Diversity & Equity in Education
Orientation & Introduction

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Do now: Name Tent

• Fold your cardstock to make a tent
• On one side write
  – Your first name in the middle (whatever you’d like others to call you)
  – Upper right corner: your job title
  – Lower right corner: your college or university
  – Lower left corner: your personal motto, favorite saying, or word that describes you
  – Upper left corner: favorite movie
• On the other side write your first name in the middle
Do Now: Name Tent

The Gods Must Be Crazy
Favorite Movie
Motto, saying, or word
Dude.
First Name
Director, Multilingual Ed and AVID
Job in Your District
College or University
Kent School District

Will
Purpose

• Why are we conducting this training with university faculty?
  – Clarify expectations for program approval around diversity and equity
  – Help faculty effectively integrate equity pedagogy in their own practice to model for candidates
  – Increase the effectiveness and retention of teachers and other education professionals in their careers.
COMPARISON OF STUDENT & TEACHER DEMOGRAPHICS, WASHINGTON STATE 2012-13

<table>
<thead>
<tr>
<th>Race</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>African American</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic/Latino Of Any Race(s)</td>
<td>4%</td>
<td>20%</td>
</tr>
<tr>
<td>Native Hawaiian / OPI</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>91%</td>
<td>59%</td>
</tr>
</tbody>
</table>
RACE/ETHNICITY OF STUDENTS IN WASHINGTON'S TEACHER PREPARATION PROGRAMS, 2011-12

- Caucasian: 76%
- Hispanic/Latino Of Any Race(s): 8%
- Two or More Races: 2%
- American Indian / Alaska Native: 1%
- Asian: 4%
- African American: 1%
- Native Hawaiian / OPI: 0%
- Missing: 8%

Total: 100%
Purpose

• What are we looking at achieving with this training?
  – A broader understanding of cultural competency and equity in education
  – Deeper comfort with issues of race and equity among faculty that can transfer to new teachers and education professionals.
  – Greater competence among faculty in the knowledge and application of equity pedagogy, its purposes, and important in K-12 environments.
Purpose

• What are you looking to gain from this training?

• Who will benefit?
Activity: Circle

I Statements

• Make a circle (as best we can given the space we have).

• I will read a series of statements. If a statement is true to you, raise your hand.

• Look around. With whom do you share some background?

• Try to avoid gestures or expressions during this activity.
Think about it...

#itooamharvard

"I don't see color."

...Does that mean you don't see me?
Silent Communication

• Partners silently study each other
• Write down what you think you have in common with your partner.
• What three things do you share in common?
  • Favorite color?
  • Favorite music?
  • Favorite season?
  • Favorite TV show?
  • Favorite food?
• Compare notes, get to know your partner
• Discover what you have in common!
Think about it...

Calling me "white" isn't a compliment. I actually don't aspire to one day be white.
Characteristics of Culturally Relevant Teaching

- Transformative
- Multi-Dimensional
- Empowering
- Comprehensive
- Liberating
- Validating and Affirming
Key Terms: Cultural Competence

Cultural Competence:
• a professional and organizational development model designed to promote reflective, inclusive and culturally relevant practices by school professionals and school systems.
Key Terms: Cultural Competence

The Office of Equity and Civil Rights defines Cultural Competence in two ways:

1. For personnel: A set of attitudes, respect, awareness, knowledge and skills that enable effective work in cross-racial, cross-cultural and diverse contexts.
Key Terms: Cultural Competence

2. For Organizations/Systems: A set of practices, skills, attitudes, policies and structures that operate together at the program, building and organizational level to enable fair and effective work in multicultural, multiracial, and diverse contexts.
Cultural Competence is:

• Knowing the community where the school is located
• Understanding all people have a unique world view
• Using curriculum and instructional materials that are respectful of, truthful about and relevant to the cultures represented in its student body
Cultural Competence is:

- Being alert to the ways that culture affects who we are
- Placing the locus of responsibility on the professional and the institution
- Examining systems, structures, policies and practices for their impact on all students and families
- Recognizing the need to disrupt the privilege that exists in the operation of everyday systems to provide access to all students.

Resource: OSPI (adapted)
Cultural Competence is NOT:

- Good intentions
- Cultural celebrations at designated times of the year, in designated ways
- Kumbaya diversity
- A list of stereotypes about what people from a particular cultural group do
- Assumptions that all students from one culture operate in similar ways and have had similar experiences
Cultural Competence is NOT:

• The responsibility of children, their parents or the community
• Color-blindness (treating everybody the same)
• Simple tolerance
Key Term: Equity Pedagogy

• “teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate a just, human, and democratic society.”

• McGhee Banks & Banks, 1995
Key Term: Equity Pedagogy

• This definition suggests that it is not sufficient to help students learn to read, write, and compute within the dominant canon without learning also to question its assumptions, paradigms, and hegemonic characteristics. Helping students become reflective citizens of a democratic society is at the essence of our conception of equity pedagogy.

• McGhee Banks & Banks, 1995
Key Term: Equity Pedagogy

• Culturally relevant teaching empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.”

• Gloria Ladson-Billings
Key Terms:

Terms that are known to carry negative/deficit-based connotations:

- Minority,

Alternative terms:

- People of color, Pacific Islander (any specific national heritage group), LGBTQ community,
Key Terms:

Equal or Fair vs. Equity

• Equity is defined in terms of outcomes. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them a high predictability of success in their next phase of life. –Mike Neece, AVID

• Equal and fair tend to focus on inputs to a situation.
Our Education System

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein
Activity: Authentic __

• In groups of three, create a list or web of the term you are given. If a story were “authentically (your term),” who would the characters be? what would they do? what would they look like? With whom would they interact? How would they talk? What words would describe the setting? Characters? Typical days? Etc.
• Danger of a Single Story

• http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-121500
What is culture:

During lunch

• Personal Inventory: Complete during lunch.
• Using the inventory (or other knowledge), reflect on your culture. What is your culture? How would you describe your culture?

After lunch

• Table Discussions: (see handout)
Socratic Seminar

Guidelines

1. Listen
   No one can speak while someone else is speaking.

2. Build
   Speakers must try to build on what others say, not debate their views.

3. Refer to the text
   Speakers must refer directly to the section of the text from which their ideas come rather than making general comments or observations.
You will need:
The text, a few sticky notes, pen, chair

Essential Questions:
• What is the danger in letting a single story define our college/university/program?
• How do the stories of our staff and students enhance, enrich, and serve to shape our college/university/program?

Use the article to engage in a Pilot/Co-Pilot Socratic Seminar
What is Culture?
Iceberg Concept of Culture

Like an iceberg, 9/10 of culture is below the surface.

- food,
- dress, music,
- visual arts, drama, crafts,
- dance, literature, language, celebration, games

Courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of “self”, concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship

Surface Culture
- most easily seen
- Emotional level - low

Shallow Culture
- Unspoken rules
- Emotional level - high

Deep Culture
- Unconscious Rules
- Emotional level - intense
Think about it ...
Debrief

• In what ways can a deconstruction of “respect” influence how we approach our work?

• What other terms may be useful to deconstruct?

• How does this activity align with
• For this activity, you will move to a designated space depending on how much you agree with the statement.

1. Agree
2. Dunno
3. Depends
4. No way
Statement 1:
Growing up, my house was always quiet.

1. Agree
2. Dunno
3. Depends
4. No way
• Statement 2:

It was/is important in my home that each child have her own room.

1. Agree
2. Dunno
3. Depends
4. No way
Statement 3:
It is important in my family to be on time.

1. Agree
2. Dunno
3. Depends
4. No way
Statement 4:
Children are/were involved in decision making in my home.

1. Agree
2. Dunno
3. Depends
4. No way
Statement 5

In my home, people resolve differences with raised voices.

1. Agree
2. Dunno
3. Depends
4. No way
• Without talking to anyone, return to your seats.

• Choose one of the five statements from the 4 corners activity and explain how the culture of school does or does not compliment your culture. How was school easier or more difficult because of the similarities/differences between your home and school cultures?
Next Session (October 8 & 9)

• Explore your community
  – Who are the people of color in your area?
  – Who are the leaders of these communities?
  – What are the concerns these leaders and their communities have with regard to their children and young people?

• Explore your program
  – How is or could your program begin to address the concerns of local communities of color?
Dates

- October 8-9
- January 28-29
- April 28-29