From an Equity Stance to a Framework & Lens

Facilitated By

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Workshop Objectives

The workshop will cover:

- The concept of *social* or specifically, *educational* equity as well as how it has been operationalized at your individual campus.
- The importance of a theory of action and aligning initiatives to address the epicenter vs. episodes of inequity.
- Tools for creating equity frameworks and lens tools, which can inform a campus-centered equity rubric, etc.
- The application of equity lens questions to the review of documents e.g., a syllabus.

Agenda

- ❖ Welcome & Overview
- ❖ Getting To Equity: Your Personal Stance
- ❖ Overview of Equity Frameworks
    - ➢ Developing a Framework
- ❖ Overview Equity Lens Tools
    - ➢ Developing An Equity Lens
- ❖ Learning Harvest
- ❖ Closing Reflections & Appreciations

Learning Community Agreements

1. Show up, or choose to be present.

2. Pay attention to what has heart and meaning.

3. Tell the truth without blame or judgment.

4. Be open to outcome, not attached to outcome.

WHAT'S IN A NAME?

Veronica Aileen

Keiffer … Kieffer

Name Stories

Instructions: With a small group, please share the story of your name. There are questions below that you may select from or reflect on to help guide your conversations.

1. What is the story of your first, middle, or last name?

2. Who gave you your name? Why?

3. What is the ethnic origin of your name?

4. What are your nicknames, if any?

5. What do you prefer to be called?

Equity Warm-Up

With a partner, please share your elevator speech on equity.
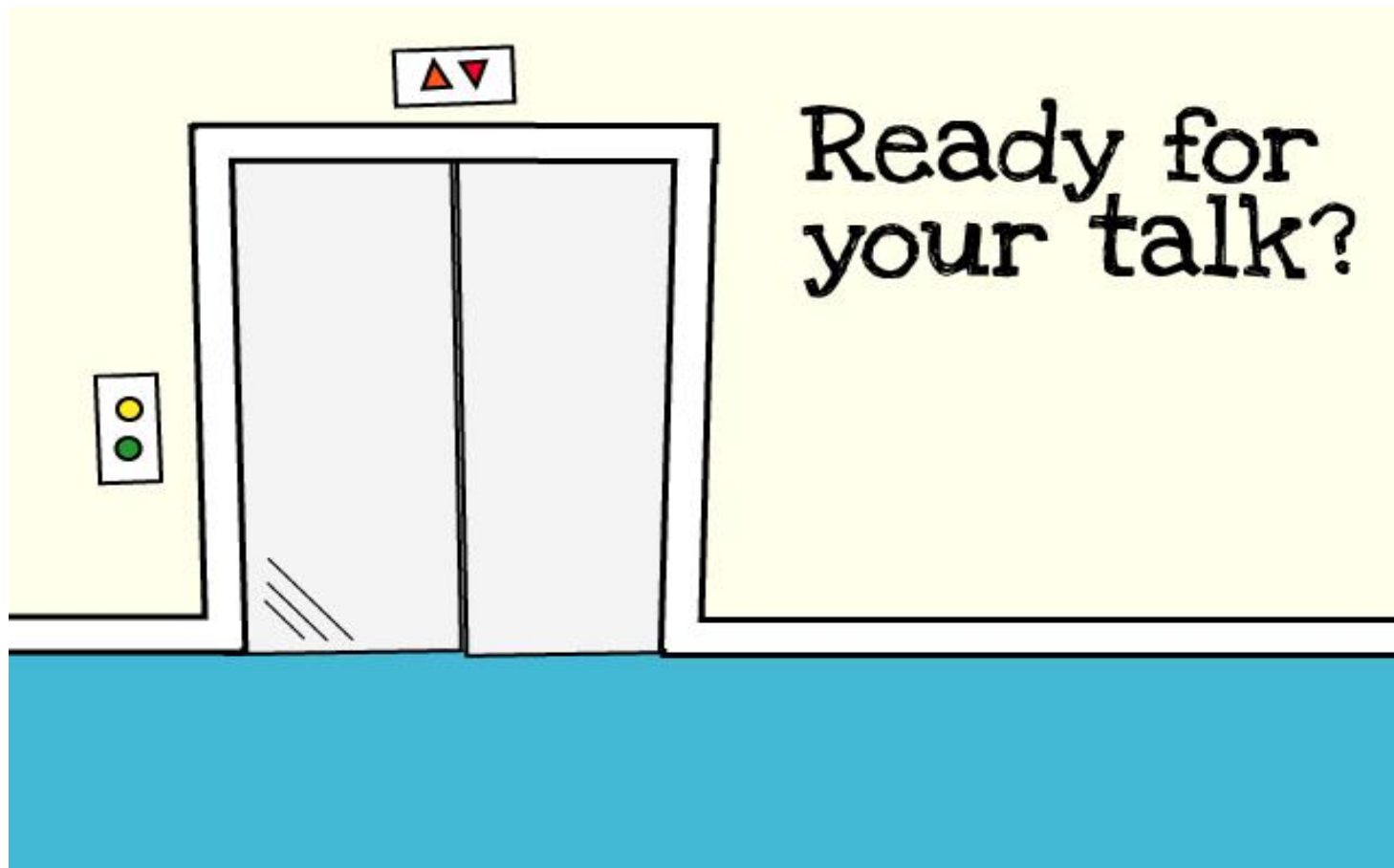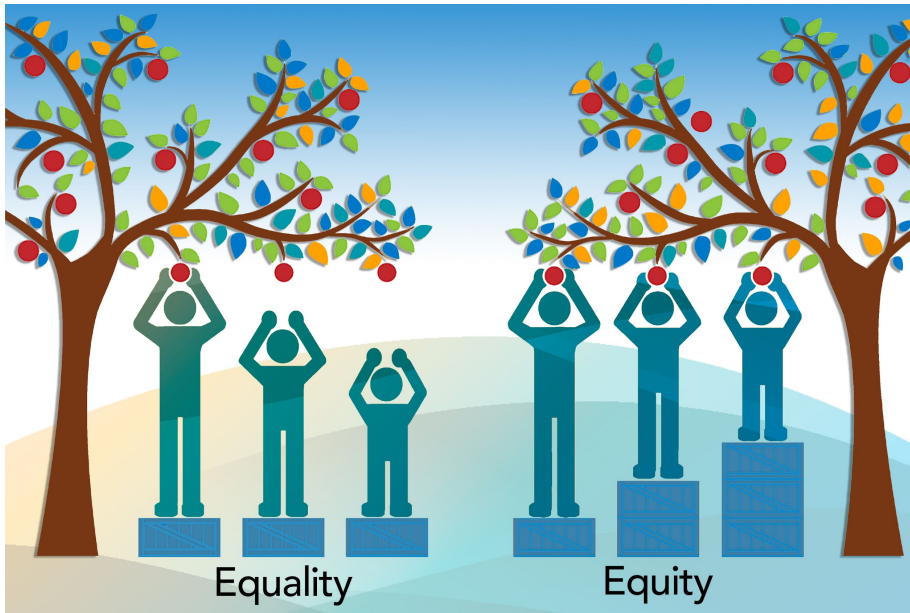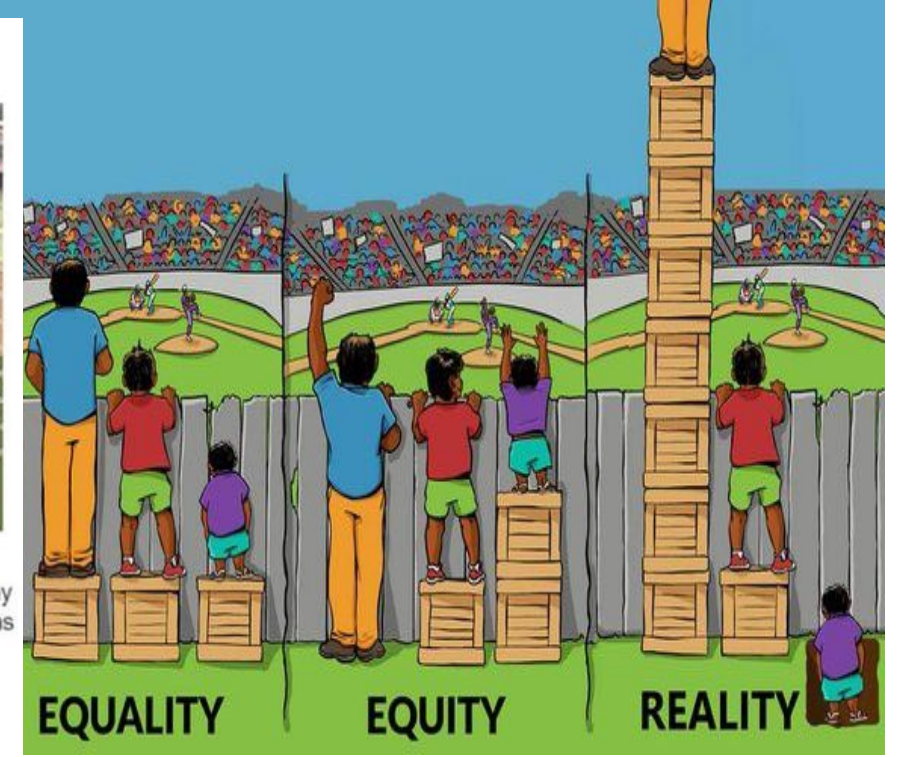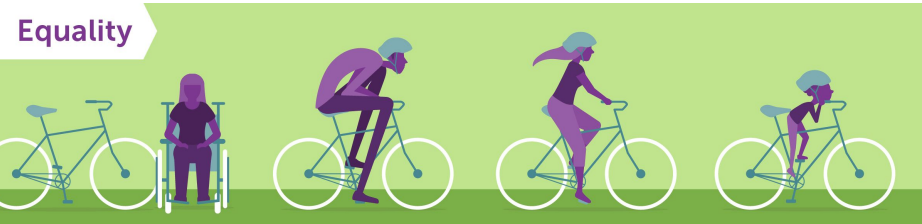
Equality

Equity

Equality

Equity

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

EQUALITY

EQUITY

REALITY

A Quick Review of Equity

Equity is defined as "the state, quality or ideal of being just, impartial and fair."[1]
The concept of equity is synonymous with fairness and justice.
It is helpful to think of equity as not simply a desired state of affairs or a lofty value. ***To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.***
- The Annie Casey Foundation

EQUITY

Seeking equity does not mean taking a slice of someone's pie; this breeds resentment that aligns with zero-sum thinking.

Equity means giving everyone access to essential ingredients and skills to bake their own pie.

@Mindset2Equity

Equity Stance Activity

Developed by John Newlin, Southern Maine Partnership, University of Southern Maine

Overview: You will engage in an activity to examine some of the tough questions that arise when educators act to address equity in student learning but that are often obscured by vague language about equity.

Essential Question for the Equity Stances Activity:

What do you believe schools should do regarding equity in student learning? (This is not asking what you believe about goals; this is asking what you believe about actions.)

Stance A: Equity as Initial Equal Opportunity
— Schools should guarantee each student will receive the same initial educational opportunity, and that each student's response to this initial opportunity will be used to determine the kind of academic program they/he/she receives going forward.

Stance B: Equity as Ongoing Equal Opportunity
— Schools should guarantee that each student will have easy access to all academic programs every year, regardless of past performance levels or other factors.

Equity Stance Activity, Continued

Stance C: Equity as Personalized Opportunity

— Schools should guarantee each student will receive an academic program that is well-designed to meet the student's unique needs.

Stance D: Equity as Equalization of Opportunity

— Schools should guarantee that each student will receive an academic program that is well-designed to enable them/him/her to demonstrate performance that meets or exceeds a common high level within a reasonable length of time.

Stance E: Equity as Equal Results

— Schools should guarantee that each student will demonstrate performance that meets or exceeds a common high level.

How would you describe your campus and personal equity stance?

5 MINUTE STRETCH

From Chaos to Equity-Centered Community

Equity

- Value
- Trust
- Fairness
- Trust

Pseudocommunity

Chaos

Emptying

True Community

Equity

- Value
- Trust
- Fairness
- Trust
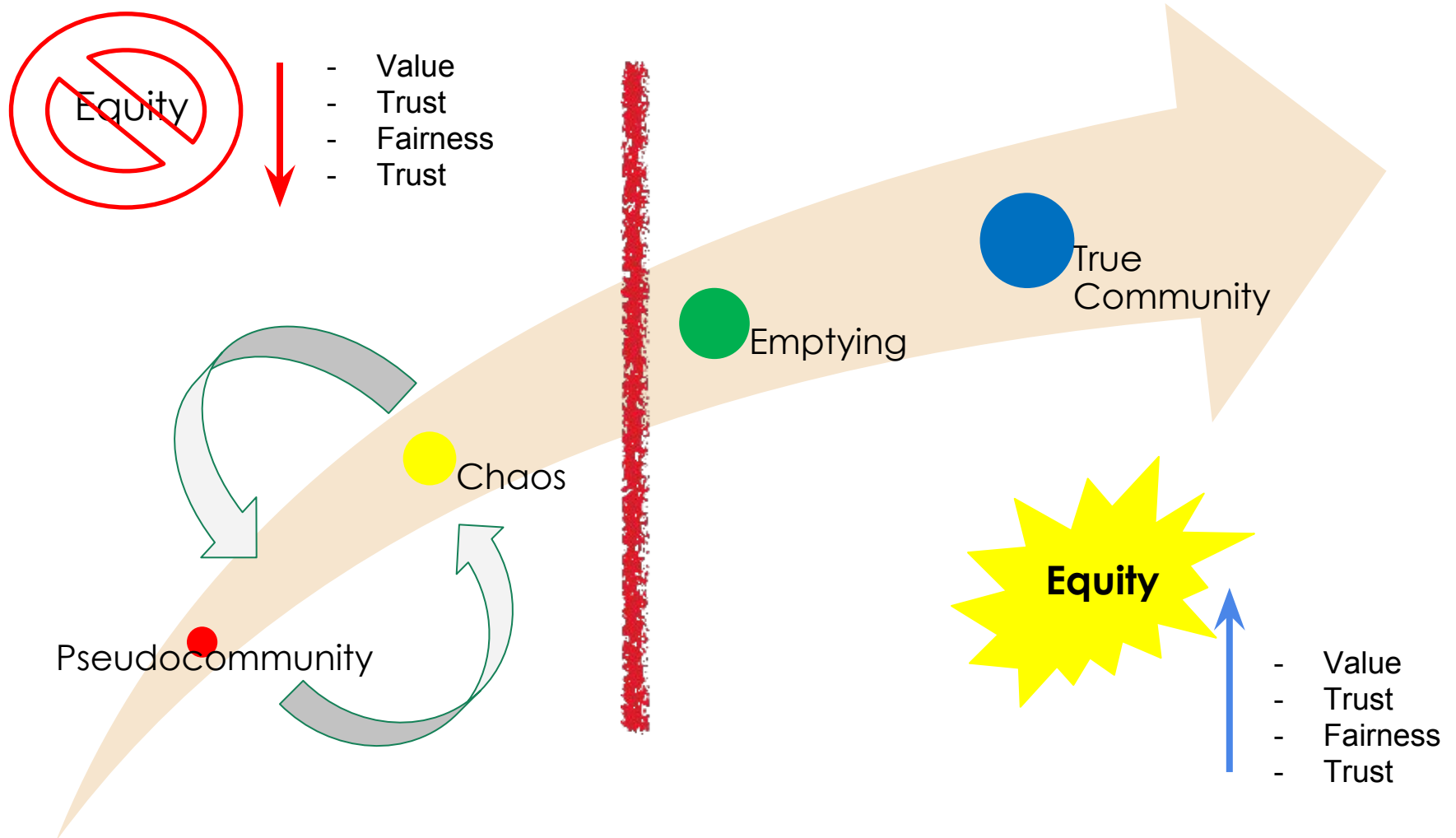
Adapted from Peck's Community Process; A Different Drum (1987)

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Conflict Transformation
By Dr. Sarumi (2015)

Conflict Transformation

☐ Conflict transformation, therefore, is the process whereby conflict is both resolved and used to build the capacity of groups to develop alliances that value equitable relationships, promote harmony, and effect systems change.

"We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time. Life often leaves us standing bare, naked and dejected with a lost opportunity . . . This may well be mankind's last chance to choose between chaos or community." - Rev. Dr. Martin Luther King, Jr.
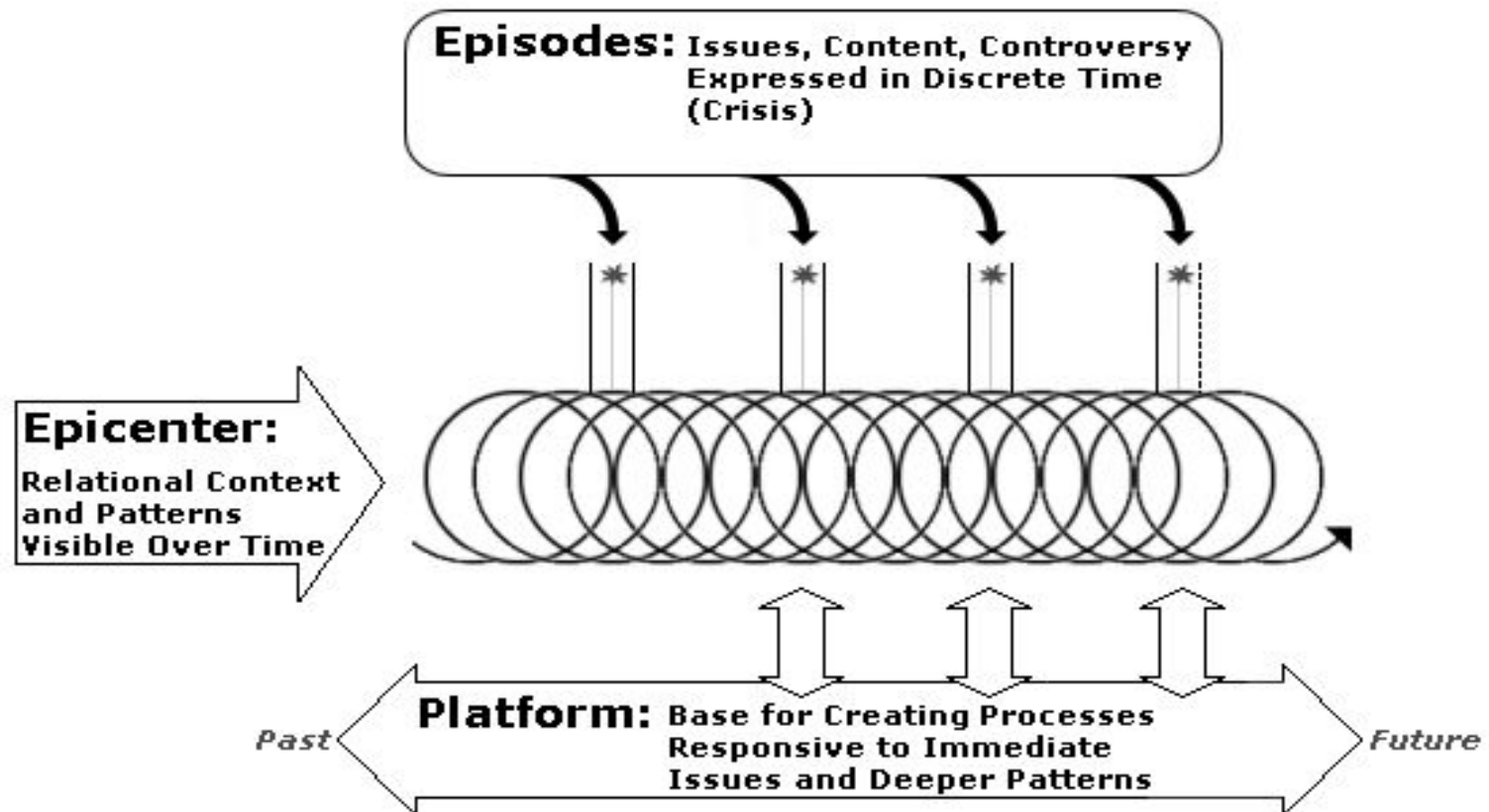
Resolution and Transformation: A Brief Comparison of

OPPORTUNITY GAP AS SOCIAL CONFLICT	Resolution Perspective	Transformation Perspective (Let's keep asking different questions…)
The key question	How do we end something not desired?	How to end something destructive and build something desired?
The focus	It is content-centered.	It is relationship-centered.
The purpose	To achieve an agreement and solution to the presenting problem creating the crisis.	To promote constructive change processes, inclusive of -- but not limited to -- immediate solutions.
The development of the process	It is embedded and built around the immediacy of the relationship where the presenting problems appear.	It is concerned with responding to symptoms **and** engaging the systems within which relationships are embedded.
Time frame	The horizon is short-term.	The horizon is mid- to long-range.
View of conflict	It envisions the need to de-escalate conflict processes.	It envisions conflict as a dynamic of ebb (conflict de-escalation to pursue constructive change) and flow (conflict escalation to pursue constructive change).

Are We Addressing Episodes or the Epicenter of Inequity?

Transformational Platform

Episodes: Issues, Content, Controversy Expressed in Discrete Time (Crisis)

Epicenter: Relational Context and Patterns Visible Over Time

Platform: Base for Creating Processes Responsive to Immediate Issues and Deeper Patterns

Past

Future

By John Paul Lederach Source: https://www.beyondintractability.org/contributors/john-paul-lederach

Are We Addressing Episodes or the Epicenter of Inequity?

Transformational Platform

Opportunity Gap as "Crisis"
Focus on Access, Retention, Completion, etc. -- Solution is often task-oriented

Episodes: Issues, Content, Controversy Expressed in Discrete Time (Crisis)

Historically-Embedded Institutional Bias
-- Solution is often Relationship-oriented

Epicenter: Relational Context and Patterns Visible Over Time

A Process Structure:
Equity Literacy provides Adaptability and Structure

Past

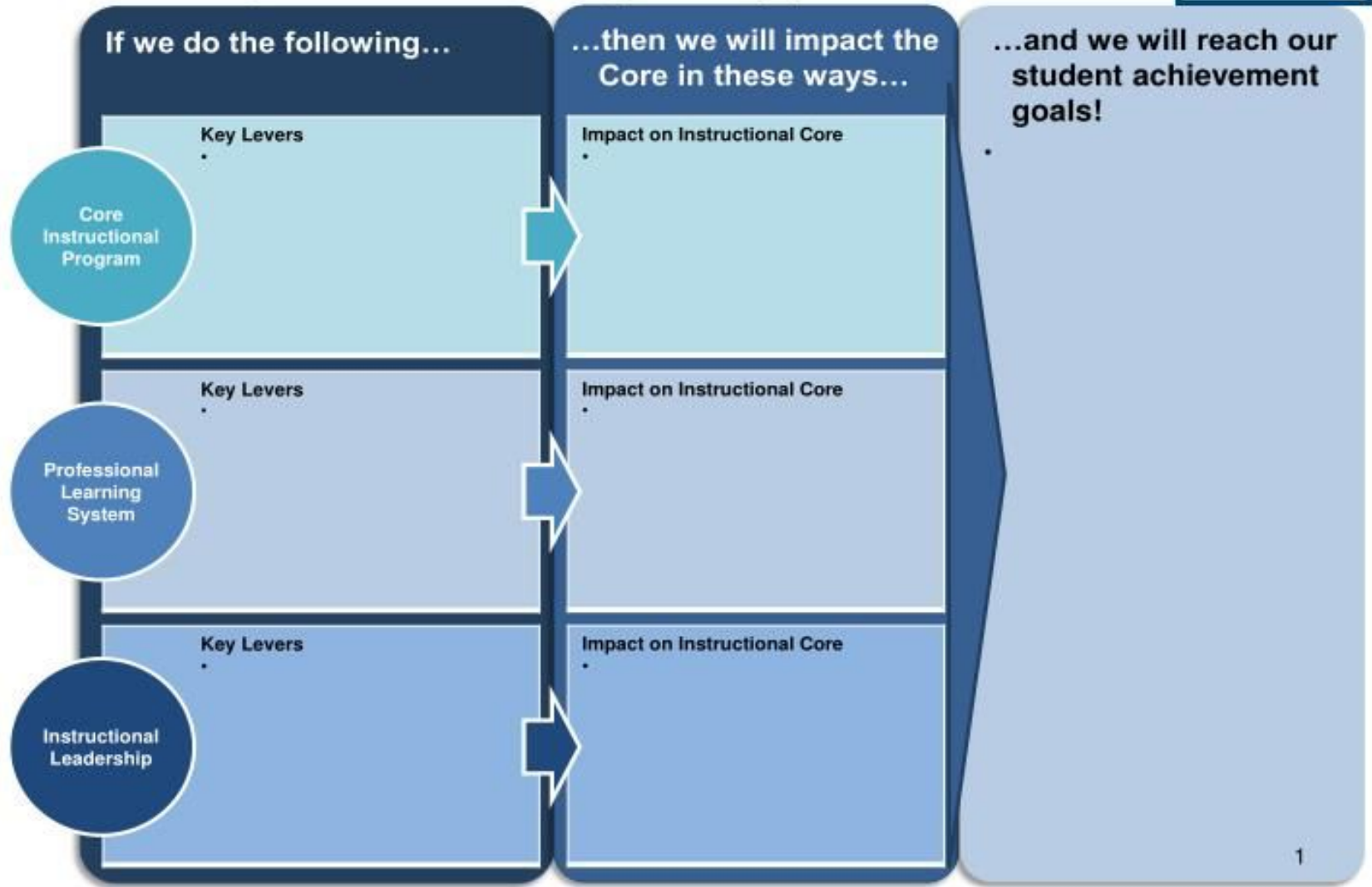**Platform:** Base for Creating Processes Responsive to Immediate Issues and Deeper Patterns

Future

Theory of Action Template (1)

If we do the following...	...then we will impact the Core in these ways...	...and we will reach our student achievement goals!
Key Levers •	**Impact on Instructional Core** •	•
(Core Instructional Program)		
Key Levers •	**Impact on Instructional Core** •	
(Professional Learning System)		
Key Levers •	**Impact on Instructional Core** •	
(Instructional Leadership)		

1

**Sample Template for Developing A Theory of Action**

5 MINUTE STRETCH
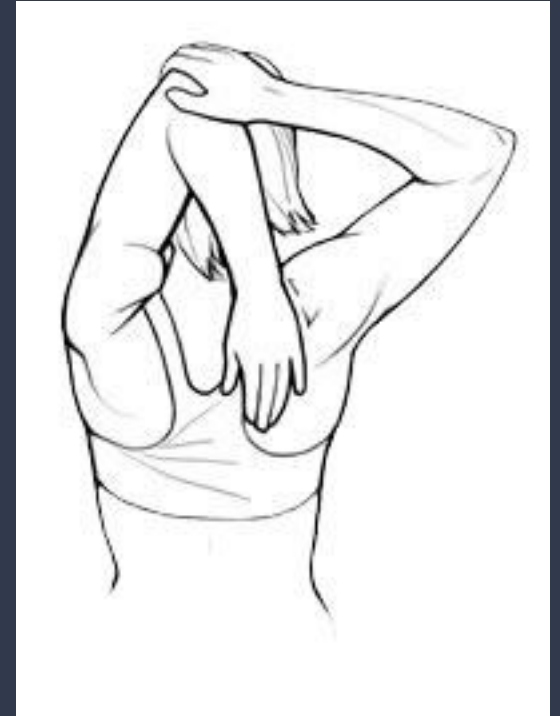
An Equity Framework

"Without a clear equity framework, few of these (equity) strategies can drive sustainable success… 'closing the gap' strategies have little lasting impact because the framework defining <u>why</u> the work matters is never clearly articulated."
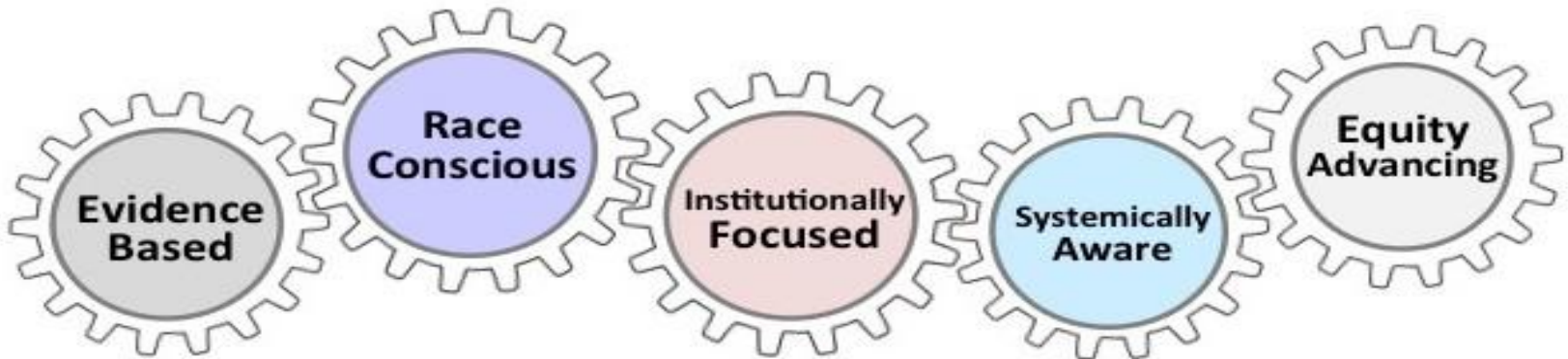-Linton, 2011

With And Without A Framework
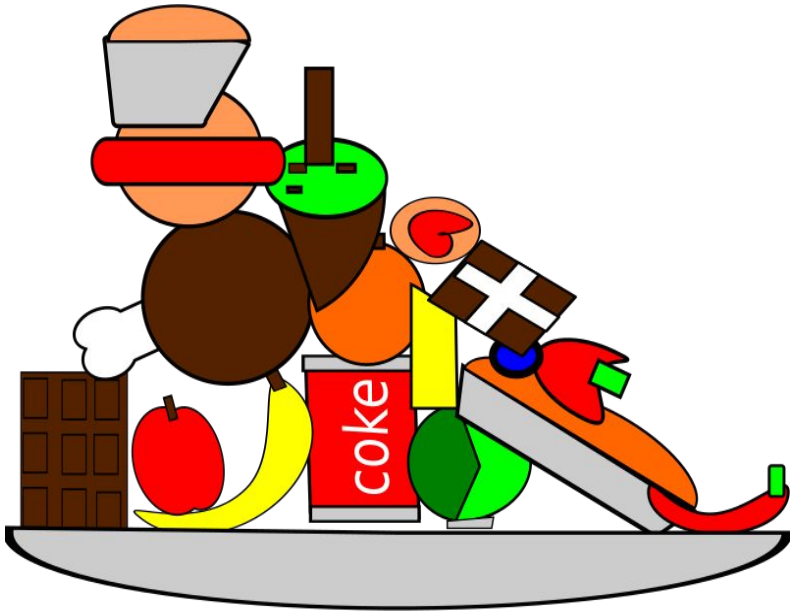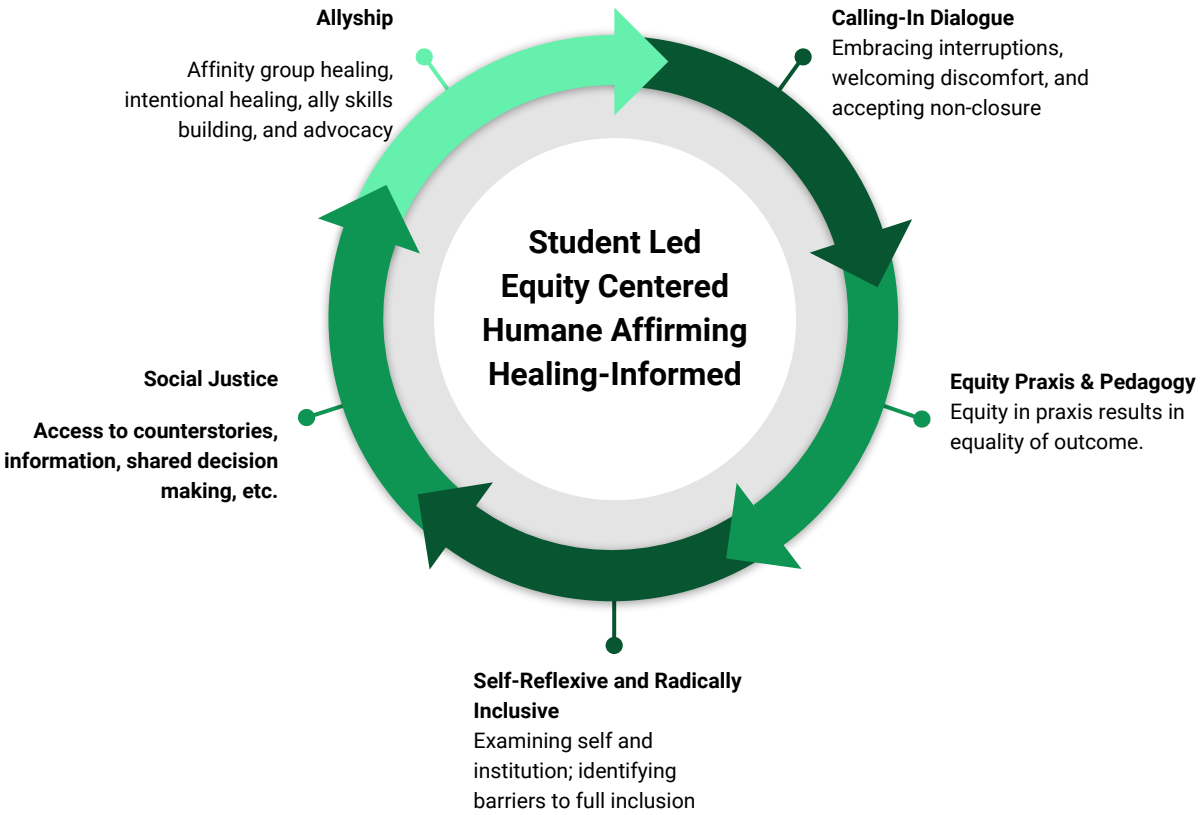
The Equity-Minded Framework
by the Center for Urban Education

Reference: Center for Urban Education http://cue.usc.edu/equity/equity-mindedness/

De Anza College Framework

Sample Equity Framework

Calling-In Dialogue
Embracing interruptions, welcoming discomfort, and accepting non-closure

Equity Praxis & Pedagogy
Equity in praxis results in equality of outcome.

Self-Reflexive and Radically Inclusive
Examining self and institution; identifying barriers to full inclusion

Social Justice
Access to counterstories, information, shared decision making, etc.

Allyship
Affinity group healing, intentional healing, ally skills building, and advocacy

Student Led Equity Centered Humane Affirming Healing-Informed
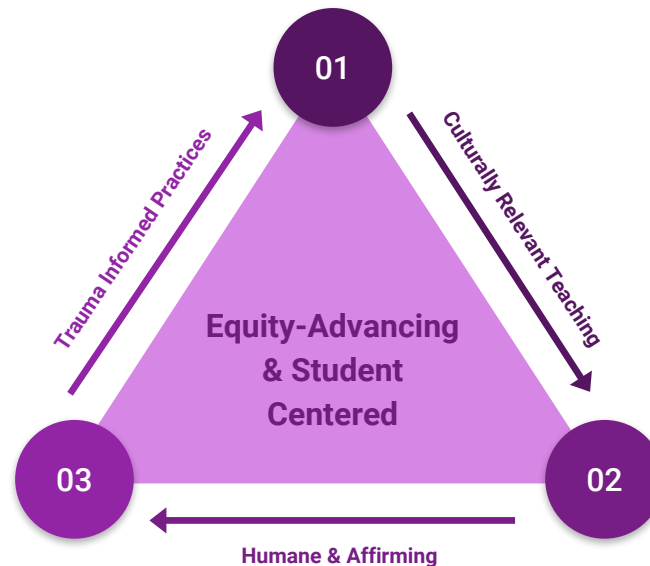
Your Turn: Design Your Framework

With your small group, design a framework that illustrates the big concepts you feel will best position your learning community to serve *all* students.

01

Trauma Informed Practices

Culturally Relevant Teaching

Equity-Advancing & Student Centered

03

02

Humane & Affirming

Once you identify the big concept areas you can detail the knowledge, skills, and abilities that all employees can work to become more literate.

➜ These KSA areas inform your lens questions.

5 MINUTE STRETCH
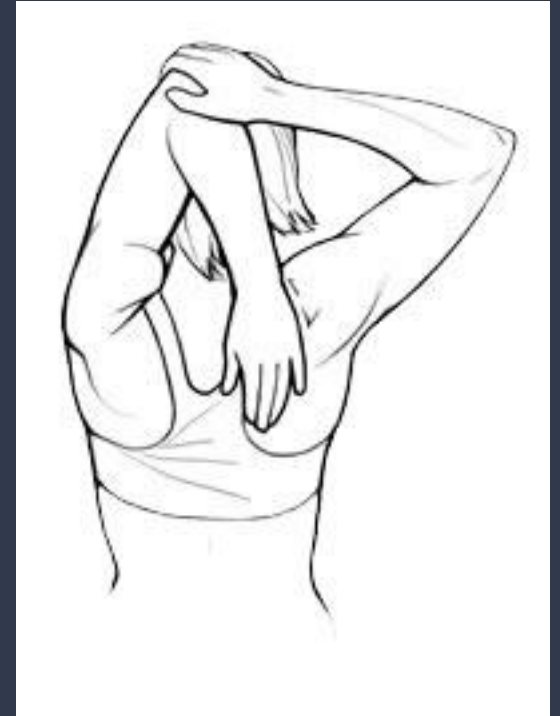
What Informs An Equity Lens?

*"The success of equity depends on the school and/or system's ability to create an **effective framework** that guides all decisions, practices, and policies according to equity."*
-Linton, 2011 (p.49)

Developing an Equity Lens

"An equity lens is a tool for analysis, planning, decision making, and evaluation. These tools can be used to analyze the internal, external, and foundational elements of policies or programs on under-served, marginalized, and diverse individuals and groups to identify appropriate accommodation to eliminate barriers; inequities. They can also be used to evaluate interpersonal engagement and how well people work effectively with people who are different from themselves."

- Drs. Bennett and Cartwright, Intercultural Communication Institute

Equity Lens Tool 101

What is a lens?

A lens is a filter or a way of looking at things. It encourages us to consider certain ideas in our work.

What is an equity lens tool?

A lens tool is an assessment tool. It provides a way of applying a special filter or certain concepts to what we do. In this case, the lens tool seeks to encourage the application of equity and inclusion concepts to all we do in the classroom and on campus, generally.

What is the purpose of the equity lens tool?

The equity and inclusion lens tool should include a set of questions intended to help faculty, classified professionals/educators, administrators, etc. to consider the concepts of equity, student engagement, success and inclusion in the development, revision, implementation and evaluation of courses, programs, policies and practices.

The lens tool serves to promote and protect equity.

How to Use A Lens

❖ The Lens constitutes a framework of analysis organized on the basis of themes.

❖ Core themes shape the tool's general structure and guides the user step by step in assessing their curriculum, program, procedures or practices.

❖ There are generally **four- five thematic areas**. Although you may choose to select your own thematic areas based on personal style, commitment, and guiding values. It is best to use a shared organizational or equity conceptual framework to ensure collective understanding, shared long-term commitments, and measurable progress.

How to Use a Lens

❖ **Each thematic area should contain a number of questions matched with proposed actions for assessment.** This way the Lens guides the user through the themes from the most general (context of the class) to the most specific (students' cultural heritage, integration of cultural awareness and creativity).

❖ **The thematic areas structure the way the Lens is used.** Priority may be given to one thematic area or another depending on the nature of the course or program under development or analysis, and the context in which it will be implemented. This makes the Lens a flexible and adaptable tool.

Sample Equity Lens Questions

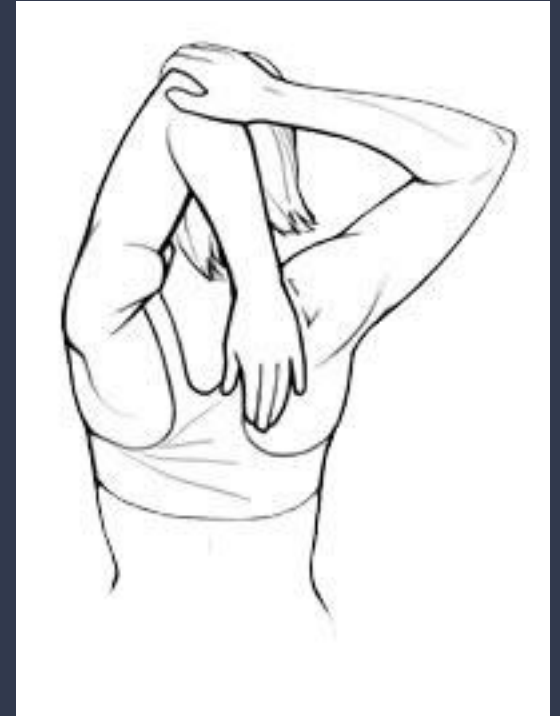| FRAMEWORK FOCUSED LENS |
| --- |
| **Self-Reflexive and Radically Inclusive**
● How will you/your colleagues/program incorporate processes of self-reflection & self-critique?
● How will you/your colleagues/program implement a commitment of understanding and respecting different points of views?
● How will you/your colleagues/program implement processes to engage with others humbly, authentically, and from a place of learning?
● How will you/your colleagues/program ensure radical inclusion in all planning, marketing, etc.? |
| **Social Justice**
● How will you/your colleagues/program incorporate social justice education and praxis?
● How will we ensure power with vs. power over?
● What counterstories do we need to tell?
● What indigenous communities must we acknowledge? |
| **Allyship**
● How will you/your colleagues/program connect students with on/off campus opportunities? |
| **Equity Praxis**
● How will you/your colleagues/program incorporate multiple narratives to decenter the heteronormative hegemonic narrative?
● How will you/your colleagues/program incorporate student's background knowledge and honor their ancestral wisdom? |
| **Calling In Dialogue**
● How will your program engage students' feedback of your development/implementation of the program? |

3 MINUTE STRETCH

My Classroom Equity Framework & Lens Tool

Cross-Cutting Themes		Course Materials	Course Activities	Lens Evaluation
1	Calling-in Dialogue (Interpersonal)	✓	✓	• Can students define calling-in vs. calling-out? • Are students provided opportunity to practice? • Can students support each other through calling-in dialogue in real-time?
2	Equity Literacy Abilities (Institutional)	✓	✓	• Can student define equity? • Are students provided opportunities for equity-centered experiential learning? • Can students recognize equity-mindedness?
3	Cultural Humility (Cultural)	✓	✓	• Can students define cultural humility? • Are students able to apply cultural humility in critical reflection and writing assignments? • Are students able to identify CH engagement?
4	Mindfulness (Intra)	✓	✓	• Can students explain mindfulness and its links to student success? • Are students given direction for application? • Are students able to self-assess impact?

Self-discovery. Healing. Agency.

Creation of Race. Ethnic Identities. Systems of Inequity & Inequality. Intersectionality. Healing Racial & Ethnic Trauma.

Option 1. Application Activity

Instructions: With your work-group, please develop a draft lens tool.

❖ Consider what thematic areas and lens questions to craft for each domain; intra, inter, institutional, and cultural.

❖ What questions might help you ensure these themes are embedded and practiced throughout your courses?

❖ How will this shape your approach?

❖ How can the lens tool help deepen your equity work?

Option 2. Equity-Centered Syllabi

In this activity, you will have an opportunity to review syllabus through your equity lens and from the perspective of a student.

With your group, you will:

- Review the document. What do you see? How does it make you feel? What is most strongly communicated (i.e., belief in student success, implications that rules will be broken, or the value of inclusion and respect)

- Reflect on the document. What is the potential impact on student success? What communicates shared power and respectful engagement? What reinforce student-centeredness and commitment to student success?

- Dialogue on the document. Without judgement, share your personal experience of the syllabi and how you think a student may interpret or experience the document. What was missing? What worked well? What could be enhanced?

- Consider concrete application or ideas for a more equitized syllabi. With your team, brainstorm suggestions for a more equity-centered syllabi, for the most marginalized students in particular.

This activity inspired by the University of Southern California, Center for Urban Education Rossier School of Education syllabus review protocol.

Sharing Harvest

1. What questions do you have?
2. What did you learn?
3. What are you excited to work on or share?
4. What did you appreciate about our time together?

THANK YOU!