

**The Deep Equity Process:  
Working Together for Inclusion, Equity, and Excellence  
Chandler School District, AZ  
Cohort 1, Day 1: Sept 4, 2018  
With Benjie Howard and Victoria Romero**

*\* Day 2 - Diff. Dates for Cohorts*

**Morning Session:**

**Opening Comments**

School District Intentions and Introduction  
Overview of the Deep Equity Purpose and Materials (p. 22)  
Phases of the Work and "The 3 Minds" (p. 23)

**Introduction to Phase 1: Tone And Trust**

Working Agreements  
Questions to Consider (p. 33)

**Introduction to Phase 2: Personal Culture and Personal Journey**

The Culture Toss Activity (p. 62)  
Definition of Cultural Competence (p. 68)

**Break**

**Role Models for Cultural Competence**

¿Quiénes Somos? Activity (p. 43)  
Cultural Competence Behaviors and Qualities

**Cultural Competence Action Research**

Personal Growth Plan (p. 83)

**Lunch**

**Afternoon Session:**

**Keeping It Real in the Classroom**

The Youth Equity Stewardship (YES!) Process

**Making the Connection to Personal Culture**

Cultural Bingo (p. 37)  
"I Am From" Activity (p. 73)

**Break**

**Team Discussion and Planning**  
Tone and Trust Assessment (p. 47)

**Overview of the Day**  
Personal Reflections and Actions

**Adjourn**



## *Inclusion, Equity, and Excellence*

### ► **Inclusion:**

*Students and employees feel welcomed, seen, respected, understood, cared for, and safe.*

### ► **Equity:**

*Educational disparities based on race, economics, and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably across all demographic and identity groups. Negative outcomes are reduced for all groups.*

### ► **Excellence:**

*We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than either compliance or test scores.*



## Phases and Objectives of the Work

### Focus of Training 2018-19

#### \* Phase One: Tone and Trust

- Forming a community of engaged adult learners
- Building a climate of constructive collaboration
- Overcoming past resistance to "diversity" work
- Transcending the rhetoric of shame and blame

#### \* Phase Two: Personal Culture and Personal Journey

- Acknowledging each person's unique cultural narrative
- Providing a functional definition of cultural competence
- Clarifying the process of growth toward cultural competence
- Connecting adult cultural competence with student outcomes

#### Phase Three: From Social Dominance to Social Justice

- Exploring issues of privilege, power, and difference
- Understanding the dynamics of social dominance
- Linking issues of dominance to current educational inequities
- Creating strategies for moving from dominance to social justice

#### Phase Four: Classroom Implications and Applications

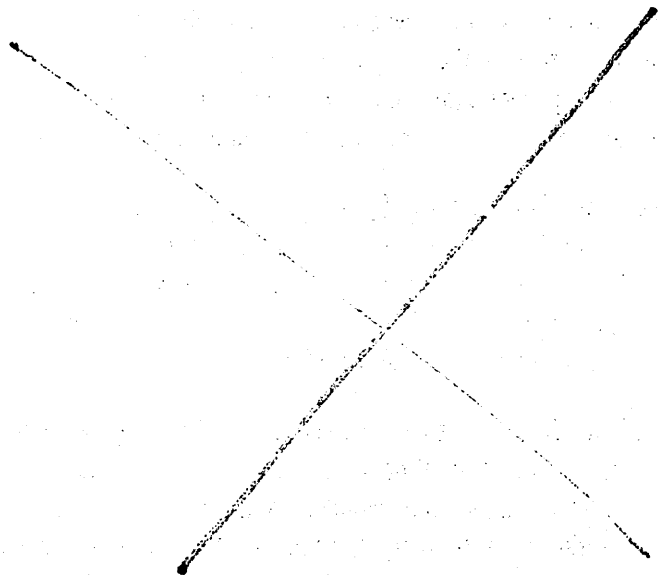
- Reinforcing adult-student relationships as the key to achievement
- Acknowledging classroom successes, challenges, and roadblocks
- Applying the Seven Principles for Culturally Responsive Teaching
- Implementing action research for inclusion and equity

#### Phase Five: Systemic Transformation and Planning for Change

- Identifying organizational barriers to equity and inclusion
- Applying a three-stage model for organizational transformation
- Creating a holistic integrated approach to school improvement
- Assessing outcomes related to the professional development process

For a discussion of this work in actual school settings, see Gary Howard's article, *As Diversity Grows, So Must We*, in the Selected Articles section of the manual.

PI-8108, subject to 100%



X

X

X



## *The Three Minds*

**Participant**

**Facilitator**

**Change Agent**

Keep these three aspects in mind as you engage in the Deep Equity process. Work with your team to discuss how you will bring this work to your colleagues and function both as Facilitators and as Change Agents in your school, department, or arena of work.



## *Working Agreements*

- ▶ *Participate fully*
- ▶ *Speak for yourself*
- ▶ *Listen for understanding*
- ▶ *Take some risks*
- ▶ *Support risk takers*
- ▶ *Say "ouch" so we all can learn*
- ▶ *Encourage participation of others*
- ▶ *Recognize the right to pass*
- ▶ *Share the "air" time*
- ▶ *Ask questions*
- ▶ *Be clear about language*
- ▶ *Honor confidentiality and privacy*
- ▶ *Start and end on time*
- ▶ *So that:*

*We create a high-trust, low-fear climate*





## *Questions to Consider*

***GIVEN ALL OF OUR EFFORTS TO ACHIEVE EDUCATIONAL EQUITY:***

▶ *Why so long?*

▶ *What's in the way?*

▶ *What will it take?*





## *Culture Toss*

|                  |                         |
|------------------|-------------------------|
| Race / Ethnicity | Religion / Spirituality |
| Language         | Life Value              |
| Vocation         | Possession              |



## *Culture Toss Discussion Guide*

### **Small-Group Conversation 1:**

Which two boxes did you cross off and why?

### **Small-Group Conversation 2:**

Which two boxes did you cross off this time?

Why did you keep the two boxes that are left?

### **Reflective Question:**

What did you learn about yourself from this activity?

### **Application Question:**

How do you see the students in your school experiencing pressure to give up aspects of their own identities, or not be fully who they are? Which identities are being targeted?

Note: In what ways are the adults in your school creating this pressure for students not to be who they are?



## *Definition of Cultural Competence*

The will and the ability  
to form authentic and effective relationships  
across differences

### **Pair-and-Share Conversation:**

1. Share your responses to this definition of Cultural Competence.
2. In what ways were authentic relationship and Cultural Competence either missing or present in the Lenses of Difference challenges you discussed earlier?

**CHOOSE A PARTNER AND INTERVIEW HIM/HER WITH THE FOLLOWING QUESTIONS:**

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## Personal Growth Project

Your Name:

Date:

► Objective: (Something you will do this year to enhance your own cultural competence.)

► Action Steps: (Steps you will take to accomplish this objective.)

| ► Actions: | With Whom? | By When? |
|------------|------------|----------|
|            |            |          |

► Assessment: (How will you know you have accomplished this objective?)

► Allies and Critical Friends: (People who can help you accomplish and reflect on this work.)



## Cultural Bingo

|  |  |  |  |   |
|--|--|--|--|---|
| Who has attended a potlatch?                 | Who has traveled overseas at least twice?        | Who speaks and understands two or more languages?  | Who has hosted or recently met someone from another country? | Who is wearing something made in a foreign country?         |
| Who has relatives living in another country? | Who has attended Bon O Dori?                     | Who has read a book by Alice Walker?               | Who knows dances from 3 different cultures?                  | Who has lived on a farm?                                    |
| Who has participated in the bone game?       | Who has been to both Canada and Mexico?          | <b>Put Your Name Here</b>                          | Who makes good Italian food?                                 | Who has a Spanish surname?                                  |
| Who has lived in more than 5 states?         | Who can name 3 Motown hits?                      | Who has been to Lucia Bride Festival?              | Who knows why the Ethiopian New Year is on a different date? | Who has participated in a Seder celebration?                |
| Who has worked for a woman supervisor?       | Who is a first-generation immigrant to the U.S.? | Who comes from a family of seven or more children? | Who has attended a Cinco de Mayo celebration?                | Who can name at least 10 American Indian tribes or nations? |



## *I Am From*

### ***I AM FROM...***

...places

...products

...food

...people

...common things

...pictures

...events

...phrases

...smells

...sounds

...sights

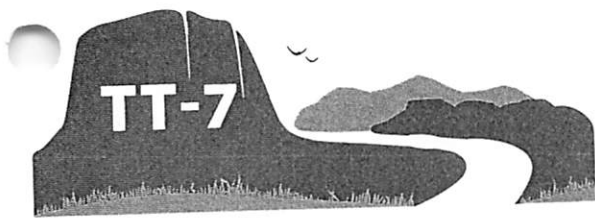
...ouches





*Blank I Am From Writing Page*

**My I Am From Poem**



## *Tone and Trust Assessment*

To what extent have we established the necessary tone and trust among the adults in our school to be able to have real and authentic conversations about difficult issues related to equity, diversity, social justice, and improving our professional practice?

Low

High

1

2

3

4

5

6

7

8


9

10

**Note:** Each person answers this question independently before talking with others. After each person has recorded his/her own answer, then chart the distribution of responses. Caution everyone against making any judgment conclusions about the answers. The "truth" is the whole distribution of responses.



## Personal Reflections and Actions

- What I learned today:
  - How I feel about today's session:
  - What I can do in my work to use what we discussed today:
- 
- 