



Induction Equity Training Fall 2020



Exhibit 2

Goal


To create shared understanding around the following:

- complex issues facing marginalized students in our system
- our ethical responsibility to positively influence the trajectory of all of our students' lives.



Success Criteria


You will:

- analyze your identity and how it influences your beliefs, behaviors and experiences.
 - define unconscious bias, stereotypes and microaggressions
 - practice strategies for intervening and showing support for all students and staff
 - Share responses with group
- 



Land Acknowledgement

As we begin our training, we want to **acknowledge** and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware** and **Kickapoo Nations and Peoples**. In doing social justice work, it is important we **acknowledge** the dark history and violence against **Native and Indigenous People** across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized.



Context to Build Our Why

 Student Experience

 Priority Metrics

 Equity Advisory Council

 Media Reports

 Chief Diversity Officer

 Community Stakeholders

Focus Area 5 - Equity and Diversity

Goal 1



Create and sustain a learning environment that supports equity and diversity through the development of staff, expanding diverse workforce, enhancing academic supports and culturally relevant curriculum while promoting increased engagement and advocacy of underrepresented and


under-resourced students.

Strategies

- **5.1.1** Facilitate learning opportunities for staff and leaders that foster exploration of identity and self, and create applications to demonstrate cultural consciousness in their work.
- **5.1.2** Develop and deploy improved recruitment, collaboration and communication structures to enhance and diversify the workforce.
- **5.1.3** Review, improve and expand programming and services for under-resourced and underrepresented students.
- **5.1.4** Review and expand the curriculum to reflect student identities, lived experiences, cultural history and significant contributions.
- **5.1.5** Research, develop and deploy engagement and advocacy policy, practices, and programs that support students and staff, and foster greater community engagement.

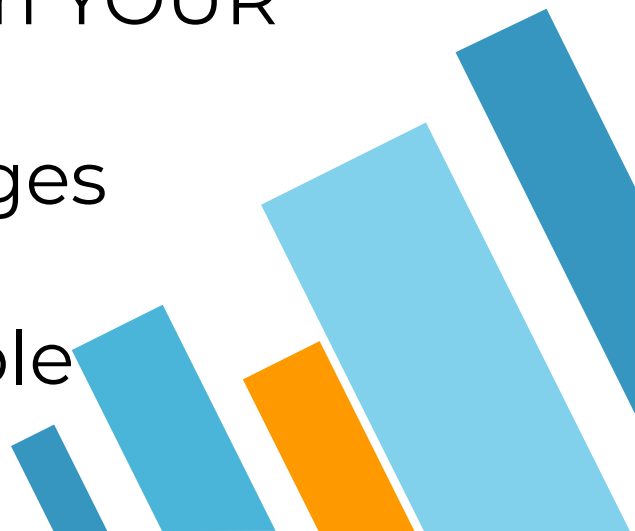
Underrepresented & Under-Resourced

As a way to focus on diverse student populations in SPS, the **Office of Equity and Diversity use the terms** “underrepresented and under-resourced students” **which are defined as, but not limited to**

- **Students of Color in terms of domestic and international racial and ethnic identities**
 - **Students with Disabilities (physical, cognitive and developmental)**
 - **English Language Learners**
 - **LGBTQ+ Students**
 - **Students who receive FREE and REDUCED Lunch**
 - **Students who receive McKinney-Vento Services**
 - **Students from diverse religious groups and practices**
- 



Guiding Principles

- Stay Engaged
 - Lean into your discomfort
 - Speak YOUR Truth and from YOUR Lived Experiences
 - Acknowledge YOUR privileges
 - Seek To Understand
 - Hold YOURSELF Accountable
- 



<https://vimeo.com/272659987>

Reflections


What were your impressions of the video?

Thinking about schools as public spaces, what will you do to make underrepresented and under-resourced students in your schools feel welcome?

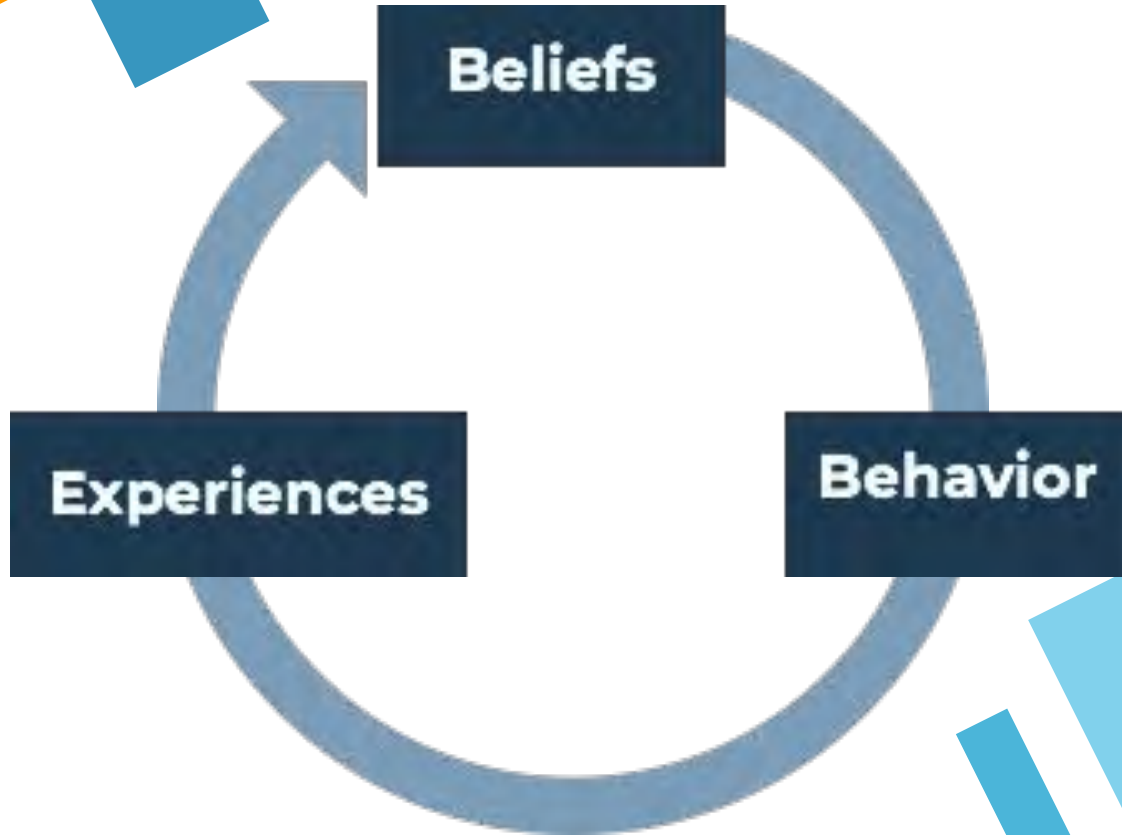


Our Why

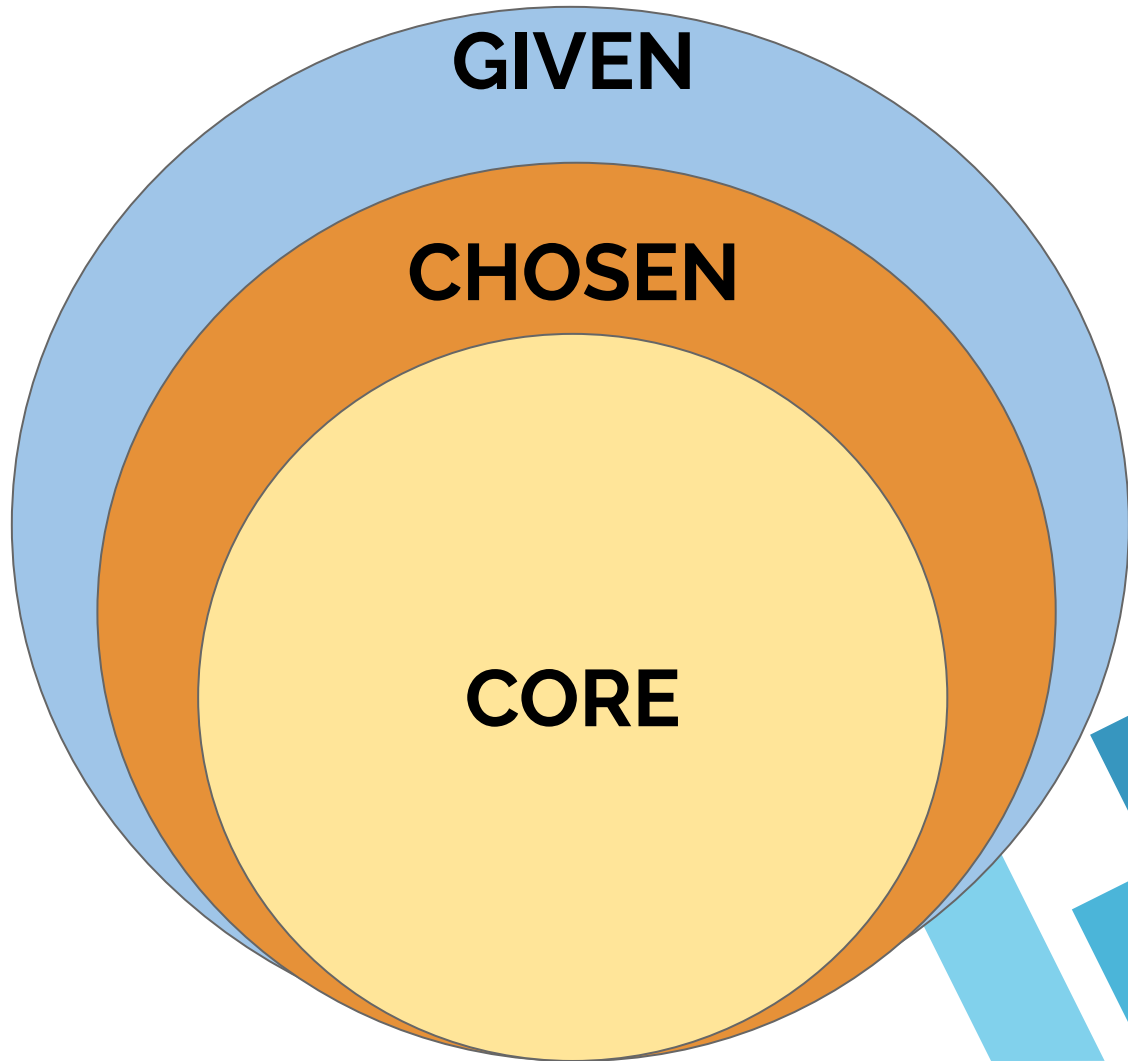
Educational equity means that **EVERY** student has **access to the resources** and **educational rigor** they need at the right moment in their education, despite race, gender, sexual orientation, ethnicity, language, disability, family background, or family income.



Belief Cycle



Identity Map





Think about how it felt to create your
identity map.

Share any thoughts, feelings or insights this
activity helped you uncover.



Implicit Bias

Implicit **bias** refers to the attitudes and stereotypes, positive or negative, that unconsciously influence people's perceptions, actions and decisions.

Stereotypes

a *standardized* mental picture that is held in common by members of a group and that represents an *oversimplified* opinion, *prejudiced* attitude or uncritical judgement

Marginalization

“Marginalization is both a *condition* and a *process* that prevents individuals and groups from *full participation* in social, economic, and political life enjoyed by the wider society.”

A product of the partnership between four development professionals at the Elliott School of International Affairs & the World Fair Trade Organization-Asia



WHICH SEEMS LIKE A HUGE OVERREACTION

Micro-*aggression*

everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether *intentional* or *unintentional*, which communicate hostile, derogatory, or negative messages to target persons based solely upon their *marginalized* group membership.

-- Derald Wing Sue, Ph.D.

Have you seen or experienced
microaggressions yourself?

How did you handle the
situation?







Shoulder Partners


» Share new learning from the video about being a better person.

» One way you plan to immediately apply this learning.




IMPACT > INTENT





Share some examples of
impact and intent being
misaligned in our community
or at your site.



If You
See Injustice

Speak Up!

Silence Speaks Volumes

- Silence gives the impression that what was said or done is acceptable; which makes you complicit of the act.
- Remember it's our responsibility as educators to make school spaces safe for all students mentally, physically, and emotionally.

Be Prepared To Respond

- Take a deep breath and collect your thoughts.
- Be respectful and direct.
- Know you're doing the right thing for the right reasons.
- Shame is not your objective.

Interrupt

- That offends me.
- I don't find that funny.
- I'm surprised to hear you say that.
- Ouch!

Example of Interrupt

Imagine your supervisor gives your team a new directive. Your friend responds with, *“That’s so retarded!”*

Question

- What do you mean by that?
- Tell me more.
- What point are you trying to make by saying that?

Example of Question

Imagine your school gets an influx of ELL students. A colleague says, *“These people should learn English if they’re going to live here.”*

Educate

- Using that word doesn't help others feel safe here.
- Do you know the history of that word/comment?
- That's a misconception some people have about_____.

Example of Educate

Imagine a same-sex couple is registering their student at your school. You hear a colleague say, *“I wonder which one is the man and which one is the woman?”*

Echo

- Thank you for speaking up.
- I agree that kind of talk has no place here.

Scenario 1

You overhear a student on the bus say, “The President is going to send all of your people back to Mexico!”

How would you respond?

Scenario 2

You overhear a student telling another, *“I can’t believe you did that! You’re so gay!”*

How would you respond?

Scenario 3

Two students get into an argument and one student calls the other the N-word.

How would you respond?

Solo Process



Apologizing Appropriately

- Accept the Feedback
- Acknowledge Intent and Impact
- Apologize Sincerely
- Ask Questions for Clarification
- Adjust/Change
- Move Forward



Unpacking Apologies

Thanks for telling me. I'm sorry.

(Accept Feedback, Apologize sincerely)





Solo Write

I used to think_____.

Now I know_____.

One commitment you'll make to
apply your learning from today.





Wait I still have questions!

Please contact

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