

Summit School District Leading for Equity

Workshop #1 Collective Understanding



Your friends at CEI



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Strategic Implementation Leads

What are you most proud of that has happened so far in implementation?

What are you most excited about moving forward?

Welcome + Framing

Colorado Education Initiative



Any system, however intentional or functional, is producing the outcomes of its design.

- Designing Freedom



Colorado Education & Equity

The reality in Colorado is clear: Even before the COVID crisis, we knew many students and families who are furthest from opportunity were struggling. The impact of the pandemic is that they are being left even further behind.

We cannot let this crisis or legacy systems create more inequities: As educators across Colorado, we must work together to create more equity-seeking systems.

History of Equity-Seeking System Redesign: The Colorado Education Initiative (CEI) works statewide and regionally to ensure the redesign of systems to promote equity.

Great Systems Redesign for Equity: Diversity, Equity & Inclusion is one of six “design commitments” that we believe must be included in any redesign efforts.

Essential Questions for Leaders:

What is the current state of equity in your system?

Where are you at on your equity journey?

What would be possible if you took on this challenge?



Equity Definitions

Equity

“**Equity in education** is raising the achievement of all students while **narrowing the gaps** between the highest- and lowest-performing students; and **eliminating predictability and disproportionality** of which student groups occupy the highest and lowest achievement categories.”

Equity-Seeking

We define “equity-seeking” as the orientation of **constantly striving toward equity**. Dr. Ibram X. Kendi describes this orientation in this way: “Like fighting an addiction, this requires one to practice persistent self-awareness, constant self-criticism, and regular self-examination.”

Furthest from Opportunity

Community context defines the students and families that are furthest from equity. Every community is different and must be held as unique context. In addition, we must see human beings as intersectional and capable of holding multiple identities. Therefore, we should also reject simple categories in equity-seeking work and instead embrace a fuller understanding of the community.

Sources: Glenn Singleton’s *Courageous Conversations about Race and Education*, the Center for Innovation in Education and Colorado Education Initiative, respectively.



Designing for Equity

You must notice and disrupt inequities: If you are not spending time noticing the inequities around you, you will not be able to be disruptive. And if you don't disrupt, you can't redesign.

Equity work isn't something we "don't have time for": This work isn't optional – it's essential and even more important now.

Students and Families Can Help: This isn't a conversation that educators should have alone – they should be inviting their students and families into the conversation.

Leverage Existing Work: Think about existing projects or initiatives that could be powerful springboards for equity conversations.

What equities do you feel you need to disrupt?

What students or families could help have a conversation right now?

What would you say to an educator who says we don't have time for equity?

Self ↔ Site ↔ Sector

Self-work – the work of understanding, shifting towards and promoting equity-seeking behaviors in your life and in your work

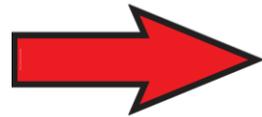
Site-work – the work of understanding, shifting towards and promoting equity-seeking behaviors in your organization

Sector-work – the work of understanding, shifting towards and promoting equity-seeking behaviors in the sector in which you work

Theory of Action



Collective
Understanding



Collective
Action



Collective
Efficacy



PACIFIC EDUCATIONAL GROUP

Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!



Compass, Agreements (Norms), and Conditions

Borrowed from Glenn Singleton's
[Courageous Conversations](#)



WARNING

TRIGGER WARNINGS



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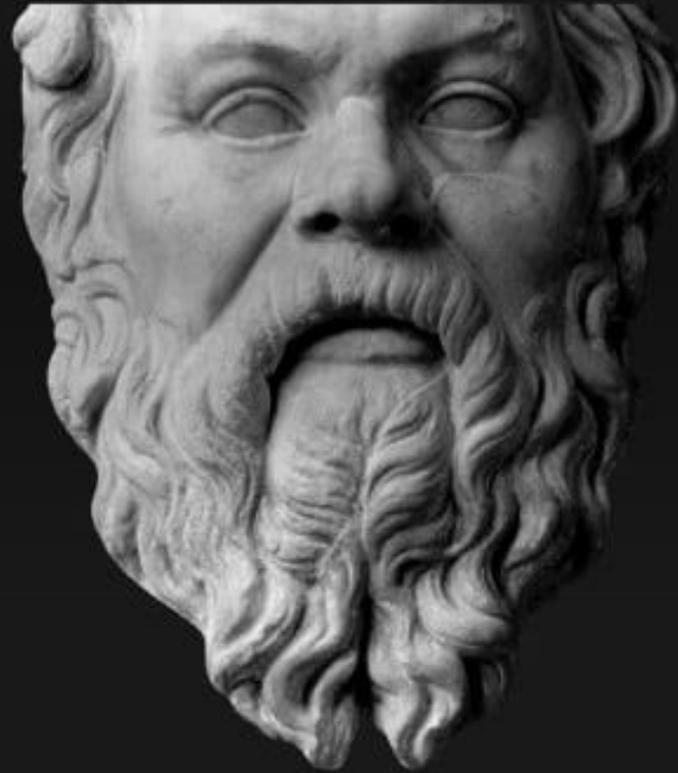
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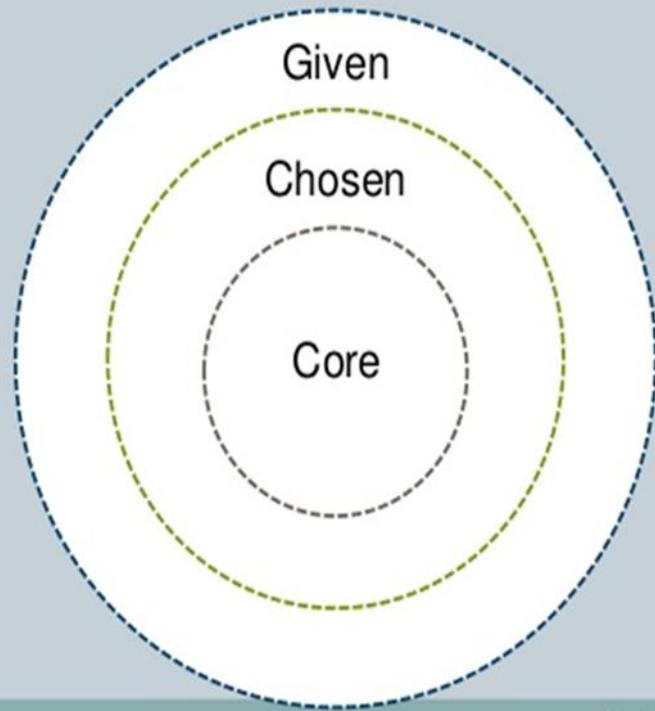
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**KNOW
THYSELF**

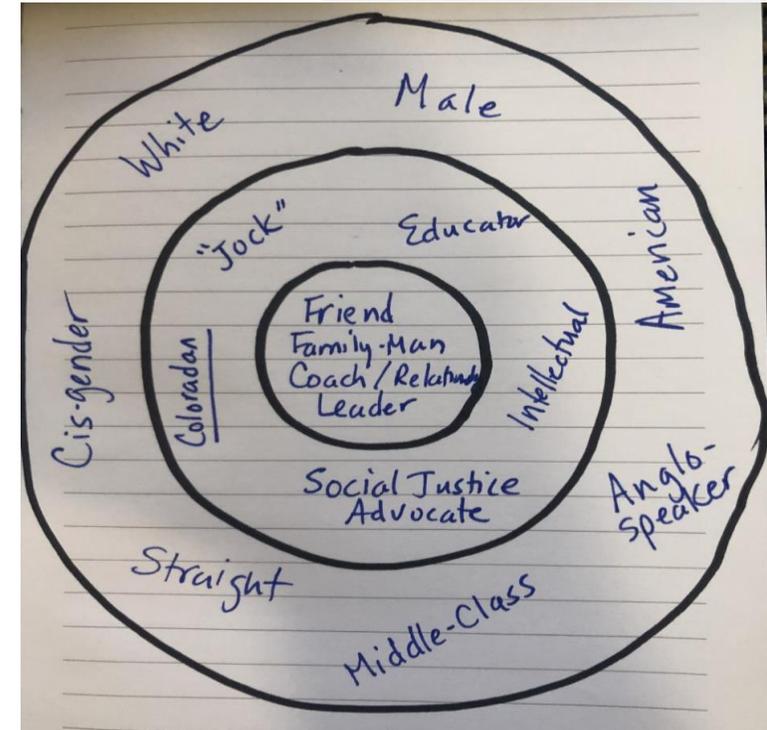


Who am I?

Multiple Identities Map

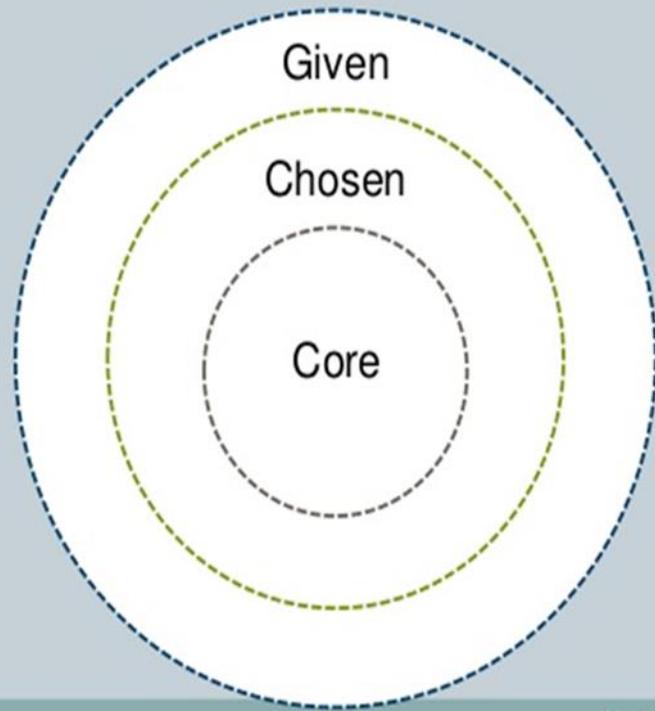


(c) 2013 Center for Creat



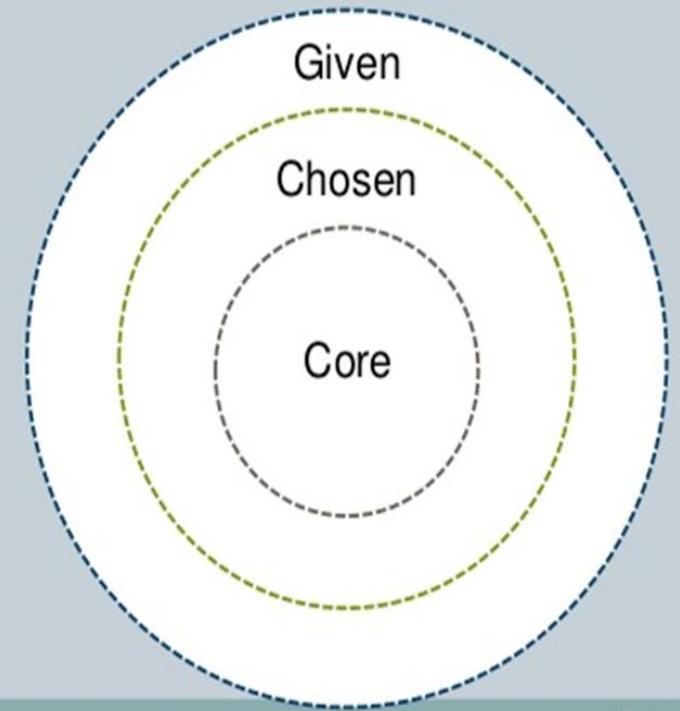
Who am I? How am I perceived?

Multiple
Identities
Map



(c) 2013 Center for Creat

Multiple
Identities
Map



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Who am I? How am I perceived?

Share your maps.

Talk about a time when your true identity, or your perceived identity, was a **disadvantage** to you. How did this feel? (If you can't think of a time where this was the case, talk about that.)

Talk about a time when your true identity, or your perceived identity, was a **benefit** to you. How did this feel? (If you can't think of a time where this was the case, talk about that.)





Debriefing Rodney Robinson TEDx Talk

- IMAGINE: In one sentence, what do you think Rodney Robinson's personal equity narrative would be?



Developing a Personal Equity Narrative

SELF work:

- **CURRENT NARRATIVE:** What is your current personal equity narrative? What would the “average client” say about you as an equity leader?
- **ASPIRATIONAL NARRATIVE:** Next year at this time, what would you like your personal equity narrative to be? What do you hope the “average client” will say about you as an equity leader?



Developing a Common Equity Narrative for Summit Schools

SITE work:

- **CURRENT NARRATIVE:** What is your current district equity narrative? What would the “average client” say about SSD as an equity-seeking organization?
- **ASPIRATIONAL NARRATIVE:** Next year at this time, what would you like your district equity narrative to be? What do you hope the “average client” say about SSD as an equity-seeking organization?



- Leading for Equity Series = January - June 2022 and consists of:
 - * 3 x 2.5 hours of synchronous professional executive learning as a cohort (February 24, 8:30 – 11 am; April 14, 8:30 – 11 am; June 7, 8:30 – 11 am)
 - * Asynchronous individual learning involving reading and journal reflection every month (not to exceed 60 minutes of study and reflection)
 - * 45 minutes of small group reflection & discussion in-between each session, focused on conversations around each participant's equity journey



EC Team participants: select a time for your 1st small group discussion

https://docs.google.com/document/d/1UaqMWUF2qQpAgTx9w8s8wM_lfhWlUqmB07U2f0xfD0s/edit?usp=sharing



Walk away work: Private Reflection Journal: 30 Minutes: (Please complete before your first small group session.)

- Did I learn anything about myself? my colleagues? my community?
- What is my current “equity stance”? Is this something I am proud of? comfortable with? concerned about? troubled by?
- What is my intention for this professional learning for myself?
- Reflect upon your personal “equity aspiration.” How could this translate into an equity aspiration for your site (school/department)?

