To achieve educational equity, we commit to share, learn, and develop policies and practices that ensure every single one of our students has the environment, support, and opportunity necessary for academic and social success and must address and remove barriers impeding our goal.
### An Effective School Leader...

...reaches the “developing” level and...

- Implements and expects equity and cultural responsiveness² initiatives. (h)
- Collaboratively establishes specific and measurable goals for equity that are informed by data and are in alignment with student needs. (a, b)
- Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e)
- Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f)
- Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness¹ and equitable practices. (c, e)
- Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)
- Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)
- Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)
- Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)
- Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i)
- Establishes high expectations for student achievement (e.g. all student groups’ needs are identified and met). (c)
- Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d)
- Collaborates with stakeholders throughout the cycle of continuous improvement. (d)
- Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i)
- Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a)
- Establishes and implements a process to diagnose and respond to student learning needs. (b)
- Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g)
- Unifies improvement strategies and resources to align with identified needs. (h, i)
- Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d)
- Adjusts improvement strategies as necessary to meet established improvement goals. (d, e)
- Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j)
- Demonstrates significant gains in student achievement. (a)
Objectives & Agenda

• Reflect on our identities using a Social Identity Matrix
• Reflect on the relationship between identities and biases
• Explore Bias
• Develop shared language
• Create an Equity Commitment (actions)
• Analyze school bases behaviors using a cultural proficiency continuum

• Your Journey
• Social Identity Matrix
• School Actions
• Card Sorting
• Commitment
YOUR JOURNEY

Find the access point of this conversation which best supports where you are.
“We are all leading for, or against, something.”

William Ayers - Author, Teacher, Activist
What's your story?
We see things not as they are, but as we are.

- Anais Nin, Novelist
Sociocultural consciousness is an awareness that one's worldview is not universal but is profoundly shaped by one's life experiences, as mediated by a variety of factors, chief among them race/ethnicity, social class, and gender.
By increasing your understanding of the relationships between your identity, beliefs, and experiences.
Social Identity Matrix

Take 7 minutes to reflect using the Social Identity Matrix

<table>
<thead>
<tr>
<th>Identity</th>
<th>How do you identify yourself?</th>
<th>Is this identity to you? (1-10, 10 is high)</th>
<th>How important is this identity to you?</th>
<th>How highly is identity viewed negatively by society?</th>
<th>In what ways is this identity viewed positively by society?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Social Class</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>You Pick</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Sharing Our Experiences
● Which statement resonated strongly for you?
● Which statement surprised you and/or have you not experienced?
● Is there a memory that this activity brought up that you would like to share?
● What is a take-away from this experience and this conversation?
Aspects of your identity (like your race, class, and gender identity) impact your experiences.
Your experiences impact your beliefs
Your beliefs impact your leadership and decision making.
Bias?
Preference is a greater liking for one alternative over another or others; a feeling of liking or wanting one person or thing more than another person or thing; an advantage that is given to some people or things and not to others.

Source: Oxford & Merriam Webster Dictionaries
Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair; the inclination of temperament or outlook to hold a partial perspective and a refusal to even consider the possible merits of alternative points of view.

Source: Oxford Dictionary & Dictionary.com
Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.

Source: Kirwan Institute, The Ohio State University
Step 1: A Biased Thought Loop

Thoughts:
- Women are better teachers than men*

Impact:
- Lack of male role models in the school, discrimination challenges based on gender identity

Behavior:
- Hires mainly female teachers, overlooks qualified male teachers

Emotions:
- Apprehensive and reticent when considering hiring male teacher candidates

*DISCLAIMER: This biased comment is used as an example of a stereotype that should be reframed and is NOT a view held by TGP.
**Overcoming Bias**

**Step 2: Countering and Reframing the Biased Thought**

**Biased Thought:**

Women are better teachers than men.*

**Counter:**

Mr. Yates was the best teacher in my entire high school and we need more great teachers like him.

**Reframe:**

Educators of all genders have the potential to be great teachers.
Step 3: An **Open** Thought Loop

**Thoughts**
- Confident or eager to consider all qualified candidates

**Impact**
- The school community consists of the best teachers and a more inclusive environment

**Emotions**

**Behavior**
- Implementing more objective and fair hiring practices

Educators of all genders have the potential to be great teachers
Conditions for Reducing Bias

**Intention**
Acknowledgement that one harbors unconscious biases and motivation to change.

**Attention**
To when stereotypical responses or assumptions are activated.

**Time**
To practice new strategies designed to “break” the automatic associations.
## Introducing the Cultural Proficiency Continuum

<table>
<thead>
<tr>
<th>Cultural Incapacity</th>
<th>Cultural Blindness</th>
<th>Cultural Precompetence</th>
<th>Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tolerance for Diversity</strong></td>
<td><strong>Transformation for Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural incapacity:  Trivializing “other” communities and seeking to make them appear to be wrong.</td>
<td>Cultural blindness: Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school.</td>
<td>Cultural precompetence: Increasingly aware of what you and the school don’t know about working with marginalized communities. It is at this key level of development that you and the school begin to actively seek to learn more about marginalized communities and consider their needs and experiences.</td>
<td>Cultural competence: Manifesting your personal values and behaviors, the policies and practices in a manner that is inclusive with marginalized cultures and communities.</td>
</tr>
</tbody>
</table>
Equity Commitments

1. What is your intention in this work as a leader for equity?

2. Where will you place your attention for continued learning and growth?

3. What issues will you spend time on to move this work forward in your work?
Possible Commitments

- Set Equity Targets
- Prioritize Equity
- Lead / support proactive conversations about equity
- Model transparency
- Provide training around culturally responsive practices or implicit bias