Induction Equity Training
Fall 2020
Goal

To create shared understanding around the following:

● complex issues facing marginalized students in our system
● our ethical responsibility to positively influence the trajectory of all of our students’ lives.
Success Criteria

You will:

● analyze your identity and how it influences your beliefs, behaviors and experiences.
● define unconscious bias, stereotypes and microaggressions
● practice strategies for intervening and showing support for all students and staff
● Share responses with group
As we begin our training, we want to **acknowledge** and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware** and **Kickapoo Nations and Peoples**. In doing social justice work, it is important we **acknowledge** the dark history and violence against **Native and Indigenous People** across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized.
Context to Build Our Why

- Student Experience
- Priority Metrics
- Equity Advisory Council
- Media Reports
- Chief Diversity Officer
- Community Stakeholders
Focus Area 5 - Equity and Diversity

Goal 1
Create and sustain a learning environment that supports equity and diversity through the development of staff, expanding diverse workforce, enhancing academic supports and culturally relevant curriculum while promoting increased engagement and advocacy of underrepresented and under-resourced students.

Strategies
- 5.1.1 Facilitate learning opportunities for staff and leaders that foster exploration of identity and self, and create applications to demonstrate cultural consciousness in their work.
- 5.1.2 Develop and deploy improved recruitment, collaboration and communication structures to enhance and diversify the workforce.
- 5.1.3 Review, improve and expand programming and services for under-resourced and underrepresented students.
- 5.1.4 Review and expand the curriculum to reflect student identities, lived experiences, cultural history and significant contributions.
- 5.1.5 Research, develop and deploy engagement and advocacy policy, practices, and programs that support students and staff, and foster greater community engagement.
Underrepresented & Under-Resourced

As a way to focus on diverse student populations in SPS, the Office of Equity and Diversity use the terms “underrepresented and under-resourced students” which are defined as, but not limited to:

- Students of Color in terms of domestic and international racial and ethnic identities
- Students with Disabilities (physical, cognitive and developmental)
- English Language Learners
- LGBTQ+ Students
- Students who receive FREE and REDUCED Lunch
- Students who receive McKinney-Vento Services
- Students from diverse religious groups and practices
Guiding Principles

- Stay Engaged
- Lean into your discomfort
- Speak YOUR Truth and from YOUR Lived Experiences
- Acknowledge YOUR privileges
- Seek To Understand
- Hold YOURSELF Accountable
Reflections

What were your impressions of the video?

Thinking about schools as public spaces, what will you do to make underrepresented and under-resourced students in your schools feel welcome?
Our Why

Educational equity means that EVERY student has **access to the resources** and **educational rigor** they need at the right moment in their education, despite race, gender, sexual orientation, ethnicity, language, disability, family background, or family income.
Belief Cycle

Beliefs

Experiences

Behavior
Think about how it felt to create your identity map.

Share any thoughts, feelings or insights this activity helped you uncover.
Bias refers to the attitudes and stereotypes, positive or negative, that unconsciously influence people's perceptions, actions, and decisions.
Stereotypes

A __________________ mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude or uncritical judgement.
“Marginalization is both a condition and a process that prevents individuals and groups from full participation in social, economic, and political life enjoyed by the wider society.”

A product of the partnership between four development professionals at the Elliott School of International Affairs & the World Fair Trade Organization-Asia
WHICH SEEMS LIKE A HUGE OVERREACTION
Micro-aggression

everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

-- Derald Wing Sue, Ph.D.
Have you seen or experienced microaggressions yourself?

How did you handle the situation?
» Share new learning from the video about being a better person.

» One way you plan to immediately apply this learning.
IMPACT > INTENT
Share some examples of impact and intent being misaligned in our community or at your site.
If You See Injustice
Speak Up!
Silence Speaks Volumes

- Silence gives the impression that what was said or done is acceptable; which makes you complicit of the act.

- Remember it’s our responsibility as educators to make school spaces safe for all students mentally, physically, and emotionally.
Be Prepared To Respond

- Take a deep breath and collect your thoughts.
- Be respectful and direct.
- Know you’re doing the right thing for the right reasons.
- Shame is not your objective.
That offends me.
I don’t find that funny.
I’m surprised to hear you say that.
Ouch!

tolerance.org
Example of Interrupt

Imagine your supervisor gives your team a new directive. Your friend responds with, “That’s so retarded!”
Question

- What do you mean by that?
- Tell me more.
- What point are you trying to make by saying that?

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Imagine your school gets an influx of ELL students. A colleague says, “These people should learn English if they’re going to live here.”
Educate

● Using that word doesn’t help others feel safe here.
● Do you know the history of that word/comment?
● That’s a misconception some people have about_______.

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Imagine a same-sex couple is registering their student at your school. You hear a colleague say, “I wonder which one is the man and which one is the woman?”
Echo

- Thank you for speaking up.
- I agree that kind of talk has no place here.

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Scenario 1

You overhear a student on the bus say, “The President is going to send all of your people back to Mexico!”

How would you respond?
Scenario 2

You overhear a student telling another, “I can’t believe you did that! You’re so gay!”

How would you respond?
Scenario 3

Two students get into an argument and one student calls the other the N-word.

How would you respond?
Apologizing Appropriately

● Accept the Feedback
● Acknowledge Intent and Impact
● Apologize Sincerely
● Ask Questions for Clarification
● Adjust/Change
● Move Forward
Thanks for telling me. I’m sorry.

(Accept Feedback, Apologize sincerely)
Solo Write

I used to think______________________________.

Now I know______________________________.

One commitment you’ll make to apply your learning from today.
Wait I still have questions!

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