HOW CAN ADMINISTRATORS SUPPORT ALL SCHOOL PROFESSIONALS IN THEIR WORK WITH STUDENTS OF COLOR?

ENVISIONING EQUITY CONFERENCE
TOWSON UNIVERSITY
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SESSION SCHEDULE

• INTRODUCTIONS
• OBJECTIVES/SESSION OUTCOMES
• ICEBREAKER
• GUIDING DEFINITION
• CASE STUDY & RESPONSE
• PANEL DISCUSSION AND Q&A
• BEST PRACTICES
OBJECTIVES/SESSION OUTCOMES

• TO UNDERSTAND THE SIGNIFICANCE OF RACIAL EQUITY IN K-12 ENVIRONMENTS

• TO EXPLORE CONCEPTS THAT IMPACT OUR UNDERSTANDING OF RACIAL EQUITY

• TO PROBLEMATIZE SCENARIOS THAT ILLUSTRATE THE DIFFICULTY OF THIS WORK

• TO ASCERTAIN POSSIBLE TECHNIQUES FROM LOCAL SCHOOL ADMINISTRATORS

• TO DEVELOP A SET OF BEST PRACTICES TO BE UTILIZED IN SCHOOL SETTINGS
A CULTURAL SELF-ASSESSMENT:

• INDIVIDUALLY RESPOND TO THE SURVEY QUESTIONS

• SELECT 1-2 QUESTIONS THAT RESONATE WITH YOU TO SHARE WITH A COLLEAGUE AT YOUR TABLE

• BE SURE TO INTRODUCE YOURSELF! 😊
GUIDING DEFINITION

RACIAL EQUITY FRAMEWORK/LENS: AN APPROACH TO THE WORLD THAT INVOLVES MANY COMPONENTS, INCLUDING ANALYZING DATA AND INFORMATION ABOUT RACE AND ETHNICITY

• UNDERSTANDING DISPARITIES AND LEARNING WHY THEY EXIST;

• LOOKING AT PROBLEMS AND THEIR ROOT CAUSES FROM A STRUCTURAL STANDPOINT; AND,

• NAMING RACE EXPLICITLY WHEN TALKING ABOUT PROBLEMS AND SOLUTIONS RESULTING IN STRATEGIES THAT INCLUDE ELIMINATION OF POLICIES, PRACTICES, ATTITUDES AND CULTURAL MESSAGES THAT REINFORCE DIFFERENTIAL OUTCOMES BY RACE OR FAIL TO ELIMINATE THEM.

SOURCES: FULL RACIAL EQUITY TASK FORCE RECOMMENDATIONS ADOPTED BY THE SAINT PAUL FOUNDATION AND MINNESOTA COMMUNITY FOUNDATION BOARD, OCTOBER 2013; WWW.RACIALEQUITYTOOLS.ORG; RACE FORWARD; AND OTHER SOURCES
CASE STUDY: CAROL BROWN

SCENARIO:

- MS. BROWN IS A FIRST-GRADE PUBLIC SCHOOL TEACHER
- DIVERSE, HETEROGENEOUS CLASS (RACE AND SES, SPECIFICALLY)
- A CHILD’S PENCIL CASE HAS DISAPPEARED
- SOME STUDENTS ARE MAKING ACCUSATIONS THAT IT WAS, IN FACT, STOLEN
LET'S DISCUSS!

INDIVIDUAL THOUGHTS:
1. WHAT ARE MS. BROWN’S PROBLEMS AS YOU SEE THEM?
2. WHY DOES THIS INCIDENT SEEM SO IMPORTANT?

GROUP RESPONSE:
1. WHAT WORKED (OR NOT) IN MS. BROWN’S RESPONSE IN CLASS?
2. AS THE SCHOOL ADMINISTRATOR, WHAT MIGHT YOU SUGGEST MS. BROWN HAVE DONE?
3. WHAT DO YOU SUGGEST SHE DO NOW?
BEST PRACTICES

Baltimore Leadership School for Young Women (BLSYW)

- Culturally relevant and gender empowering texts at all grade levels and content areas (e.g., Girl Rising, The Immortal Life of Henrietta Lacks)
- Monthly “She Speaks” series with both middle and upper school students
- Daily school-wide leadership seminar (identifying leadership in all communities of color, through gender exploration and women’s empowerment)
- BLSYW 101 Training (with staff members from our sister network: The Young Women’s Leadership Network of NYC)
BEST PRACTICES

ARUNDEL ELEMENTARY/MIDDLE SCHOOL

• Planning interactive lessons aligned to the culturally relevant texts at the middle school level.

• Providing opportunities for students to perform their talents to reinforce literacy and writing through dancing, rap, & spoken word.

• Being strategic about teacher recruitment.

• Exploring the neighborhood to make observations to see how students live.

• Completing a needs assessment to plan for students based on needs and interests.

• Book study during staff meetings about equity (e.g., Excellence through Equity by Pedro Noguera).
BEST PRACTICES

GENERATED IN PART II OF SESSION:

• PLAN IN ADVANCE TO BE A RESOURCE FOR EQUITY AND ACCESS
• MUST MODEL PRACTICES FOR STAFF
• FIND MOMENTS TO ASSIST STAFF IN A SUPPORTIVE, RATHER THAN PUNITIVE MANNER