioeconomic status,…

Educational Equity

Educational equity *means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income* [Council of Chief State School Officers (CCSSO), 2017].

Educational Equity

Educational equity requires *safe, secure, and student-focused learning environments* where every student is *intentionally provided access* to the *support, resources, and opportunities they need* to reach their full academic and social potential, in and out of the classroom [Redding Consortium for Educational Equity, 2020].

Equitable Education System

In an **equitable education system,** *personal and social identifiers such as race, gender, ethnicity, language, disability, sexual orientation, family background and/or income are not obstacles to accessing educational opportunities; the circumstances children are born into* **do not predict their** access to the resources and educational rigor *necessary for success. Within such a system,* **all individuals attain** sufficient knowledge and skills to pursue the college and career path of their choice *and become active and contributing members of their communities* (CCSSO, 2017).

Inputs and Outcomes

*Both **inputs and outcomes** must be considered when evaluating equity in education* (CCSSO, 2017):

- *Inputs such as distribution of funding, access to high-quality teachers, rigorous coursework, support services, supportive school climates, and extracurricular opportunities all play a role in contributing to educational equity*

- *Outcomes such as achievement and attainment rates, graduation rates, suspension rates, access to social capital, post-secondary enrollment and completion, and access to well-paying careers are all measures of equity*

Redding Consortium (RCEE, 2020)

Key Inputs

Stakeholder Engagement:

Educators, parents, students, community members and organizations, to ensure their perspectives and involvement are included in the process

Local Data:

Examining Delaware-specific data on each topic to assess magnitude and scope of educational equity concerns

Research:

Summarizing research evidence from other districts and states relevant to the equity concerns under consideration

Resources and Barriers

Equity does not mean creating equal conditions for all students, but rather (CCSSO, 2017):

- *Targeting resources based on individual students' needs and circumstances, which includes providing differentiated funding and supports and respecting students' voice and agency*

- *Intended to remove barriers and create the same opportunities for low-income students, students of color, English learners, and students with disabilities that their more advantaged peers experience*

What is the opportunity gap?

Opportunity Gap (Teach for America, 2018)

- *Refers to the fact that the arbitrary circumstances in which people are born—such as their race, ethnicity, ZIP code, and socioeconomic status—determine their opportunities in life, rather than all people having the chance to achieve to the best of their potential*

- *Draws attention to the conditions and obstacles that young students face throughout their educational careers. It therefore accurately places responsibility on an inequitable system that is not providing the opportunities for all kids to thrive and succeed*

What is diversity?

Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, socioeconomic status, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.

Teacher Diversity refers to the representation of dimensions of diversity in the collective makeup or pool of individuals within the K-12 public school teacher workforce. [Council of Chief State School Officers (CCSSO), 2017].

Racism (NMAAHC, Smithsonian, 2020)

Individual	Interpersonal	Institutional	Structural
Beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways	Public expressions of racism, often involving slurs, biases, or hateful words or actions that occur between individuals	Discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice in an organization	Overarching system of racial bias across institutions and society; These systems give privileges to white people resulting in disadvantages to people of color

Racism (NMAAHC, Smithsonian, 2020)

Examples:

Believing in the superiority of white people, not hiring a person of color because "something doesn't feel right," or telling a racist joke.

A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.


Stereotypes of people of color as criminals in mainstream movies and media.

Antiracism (NMAAHC, Smithsonian, 2020)

- No one is born racist or antiracist; these result from the choices we make

- Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily; these choices require ongoing self-awareness and self-reflection as we move through life

- In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society

- Being racist or antiracist is not about who you *are*; it is about **what you *do***
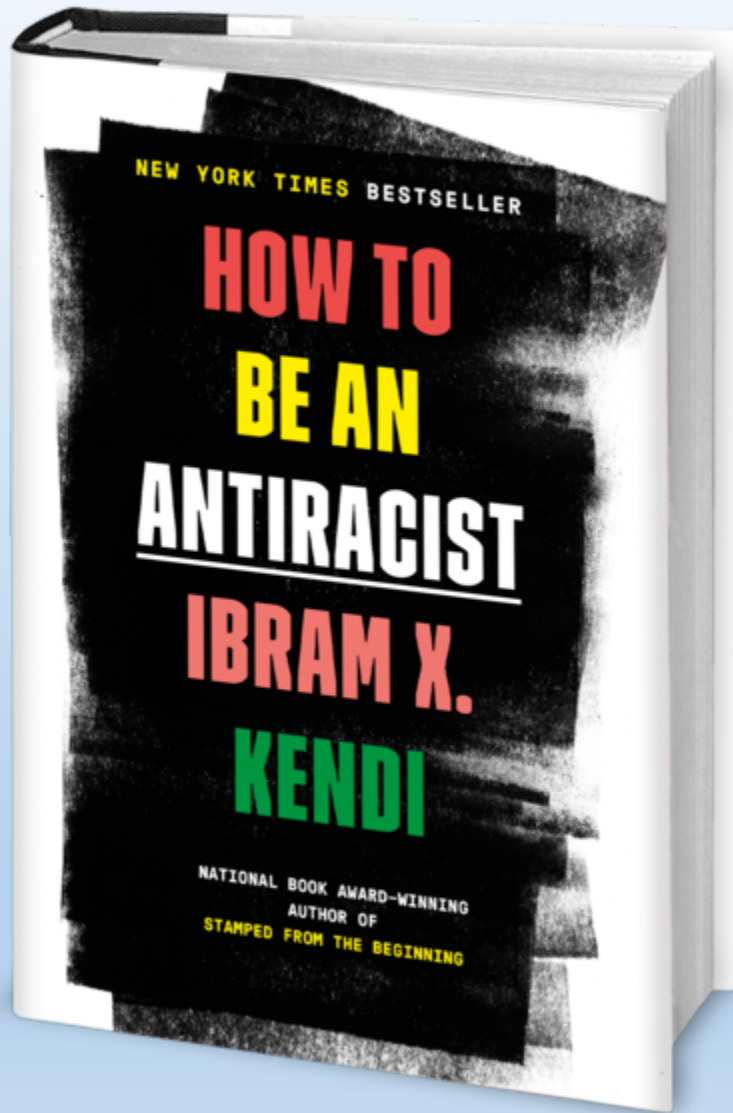
To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness – Dr. Ibram X. Kendi

What is bias?

- *Explicit Bias* individuals are aware of their prejudices and attitudes toward certain groups. Preferences (+/-) for a particular group are conscious. Overt racism and racist comments are examples of explicit biases.

- *Implicit Bias* involves all of the subconscious feelings, perceptions, attitudes, and stereotypes that have developed as a result of prior influences and imprints. It is an automatic positive or negative preference for a group, based on one's subconscious thoughts. (Austin, Cox, Devine, Forscher, 2012)

  - *Project Implicit:* a non-profit organization and international collaboration between researchers who are interested in **implicit** social cognition - thoughts and feelings outside of conscious awareness and control (Project Implicit, 2011).

  - *Implicit Association Test (IAT):*
    https://implicit.harvard.edu/implicit/takeatest.html

What are our biases?

Why is it important to learn of your biases?

(Enter responses to the above question into the chat box)

Knowing yourself is the beginning of all wisdom - Aristotle

What is Cultural Competency?

- Having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors and needs presented by consumers and their communities (United States Department of Health and Human Services, 2004)

- Today, more than ever, our students need to be equipped with the **critical thinking, communications, socio-emotional and language skills** to work collaboratively with their counterparts in the United States and all over the world. Understanding and appreciating other parts of the world, different religions, cultures, and points of view are essential elements of global and cultural competence (United States Department of Education, 2018)
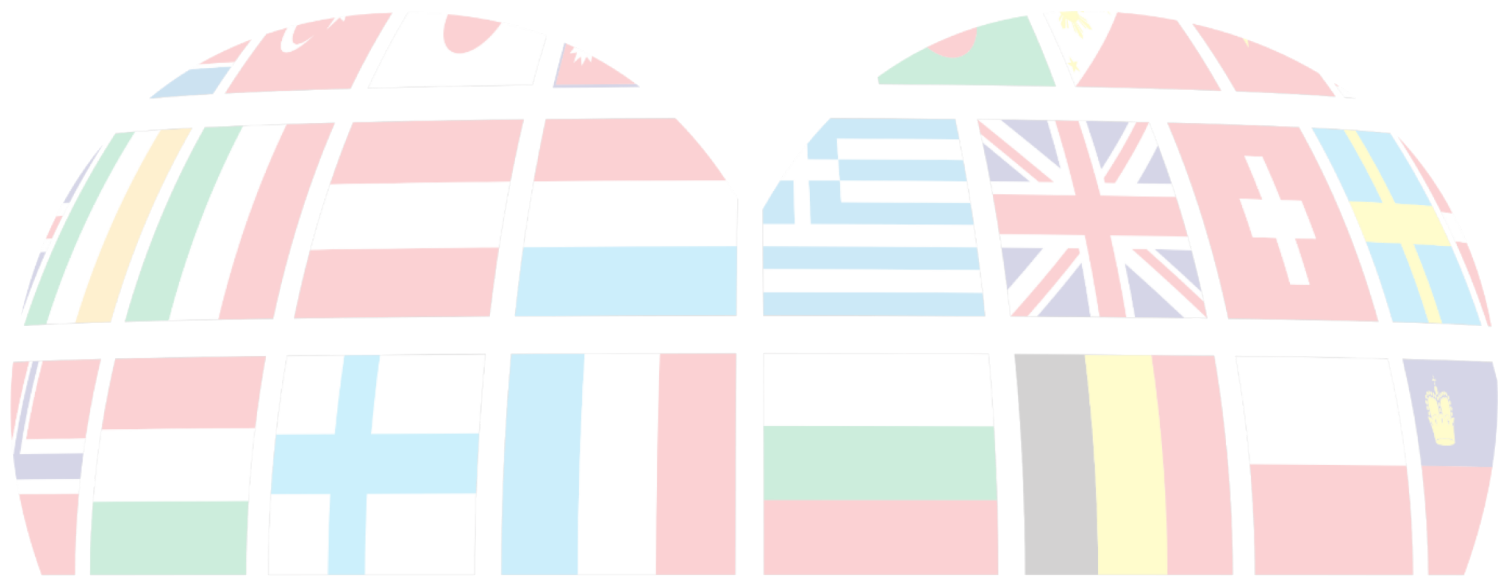
What is CPL?

Culturally Proficient Leadership (CPL) requires courage, clarity and insight that can only come from looking inward first. It's a personal learning journey of will and skill... that will change how you see your school, your students, and yourself as you build your own cultural competence (Terrell, Terrell, Lindsey & Lindsey, 2018).

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, it goes to his heart – Nelson Mandela

What is CRT?

Culturally Responsive Teaching (CRT) is:

➢ *The process of using familiar cultural information and processes to scaffold learning… Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness. Culturally Responsive Teaching is one of our most powerful tools for helping students find their way out of the gap* (Hammond, 2015)

➢ *Accepting the validity of these students' cultural socialization and prior experiences will help to reverse achievement trends. It is incumbent upon teachers, administrators, and evaluators to deliberately create cultural continuity in educating ethnically diverse students* (Gay, 2018)

What is CRT?

Research and evidence linking **culturally responsive teaching** to positive student outcomes continue to emerge as follows:

- Positive early student-teacher relationships are associated with *better academic and behavioral student outcomes*
- Building on students' prior knowledge and experiences when introducing new content can *increase students' motivation for learning and effective information processing*
- To be truly "learner-ready," **all teachers must be prepared and receive ongoing support to respond to the needs of each student**, especially since student demographics, and associated needs, will continue to shift

Successfully sustaining a "learner-ready" workforce requires a strong and supportive state environment (CCSSO, 2018)

Student...

*I don't become what I think I can, I don't become what you think I can, **I become what I think you think I can*** - Dr. Jawanza Kunjufu

Reflections for this Moment

The Unyielding Impact of the Global Pandemic and American Social Injustices

Pandemic	Social Injustices
Remote Learning Challenges: • **Access and Connectivity** • **Developmentally Appropriateness** • **Teaching and Learning Styles** • **Stakeholders' Simultaneous Learning** • **Unknown Variables** **Widening Gaps in Education:** • **Digital Divide and Technology** • **Health and Safety Issues** • **Professional Learning and Development** • **Building Relationships and Socialization** • **Opportunity as a Result of the Status Quo**	**Personal and Professional Journey Challenges:** • Reflect on Core Values and Beliefs • Reexamine Education through the Lens of Equity and Social Justice • Understand Biases and Areas for Growth • Relevance of a Social Conscience Stance • Reevaluate Self-efficacy and Professional Will • Impact on Relationships with Self and Stakeholders; and Partnerships • Response to Stakeholders' Social Justice Demands • Responsible Implementation of Culturally and Trauma Responsive; and Socially Just Practices

Western Europe
Eastern Europe
Northern Europe
Russian Federation

United States of America
Canada
Central America
Caribbean
Northwestern Latin America
Brazil
Southern Latin America
Greenland

Northern Africa
Eastern Africa
Southcentral Africa
Western Africa
Madagascar

Southwestern Asia
South Asia
Middle East
Central Asia
Eastern Asia
Southeastern Asia
Japan

Australia
New Zeeland

Pandemics don't heal divisions, they reveal them. – Steven Friedman

Questions for Reflections

- *Who is responsible for meeting the needs of our school community stakeholders?*

- *How does this moment impact the world and influence the way we reimagine and redesign education?*

- *What surprises, ah ha's, observations, questions, and experiences have you had, professionally and personally, that have deepened your thoughts and reflections about humanity and preparedness?*

- *Why do you believe inequities and injustices appear exacerbated during this moment in history?*

- *How will we accelerate innovation to eliminate gaps?*

- *Why must we engage in ongoing equity conversations?*

Our Purpose Refreshed…

If you're in the luckiest 1% of humanity, you owe it to the rest of humanity to think about the other 99%. **–** Warren Buffett

Safe and Brave Community

Engage	**Discomfort**	**Empathy**
Truth	**Non-closure**	**Grace**

I have the audacity to believe that people everywhere can have three meals a day for their bodies, education and culture for their minds and dignity, equality and freedom for their spirits. – Rev. Dr. Martin Luther King Jr.

Reflective Discussion

- *Who is responsible for meeting the needs of our school community stakeholders?*

- *How does this moment impact the world and influence the way we reimagine and redesign education?*

- *What surprises, ah ha's, observations, questions, and experiences have you had, professionally and personally, that have deepened your thoughts and reflections about humanity and preparedness?*

- *Why do you believe inequities and injustices appear exacerbated during this moment in history?*

- *How will we accelerate innovation to eliminate gaps?*

- *Why must we engage in ongoing equity conversations?*

It is not enough to be compassionate. You must act – The Dalai Lama

Maybe stories are just data with a soul – Brené Brown

Through the Lens of Equity

Reflect on the below questions hereafter:

- What and where are the gaps? Why do the gaps exist?
- **What are we doing to create the gaps?**
- How are we going to eliminate the gaps?

Through the Lens of Equity

Curriculum

Technology

Professional Learning

Opportunity

Relationship

Socioeconomic

Efficacy

Equity Action Steps

Difficulty is the excuse history never accepts.

- Edward R. Murrow -

quoteparrot.com

Questions?

Following the meeting, please e-mail any unanswered, clarifying or new questions that may arise. I will answer them.

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Equity Action Steps

You don't have to see the whole staircase, just take the first step.

— Martin Luther King —

AZ QUOTES

Equity Resources

Resources to support ongoing conversations and antiracist actions moving forward:

- **Implicit Association Test (IAT):** *https://implicit.harvard.edu/implicit/takeatest.html*

- **National Museum of African American History and Culture (NMAAHC):** https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist

- **Southern Poverty Law Center (SPLC):** https://www.splcenter.org/

- **Teaching Tolerance:** https://www.tolerance.org/

In Closing

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Thank You!!!

The DDOE commits to the moral imperative to eliminate the opportunity gap for our children, schools and communities...

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