Educational Equity

Wilmington University College of Education
Thursday, January 14, 2021
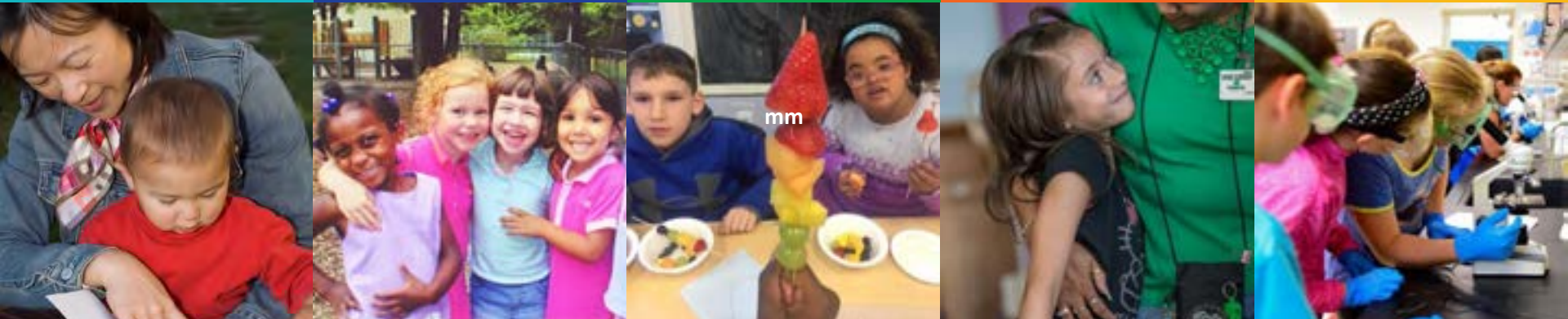
Introduction

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Office of Equity, Innovation, and Improvement (OEII)

Delaware Department of Education (DDOE)

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)

CELEBRATIONS

By the end of the session we will have:

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

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

- *Debriefed* equity action steps for contributing to our calling; and asked, answered, and posed questions, **enabling opportunities for ongoing conversations and intentions for continual change, aligned to priorities and strategic action items hereafter**
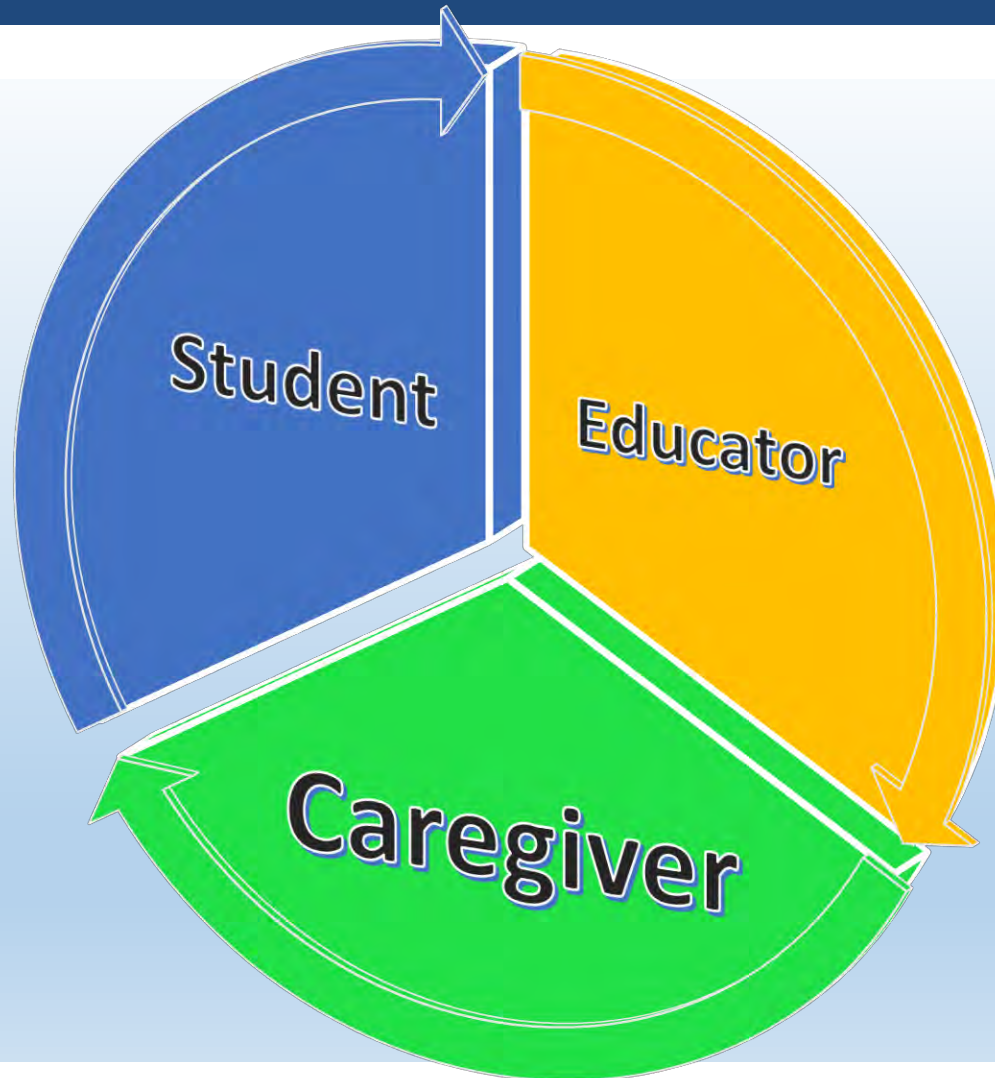
Use this picture to define equity-

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,...

Lived Experiences

Experiences in Education

Bias	Discrimination	Prejudice
Assumptions	Preconceived Notions	Stereotypes
Deficit Narratives	Negative Perceptions	Statistic
Single Story		
Barriers	Hostility	Alienation
Racism	Racial Stress	Racial Trauma
Sexism	Colorism	Elitism
Low Efficacy	Subpar Instruction	Missed Opportunities
Cultural Incompetence	Exclusion	Hunter's Curriculum
Mediocrity	Complacency	Disproportionality
Reactionary Modes	Weaponized	Sexualized
Aggression	Criminalized	
White Supremacy	Widening Gaps	Survival
Systemic Oppression	Prevalent Drop Out Rates	

*For many Black students, **returning** to school after they leave is like **returning to the scene of a crime** that hurt them. ... We can't run quality schools on the cheap, nor can we diversify them with just well wishes and no financial investments.* – Christopher Edmin

I am no longer accepting the things I cannot change... I'm changing the things I cannot accept. – Angela Davis

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].

Why Educational Equity?

Disparities in educational attainment among population groups have characterized the United States throughout its history. Education is sometimes characterized as the "great equalizer," but **to date, the country has not found ways to successfully address the adverse effects of socioeconomic circumstances, prejudice, and discrimination that suppress performance for some groups** (The National Academies of Sciences, Engineering, and Medicine, 2019)

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*

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*

DDOE Draft Equity Framework's Equity Strategic Intents:

1.0 Elevate and Empower Student Voice

2.0 Diversify the Educator Workforce

3.0 Cultivate Culturally Proficient Leadership; and Responsibly

   Implement and Sustain Culturally Responsive Teaching

4.0 Design Equitable, Inclusive, Culturally and Trauma

   Responsive, and Socially Just Environments
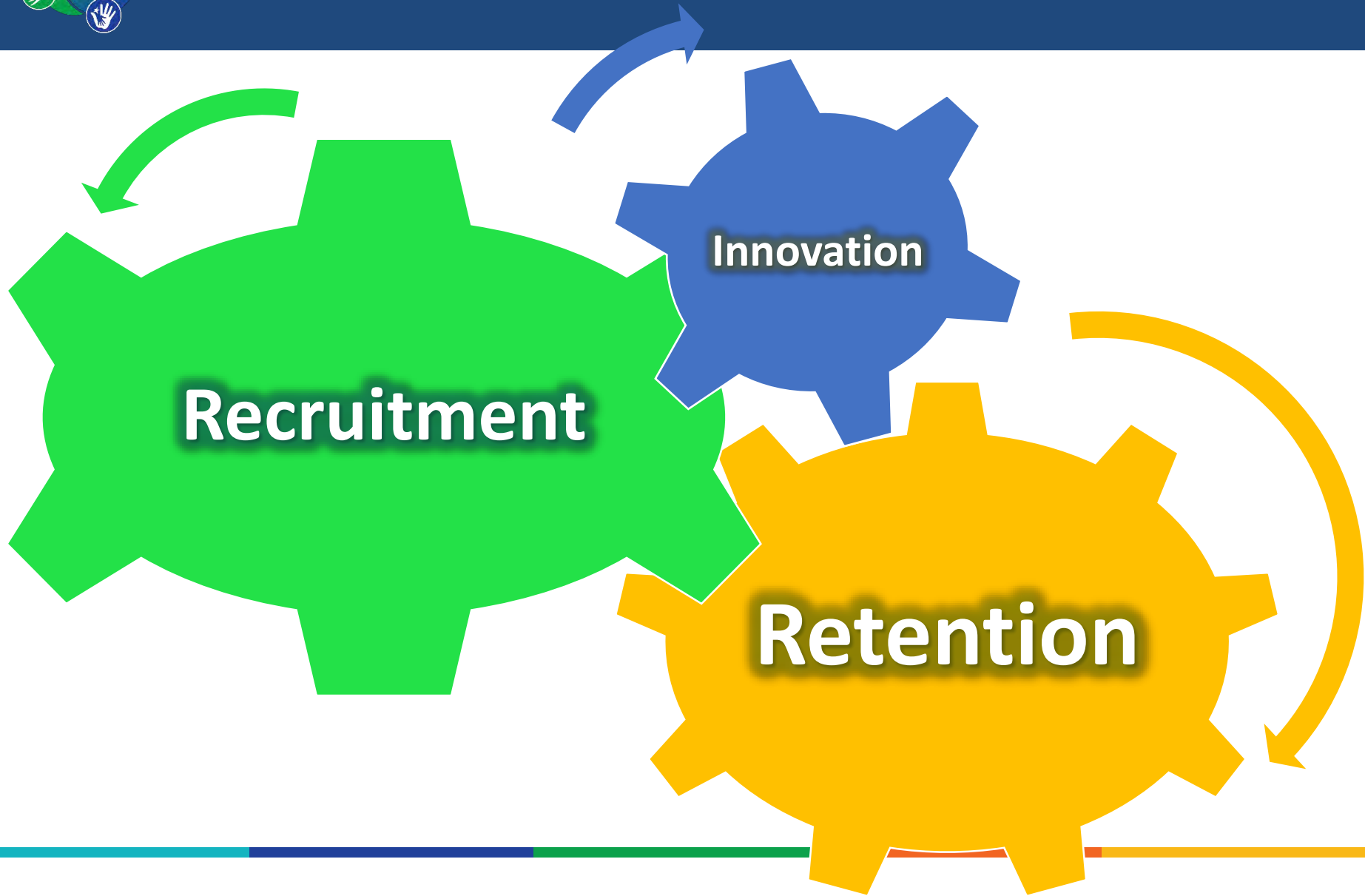
5.0 Build Active and Fluid Diverse Partnerships

Listen

Lead

Partner

Act
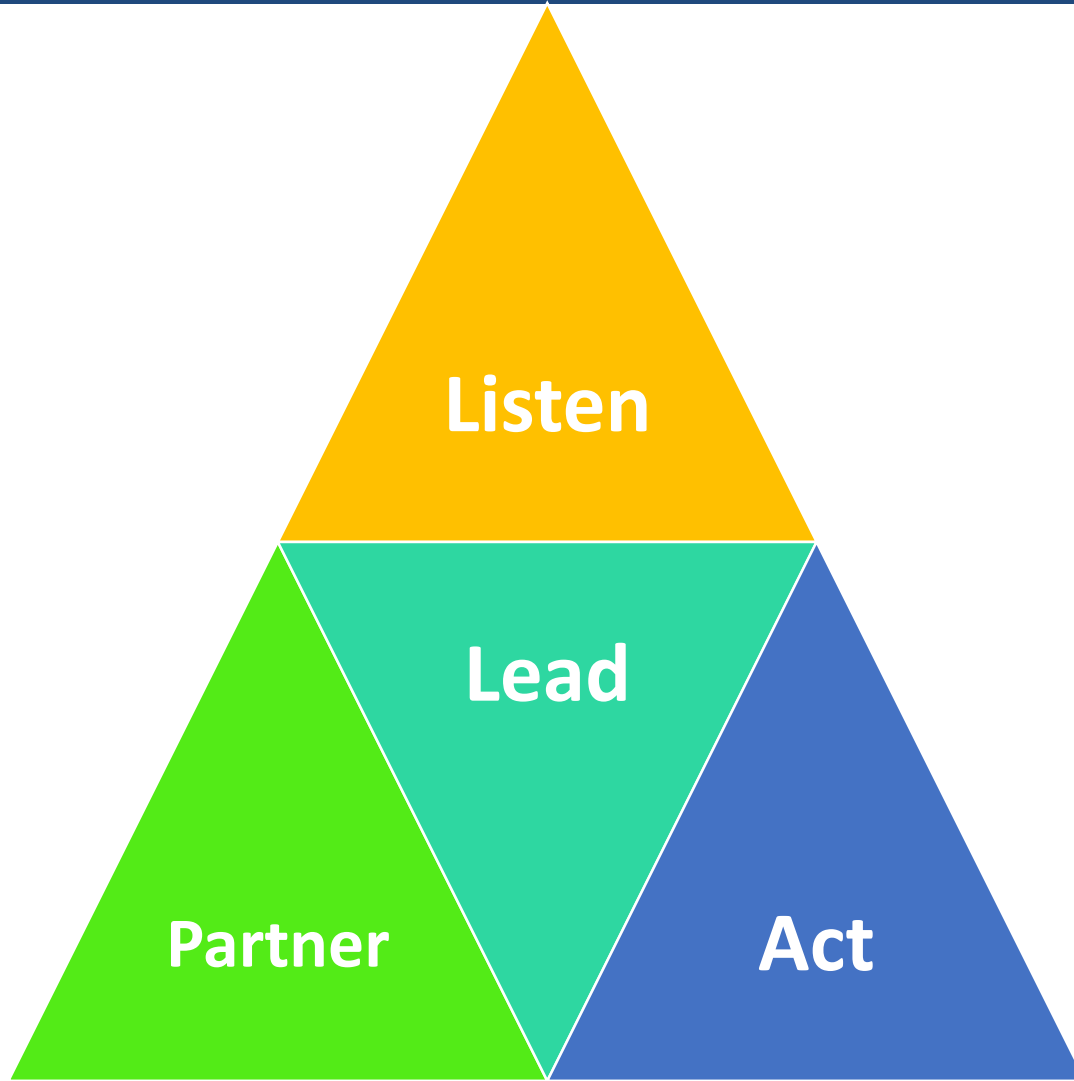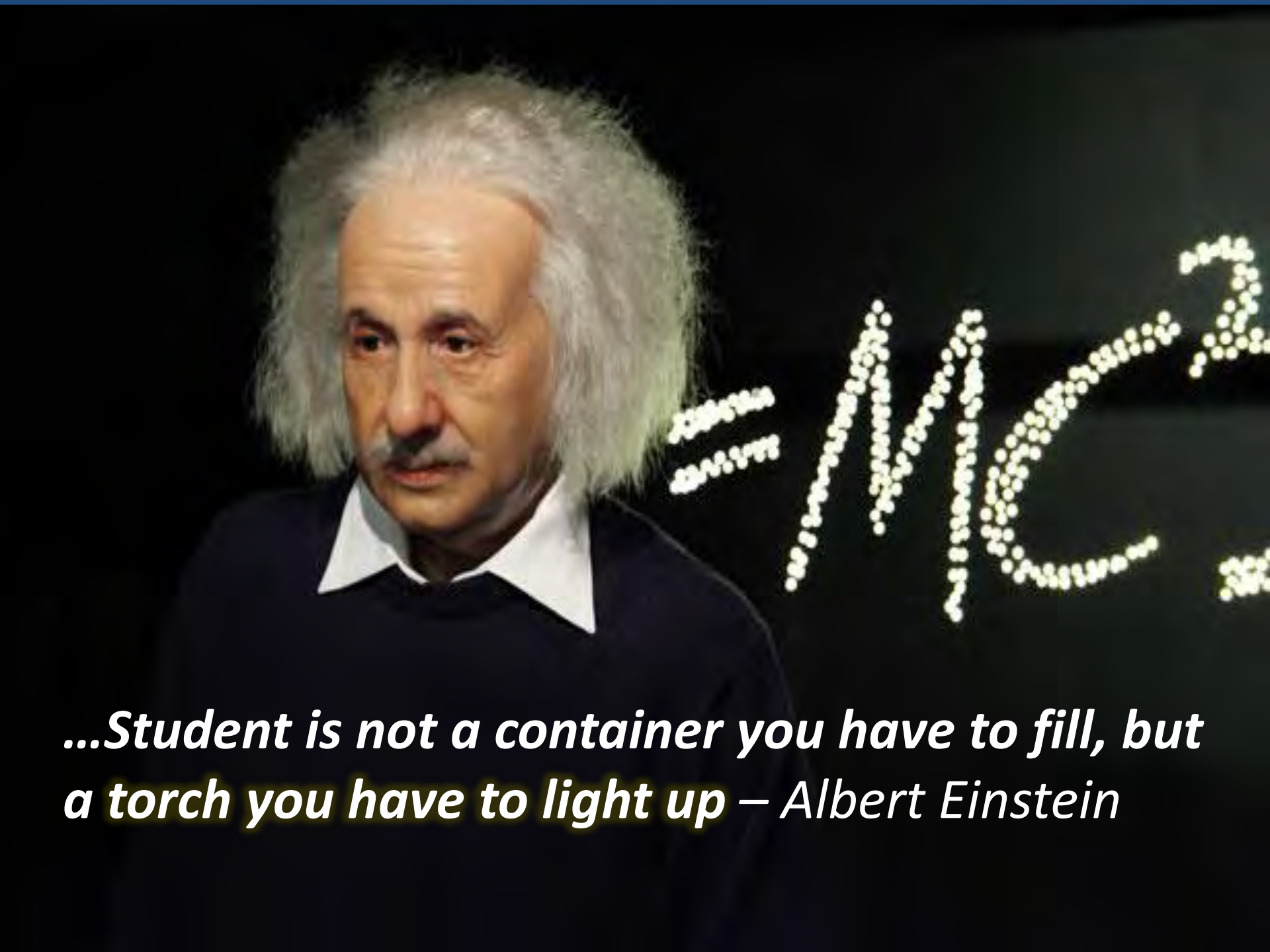
...Student is not a container you have to fill, but a torch you have to light up – Albert Einstein

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].

What does the research say?

"*Research has shown that diversity in schools, including racial diversity among teachers, **can provide significant benefit to (all) students...** Teachers of color are **positive role models** for all students in **breaking down negative stereotypes** and **preparing students to live and work in a multiracial society**. A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today's student populations.*" (USED 2016)

One study revealed, "*Black students who were assigned one Black teacher in 3rd, 4th, or 5th grade were **less likely to drop out** of high school and **more likely to aspire to go to college.** Additionally, **the drop out rate was cut in half for Black** boys. For low-income Black students, they were **39% less likely to drop out of high school** than those students who had never been assigned a black teacher.*" (CCSSO 2018)

3.0 Cultivate CPL; and Responsibly Implement and Sustain CRT

Reinforce Continuous School Improvement

Increase Student Achievement

Strengthen Leaders' Performance

Improve Educator Effectiveness

Shift Mindsets and Stretch Capacity

Shift Mindsets and Espouse Innovation

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).

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)

Maybe stories are just data with a soul – Brené Brown

Design Equitable, Inclusive, Culturally and Trauma Responsive, and Socially Just Environments

Build Equitable Systems, Structures and Policies

Transform Classrooms, Schools and Offices

Implement Research and Evidence-based SEL, TIP and RJ

When children attend schools that place a greater value on discipline and security than on knowledge and intellectual development, they are attending prep schools for prison – Angela Davis

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)

What is Racial Trauma?

➢ Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes (Helms, Nicolas & Green, 2010)

➢ Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury (Carter, Mazzula, Vazquez, Hall & Williams, 2013)

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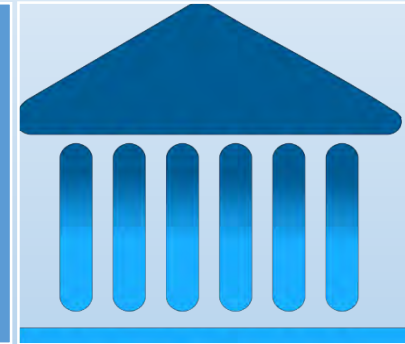
Stereotypes of people of color as criminals in mainstream movies and media.

What is Racial Literacy?

➢Racial literacy is the ability to read and recast, or reduce and resolve, racially stressful encounters. Racial literacy is not about blaming others or myself, but about how well I can read, recast, and resolve a racial conflict (Stevenson, 2016)

➢Racial Stress are the race-related transactions between individuals or groups and their environment that emerge from the dynamics of racism, and that are perceived to tax or exceed existing individual and collective resources or threatening well-being (Harrell, 2000)

➢Racial Threat responses are exhausting (Richeson & Trawalter, 2005)

5.0 Build Active and Fluid Diverse Partnerships

Sustainable

Seek and Secure Sustainable Partnerships

Alignment

Align Partners with School Community Goals

Investment

Mirror students' post-secondary goals through partner investment and FACE

We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten. Don't let yourself be lulled into inaction. – Bill Gates

THE ELEPHANT
IN THE ROOM

Reflections for this Moment

The Unyielding Impact of the Global Pandemic and American Social Injustices

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

*The focus of a gap analysis should **be getting to the other side**. If you bend over to **analyze a gap too long**, you'll probably fall into it.* – Ryan Lilly
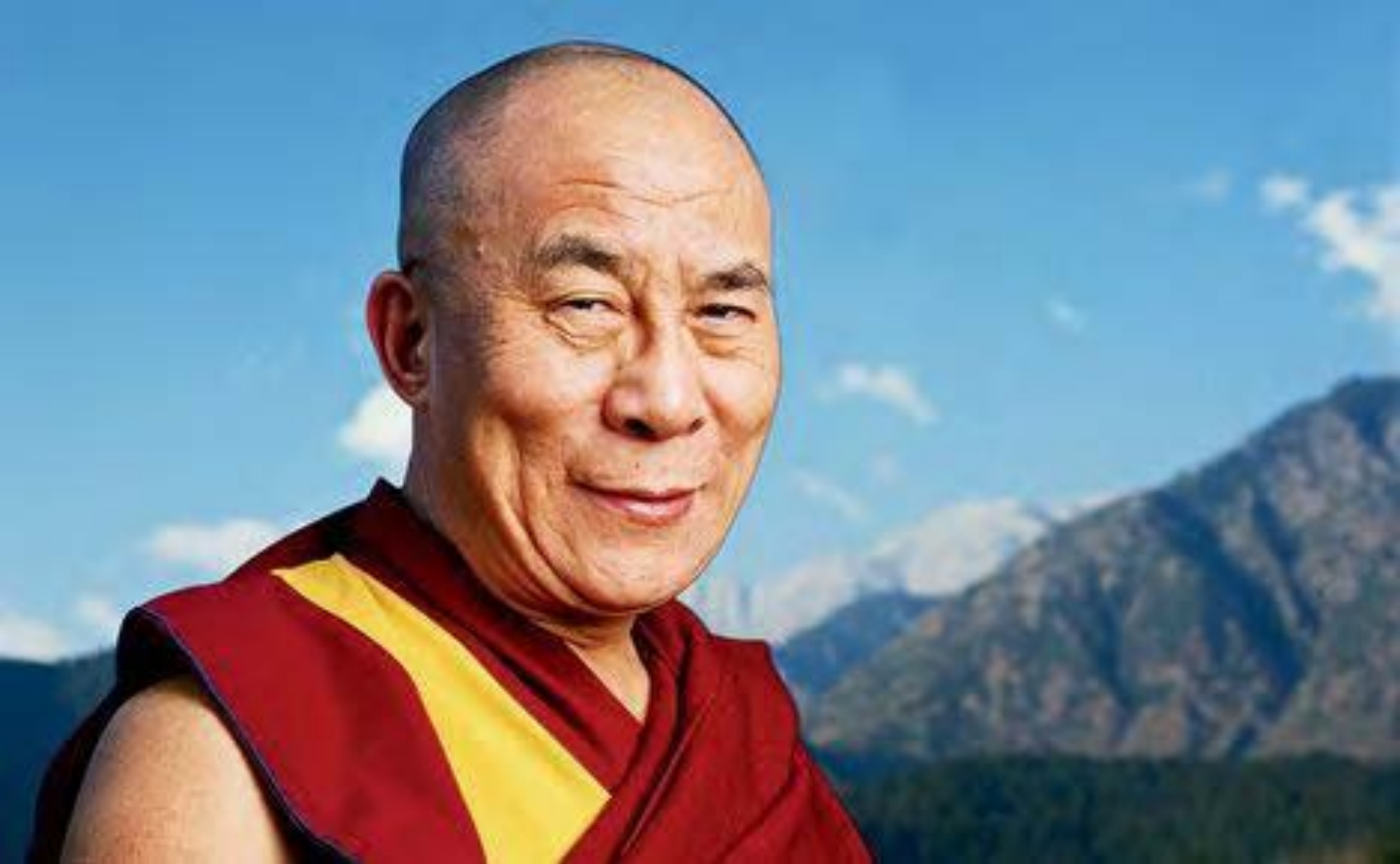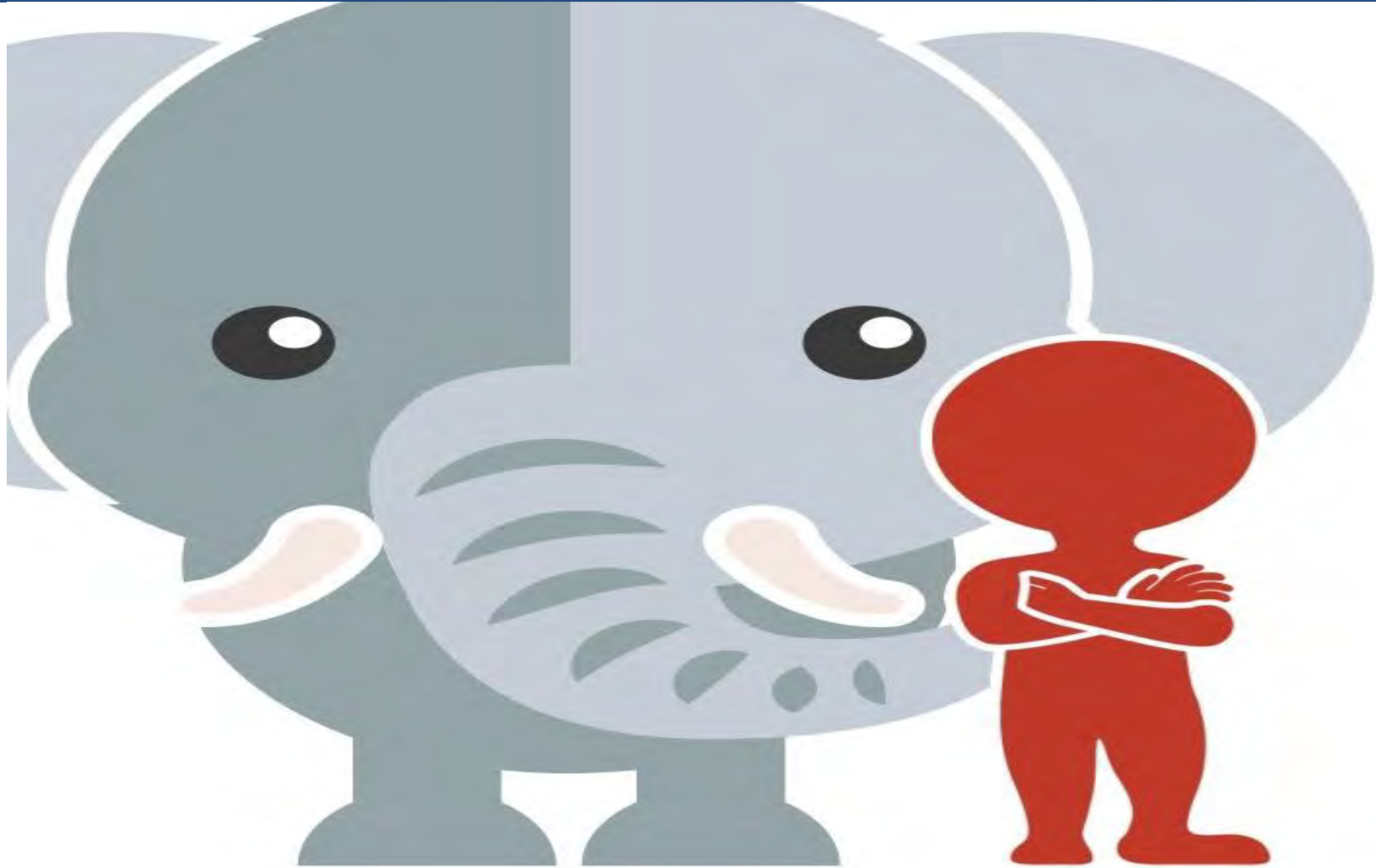
It is not enough to be compassionate.
You must act – The Dalai Lama

We cannot change what we are not aware of, and once we are aware, we cannot help but change – Sheryl Sandberg

Knowing yourself is the beginning of all wisdom - Aristotle

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?

Safe and Brave Community

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

What are we doing to create and widen the opportunity gap?

Awareness

Interruption

Disruption

To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness – Dr. Ibram X. Kendi

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***

Equity Lens and Social Justice Stance

Reflect on the below questions hereafter:

- **How are our beliefs and behaviors impacting our ability/inability to fulfill the commitment to serve all students well?**

- **What are we doing to create and widen the gaps?** How are we going to eliminate the gaps (Historically, Culturally, Socially, Economically, Emotionally, Learning, Narratives, Academically, Behaviorally, etc.)?

- What are we doing to actively understand the impact of our biases? How are we checking our biases and the biases of others?

- How are we disrupting the pre-school to prison pipeline?

- How are we standing up for ourselves and others?

- How often are we engaging in data analysis, drilling down to root causes and implementing evidence-based interventions with fidelity?

- What does our gap analysis reveal? What and where are the gaps? Why do the gaps exist? What are we doing to eliminate the gaps?

Equity

Equity is truth in action – Joseph Joubert

Questions?

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

Delaware
Department of Education

Terms to support our Growth and Development

Equity

Equality

Educational Equity

Colorblindness

Equitable Education System

Inputs and Outcomes

Resources

Cultural Relevancy

Disenfranchised Communities

Revolutionary

Institutionalized Racism

Structural Racism

Systemic Oppression

Social Justice

Racial Literacy

Resources

Barriers

Cultural Competency

Racism

Racial Trauma

At-Promise

At-risk

Culturally Proficient Leadership

Culturally Responsive Teaching

Trauma-informed Practices

Trauma Responsiveness

Intergenerational Stress

Intergenerational Trauma

Disparities

Colorism

Dominant Culture

Anti-Racism

Culture

Diversity

Implicit Bias and Explicit Bias

Achievement Gap

Opportunity Gap

Special Education

Student with Disabilities/Exceptionalities

Asset-based

Deficit Thinking

Compassion

Empathy

Efficacy

Gap Analysis

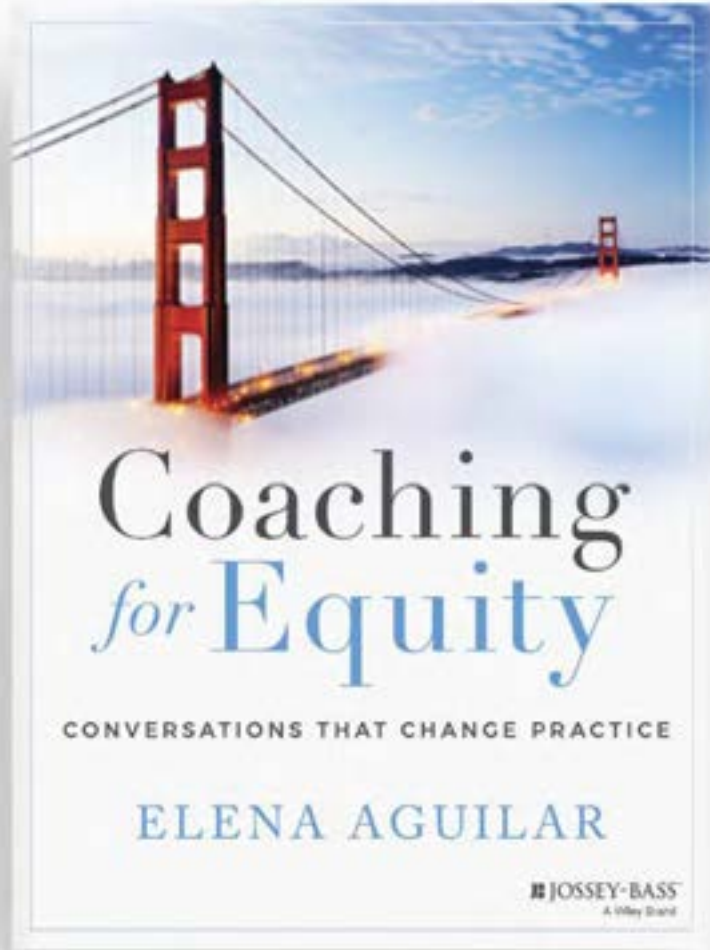Disproportionality

Intersectionality

Equity Resources

Digital resources to further support ongoing conversations, self-paced learning, and antiracist actions moving forward:

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

- **Facing History and Ourselves: https://www.facinghistory.org/**

- **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/**
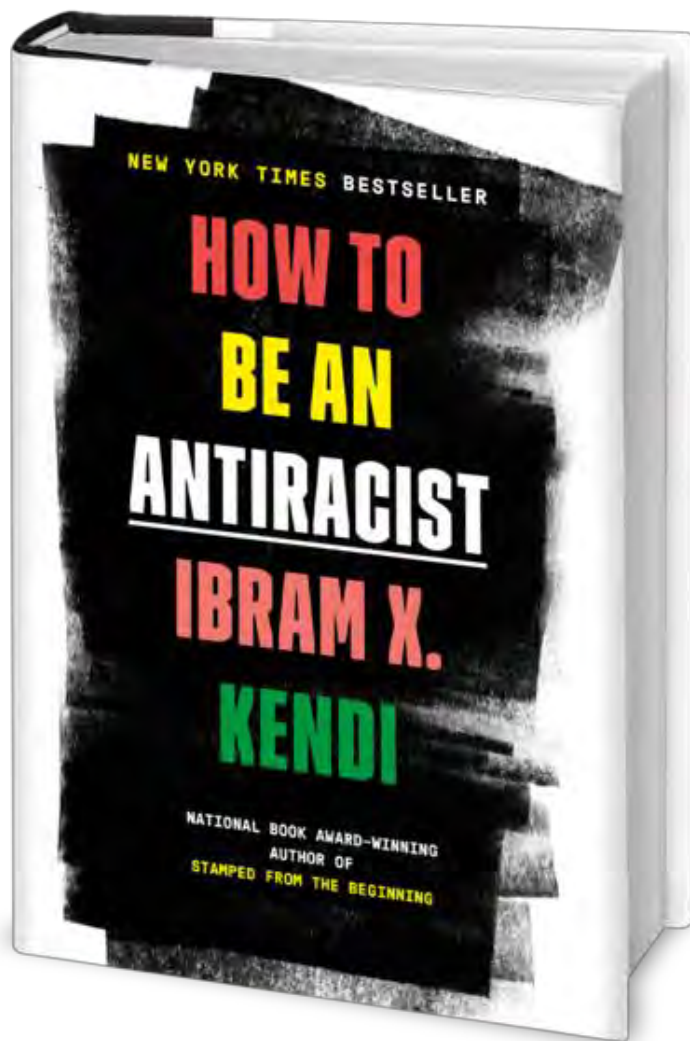
Your fear, grief, doubt, anger – and all of your emotions – can be a part of the journey of coaching for equity. Bring them along if you'd like, and let's keep our eyes on the prize: Every child, every day.
– Elena Aguilar

To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness – Dr. Ibram X. Kendi

You don't have to see the whole staircase, just take the first step – Rev. Dr. Martin Luther King Jr.

In Closing

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Delaware
Department of Education

Thank You!!!

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

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