Ensuring Safe and Inclusive School Cultures and Climate: Leadership Practices for Advancing Educational Equity

Session Four

Presented by:
Tiffany S. Kyser, Ph.D.
Camille L. Warren, B.S.
Seena M. Skelton, Ph.D.

September 9, 2016
Session Four Objectives

Reflect on the characteristics of an equity-oriented change agent.

Describe the components of inclusive and critical practice.

Revisit key practices for leading and supporting critical discourse.

Learn key practices for critical collaborative inquiry.
Where We Have Been...

- Educational Equity
- Legal Mandates and Moral Imperatives
- Transformative Change & Leadership
- Safe, Inclusive, and Engaging Schools
- Critical Self Awareness and Examination
- Implicit Bias
- Power and Privilege
- Whiteness, White Racial Identity, White Fragility
- Cultural Nature of Learning
Creating Safe & Inclusive School Cultures & Climate: Foundations of Equity-Oriented Leadership Practices Continued
Transformative Leadership for Equity

Transformative leadership for equity is defined as a leadership approach that causes change in individuals and social systems. Transformative leadership creates valuable and positive change in the followers with the end goal of mobilizing efforts towards equity.
“[It is] critically important to figure out how to work as a leader with your colleagues in a way that will facilitate change [towards equity-oriented practices] over time.”

Skrla, McKenzie, & Scheurich, 2009, p. 70
Having Courageous Conversations: Reflecting on Pre-Reading

Individually (5min)
- Review pre-reading on the characteristics of equity-oriented change agents.

In Pairs (5min)
- Discuss the concepts of the chapter.
- Note in what ways these characteristics support:
  - Transformative Leadership for Equity
  - The constructs we have discussed (e.g. educational equity, White Fragility, Implicit Bias, Power, Privilege, etc)

Wow & Wonder Chart (10min)
- What Wows or insights do you have about this activity? What Wonders or questions are still present?
Two minute Journal Entry
Promoting Safe & Inclusive Schooling: Demonstrating a Commitment to Inclusive & Critical Practice
Possessing Critical Consciousness

Commitment to Inclusive & Critical Practice

Equity-Oriented Leader
Equity-oriented leaders extend critical consciousness to demonstrating a commitment to inclusive and critical practice!

- Critical Language Awareness
  (Briscoe, Arriaza, & Henze, 2009)

- Critical Collaborative Inquiry
  (Freire, 1996; Frierson, Hood, & Hughes, 2002; SuperCamp, 2013; GLEC, 2016)
Commitments to Inclusive & Critical Practice

Demonstrate Critical Language Awareness

• an understanding of how language in written, physical, oral and digital forms silence, marginalize or oppress people with less power (Briscoe, Arriaza, & Henze, 2009).
The Three D’s: Practices of Critical Language Awareness

Discern
Can I/we recognize if and why language is problematic?
(Individual and group reflection on how we use language.)

Decide
What are the approaches and supports that I/we can use to disrupt marginalizing language?
(Intentionally deciding on time, context, and approaches for disrupting.)

Disrupt
How will I disrupt?
(Implementing a thoughtful, relevant, and responsive approach to disrupting oppressive language practices.)

Briscoe, Arriaza, & Henze, 2009, p. 31
Observe-Think-Feel-Desire (OTFD):  
A Script for Disrupting Oppressive Language

**Observe** and reflect concrete, objective, factual observations

**Think** - aloud thoughts based on observations (do not put the person on the defensive)

**Feel** – Express your actual feelings/emotions you have as a result of the observation.

**Desire** – A statement of desired outcome

SuperCamp ??, Rosenberg & Chopra, 2015
While having a discussion on the topic of the representation of Latin@ and Black authors in the district’s required reading list. Educator A voiced disagreement with *The Adventures of Tom Sawyer* as one of the required books, stating that she thought the book was racist. Educator B stated, “That Tom Sawyer is an American classic and sometimes people just go looking for something to be racist when there is no ill intention. After all we are all part of the American culture and should stop dividing up by racial groups.” Educator A didn’t respond verbally but rolled her eyes and avoided eye contact with anyone.
OTFD: An Example

“Let’s pause for a moment here. I noticed (Observe) some raised eyebrows and other non-verbals that make me think people might be reacting strongly to something that was said. I think (Think) we need to explore this because I feel uncomfortable (Feel) moving forward with the discussion. Following our ground rules, I am hoping someone can share ( Desire) what they are thinking or feeling right now so we can have a productive conversation about this.”

From Facilitating Difficult Dialogues in the Classroom, Frank Clark
You are having a discussion about the school’s reading scores on the third grade state test when Educator C states, “The reason why our school’s scores are so low compared to other schools in the district is because of the ELLs and the Special Ed kids in our school. We have way more than any other school in the district.” Educator D responds quickly and sharply, “So you’re blaming the students?!“ Educator C looks shocked by Educator D’s reaction, and counters in an equally sharp manner, “I am just stating a fact ... we have more high-needs and at-risk students in our school.”

Observe-Think-Feel-Desire (OTFD): A Script for Disrupting Oppressive Language
OTFD: An Example

“I am hearing (Observe) some tension in the discussion. I think (Think) talking about the different student groups we serve is important; I feel a sense of urgency (Feel) to unpack how we are reacting to our data. I would like for us to talk more (Desire) about why we feel so strongly in our interpretations and how to better serve all of our students.”

From Facilitating Difficult Dialogues in the Classroom, Frank Clark
OTFD in Practice

Develop Scenario (10min)

• In pairs, develop a real life scenario that you would like to practice using the OTFD framework.

Analyze Scenario (10min)

• Trade your scenario with another pair
• Discern what about the scenario is problematic.
• Decide what approach to take to intervene.
• Disrupt: Write your OTFD script

Practice Your Script (10min)

• Get into quads with the pair with which you traded scenarios
• Practice your scripted response

(Rosenberg & Chopra, 2015)
Promoting Safe & Inclusive Schooling: Engaging in Critical Collaborative Inquiry
Equity-oriented leaders extend critical consciousness to demonstrating a commitment to inclusive and critical practice!

- Commitment to Inclusive & Critical Practice

- Critical Language Awareness
  (Briscoe, Arriaza, & Henze, 2009)

- Critical Collaborative Inquiry
  (Freire, 1996; Frierson, Hood, & Hughes, 2002; SuperCamp, 2013; GLEC, 2016)
Commitments to Inclusive & Critical Practice

Engage in Critical Collaborative Inquiry

- Shared and on-going ways of being and doing that center the perspectives of historically marginalized groups in dialogue intended to (de)construct individual and collective knowledges, and use data to identify inequities, and co-create strategies or actions towards ensuring inclusive, educational practices (Rogoff, 2003; Waitoller & Kozleski, 2012).
Indicators of Inequity Stimulate Cycles of Inquiry

Whose interests are being served well by our system and whose are not? (Freire, 1997)

Who has access to and benefits from:
- High Quality Instruction
- Appropriate, Responsive Supports
- Materials and Resources
- High Quality Teachers
- Curriculum that Represents Them
- Feeling Safe, Valued, and Included
“A school community that took seriously the process of working through cycles of inquiry would recognize that defining the problem was an all-important first step; they would understand that the data did not constitute the “problem” but rather were reflective of something underneath the numbers that needed to be explored in greater depth.” (Copland et al., 2010, pp. 161-162)
Unpacking Critical Collaborative Inquiry

Ask Questions

Gather Data

Make Meaning

Take Action

CENTERS
1) Diverse, and Marginalized Perspectives
2) Issues of Power and Privilege

TRADITIONAL ELEMENTS OF INQUIRY

ADDING IN “CRITICAL AND COLLABORATIVE”
Defining and Asking Questions

CRITICAL CONSIDERATIONS

• Shifting focus to adult practices and systems, rather than focusing on students and communities
  
  • What is it about our organizational system, the people, policies, and practices, that is resulting in inequities?

• Ensuring representation and participation
  
  • Who defines the purpose and questions for inquiries? Are all perspectives sufficiently represented; are we asking the right questions?
Gathering Data

CRITICAL CONSIDERATIONS

• Triangulation of Data: Include multiple types, forms, and sources of data
  • “What will we accept as evidence when we seek answers to our...questions?” (Frierson et. al., 2010)
• Cultivate a “Data Democracy”
  • Who gets to decide what data will be collected, how, and by whom?
  • Who will participate in and have access to data collection?
Making Meaning of Data

CRITICAL CONSIDERATIONS

• Analyzing and interpreting data sets
  • “Data rarely speak for themselves, but rather are given voice by those who interpret them.” (Freirson et. al., 2010)
  • Disaggregation of data sets by student groups is crucial
  • Attend to biases, stereotypes, and deficit orientations
  • Allow for multiple interpretations of data sets

• Share findings with ALL stakeholders
  • Truthful, useful, accessible and transparent
Taking Data-Informed Action

CRITICAL CONSIDERATIONS

• Moving toward data-informed strategy, action, and interventions

  • How will we use the data to redress the inequities we see in our system (i.e., school improvement)?

  • What evidence-based practices have worked well in similar contexts?

  • What strengths, capacities, and resources can we bring to bear?

  • Who will lead/coordinate efforts and hold us accountable?
Inclusive of Multiple and Diverse Perspectives
Centers Issues of Power and Privilege
Focus on Systemic Root Causes
Triangulation and Disaggregation of Data
Data Democracy – Everyone Has Access
Value Alternative Interpretations of Data
Reframing “Outliers” and Traditional Interpretations of Data
Results in Actions Toward Equity
Includes Monitoring and Accountability
Individually *think* about:

• What story might we tell about the students based on the data in the next slide?

• Note your thoughts
Student Outcome Data: Office Discipline Referrals

Most referrals are from the classroom

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Referrals</th>
<th>% of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Am</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>14</td>
</tr>
<tr>
<td>White</td>
<td>43</td>
<td>65</td>
</tr>
</tbody>
</table>
Individually *think* about:

- What story might we tell about the students based on the data in the next slide?
- Note your thoughts

In pairs, *discuss*:

- Your reflections
- Next, add to your findings given the new data on the next slide
School and Classroom Practices

- UDL: Universal Design for Learning
- PBIS: Positive Behavior Interventions & Supports
- LC: Learner-Centered
- CRT: Culturally Responsive Teaching
Individually **think** about:

- What story might we tell about the students based on the data in the next slide?
- Note your thoughts

In pairs, **discuss**:

- Your reflections
- Next, add to your findings given the new data on the next slide

In quads, **share**:

- Prepare to share highlights from your discussion in larger group
Examining Student Outcome Data Alone...

Only tells half the story
Student outcome data illustrate the results yielded from systems practices.

Systems practices contribute to students’ opportunities to learn, affecting student outcomes.

**Outcome Data**
- Achievement
- Discipline
- Dropout Rate
- Graduation Rate
- Etc.

**Systems Data**
- Instruction
- Leadership Structures
- Climate/
- Environment
- Etc.
The Vision, Practice, and Outcomes Are To:

- **Redress** marginalizing policies and practices
- **Redistribution** of quality opportunities to learn and participate in educational programs to ensure that historically marginalized students have access to and participate in the learning opportunities
- **Recognition** and valuing of differences as reflected in content, pedagogy, and assessment tools
- **Representation** of historically marginalized groups in curricula, instruction and in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children’s educational future

(Waitoller & Kozleski, 2013, p.35)

Copyright 2015 by the Great Lakes Equity Center
“WE’VE ONLY JUST BEGUN”

IF YOU HAD A THEME SONG, WHAT WOULD IT BE?
References


DiAngelo, Robin J. (2010a). Why Can’t We All Just Be Individuals?: Countering the Discourse of Individualism in Anti-racist Education. InterActions: UCLA Journal of Education and Information Studies, 6(1) . Retrieved from http://escholarship.org/uc/item/5fm4h8wm


References

