

CHICAGO LEADERSHIP COLLABORATIVE

*Introduction to Equity-Based Consciousness (Reflection)
and Commitment (Action)*



A	B
<p>Jonathan Bull Mandi Cohen (Jesus) Tony Laurel Jamonica Marion</p>	<p>Carmen Jenkins Rafael Jimenez Daniel Kuzma Jennifer Vitkus</p>
C	D
<p>Ashley Brooks Nader Elmasri Anna Ruiz-Villa Patricia Stuber Matthew Wester</p>	<p>Nicholas Hall Christine Hurley Tonya Weatherly Alyson Stout Israel Urbina</p>
E	F
<p>Tim Adams Carrie Cole Aoko Omwony-Hope Iliana Rzdokiewicz</p>	<p>Andromeda Bellamy Amanda Brode Kristen Munoz Herald Watson</p>
G	
<p>Marsandra Brown Bradley Gill Linsi Lara Meghan Lee Sherria Young</p>	



OPENING MOVES

Opening Remarks, Agenda, Objectives, Norms



Essential Questions

- What is equity?
- What are my own beliefs about equity?
- How can I leverage both for personal transformation?



Objectives

Learn about Discourse I and Discourse II and make applications to our equity-based leadership in schools

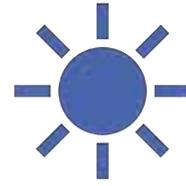
Begin to unpack our equity stance and reflect on our story of transformation as equity leaders

Make meaning of norms and how they can live in our practice and school-based teams

To connect individual transformation to collective transformation - working from our locus of control.



Agenda for the Day



Time	Agenda
8:00 – 8:20 AM	➤ Opening Remarks and Moves
8:25 – 8:40 AM	➤ Making Meaning of Norms
8:40 – 9:40 AM	➤ Intro to Unpacking Your Stance
9:40 – 9:50 AM	➤ Break
10:00 – 10:30 AM	➤ Why Equity?
10:30 – 11:10 AM	➤ Block Party: <i>Changing the Discourse in Schools</i> (Eubanks 2009)
11:10 – 11:40 AM	➤ Locus of Control – Individual and Systemic Transformation
11:40 – 11:55 AM	➤ Closing Remarks
11:55 – 12:00 PM	➤ Feedback Survey



Process Observation Worksheet

The Process Checker observes and reports on group processes, dynamics and patterns in relation to the agreed upon norms or a related focus (i.e. tracking discourse 2 quotes as a subcategory of trust & risk taking). Affirming behaviors that are consistent with the norms and naming behaviors that appear to violate them, data can be qualitative (i.e. “Some examples of where we were & were not respectful were...”) as well as quantitative (i.e. “Of the 25 comments during the discussion on race, 18 came from just 2 people – 1 white man & 1 white female”). While observations may vary meeting to meeting, the Process Checker always should consider patterns of participation – in the context of the agenda. (i.e. *Who talks? How long? How often? When? Who is (not) participating? How does the group make decisions about the agenda? How do demographics relate to any of this data?*) The Process Checker normally shares observations and questions at the end of the meeting but also may interrupt or be invited to share a “process check” at key times within the meeting for which s/he simply and objectively shares related observations and returns the floor to the Facilitator. The Process Checker is expected to maintain objectivity and should refrain from offering individual opinions and experiences that may not be reflective of the larger group dynamic. Analysis beyond that which is supported by observational data can be offered in the form of probing questions.



Board Policy Working Group Norms/Purpose	Evidence Using (+) or Challenged By (▲)	Related Activity/ Agenda Item	Observable Group Reaction/ Other Observation
<ul style="list-style-type: none"> • Start and end on time • Be fully present and disconnect technology 			
<ul style="list-style-type: none"> • Ensure equity of voice (2 before me) • Agree to disagree; speak your truth 			



Welcome and Introduction

Maurice Swinney
Chief Equity Officer



Opening Speaker

Latanya McDade
Chief Education Officer



FIVE-YEAR
VISION
2019-2024

SUCCESS STARTS HERE

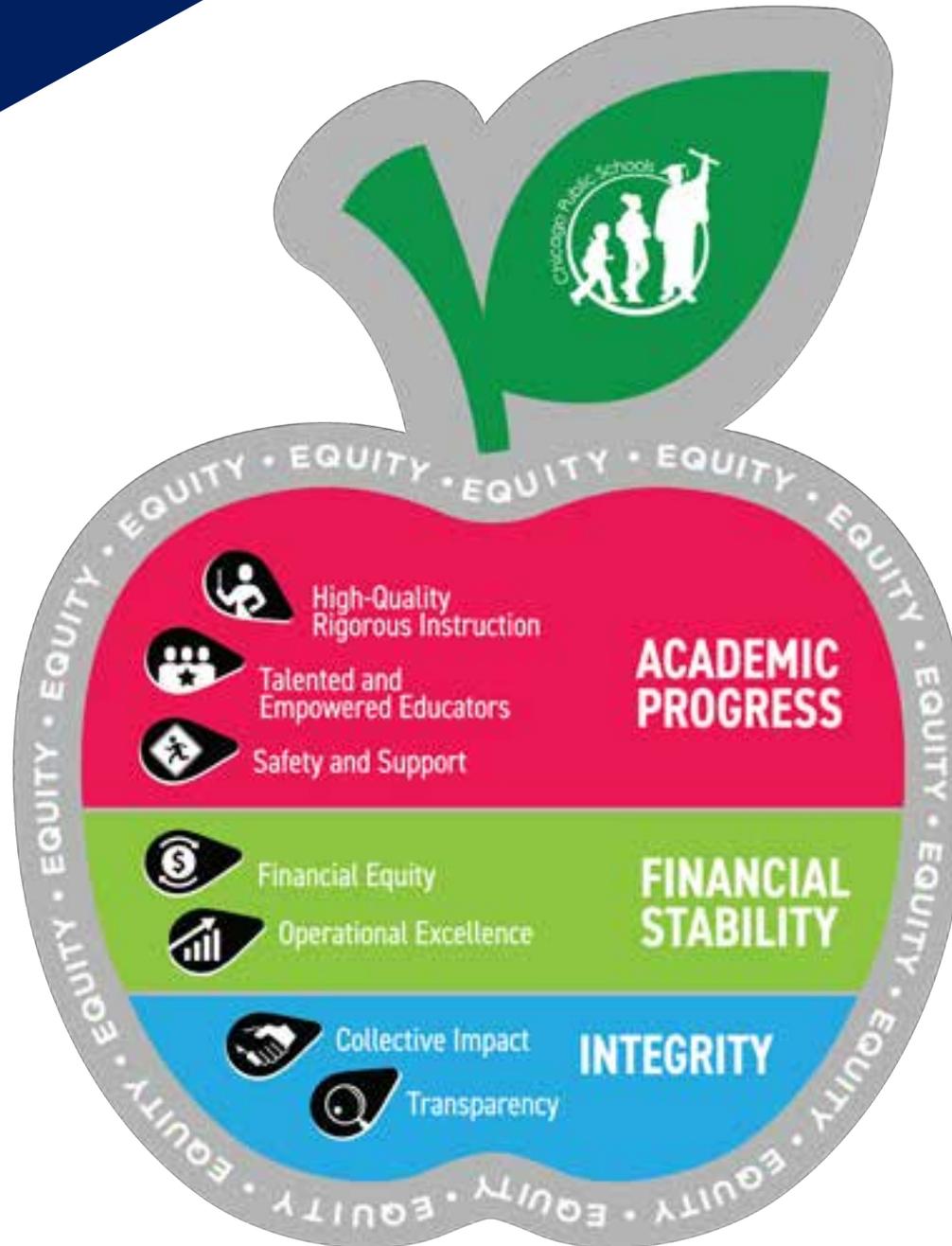


Commitments

We fulfill our vision through these Commitments:

Academic Progress

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.



Financial Stability

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.

Core Values

At CPS, our fundamental beliefs that guide our actions are:



Student Centered

We place students at the center of everything we do.



Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.



Equity

We eliminate barriers to success and ensure equitable opportunities for all students.



Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.



Community Partnership

We rely on families and communities in every neighborhood to support our shared mission.



Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders and district staff.



- **Build a stronger financial future to better support our students and schools.**
- **Recruit, develop, support, and retain our best teachers and principals**
- **Free, Universal pre-K for all Four-year-olds**
- **Every Student has a plan for life after graduation**
- **Equity for all**

**FIVE-YEAR
VISION**
2019-2024

Build a stronger financial future to
better support our students and schools.



- **Advocate for equitable funding for CPS.**
- **Maximize efficiency of public dollars.**
- **Provide equitable funding to CPS schools.**
- **Communicate clearly about district spending.**
- **Provide schools with systems for better budgetary planning.**

FIVE-YEAR VISION 2019-2024

Recruit and retain the very best educators
for our students



Free, universal pre-K for all 4-year-olds.

FIVE-YEAR
VISION
2019-2024



**FIVE-YEAR
VISION**
2019-2024

**Ensure every CPS graduate
has a postsecondary plan.**



FIVE-YEAR
VISION
2019-2024



**FIVE-YEAR
VISION**
2019-2024

**A world class
school system
for a world
class city.**



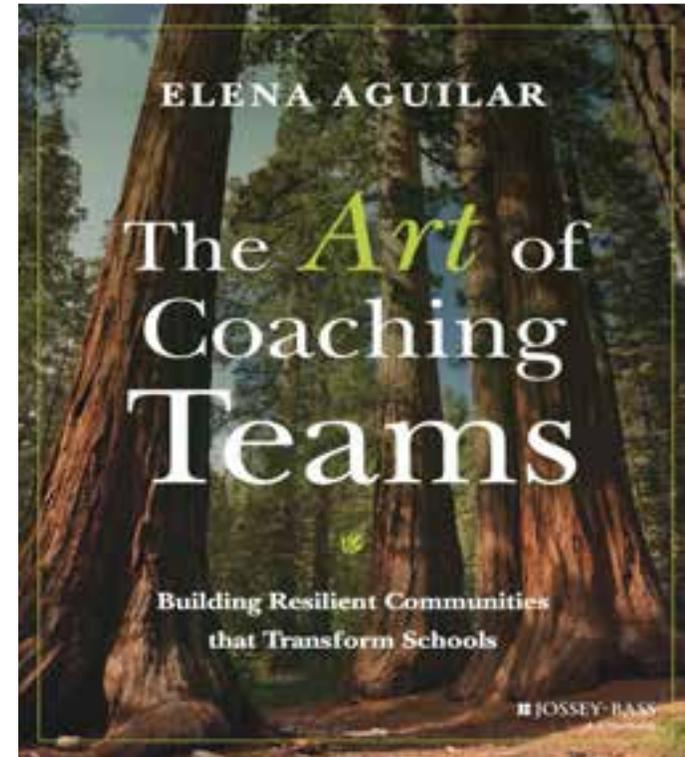
MAKING MEANING OF NORMS

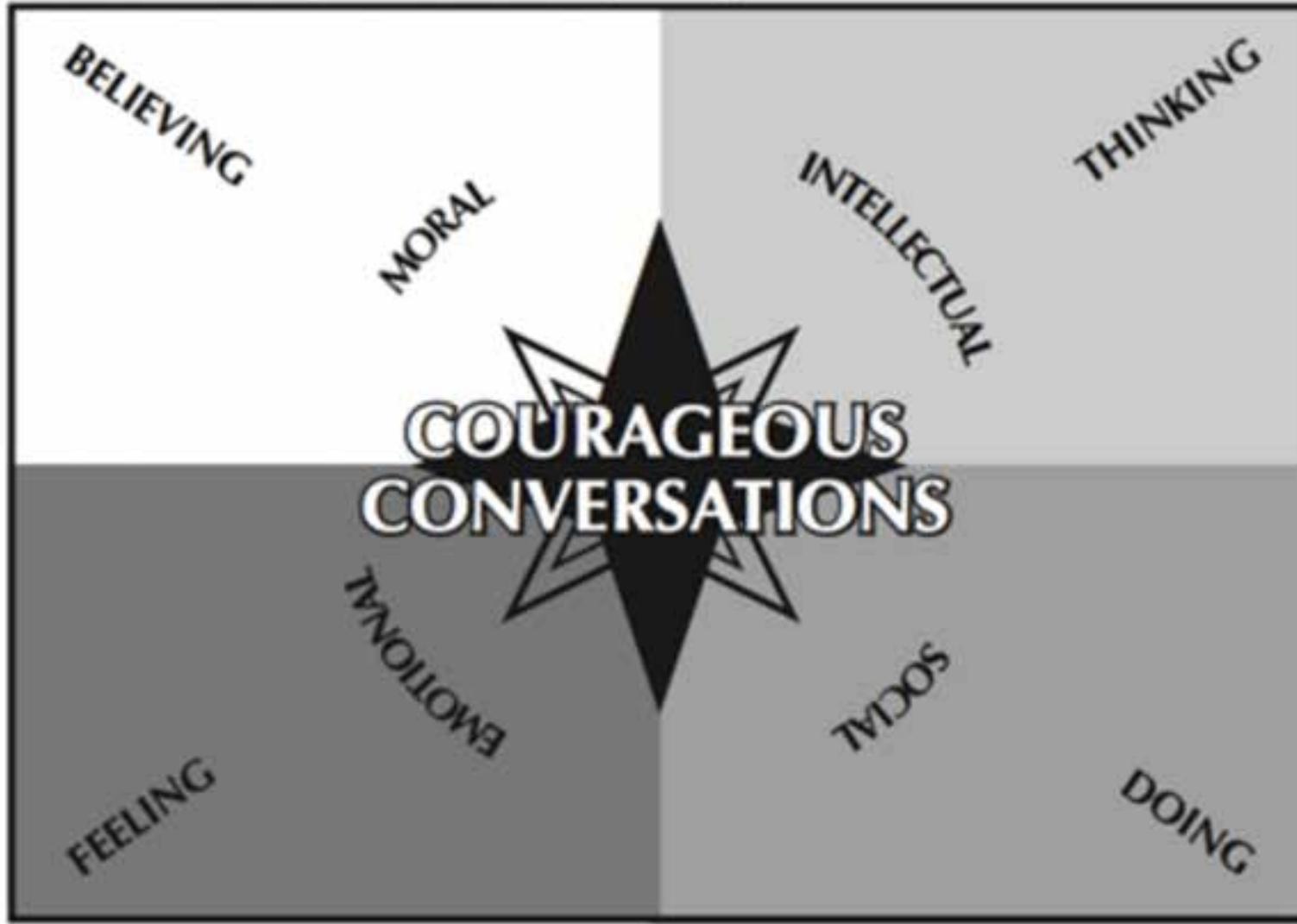
Make meaning of norms and how they can live in our practice and school-based teams



Making Meaning of Norms

“Community agreements, or norms, can be a foundation for positive culture. They are essentially a system to sustain emotionally intelligent practices. Norms can cultivate trust and safety...To build resilient communities, we must ensure that norms are written well and that they are used well: they must be both living and useful.” Elena Aguilar, *The Art of Coaching Teams*





Constructivist Listening: Dyad

Guidelines

Each person:

Has equal time to talk

Listens without interrupting, giving advice or breaking in with a personal story

Maintains confidentiality

Does not criticize or complain about others during their time to talk



Norms for Today

- Speak Your Truth
- Experience Discomfort
- Contextual Confidentiality
- Accept and Expect Non-closure
- Pay Attention to Patterns of Participation
- Keep Equity at the Center of Our Work

6 Corners

There are 6 norms positioned around the room

Find a norm to stand by after answering the following question:

Which norm do you need to prioritize today to engage in conversations about race, equity and school leadership?



Corner Talk and Share

Pick a scribe and a presenter for your group;

Discuss the following question:
what about the norm is important in conversations about race, equity and school leadership?

Be prepared to share out



Debrief

Why are norms important and how do they/can they live in your school?



UNPACKING YOUR STANCE

Begin to unpack our equity stance and reflect on our story of transformation as equity leaders



Essential Questions

- **What is equity?**
- **What are my own beliefs about equity?**
- How can I leverage both for personal transformation?

What is Internal Equity Work?

- Finding your equity imperative or stance
- Through an excavation of your lived experience and how you intend to show up
- We prioritize our racial identity development narrative
- ***“It takes courage to ask - how did I become so well-adjusted to injustice?”*** - Cornel West



The Skin We Are In

Our work with SF-CESS talks about “**Skin We Are In**” and in America, the skin we live in is defined first and foremost by race; it also is so much more.

Unexamined, the skin we are in can be baggage weighing us down.

Examined, the skin we are in can serve as a source of great pride and strength – of liberation.

As part of transformation, we need to **constantly** assess our stance and schema. Understanding “the skin we are in” is a first step.

On Stance

If our culture is defined by those communities that have taught us how to make meaning of our world, and

If the skin we are in describes who we are or who we are perceived to be because of our culture and our most formative experiences, then

Our stance – a subset of “the skin we are in” - describes how we show up - the core beliefs, values and priorities (non-negotiables) we bring to any important decision or action before us.



How Do You Show Up?

- What is your stance when walking to a park in unseasonably warm weather?
- What is your stance when walking down a dark street late at night?
- What is your stance when walking through your school?
- **What is your stance when showing up for work to improve public education?**



How terms fit together (my example)

I have been engaging in **internal equity work** intentionally for...**In the skin I am in**, as a Black biracial male who has been in all white educational contexts my whole life and never had a Black male teacher feel my **equity stance** involves me **showing up** to interrupt a system not designed for students like me.



Dyad

In the skin you are in, what was an early experience of yours that involved race in schools?





© C. Greene, 2014, Adapted, 2015

Who Am I – In The Skin I Am In?

How do I see myself? What demographics/ cultural descriptors that matter? How do I describe myself in the skin I am in?

How might others see or describe me? How might my students see me? How might my least reached students see me?

How am I most similar to or different from those around me? How am I most similar to or different from those I serve?

Individual Reflection

Refamiliarize yourself with the Unpacking Your Stance document.

- **What is my equity stance and how does my own story, in the skin I am in, show up at my school?**



Table Share

At your table, each participant presents for 3 minutes in answering the following prompt:

How does my own racial narrative inform what I believe about equity work in schools?



Group Debrief

How did it feel to share my values and beliefs about equity in the context of my own story and racial identity?



BREAK

Cue the music

WHY EQUITY?

What is equity to you?

Why is it important our district is taking up this work?



The Stroop Effect

Word Set #1

RED

GREEN

BLUE

YELLOW

ORANGE

BLUE

GREEN

BLUE



The Stroop Effect

Word Set #2

RED

GREEN

BLUE

YELLOW

ORANGE

BLUE

GREEN

BLUE



STROOP Task: A test of Automatic Associations

Our brains are wired to look for patterns
When we are forced to make quick decisions, we use our automatic associations to respond

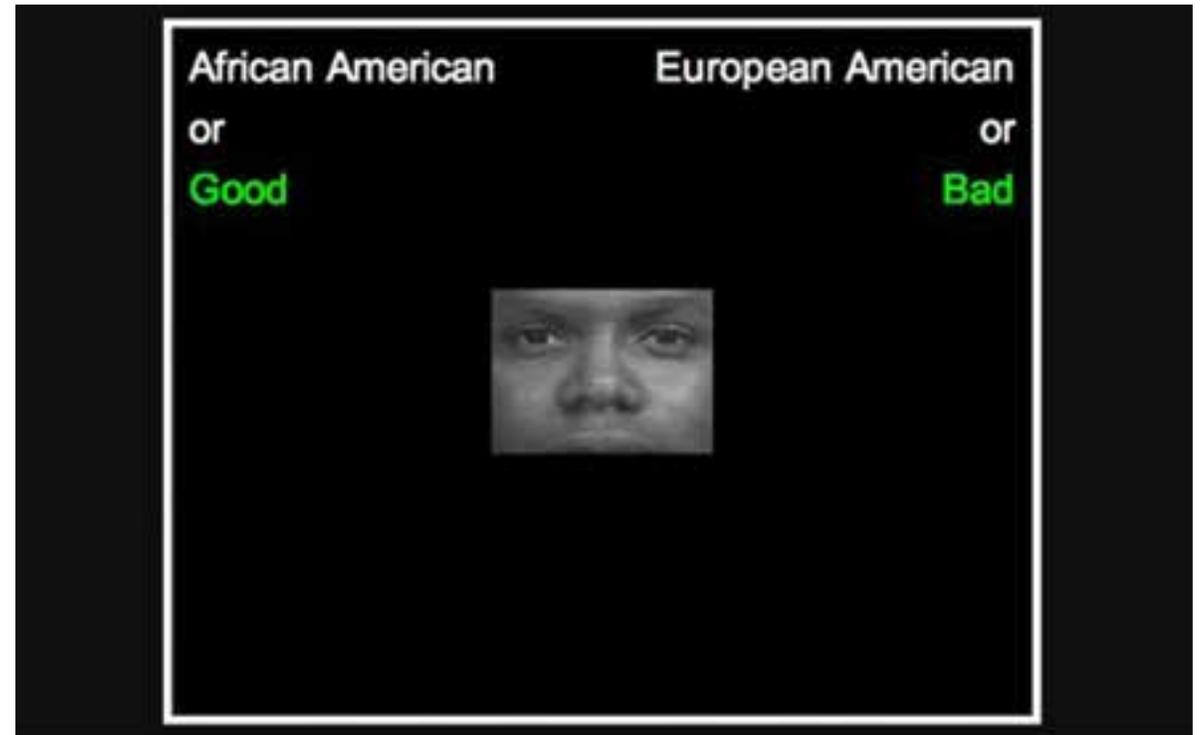
Stroop Effect

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLUE
BLUE RED PURPLE
YELLOW RED GREEN

Implicit Association Test

Reveals racial bias by measuring association time between words or images

Implicit bias would mean a person would take longer to associate good with a Black face.



IAT Reflection

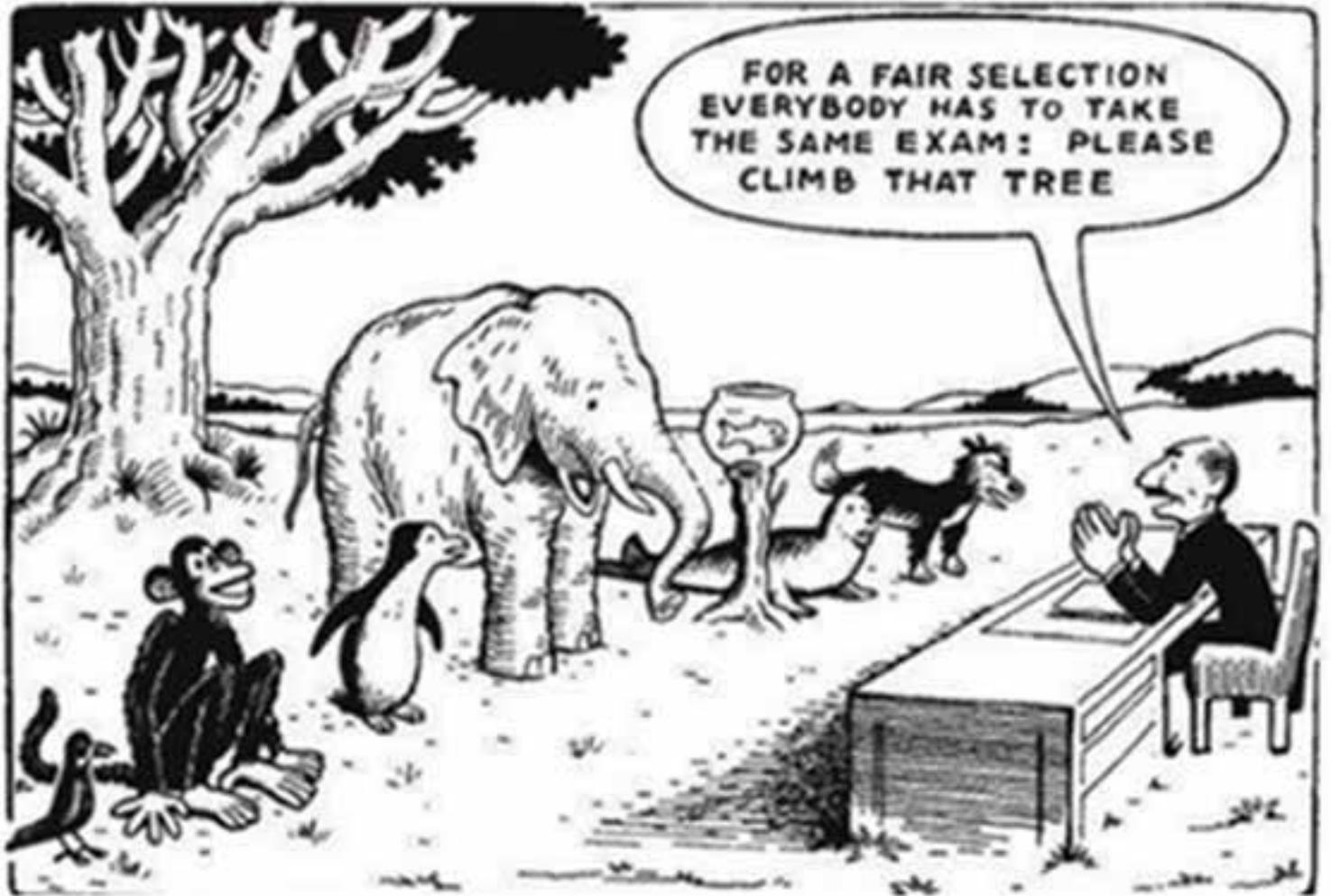
Takeaways from IAT? How did it feel?

Explicit Bias

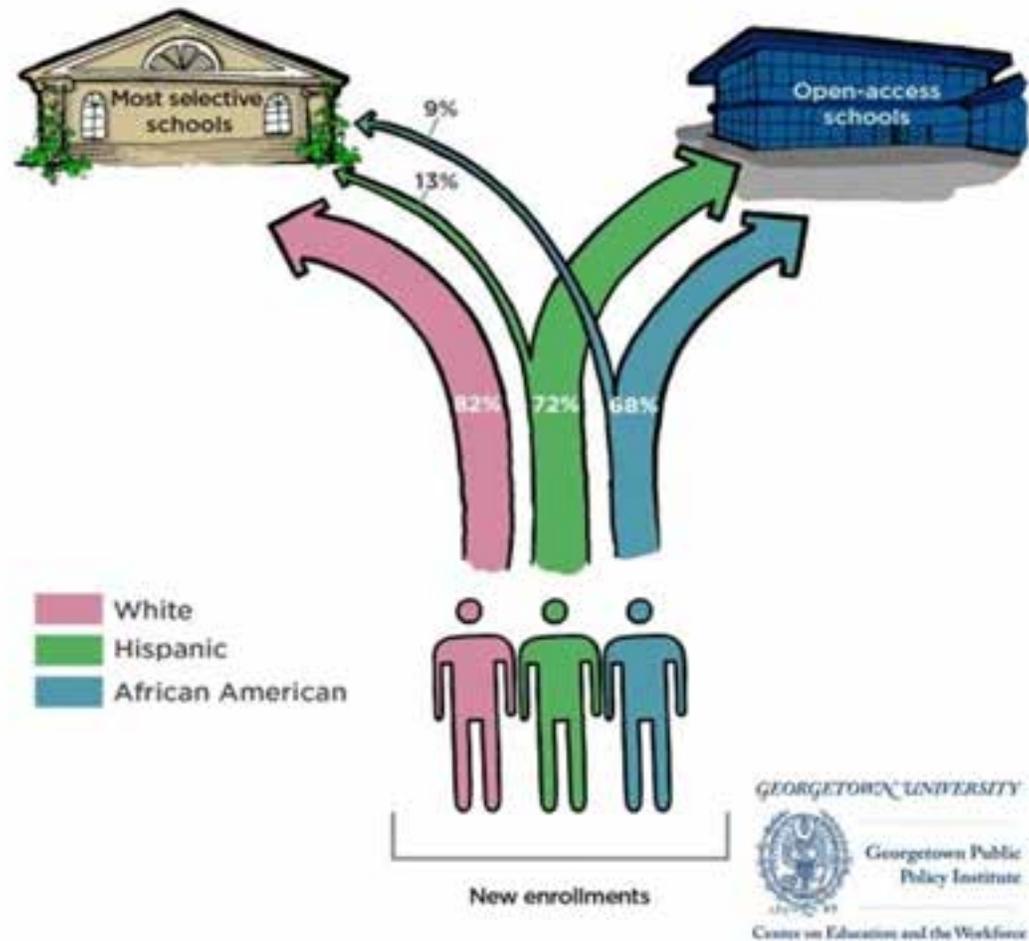
- “Explicit bias” refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others (Perception Institute 2018)
- **It’s not just implicit bias. We act out harm on our students of color intentionally as a system and individuals. This is explicit bias.**



Is this an example of **implicit** or **explicit** bias?



Inequitable pathways for education and life outcomes



Mobility is Decreasing for Black Men

- Most poor black boys will remain poor as men.
- White boys raised in poor families fare far better.
- Most white boys raised in wealthy families will stay rich or upper middle class as adults
- Black boys raised in America, **even in the wealthiest families** and similarly rich households will not

Growing Racial Wealth Divide: By 2073...

Change in Median Household Wealth, 2013 to 2073 (Wolff)

	Black	Latino	White	Overall
Median Household Wealth, 2013	\$1,700	\$2,000	\$116,800	\$63,800
Median Household Wealth, 2020	\$1,403	\$1,767	\$120,342	\$61,120
Median Household Wealth, 2024	\$1,233	\$1,633	\$122,366	\$59,589
Median Household Wealth, 2043	\$425	\$1,000	\$131,980	\$52,316
Median Household Wealth, 2053	\$0	\$667	\$137,040	\$48,488
Median Household Wealth, 2073	(\$850)	(\$0)	\$147,160	\$40,832



Chicago – Why Equity?

Graduation rates have increased substantially in the last decade

AND racial differences in achievement have actually grown (Consortium 2010)

Changing the Discourse: Why Equity?

ACHIEVEMENT GAP

Disparities in standardized test scores between students of color (Black and Brown) and their white counterparts.

EDUCATION DEBT

The foregone schooling resources that we could/should have been investing in low income communities of color, the deficit of which leads to social problems; it is composed of four aspects: historical, economic, sociopolitical and moral.

-Gloria Ladson-Billings (2006)

Dyad question

- What are some of your experiences with the structural inequalities found in the school system?

Guidelines

Each person:

Has equal time to talk

Listens without interrupting, giving advice or breaking in with a personal story

Maintains confidentiality

Does not criticize or complain about others during their time to talk

CPS Equity Definition

- **Equity means** providing all students with opportunities and resources to meet their different needs and aspirations, and celebrating and embracing the individual cultures, talents, abilities, languages, and interests of each student.
- **Equity requires** preparing all students for global social and economic opportunities in the 21st century.



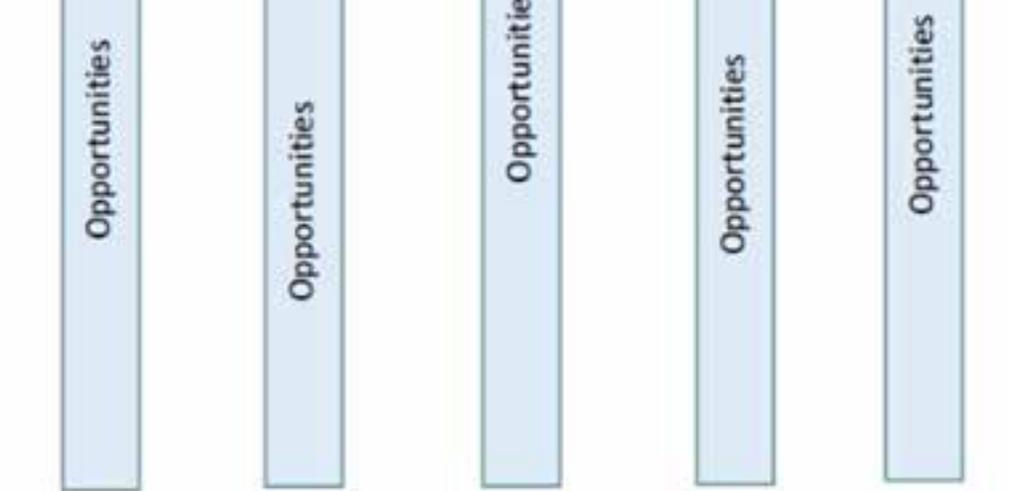
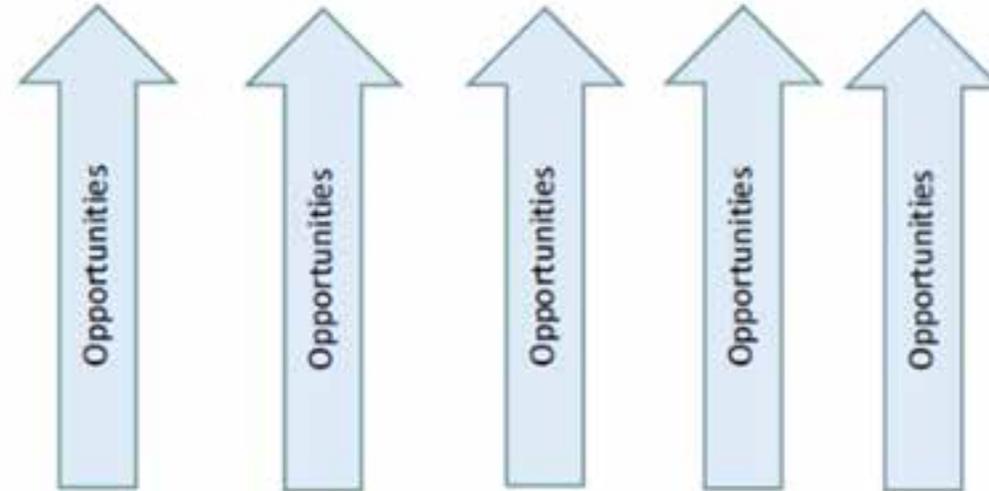
Positive Academic Identities

Positive Social Identities

Respectful Engagement with Diverse People

Social Justice Consciousness

Social Justice Action



EQUALITY

EQUITY

Curriculum

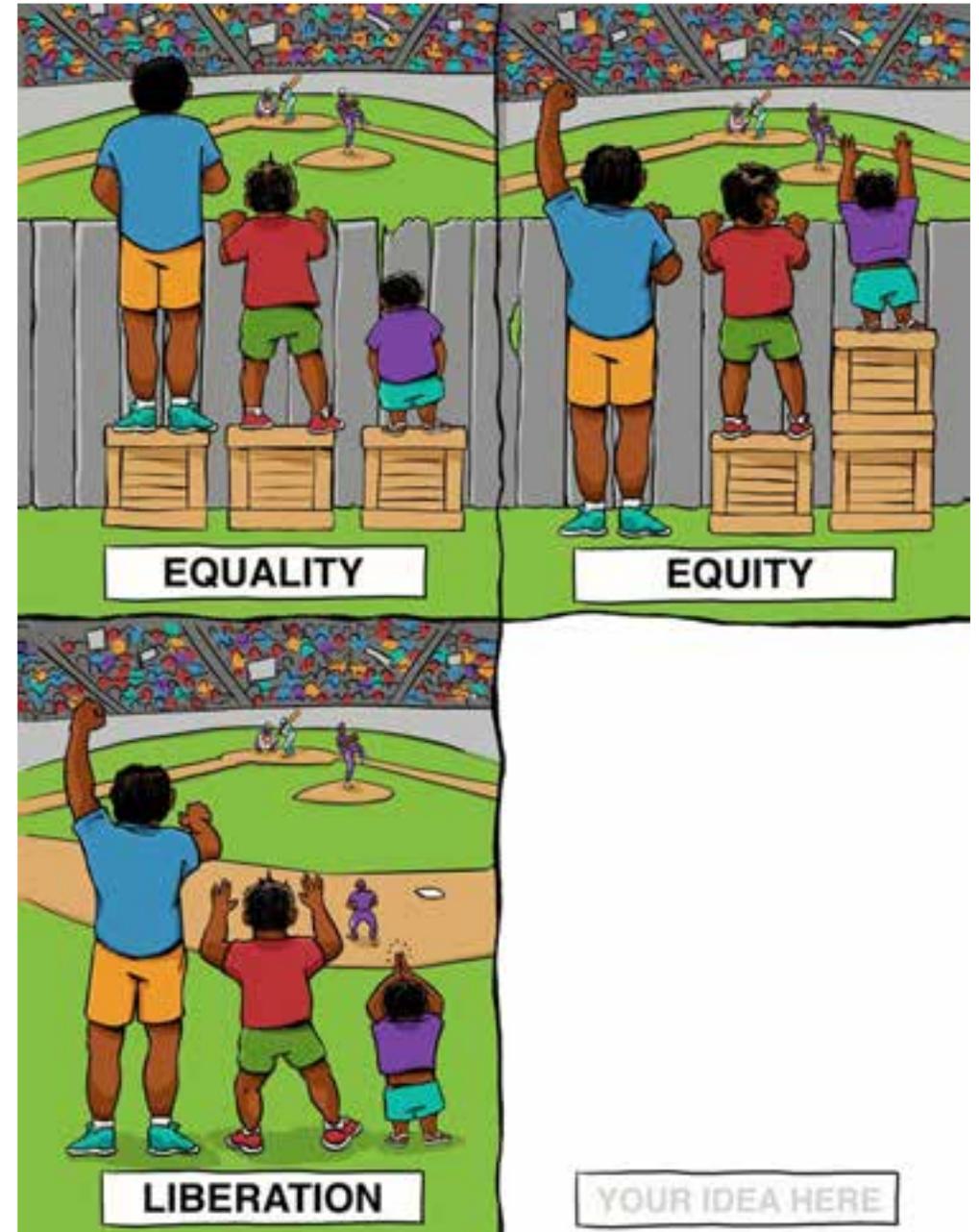
Assessment

Pedagogy

Intellectual Challenge

Group Debrief

- What is equity to you and why is it important our district is taking up this work?



BLOCK PARTY

Changing the Discourse in Schools
(Eubanks, Parish & Smith, 2006)



Towards Discourse 2

An iceberg floating in water. The tip of the iceberg is above the water line and is labeled 'Actions'. The much larger part of the iceberg is submerged below the water line and is labeled 'Discourse' and 'Beliefs / Assumptions'.

Actions

We LISTEN & CONNECT

Discourse

We strive to understand root causes & take responsibility for the problem

Beliefs /
Assumptions

We check our assumptions and stay curious



Find a Quote & Pair Share

There are 15 quotes in the middle of your table

Pick one that resonates with you

Find a partner who you don't normally work with

The pair shares for 5 minutes total

Quad Share

- Each pair forms a **group of 4**
- Quads will have 6 minutes/3 minutes per pair
- What's coming up for you in your own stance?

Whole Group

What came up in your conversations

What is the difference between Discourse I and Discourse II?

What will it take to become a Discourse II school?



Discourse 1

Dominant ways of seeing and engaging the work of education that maintain existing practices and serve to reproduce social inequality

Discourse 2

Ways of seeing and engaging the work of education that challenge the status quo by naming uncomfortable realities and unequal conditions while pushing for deeper inquiry



Spectrum of Discourse

DISCOURSE ZERO is explicit bias or discrimination through words.

DISCOURSE ONE is the language typically used to talk about, question, and plan the work of schools, change or reform.

DISCOURSE TWO is the language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in schools.



Changing the Discourse – “T” Chart

Discourse I deals with...

Singular truths

Symptoms

The way things are

Blaming others

The familiar

Answers and solutions

Reproduction

Discourse II deals with...

Multiple stories

Causes

What could be

Question ourselves

The uncomfortable

Dilemmas and mysteries

Transformation

Debrief

How did the process feel?

Why are these concepts important?

What link did you make to the education debt?

INDIVIDUAL AND SYSTEMIC TRANSFORMATION

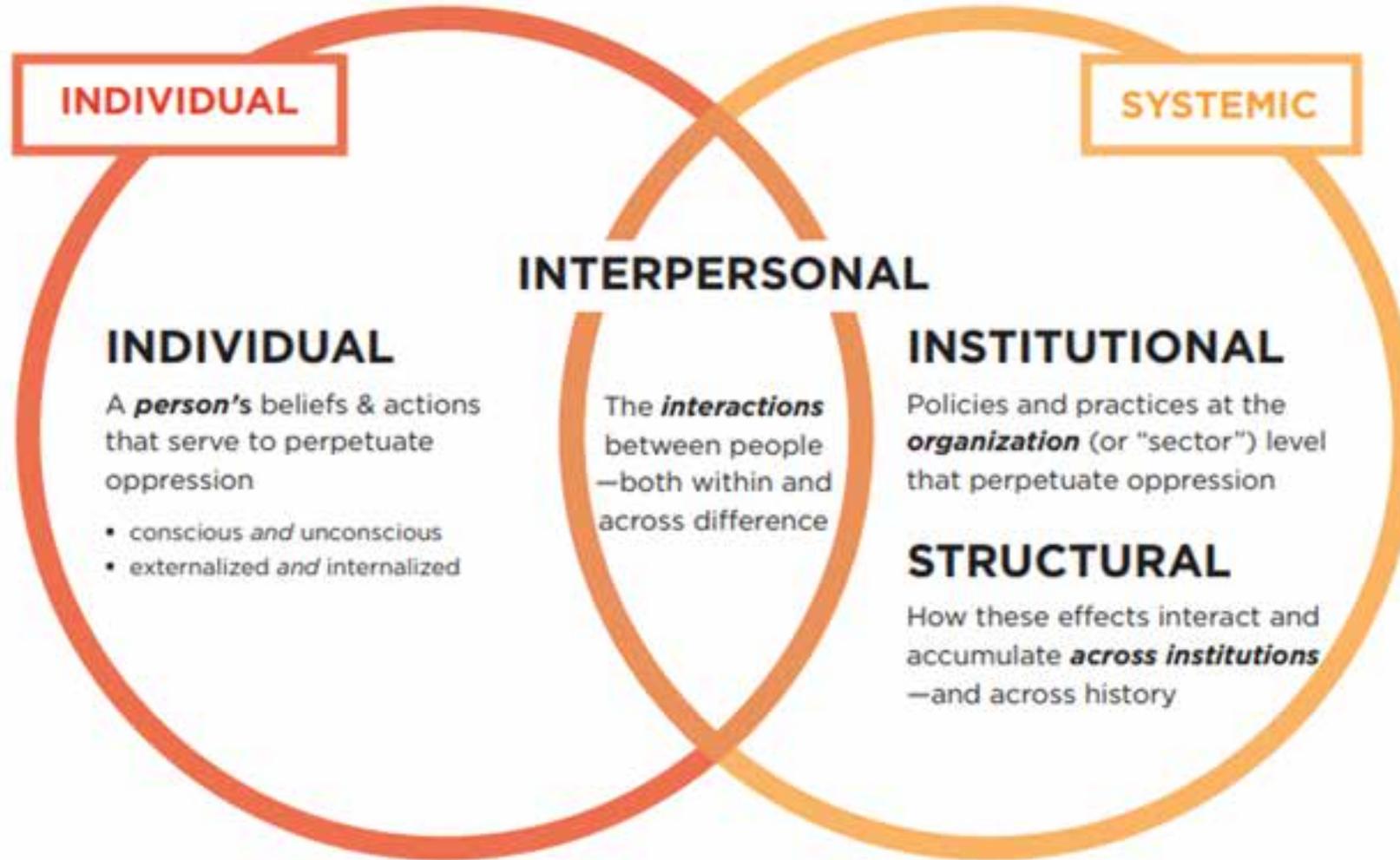
Connect individual transformation to systemic transformation - working from our locus of control



Essential Questions

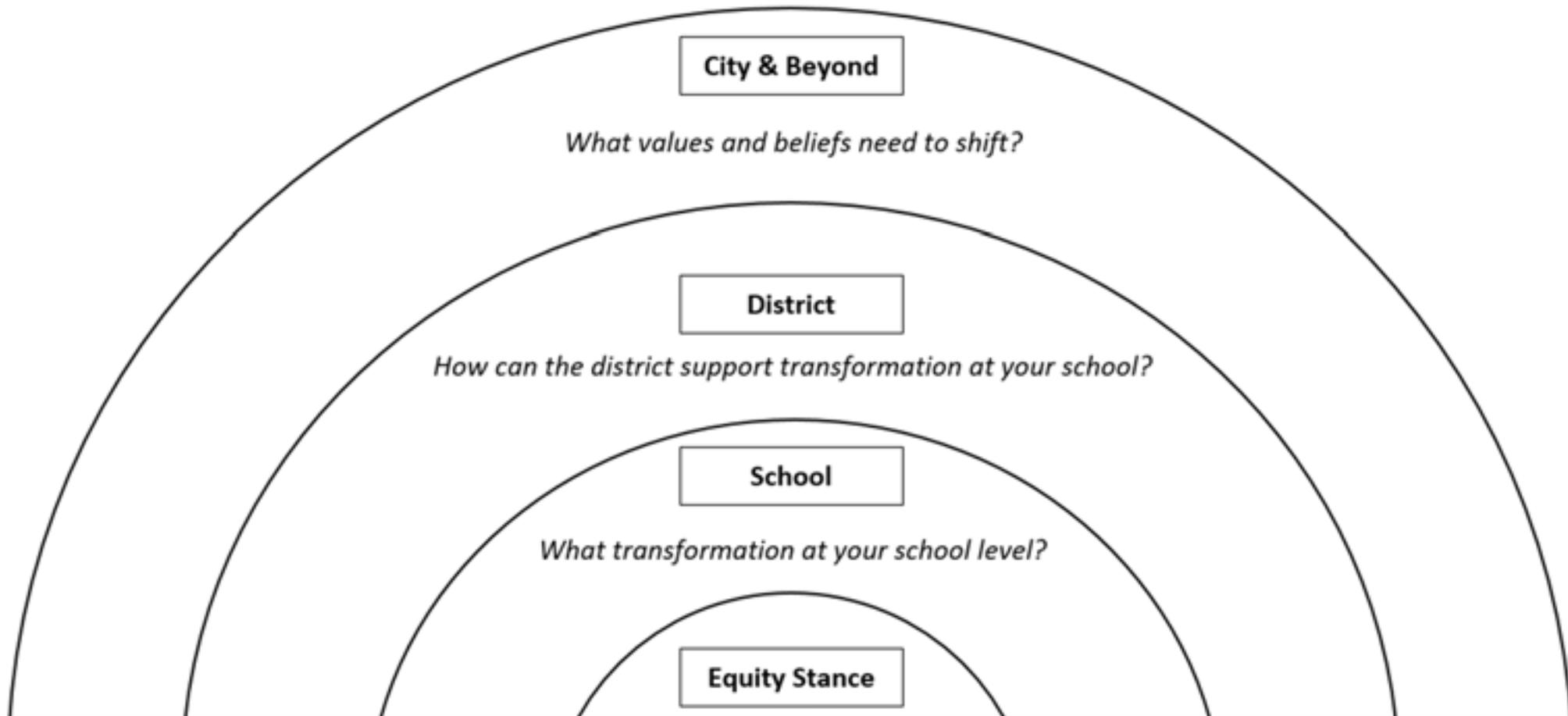
- What is equity?
- What are my own beliefs about equity?
- **How can I leverage both for personal transformation?**

THE LENS OF SYSTEMIC OPPRESSION



What is the Transformation You Seek? Multi-level Consciousness & Commitment

Essential question: what is the transformation you seek as an individual in order to advance equitable outcomes in your school and the City of Chicago?



Essential Questions

1. **Equity stance:** your locus of control?
2. **School:** transformation at this level?
3. **District:** supports and systems?
4. **Macro-system:** beliefs and values?

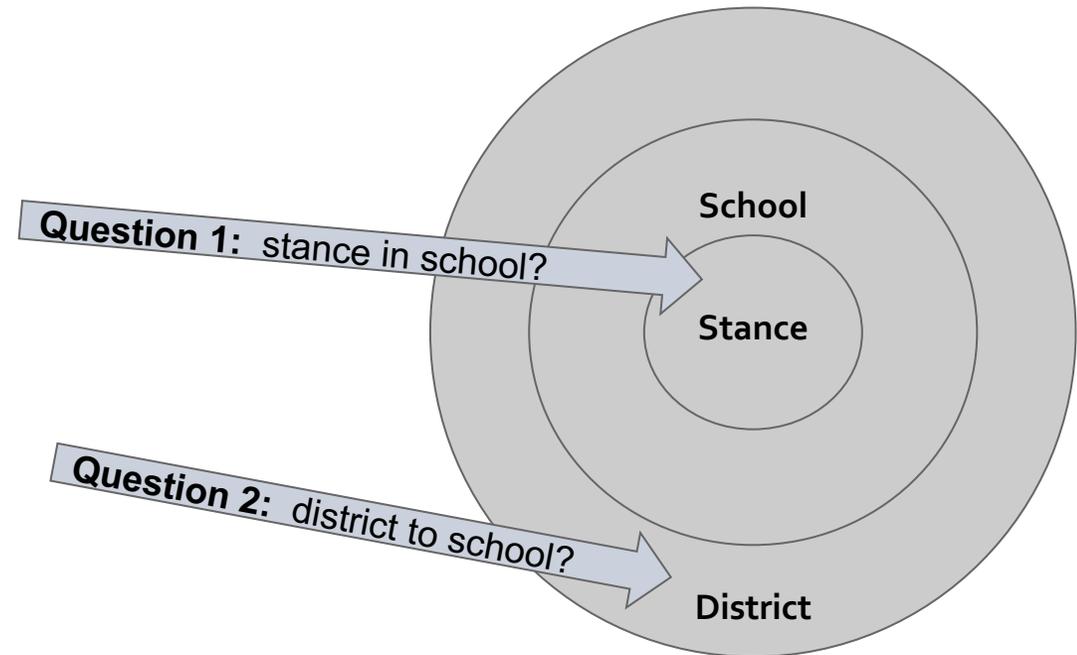


Table Work

Use blank locus of control worksheet at your table

1. **Equity stance:** your locus of control?
2. **School:** transformation at this level?
3. **District:** supports and systems?
4. **Macro-system:** beliefs and values?

Table Work

Select a **scribe** and **someone to present out**

Another group member should **ensure equity of voice**, norm usage

Take 10 minutes: start with your equity stances, in the center, and commonalities in terms of the transformation you seek



Group Share Out

Each group presents for 1-2 minutes each

Summarize four layers: equity stance, school, district, and macro-system

Closing Moves

Review patterns of participation in the meeting: race, intersection, and power

One takeaway:

Where is your interest sparked and what are your next steps on your equity journey?

CLOSING AND NEXT STEPS



One takeaway

Maurice Swinney

Chief Equity Officer at Chicago Public Schools



Closing Speaker



CPS Commitment to Equity

Race & Equity Working Group established



June 2016

July 2017



Race & Equity Efforts & Recommendations

Office of Equity opened



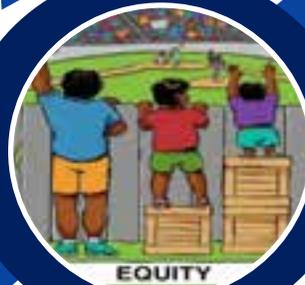
Oct 2018-Jan 2019

March 2019



CPS Five-Year Vision

CPS Equity Framework



June 2019



Establish Direction for Equity

- **Equity Report:** CPS Equity Office offers preliminary direction for leading and accomplishing equity system-wide, including convergence of CPS offices.
- **Equity Framework:** adopting, adapting and advancing a framework for equity that will level set understanding on how we can/will achieve equity. From Aspiration to Action to Achievement.

Cultivating Equity-Driven Leadership

- **Professional Learning Experiences on Leading for Equity:** empowering leaders to lead organizational change through deepening understanding on implicit bias and equity in decision making.
- **Increasing # of Minority Leaders:** Great Expectations Mentoring Program



CPS Future State

- Equity:
 - is key in the 5-Year Vision to be launched end of this month
 - highlighted throughout the Vision to show efforts by different offices and priority areas
 - analyses have been integrated into setting school and district goals
- CPS Equity Framework
- Equity reporting
- Assessment of policies and programs



Emerging Priorities

Monitoring Equity Work thru Convergence and Reporting

*Showcase best practice and
leveraging collective accountability*

Cultivating Equity-Driven Leadership

Improving our equity lens toward transformation

Creating Thru-Lines for AFAM and Latinx Males

Designing education quality throughout youth development



Michael Boraz

Principal of Lincoln Park High School



Feedback Survey:
bit.ly/CLCEquity

