

# *How does equity show up in our schools and classrooms?*

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# North Clackamas Demographics

- ◆ Located just south of Portland, Oregon
- ◆ North Clackamas Schools includes 17,300 students (41 percent economically disadvantaged, 37 percent students of color, 17 percent students with disabilities, 21 percent ever English language learners, 70 languages spoken)
- ◆ Seventh largest school district in the state with 33 schools (including traditional, charter, magnet, bi-lingual, and the state's largest professional technical center)
- ◆ 1,800 full-time employees - 900 certified staff, 800 classified, 82 administrative

# Achievements

- ◆ Student achievement results consistently above the state average
- ◆ Highest attendance rates of the 15 largest districts in Oregon three years in a row
- ◆ Almost 90 percent of freshmen are on-track to graduate
- ◆ Graduation rate has increased by nearly 20 percent in the past five years - closing the graduation gap for students of color
- ◆ Largest Professional-Technical Center in the state available to all high school students – sixteen, four-year programs (92% graduation rate)
- ◆ Passed a nearly \$500 million capital construction bond in 2016 and the district's first local option levy in 2018

# *How does equity show up in our schools and classrooms?*

Instructional Practices ↔ Equity ↔ Leadership



*Bringing equity into our schools  
and classrooms requires each of us  
to look at our own racial identity*







*“We want to hear and learn about the Black experience from Black writers, not from a white person writing about the Black experience.”*





*“It’s hard going to a school where people don’t look like you. It’s uncomfortable for everyone.”*



*“I just keep my head down  
so I can graduate.”*

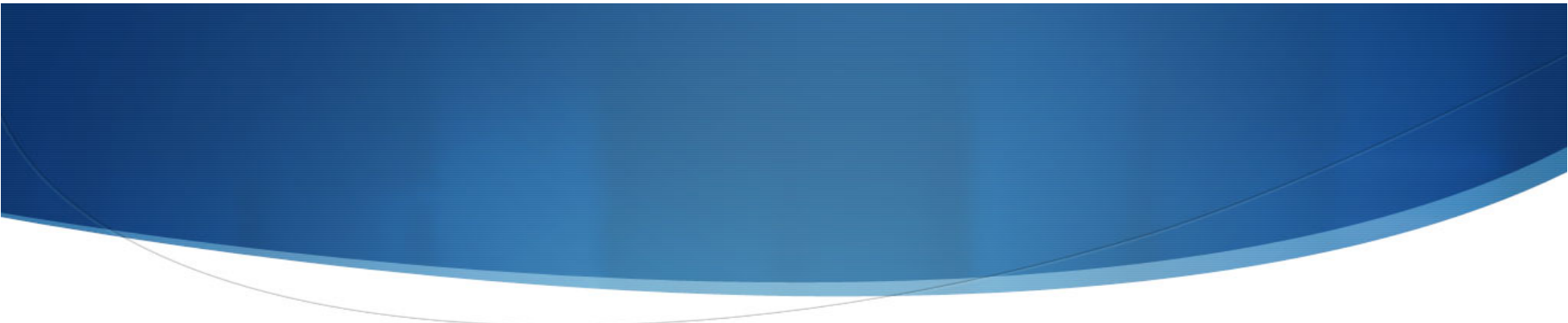


Where are we today?



Our schools need to be  
safe places for our students  
and so do our communities





*A student's gender, their skin color, their home language, their parents' income level continues to be a predictor of who graduates and who does not graduate from our school systems.*

# Development of the Human Being

For each student -

- ◆ Ensuring the opportunity for social uplift
- ◆ Giving them a voice in this world
- ◆ Being empowered to claim their humanity

# Protect Each Other

- ◆ We commit to interrupting when we hear or see offensive words and acts.
- ◆ We must commit to creating schools that are protected from discrimination.
- ◆ We must commit to communicate, daily, to each student and every staff member that we will protect, advocate for, and value them equally no matter their race, gender, gender identity, religion, sexual orientation, disability, language, or ethnicity.



Our job as educators is to improve our ability to notice, acknowledge, and replicate the use of culturally relevant instructional practices.



# Culturally Relevant Practices

## Barrier:

## Mitigate Barrier:

- |                          |                                    |
|--------------------------|------------------------------------|
| ◆ Micro-aggressions..... | Interrupt                          |
| ◆ Stereotype Threat..... | Growth Mindset                     |
| ◆ Implicit Bias.....     | Reflection                         |
| ◆ Low Expectations.....  | High Expectations/Warm<br>Demander |

# Culturally Relevant Pedagogy

Grounded and guided by three pillars:

- academic achievement
- cultural competence
- Socio-political consciousness.

# Pillar #1: Academic Achievement

**Academic Achievement** - leads to demonstrable growth in required subjects, and teachers focus on academic mastery.

Characteristics:

- ◆ High expectations for academic success
- ◆ Modeling, scaffolding, and clarification of a challenging curriculum
- ◆ Using students' strengths as instructional starting points
- ◆ Personally investing and taking responsibility
- ◆ Creating and nurturing cooperative environments

# Pillar #2: Cultural Competence

**Cultural competence** - is a firm grounding in one's culture of learning while acquiring fluency in at least one more culture.

Characteristics:

- 💧 Cultural competence
- 💧 Engage the prescribed curriculum and reshape the prescribed curriculum
- 💧 Home to school connections
- 💧 Student identify

# Pillar #3: Socio-political Consciousness

**Socio-political consciousness** - ability to use school knowledge to solve relevant social, cultural, civic, environmental and political problems - or, the ability to answer “Why do we have to learn this?”

## Characteristics:

- ◆ Critical consciousness
- ◆ Critical literacy
- ◆ Engage students and staff in social justice exploration
- ◆ Unveiling the power dynamics in society and in the school district
- ◆ Sharing power in the classroom, in schools, and in the school district

# Above and Below Ground Development



“Schooling is the process by which you institutionalize people to accept their place in a society... Education is the process through which you teach them to transform it.”

Dr. Jeff Duncan-Andrade







# Equality...Equity...Liberation

*We all want to live our lives with dignity, in safety, and surrounded by those we love. We want to have purpose and the freedom to advance dreams--for ourselves and for our community's children.*

# Courageous Leadership



*It is not the critic who counts; not the one who points out how the strong one stumbles, or where the doer of deeds could have done them better. The credit belongs to the one who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again...who at the best knows in the end the triumph of high achievement, and who at the worst, if failing, at least fails while daring greatly.*

*Theodore Roosevelt*

# Barriers to Courageous Leadership

- ◆ We avoid tough conversations, including giving honest, productive feedback.
- ◆ Rather than spending a reasonable amount of time proactively acknowledging and addressing the fears and feelings that show up during change and upheaval, we spend an unreasonable amount of time managing problematic behaviors.
- ◆ Not enough people are taking smart risks or creating and sharing bold ideas to address the systemic barriers that permeate our majority dominant educational system. Without bold action we maintain the status quo.

# Barriers to Courageous Leadership

- ◆ We get stuck and defined by setbacks, disappointments, and failures.
- ◆ People are opting out of vital conversations about diversity and inclusivity because they fear looking wrong, saying something wrong, or being wrong.
- ◆ Rewarding exhaustion as a status symbol and attaching productivity to self-worth.
- ◆ Perfectionism and fear are keeping people from learning and growing.



Is my classroom or school  
a better place because I  
lead it?

How do I know?





# We must identify and change our practices and beliefs so that each child knows they are expected to succeed.

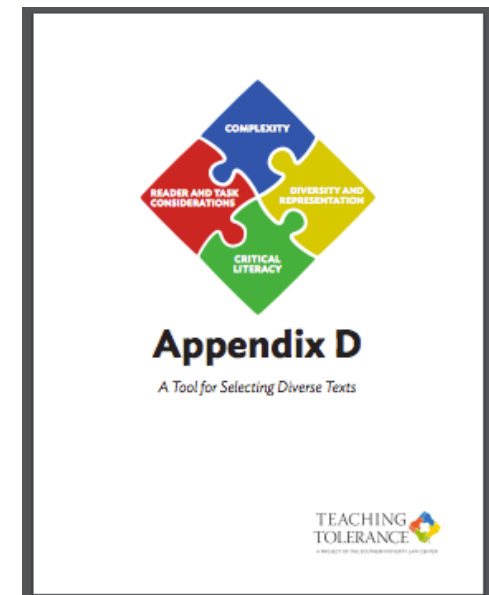
- Publically take a stand on what you believe and share that stance with your community
- District committees must reflect the demographics of your community
- District staff must reflect the demographics of your community

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- District staff must reflect the demographics of you community
- District curriculum must include a diversity of perspectives



# We must learn who our students are and focus on where they want to go.

- ◆ Students can get there through the development of their intellect and their critical capacity to think.
- ◆ Develop relationships with our students and recognize the racial, cultural, and economic differences and the interplay with the growth mindset.
- ◆ We must talk about race and the building of a student's racial identity.

Creating  
inclusive learning  
environments for  
each student  
takes strong  
leadership.



Code: **IKAAA/GCCB/GDCB**  
Adopted: 4/23/15

### **District Equity Policy**

As each student enters a North Clackamas school, dreams are nurtured, history and cultural heritage are celebrated, love of learning is fostered, educational, physical, emotional and social needs are supported.

The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies or religion.

The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices and resource allocations. All students will have access and opportunity to a high-quality education.

The North Clackamas School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;
2. Maximizing the academic achievement of every child requires allocating resources equitably, not necessarily equally;
3. Everyone in the district will act to eliminate disparities to prepare all students for college and career and;
4. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals.

To realize our beliefs the North Clackamas School District will:

1. Systematically use districtwide and individual school level data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background and mobility to inform district decision-making;
2. Provide students with equitable access to high quality curriculum, programs, teachers and administrators, extracurricular activities and support services, even when this means differentiating resource allocation;
3. Affirm the identity of each student, acknowledge and celebrate differences to create a sense of belonging for each student;

# Our Vision for Each Student

Dreams are Nurtured

Sense of Belonging

Access and Opportunity

History and Culture Celebrated

Inclusive

Love of Learning

Success of Each Student

Barrier-free Environment

High Quality Education

High Expectations

Eliminate Disparities

Affirm Each Person's Identity

# Move from Hero to Host Leadership





# Hero to Host

“For too long, too many of us have been entranced by heroes. Perhaps it’s our desire to be saved, to not have to do the hard work, or our preference for someone else to figure things out. Our yearning for heroes isn’t helped by the constant barrage of politicians presenting themselves as the ones who will fix everything and make our problems go away if we simply follow them. It’s a seductive notion, an enticing promise, and it’s completely unrealistic.”



# Why do we continue to hope for heroes?

- We assume leaders have the answers.
- We assume people do what they're told.
- We assume high risks requires high control.



# Host Leader Questions

- ◆ Who's in this organization or community?
- ◆ What do people care about?
- ◆ What skills and capacities might they offer if they were invited into the work as full contributors?
- ◆ What do they know and what insights do they have that might lead to a solution to this problem?



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We have an  
ethical and  
moral  
obligation to  
take action.

# Interim Strategy

“But, you know... that’s the way we’ve always done it.”

# Equity Lens

- ◆ Does this decision align with the District mission/vision?
- ◆ Whom does this decision affect both positively and negatively?
- ◆ Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- ◆ Are those being affected by the decision included in the process?
- ◆ What other possibilities were explored?
- ◆ Is the decision/outcome sustainable?



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Supporting equity means taking  
responsibility for what matters to  
you.

*A student's gender, skin color, home language, and family's income level are no longer predictors of who does and does not graduate from our schools.*



# Inclusive Message

**KNOW THIS:**  
YOU ARE **IMPORTANT.**  
WE **CARE** ABOUT YOU.  
WE ARE **WITH** YOU.  
**EVERY. SINGLE.**  
**ONE. OF. YOU.**

# Thank You.

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