

POUDRE + DUE EAST

REACTIONARY TO REVOLUTIONARY:

ENSURING EQUITY IN ALL SCHOOL
PRACTICES, POLICIES, AND PROCEDURES

BIG EQUITY LEAPS



We are so excited to be here with you today!



dueeast.org

Introductions

Two Truths and a Fib



About Break Out Sessions:

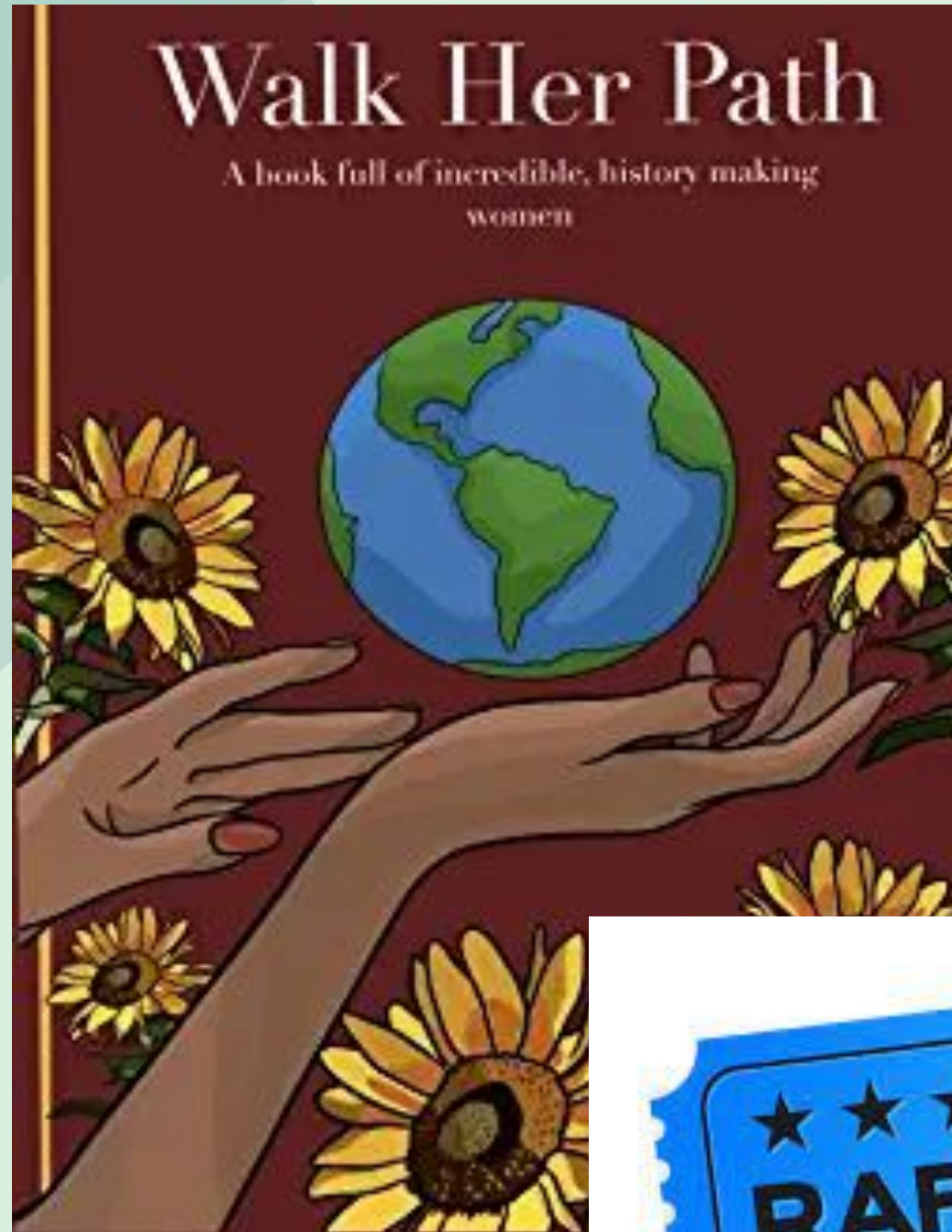
- **Process:** Make sure to register on Eventbrite!
 - *(If you were signed up for Paul's session, please join us in another!)*
- **Goal:** Balance group sizes for an ideal learning outcome
- **Hope:** Building a *community of learning*
 - share what you've learned and seek out people who were in other sessions for their key take-aways.

About the Handouts:

- Keynote slides available for note-taking
- If you weren't able to join a break out session, you still have access to the materials!
- QR codes are to electronic versions AND additional readings/resources



Speaking of Handouts...



No Stone Unturned

A Journal for Antiracist Equitable Pedagogy



MARCELINE S. DUBOSE
TESS M. ORMSETH





This article originally appears in the February 1, 2022 (Vol. 79 No. 5) post by ASCD
Paul Gorski, Katy Swalwell, Marceline DuBose.

Trading Baby Steps for Big Equity Leaps

4 Big Equity Leadership Leaps...

Let's Start with a Case Study...

(a school verging on implosion from inertia)



Case Study...

Students of color and LGBTQ+ students were organizing against the administration, blasting the school on social media for failing to adequately address racism, heterosexism, and transphobia, trying to force meaningful action. Students of color bemoaned inequitable discipline practices. Transgender students felt invisible in the curriculum and admonished leaders for refusing to require teachers to use their correct names and pronouns.

A Case Study...

The leadership team was baffled. “We have many equity initiatives,” the discipline coordinator contended. One instructional coach praised Gracelynn’s Black History Week. An assistant principal boasted that she and a few teachers affixed “Safe Space” stickers to their doors.

A Case Study...

Students acknowledged that the school was doing something to address equity issues. But that something fell short of responding in substantial ways to their concerns. They demanded big institutional changes; the school had responded with a hodgepodge of minor initiatives.

“A ‘safe’ classroom or two is nice, but what about all the other spaces?”

A Case Study...

Sharon, the principal, wavered. “We have to meet people where they are, or they’ll stop engaging,” she said. “It’s about baby steps.” Sharon had a philosophical commitment to equity but was hesitant to act decisively and “upset the apple cart.”

A Case Study...

Sharon wasn't philosophically opposed to deeper equity action, but she struggled to understand inequity's scope. She worried about pushback from privilege-wielding parents and the media. Plus, staff already felt overextended. And she figured that deeper equity efforts would require resources the school didn't have.

"The apple cart is teetering," she said, "and whichever way I move, I risk knocking it over."

The Case Study...

(a school verging on implosion from inertia)

Could this (or is this) scenario happening here?
What is your evidence?

What are baby steps?



- ❖ moving incrementally and cautiously
- ❖ anticipating little immediate progress
- ❖ modifying a curriculum to be somewhat less racist
- ❖ adjusting policies to be not quite so transphobic

When it comes to addressing longstanding, institutional injustices causing trauma and disparities, the value of baby steps unravels.

What are big leaps?

- ❖ Transformative
- ❖ Deliberate
- ❖ Bold thinking and action
- ❖ Shifting from less racism to *antiracism*.
- ❖ Reshaping the entire school, not a couple of spaces or practices



Equity means eradicating harm now; it means actively cultivating justice. Not the crumbs of half-hearted inclusiveness, but the whole equity cake.

4 Big Equity Leaps



1. The Equity Imperative Leap
2. The Transparency Leap
3. The Institutional Leap
4. The Rewarding Equity Leap

The Equity Imperative Leap

Moving from **optional equity** for people who choose to participate to **imperative equity**, in which everybody is expected to participate.

The Equity Imperative Leap

It's OK to have some optional offerings that allow people who are especially passionate to have a deeper conversation.

But if we make everything optional, too many people will opt out

How do we tell people experiencing harm that eliminating that harm is optional?

The Transparency Leap

Moving from equity
behind the scenes to
clear accountability.

The Transparency Leap

- The measure of change toward equity is how things change for people who have been experiencing inequity, not what we do behind the scenes
- Communicate clearly how we're responding to inequity and eliminating the institutional conditions that enable it to persist.
- Communicate where we are ineffective in eliminating equity, and what we plan to do to turn this around.
- Avoid vague talking points—"We value diversity; this was an isolated incident"—that are evasive. Publicly name and codify how we will eliminate inequity.

The Institutional Leap

Moving from *interpersonal* understandings of inequity to *institutional* understandings.

Story: "My biggest source of trauma is how I'm treated at this school."

The Institutional Leap

I must learn how to recognize systems of advantage and disadvantage operating and know how to **address them at their institutional roots**. EX:

- Hiring practices
- Discipline policies
- Attendance policies
- Curriculum adoption

Practice: What is one-way families with economic resources are advantaged in your school?

The Rewarding Equity Leap

The most committed, outspoken equity advocates are rewarded for their work and can trust that leaders and colleagues have their backs.

Question: In this institution, is it professionally rewarding to actively uphold the (inequitable) status quo or actively advocate for justice and equity?

The Rewarding Equity Leap

- Publicly support colleagues and community members who are advocating for equity and justice.
- Prioritize hiring people with equity mindsets and skillsets.
- Acknowledge, compensate, and promote existing employees for equity efforts that transcend their primary roles.
- Write equity responsibilities into all position descriptions, reduce other parts of the workloads for staff who are serving as equity advocates and leaders.
- Offer paid time and stipends for equity learning.



Trading Baby Steps for Big Equity Leaps

Bonus Leaps...

The Transformational Leap

Moving from *reactive* responses to inequity to *transformational* responses.

The Transformational Leap

Reactionary/Mitigative: add a few readings by authors of color to a white-centric curriculum; change small discipline practices without addressing bigger inequitable discipline system

Revolutionary/Transformative: recreate curriculum with an equity commitment; adopt, implement, and hold people accountable to an equitable discipline system

The Root Cause Leap

Moving from addressing the *symptoms* of inequity to addressing its *root causes*.

The Root Cause Leap

- Make sure we're *redressing* inequity, not just *responding* to inequity.
- Example: responses to discipline disparities

Which Leap Would Be Most Transformative in Your School? Why and How?

1. The Equity Imperative Leap
2. The Transparency Leap
3. The Institutional Leap
4. The Rewarding Equity Leap
5. The Transformational Leap
6. The Root Cause Leap

CLOSING

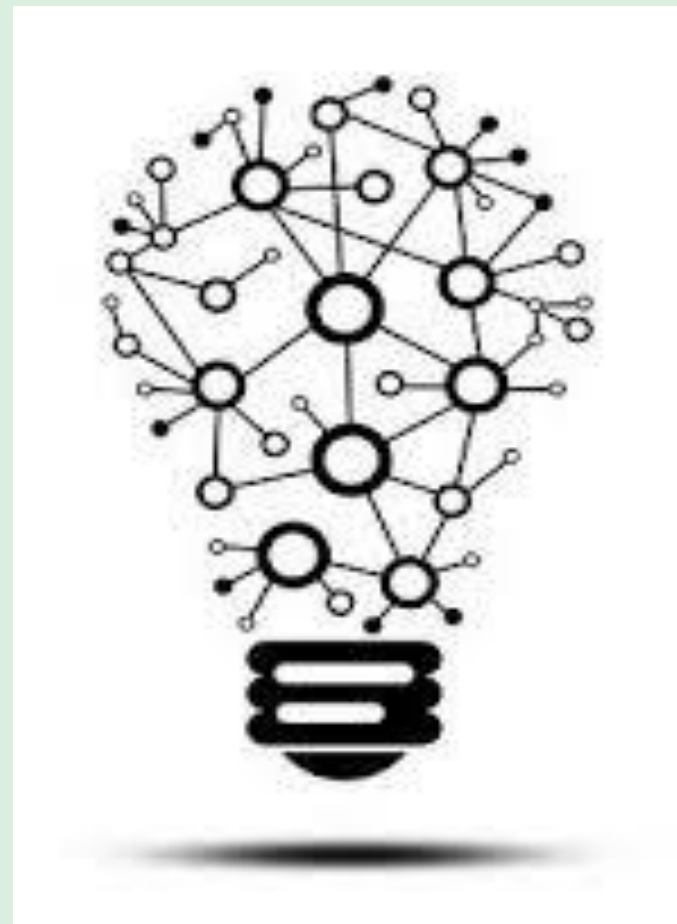
**What is one thing you'll
remember, try or share from
today's session?**

 @due_east_equity

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Upcoming Events:

Marceline
DuBose



Virtual Series:

When Equity Is the Bogeyman:
Understanding and Managing
Resistance to Racial Equity

Paul
Gorski



June 20 & 22, 2023, 12-3PM ET



Learn more and register:
<http://ManageResistance.eventbrite.com>



AntiRacistEd2.Eventbrite.com

ManageResistance.eventbrite.com

ANOTHER LEVEL OF ANTIRACISM



Join four **antiracist** educators in a monthlong conversation about antiracist education **in action**. We will discuss what the everyday practice of antiracist education looks like in classrooms and schools.

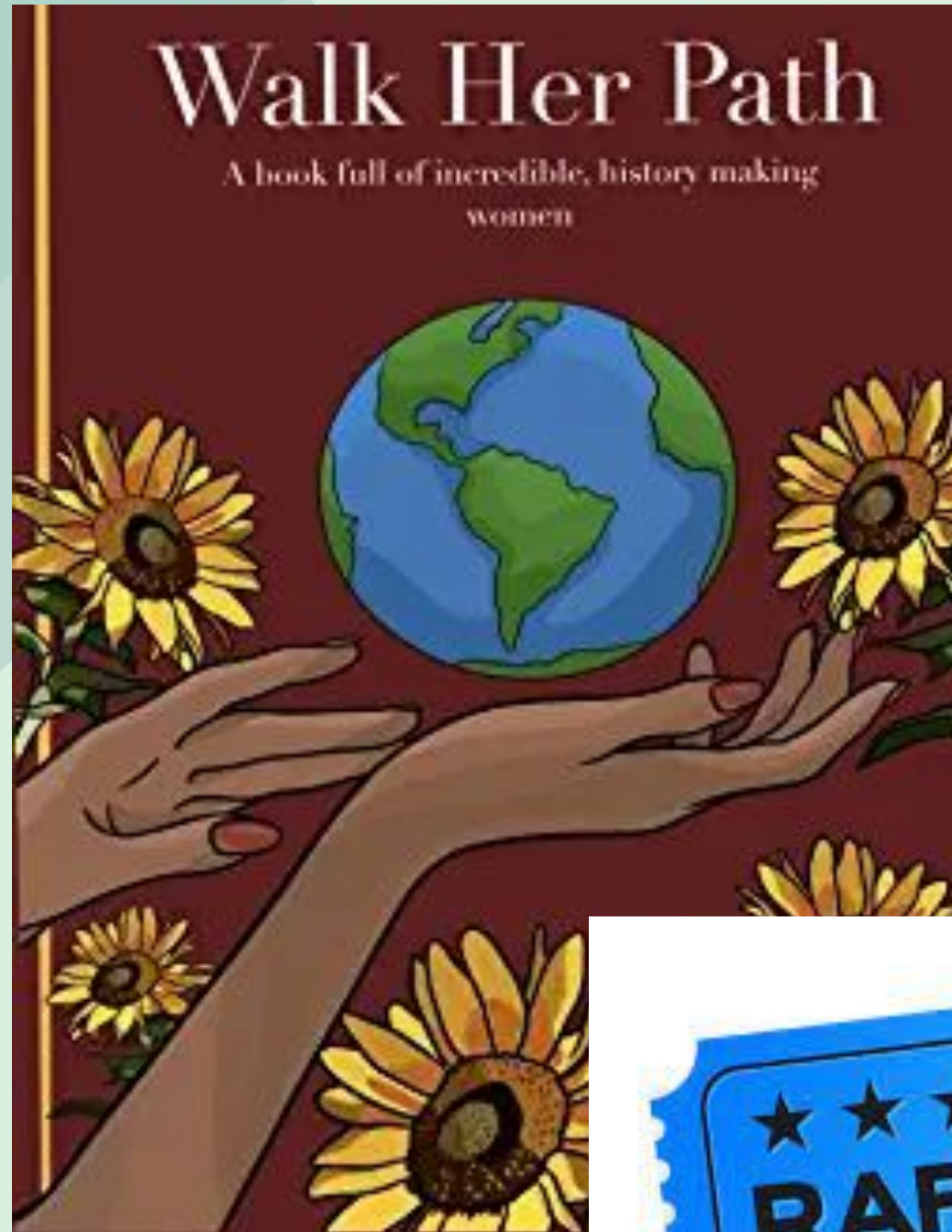


April 25; May 2, 9, & 16
7-8:15PM ET

WITH YOLANDA SEALEY-RUIZ,
CORNELIUS MINOR, CHERYL MATIAS,

AntiRacistEd2.Eventbrite.com & PAUL GORSKI

Reminder!



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