Leading with Racial Equity – The ATC Journey

October 18, 2018

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WHOSE LAND ARE WE ON?
SDUKWALBIXW

http://www.k12.wa.us/IndianEd/Tribal Sovereignty/default.aspx

http://www.tribalnationsmaps.com/
THE AGREEMENTS

Stay Engaged

Don’t Let your heart and mind check out!

Experience Discomfort

Agree to experience discomfort so that we can deal with issues of race in an honest way.

Speak Your Truth

Be honest about your thoughts, feelings and opinions. Say them in a way that is true for you.

Expect and Accept Non-closure

Accept that you will not reach closure in your understandings about race and race relations. There is no such thing as a “quick fix.”

Intent and Impact

Assume best intent and own your impact when you mess up

Singleton, G. “Courageous Conversations about Race”
EXPECT AND ACCEPT NON-CLOSURE: LIVING IN THE TENSION

Reminder: Have a Sense of urgency!

What’s your Legacy?
LEARNING TARGETS

Calibrate a collective working definition and understanding of “racial equity”

Name and identify cultural filters, stereotypes, biases and judgements

Engage in experiential learning that may be replicated to engage in the work of racial equity

Understanding Adult Behavior Change
IF YOU WERE TOLD THIS PLANE HAD A 20 PERCENT CHANCE OF MAKING IT TO YOUR DESTINATION, WOULD YOU GET ON IT? WOULD YOU PUT YOUR CHILD ON IT?
SUCCESS CRITERIA

Today will be a success for me when I…
RACIAL EQUITY GUIDING QUESTIONS

- **Why** is it important for you to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?

- **How** will you work collaboratively together to cultivate the condition for all of your students to flourish?

- **What** leadership move will you implement to shift from rhetoric to identity?
This is “Professional Development”
This is “Adult Behavior Change”
ADULT BEHAVIOR CHANGE

Awareness & Analysis
“Racial Equity Lens”

Evidence of Adult Behavior Change & Student Impact

Will
“Interrogating our Why”

Capacity
“Tolerance for Heat & Ambiguity”

Skill
“Adaptive Leadership Tools”

Evidence of Adult Behavior Change & Student Impact
Leadership in the Extended Community
What?

Leadership of Others
How?

Leadership of Self
Why?
WHY AM I HERE?

My Personal and Professional “Why”
MYTHS ABOUT RACIAL EQUITY

1) Program/strategy or an “add on”

2) It’s only about race

3) Content Area

4) Romantic
Racial Equity Is...

Removing the predictability of success and failure that currently correlates with race or any social/cultural factor.

Interrupting inequitable practices, examining biases, and creating inclusive school environments for all students, especially our historically marginalized ones.

Discovering and cultivating the unique gifts, talents and interests that every human possesses, especially our historically marginalized ones.
RACIAL EQUITY IN EDUCATION

Definition

- Raising the achievement of all students while narrowing the gap between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.
RACIAL EQUITY IS A LENS

- **Epistemology:** *Ways of Knowing*

- **Ontology:** *Ways of Being*
Most important question: **Why** are you here?

If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.

- Lilla Watson, Aboriginal Elder
Why is undoing racism important to you as a member of this council?

Why is it important as a council?
Most important question:

Why are you here?
Leadership in the Extended Community

What?

Leadership of Others

How?

Leadership of Self

Why?
WHO ARE YOU?
EXPLORING YOUR RACIAL IDENTITY
EILEEN’S IDENTITY MAP

VISIBLE INDICATORS

Female

Multiethnic

Able bodied
EILEEN’S IDENTITY MAP
INVISIBLE INDICATORS

Teacher
Daughter
Mother
From Hawai i
Japanese
American
YOUR IDENTITY MAP

= Visible

= Invisible
IDENTITY MAP
ONE-TO-ONE SHARING

Share your map with 1 other person who you are least familiar with, discussing the following:

1. **Why** is understanding my own racial identity important to me?

2. **How** has society shaped my visible identity and influenced my invisible identity?

3. **What** aspect(s) of my racial identity drive my values & interactions with others?
DIVERSITY TOSS
THINK-PAIR-SHARE

1. What did you learn about yourself? What did you learn about your group members?

2. How might this activity relate to the real-life experience(s) of students in our system?

3. What do some students have to “give up” in order to fit in to the system?
HOW DO YOU SEE THE WORLD?
BIAS: IMPLICIT/UNCONSCIOUS

“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.”

HIDDEN BIASES OF “GOOD” PEOPLE

“A quarter century ago, most psychologists believed that human behavior was primarily guided by conscious thoughts and feelings. Nowadays the majority will readily agree that much of human judgment and behavior is produced with little conscious thought.”

—Mahzarin R. Banaji & Anthony G. Greenwald
WHAT IS CONSIDERED NORMAL?

Holiday Skin
Body Lotion
Normal to Darker Skin

-Johnson & Johnson
WHAT IS CONSIDERED NORMAL IN THE FAMILY UNIT?
Why late-night television is better than ever

Vanity Fair
WHAT IS CONSIDERED NORMAL IN U.S. HISTORY, ECONOMICS AND LEADERSHIP?

Government

CEOs of Fortune 500 Companies

- White women
- Asian-Americans
- Latinos
- African-Americans
WHAT IS THE DIFFERENCE BETWEEN SCHOOLING AND EDUCATION?

Dr. Jeff Duncan-Andrade:
WE MUST INTERRUPT PATTERNS

Why?
What is the purpose of a community college education?
What is your Why?
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