

The Deep Equity Process
Working Together for Inclusion, Equity, and Excellence
with
Gary Howard, Sonja Alexander, Wade Antonio Colwell, and Benjie Howard
Leadership Orientation for Chandler Public Schools
June 5, 2018

Morning Session (8:00-Noon)

Opening Comments and Introductions

School District Equity Update and Intentions for this Work

Setting the Tone

Musical Opening and Community Agreements

Overview of the Deep Equity Process

- Key Concepts (22)
- Phases of the Work and Levels of Engagement (23-24)

Phase One: Tone and Trust Dimensions of the Work

Sample Engagement Strategies:

- Questions to Consider Conversation (33)
- Tone and Trust Assessment (47)

Reflective Question:

To what extent have we established the necessary tone and trust among the adults in our schools and departments to be able to have authentic and productive conversations about difficult issues related to equity, social justice, and changing our practices?

Phase Two: Personal Culture/Personal Journey Dimensions of the Work

Sample Engagement Strategies:

- Culture Toss (62)
- Definition of Cultural Competence (68)
- Personal Growth Projects (83) - Didn't get to

Reflective Questions:

- How do our personal cultural experiences and those of our students inform and guide our practice?
- In what ways might we be causing our students to bring less than their full selves to the learning process?
- What can each of us do to increase our Cultural Competence?

Phase Three: Social Dominance/Social Justice Dimensions of the Work

Sample Engagement Strategies:

- We, the People Activity (100)

Lunch (Noon-1:00)

Afternoon Session (1:00-4:00)

Phase 3 Engagement Strategies (continued)

- Definition and Dynamics of Social Dominance (126-127)
- Privilege and Power School Assessment (138)

} Didn't get to

Reflective Questions:

- In what ways have our students' lives been impacted by issues of privilege, power, and social oppression?
- How have we been complicit in reinforcing these dynamics?
- In what ways can we serve as agents of change?

Phase Four: Classroom Application Dimensions of the Work

Sample Engagement Strategies:

- School Outcomes Assessment (164)
- Definition of Culturally Responsive Teaching (169)
- Seven Principles for Culturally Responsive Teaching (174)

Reflective Questions:

- What are we doing in our school culture and classroom practices that could be getting in the way of our students' learning?
- How do we engage ourselves and our colleagues in a process of self-reflective and self-generated growth toward more culturally responsive practices?
- In what ways are we learning from our students' experiences and engaging their voices in our school improvement practices?

Phase Five: Planning/Systemic Transformation Dimensions of the Work

Engagement Activities:

- The Youth Equity Stewardship Process (YES!)
- Deep Equity Outcome Data
- Deep Equity Implementation Components
- Deep Equity Leadership Commitments

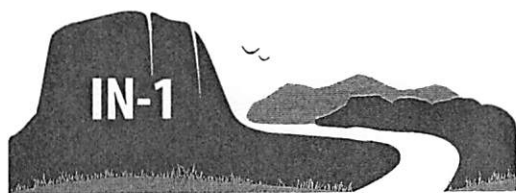
Reflective Questions:

- In what ways are we presently engaging this work?
- What are our necessary edges of growth?
- How are we incorporating students' perspectives and leadership in our school change efforts?
- What action commitments will we make now to guide our next steps?
- What criteria will guide our selection of school team members?

Closing the Day

Move-Listen-Learn

Closing Comments and Evaluation/Reflection



Inclusion, Equity, and Excellence

► **Inclusion:**

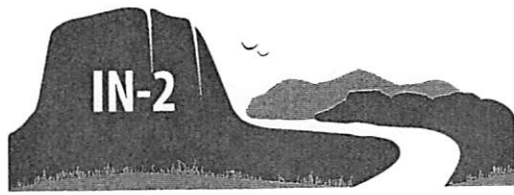
Students and employees feel welcomed, seen, respected, understood, cared for, and safe.

► **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.

TT-2

Questions to Consider

GIVEN ALL OF OUR EFFORTS TO ACHIEVE EDUCATIONAL EQUITY:

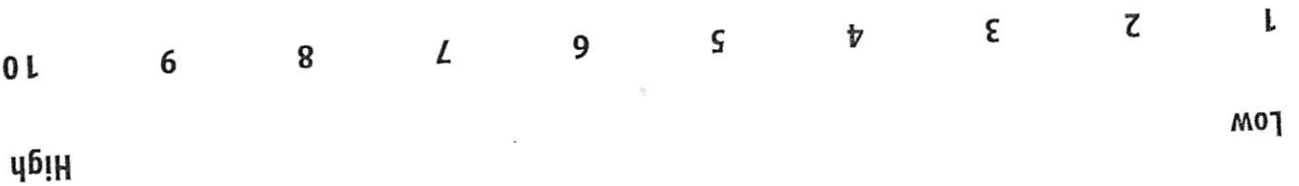
Why so long?

What's in the way?

What will it take?

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?



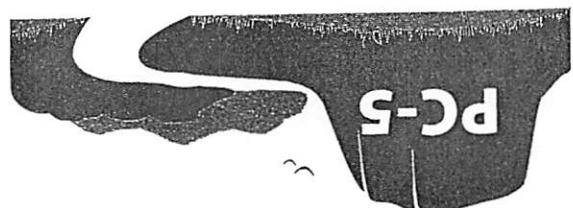
Note: Each person answers this question independently before talking with others. After each person has recorded his/her own answer, then chart the distribution of responses. Caution everyone against making any judgment conclusions about the answers. The "truth" is the whole distribution of responses.

PC-4

Culture Toss

Vocation	Possession
Language	Life Value
Race / Ethnicity	Religion / Spirituality

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?



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.)

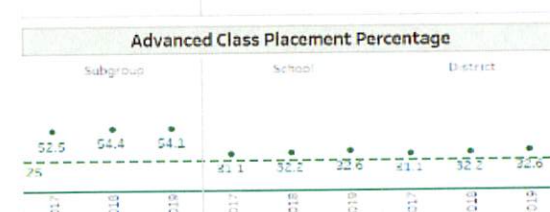
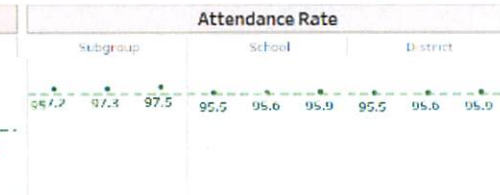
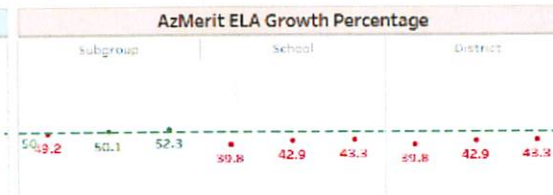
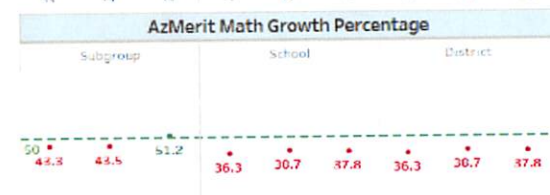
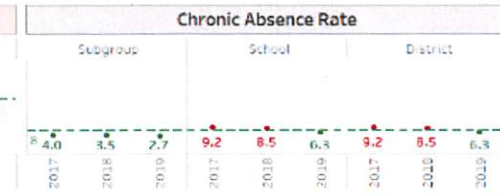
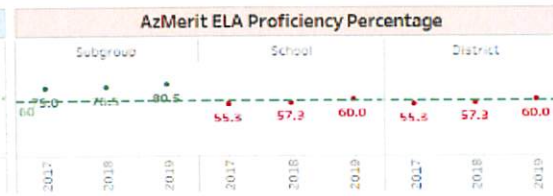
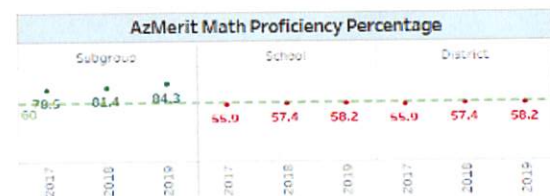
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IDEALS

We, the People

SJ-1



School Policy Discipline Event Rate

Subgroup	School	District
2017	2.9	11.2
2018	2.5	10.6
2019	3.4	10.2

Enrollment Numbers

Subgroup	School	District
2017	3,441	41,749
2018	3,651	42,585
2019	3,840	42,620