

Reflecting on the article: *Addressing Educational Equity*

Using the Key Talking Points:

UNDERLINE phrases with which you **AGREE**

 phrases with which you **DISAGREE**

? phrases with where you have questions / wonderings

Key Points: **“ADDRESSING EDUCATIONAL EQUITY”**

Dimensions of equity must be understood in order to be implemented.

1. All about fairness. Nothing more unfair than treating people who are diverse in needs, talents, life experiences and historical legacies, all exactly the same. (p1:1)
2. To achieve belief in equality with respect for all, there must first be equity. (p1:1)
3. All of us working toward educational equity must find ways to actively address the predictability of who will be successful based on any identity factors and historical barriers or sources of privilege. (p1:2)
4. Identifying and dismantling the dominant culture practices that serve to maintain the status quo and reproduce practices that negatively impact vulnerable and marginalized students. (p1:2)
5. Equity work needs to focus on assets not deficits. (p,1:2)
6. Reactive equity reform efforts are ineffective because they look at symptoms not the root causes and make little change to beliefs and behaviors. (p1:3)
7. Propensity to try to “fix” students leads to perpetuation of the dominant culture and assimilation. (p.1:3)
8. Equity needs to be proactive and pervasive. (p2:1)
9. Equity is a belief and a stance. Before we ask “What should I do? Ask “Who am I?” “How sill I be in every interaction I have?” (p.2:2)
10. Equity leaders look at ourselves in the mirror to surface conscious and unconscious biases. Holding self-compassion and grace of our intentional and unintentional actions that have harmful impact. (p2:2)
11. Address the needs of the whole-person- not just cognitive development but also social, emotional and cultural connectiveness. (p.2:3)
12. Lens of multiculturalism: focus on respecting and celebrating diversity, communicating and interacting across differences and exposing all students to diverse curriculum and multiple perspectives. (p.2:3)
13. Lens of social justice: empowering students and staff to interrupt and address patterns of inequities. (p.2:3)
14. Employing culturally responsive teaching: focus on facilitating multiple pathways to learning and methods to demonstrate learning – focusing both on affective and cognitive learning through relevant and rigorous curriculum and instruction -- building resilience and positive mindsets by pushing back on dominant narratives about historically and currently marginalized people – helping members of the dominant culture see the significance and positive impact of diversity and inclusion. (2:3 continuing onto page 3)
15. Multicultural, social justice and cultural responsiveness essential for dominant-culture students as well. (p.3: continuing from page 2)
16. Address the uncomfortable, unequal, ineffective, prejudicial conditions and relationship that not only harm individuals, but society. (p.3: continuing from page 2)



17. Racism, sexism, classism, ableism, heterosexism, religious intolerance, etc., are, by their very nature, the products of design and therefore with courage and conviction they need not longer function in our schools and communities. We can redesign how we treat one another. (p.3: continuing from page 2)
18. To many leaders, the challenge of taking on and undoing inequities in schools seems daunting and too complex.....when we embrace the concepts of diversity, inclusion and equity as lens through which we view all decisions and situations we are better prepared to look at a variety of ways that inequities play out. (p. 3:1)
19. A focus on equity does not come with a position or title. It is a way of being that demonstrates care and concern for making a difference by challenging the status quo. (p. 3:1)
20. Data Approach can stall meaningful action because it usually involves either admiring gains and loathing lack of achievement without significant understanding of causes or effective systemic changes. (p.3:1)
21. Too often addressing equity has either used a Hammer Approach that shames and blames thereby closing people off. OR “Kumbaya Approach” just celebrating and accepting everyone where they are. (p.3:1)
22. There is a real danger in the culture of low expectations. (p. 3:1)
23. OCEE believes that through active love, educators must look deeply at beliefs, behaviors, practices, policies, structures, systems and culture and how they impact themselves and others; understanding who benefits and who is harmed. (p. 3:2)
24. bell hooks” “To begin by always thinking of love as an action rather than a feeling is one way in which anyone using the word in this manner automatically assumes accountability and responsibility.” (p.3:2)
25. Responsibility is the ability to respond and being accountable for one’s choice to either act or not take action. (p. 3:2 continuing onto page 4)
26. Active love prompts educators to look at the contributing factors and intentional and unintentional consequences of a variety of different types of gaps and inequities; (p. 4 continued from p. 3)
 - a. Gaps represent the impact of conscious and unconscious inequitable policies and practices that create barriers and disparities in how systems treat and support different people.
 - b. There are also forms of inequity that stem from broader beliefs and behaviors that represent underlying norms and assumptions that play out in schools and communities
 - c. To bring about meaningful change, it is essential to investigate and address educational equity through understanding of multiple, interconnected gaps and inequities.
 - d. By understanding the nature of the various gaps and exploring different sources of inequities, educators can have significant impact within their spheres of influence.
27. When equity is internalized as a key non-negotiable aspect of every action and decision within each of our realms, we can have impact directly on the students we serve and bring the needed, essential change to the systems in which we work. (p.7 final paragraph)



Equity Decision-Making Tool: (p.8)

The Eugene 4J School District's Equity Committee has provided us with a Decision-Making Tool that will help guide us to stop and ask questions at all levels of our work to address equity to bring about necessary change.

In every decision we make, it is important for us to consider equity and the impact on all students and families, especially those in underserved demographic groups and protected classes. Some key questions to ask about any proposed change:

STAKEHOLDERS: Who are the different groups of people _____ would affect? How have they been meaningfully engaged? Who has been missed?

PURPOSE: What are we trying to achieve with _____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?

INEQUITIES: Would _____ affect different groups differently? If so, in what ways? If we don't know, how could we find out?

NEGATIVE EFFECTS: How could _____ be bad for different groups? What could we do to prevent or reduce negative effects and unintended consequences?

POSITIVE EFFECTS: How would _____ be good for different groups? What could we change or add to increase positive effects on equity and inclusion?

ROOT CAUSES: Why would _____ affect some groups unequally? What could _____ do to address these root causes?

SUSTAINABILITY: Is _____ realistic and adequately funded? Does it have what it needs to be successful?

