

# FOCUS OF TODAY

**Common Language**  
**Equity**  
**Racial Equity**

**Common Values**  
**The Person**  
**The Practice**

**Common Messaging**





CONTEXT

BEFORE

CONTENT

# Open MIC



***“When someone with the authority of an educator describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”***

**Adrienne Rich**

# COMMON LANGUAGE

Equity

Racial Equity

Culturally Responsive  
Teaching

Systemic Racism





# **Revisiting Education Equity**

# EDUCATIONAL EQUITY

**Educational Equity** is the provision of personalized resources, instruction and academic support, etc. needed for all individuals to reach common goals.

In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs.



# “ EQUITY”

ISN'T HANDING A KID A LAPTOP.

IT'S KNOWING THE SYSTEMIC  
CONDITIONS THAT LED TO  
THE LACK OF THE LAPTOP AND  
WORKING TO MITIGATE THEM.

—  
ERIKA GARCIA, EDUCATOR

edutopia

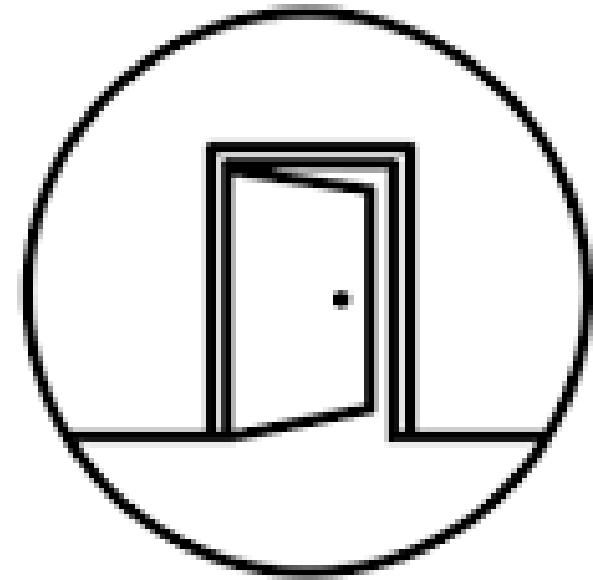


**“MAKE RACIAL EQUITY  
A QUANTIFIABLE, DATA-  
INFORMED, EDUCATIONAL  
OPPORTUNITY RATHER  
THAN A CONFUSING AND  
CONTROVERSIAL SOCIAL  
ISSUE”**



# SOCIAL EQUITY

**Social Equity** is concerned with fairness and **social justice** and aims to focus on a concern for people's needs.



**ACCESS**

# GENDER EQUITY

Gender Equity is a process of being fair to men and women. To ensure **fairness**, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.



# Racial Equity?





# RACIAL EQUITY

***Race  
Equity:(Education)***The  
condition where a student's  
race identity has no  
influence on how they fare  
in school.



# LEADERS: BUILDING A RACE EQUITY CULTURE:

**Establish a shared vocabulary.** Create a common language around race equity work (**Common Language**).

**Identify race equity champions in your district.**

Choose individuals who can influence the speed and depth at which race equity is embraced by the district's (**Common Values**)

**Name race equity work as a strategic imperative.**<sup>3</sup> Demonstrate how it connects to the district's mission, vision, values, and strategies. (**Common Messaging**)

**Open a continuous dialogue about race equity work.** Cultivate opportunities for colleagues to learn about and discuss race and race equity. (**Common Conversations**)

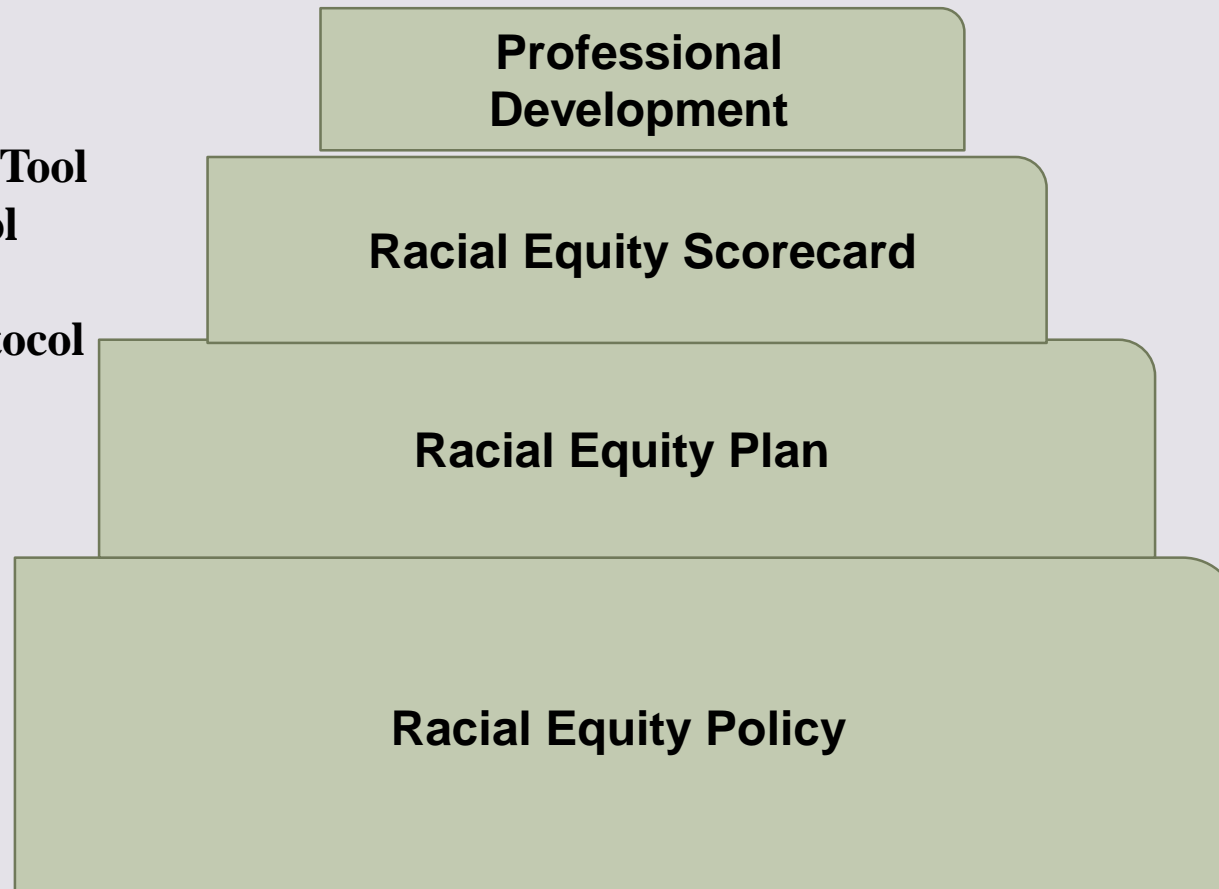
**Disaggregate data.** This is the most effective way to identify inequities and outcome gaps (e.g., graduation rates, student achievement, discipline, representation). (**Common Practices**)



# RACIAL EQUITY INFRASTRUCTURE (Cleveland, 2021)

## Racial Equity Resources:

**Affirming Racial Equity (ARE) Tool**  
**Equity Monitoring Progress Tool (EMPT)**  
**The Racial Equity Analysis Protocol (REAP)**



# Culturally Responsive Teaching

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural experiences in all aspects of learning (Ladson-Billings)

# Systemic Racism

**Institutional racism, also known as systemic racism, is a form of racism that is embedded through laws and regulations within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power, and education.**

**We should not confuse systemic racism with prejudice, or bigotry.**



# Barriers to Understanding Racial Equity

Cognitive Dissonance

Implicit Bias



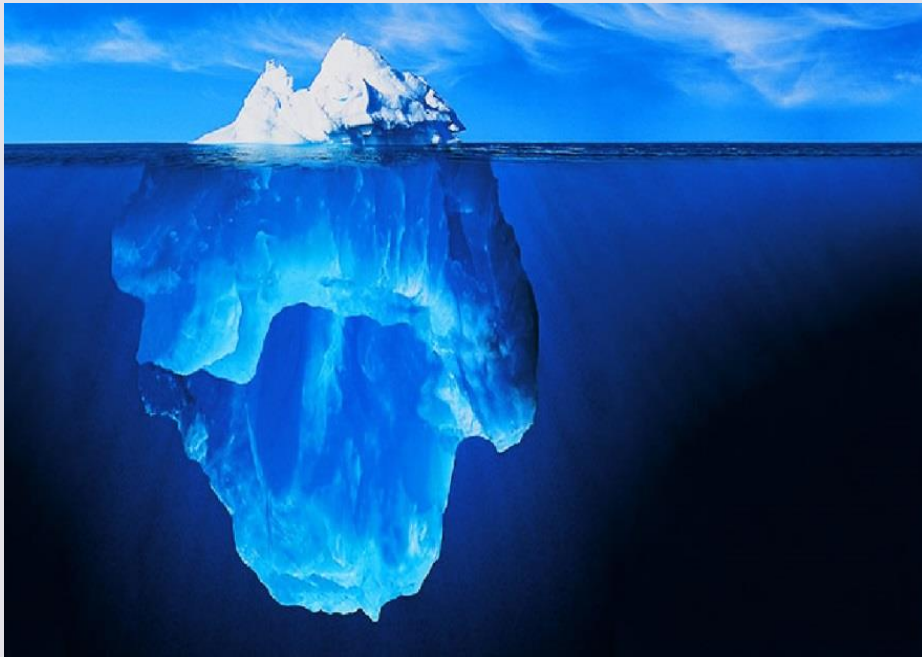
# Cognitive Dissonance:

Knowledge of Today

**Sometimes people hold a core belief that is very strong. When they are presented with evidence that works against that belief, the new evidence cannot be accepted. It would create a feeling that is extremely uncomfortable, called cognitive dissonance. And because it is so important to protect the core belief, they will rationalize, ignore and even deny anything that doesn't fit in with the core belief.**

Frantz Fanon

# What is Implicit Bias?



refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Biases can be favorable and unfavorable and are activated involuntarily, without our awareness or intentional control.





# COMMON MESSAGING

# 5 Things to Consider When Measuring Your Racial Equity Initiatives

## 1. Are you organizationally ready?

Measuring what matters when discussing racial equity involves:

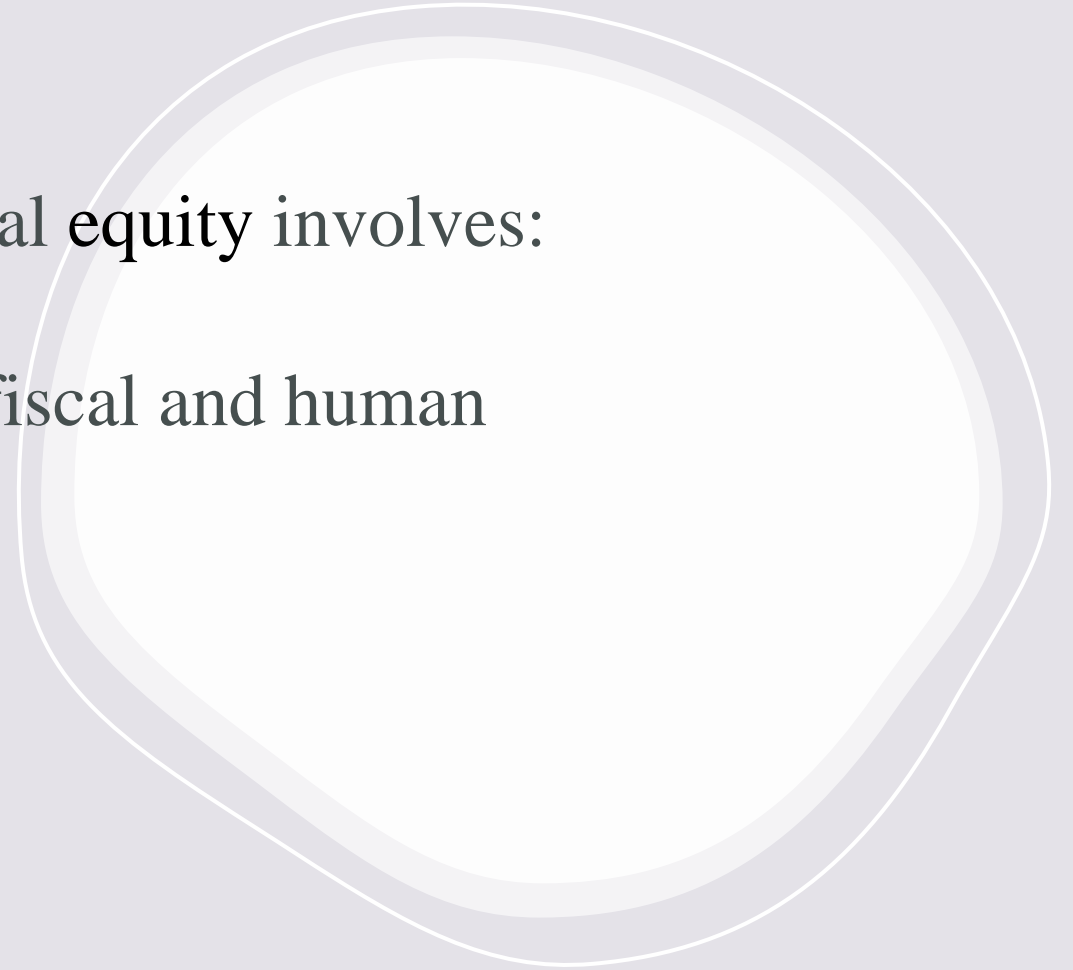
Determining if the dedicated resources, both fiscal and human capital are strategically sufficient for:

Programs

Policies

Practices

People



## 2. Are your efforts strategic?

The Racial **Equity** goals that focus on programs, policies and processes have been created collaboratively.

## 3. Is everyone All in?

If Racial **Equity** is essentially about organizational change. You are asking every person to create habits to act with intentionality, which can be a culture shift.

Is the Racial **Equity** work a priority for all departments across the district?

## 4. Is everyone starting from the same place?

Every leader in the district is coming to the conversation about Racial **Equity** from a place that has been shaped by their lived experiences and perspectives.

Creating a common vocabulary of concepts and expectations through scaled training and in-person learning experiences is one effective way to ensure that leaders are operating from a shared understanding.

Measuring not only the participation rate, but also the effectiveness of shifting knowledge, attitudes and behaviors through these learning experiences is key to determining progress toward common language, common messaging and common commitment.

## 5. Are your leaders modeling it?

Leaders' alignment of behaviors and procedures to organizational values is vital to any workplace initiative.

Are our current actions aligned with our aspirations?

**“The culture of any organization is shaped by the worst behavior leadership is willing to tolerate”**



# EXIT SLIP

## A MOMENT OF CLARITY

I learned that...

I realized that...

I was pleased that...

I was not aware of...



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