Moving schools into the Deeper Work
Key Concepts

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

Equity:
What we measure and what we don’t. School outcomes (positive and negative) are distributed equitably across different 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 democratic citizenship. We empower students and employees in the preservation of their identity and culture.
Tracking Deep Equity Outcomes

Shift in the tone and depth of adult conversations
--- More trust/more honesty
--- Take on difficult topics
--- Clearer leadership focus on equity

Improvement in the climate of inclusion for students
--- Increased belongingness/connectedness
--- Reduced incidents of bullying and harassment
--- More positive student-adult relationships
--- Students empowered to speak their truth

Broad implementation of Culturally Responsive practices
--- The 7 Principles of CRT are embedded
--- Critical thinking about complex socio-political topics
--- Support staff engaged in cultural competence work
--- “Leading for Equity” guides all decisions

Significant reduction in educational disparities
--- Discipline and Special Education referrals
--- Achievement levels
--- Access to higher level courses
--- Graduation and college attendance rates
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.
Questions to Consider

GIVEN ALL OF OUR EFFORTS TO ACHIEVE EDUCATIONAL EQUITY:

► Why so long?

► What's in the way?

► What will it take?
Lenses of Difference

Which lens of difference has been the greatest challenge for you in your life?

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1. Share a story from your own experience that illustrates how one of these dimensions of difference has created a challenge for you.

or

2. In what ways do you see students or adults in your school experiencing challenges related to their lenses of difference?

3. Are there other lenses of difference you would like to add to this list?
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?
Social Dominance Definition

Social Dominance:

- Systems of Privilege and Preference

- Reinforced by Power

- Favoring Certain Groups Over Others
The Dynamics of Dominance:

- The Assumption of Rightness
- The Luxury of Ignorance
- The Legacy of Privilege
Seven Principles for Culturally Responsive Teaching

1. Students are affirmed in their cultural connections
2. Teachers are personally inviting
3. Learning environments are physically and culturally inviting
4. Students are reinforced for academic development
5. Instructional changes are made to accommodate differences in learners
6. Classroom is managed with firm, consistent, caring control
7. Interactions stress collectivity as well as individuality

Managing Diversity/Leading for Equity

Discussion Notes

Please record here several examples of the behaviors that you associate with:

Managing Diversity:

Leading for Equity:

1. What are the essential differences between these two approaches to leadership?

2. Are both approaches necessary? Why?

3. What are the potential upsides and downsides of each approach?
Leadership for Systemic Equity:  
Working Together for Inclusion, Equity, and Excellence

**Suggested Action Commitments**

1. Hold myself accountable for continuing my own growth related to cultural competence, culturally responsive practice, and equity leadership.

2. Apply an equity lens to every decision I make.

3. Put support structures and procedures in place to assure that my leadership team and my staff have access to ongoing quality professional development for Equity.

4. Align our Equity work with all other school district and building-based initiatives.

5. Position the Equity and Culturally Responsive Practice (CRP) work as an integrative strategy for all we do, rather than “one more thing” we have to do.

6. Build CRP indicators into all look-for and walk-through rubrics and instruments.

7. Include Equity and Culturally Responsive Practice indicators in all teacher evaluations.

8. Highlight the creative Equity strategies that staff members are using in their work.

9. Create opportunities for staff members to share their cultural background, experiences, stories, and diverse perspectives.

10. Listen to the concerns, struggles, and challenges my staff members are having related to the Equity work, and collaborate with them in finding solutions.

11. Build Equity outcomes and CRP into all School Improvement Plans.

12. Empower a team of Youth Equity Leaders as full partners in supporting adult Equity PD, engaging other students, and improving school climate.

13. Implement a comprehensive evaluation design to track outcomes and continually improve practices related to the Equity work.

14. Implement PD for Equity and Culturally Responsive Practice with all of my support staff.

15. Invite parents and the community into the Equity discussion, and include them in professional development activities.

16. Other leadership action commitments………. 
My Personal Leadership Action Commitments

Considering all that we have discussed today, these are one or two individual actions I am committing myself to work on over the course of the next year.

Personal Action Commitments

1.

2.

My Critical Friend: _______________________________________

Someone I will talk to at least 3 times over the next year to share my progress and lessons from these Action Commitments.
Stewardship:

expands the notion of leadership to include actions that arise from the caring for our collective home and restoring the balance and integrity of our natural and cultural communities. Stewardship is about having shared power among others rather than dominance over others. Stewards of youth equity see their accountability in the quality of their own educational experience and civic participation as well as in the academic success of others.

youthequitystewardship.com
(206) 909-7917
Youth Equity Stewardship Series

Presenters: Benjie Howard & Wade Colwell-Sandoval

Format: Interactive Student Workshops, “Listen Up” Community Presentation, Strategy Planning

Description:

The Youth Equity Stewardship Series is up to five gatherings designed to prepare middle and high school youth along with adult advocates from across a district to be powerful change agents in building inclusive, inspired school climates. The content combines live musical performance, structured dialogue, creative expression activities, and experiential learning. The arts-based curriculum is designed to build deeper relationships and connections across the spectrum of identities including (but not limited to) culture, race, gender identity, ability, age, belief, economics, learning preferences and academic history. All participants engage with the YES! workbook for processing their ideas and insights as they move through phases of the Youth Equity Stewardship Series curriculum. The series concludes with a culminating “Listen Up” community presentation of youth voices, and is followed by a strategic planning session with teachers to transfer the learning from the series into existing school improvement efforts.

“Listen Up” Community Engagement

After completion of the sessions, YES! participants join Wade and Benjie in a culminating performance on-stage to share their experiences, their stories and their creative expression with peers, teachers, administrators, parents and community members. Listen Up is a multi-media collaboration combining youth voice, adult testimony, spoken word, movement, visual art gallery, video, and the original hip hop & folk music used in the five sessions from Wade & Benjie’s album Borderless. The experience is an opportunity for the broader community to witness and learn from the participants, and for the participants to share their passion and their plans for taking real action in their school community. Listen Up also serves as a starting point for other teachers and administrators to join as advocates with the powerful youth equity stewards in multi-generational collaboration for the purpose of supporting positive change in their schools.

YES! Phases

1. Personal Culture / Personal Journey
2. Social Dominance to Social Justice
3. Creative Expression / Creative Resistance
4. Community Awareness/ Community Action
5. Stewardship in Motion/ “Listen Up” Community Engagement

Intended Outcomes

Shift in the tone and depth of youth and adult conversations
- New informed cross-cultural relationships
- Greater cultural awareness and empathy through stories
- An empowered sense of leadership and positive influence

Improvement in the climate of inclusion for students
- Students gain skills for active stewardship of inclusive climate
- More positive student-adult relationships
- Students build soulful, inspired, brave, dialogue spaces

Broad implementation of Equity Stewardship
- Students present and lead professional development session
- Students lead dialogue and activities with peers and younger students
- Equity Stewardship as part of school culture

Youth contribution to larger equity work
- Students gain a critical lens for recognizing and eliminating educational disparities
- Youth teams partner with adult Equity teams at building level
- Youth perspective informs shifts in educational practice

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Why Deep Equity?

- Top-down school reform mandates have failed to produce large-scale educational equity.

- Punitive consequences for failure to comply have dispirited the educational workforce.

- Educators need to be re-engaged, re-inspired, and included in bottom-up school improvement.

- Dismantling educational disparities requires sustained effort and courageous leadership.

- Professional development for Cultural Competence and Culturally Responsive Teaching requires systemic, ongoing, and authentic work.

- Students’ cultural realities and lived experiences must be the center of the teaching and learning process.

- The dynamics of privilege and power must be confronted.
This book that focuses on inclusion, equity, and excellence, is a principled guide for creating a more hopeful and socially just vision, one school at a time.

— Sonia Nieto
Professor Emerita, College of Education, University of Massachusetts, Amherst

We Can’t Lead Where We Won’t Go
An Educator’s Guide to Equity
Gary R. Howard

Written by best-selling author and expert consultant Gary Howard, this guide is the cornerstone of a new set of professional development materials to address today’s educational inequities. Eschewing the punitive tone that often characterizes this dialogue in favor of a focus on the healing process, it includes:

• Activities for educators to examine both their overt and hidden attitudes toward race, class, gender, sexual identity, and other dimensions of difference
• Prompts for interacting with a companion set of insightful videos hosted by Howard
• Techniques for peer observation that foster self-sustaining growth for every teacher
• Seven Principles For Culturally Responsive Teaching that can be applied in any school
• Over 9 hours of video footage of Gary Howard introducing and facilitating the program

$299.99, 320 pages, 978-1-4833-5241-1, includes 4 DVDs

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