

# EMPOWERING EDUCATORS TO LEAD THE CHANGE FOR EQUITY AND EXCELLENCE PART I

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# DR. COLEMAN'S SELFIE

*Race/Ethnicity*  
**Black/  
African American**

*Biological Sex/  
Sexual Orientation*  
**Female/Heterosexual**

*Gender & Pronouns*  
**Cisgender  
She, Her, Hers**

*Religion/Spirituality*  
**Christian-Catholic**

*Age/Class/Ability*  
**Middle Age & Class/  
Able-bodied & Emotionally Well**

*Values/Beliefs*  
**Equity, Fairness and Inclusiveness**

*Do I Have Bias?  
Am I A Good Person?*  
**YES & YES**

*BIAS Language*  
**Incompetent, Angry Black  
Woman**

*Social Injustice I've Confronted*  
**Racism, Colorism, & Sexism**

# PRIVILEGE AND OPPRESSION

## Privilege

- A group of unearned cultural, legal, social, and institutional rights extended to a group based on their social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. Some people who can “pass” as members of the privileged group might have access to some levels of privilege.

## Oppression

- The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships structures that saturate most aspects of life in our society.



# Courageous Conversations

Stay Engaged

Balance Showing Up as Experts and as Learners

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure



Safe Space vs Brave Space

Allow for growth and evolution in understanding

*INSERT NAME HERE*

# SELFIE

*Race/Ethnicity*

*Biological Sex/  
Sexual Orientation*

*Gender & Pronouns*

*Religion/Spirituality*

*Age/Class/Ability*

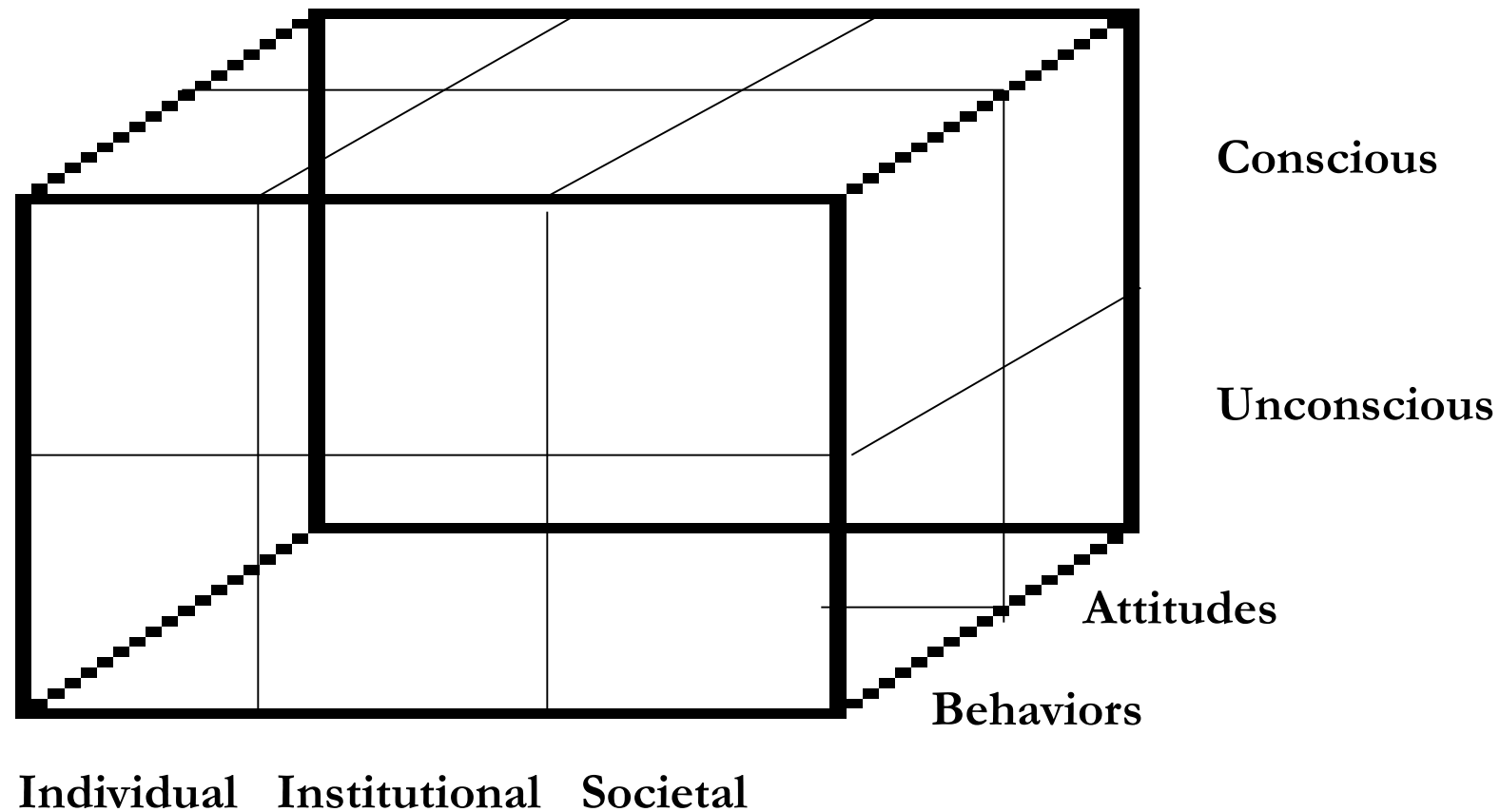
*Values/Beliefs*

*Do I Have Bias?  
Am I A Good Person?*

*BIAS Language*

*Social Injustice I've Confronted*

# MODEL OF OPPRESSION





# Educational Inequities

- The achievement gap affects Black and Latinx Students, those from a lower socioeconomic status, LGBTQ students and students with disabilities more than any other subcultures of the population.
- Black/Latinx students, students from a lower socioeconomic status, LGBTQIA+ students and students with disabilities are negatively labeled as low-achieving, disadvantaged and struggling.





## State of Illinois Report Card - 2019

	<i>Enrollment</i>	<i>NAEP Assessment Proficient Grade 8 - 2017</i>		<i>Chronic Absenteeism (18%)</i>	<i>Drop-Out Rate (4%)</i>	<i>Gifted – 2020 (7.6%)</i>	<i>Graduation Rate – 4 years (86%)</i>
		<i>ELA</i>	<i>Math</i>				
<b>American Indian</b>	N/A	N/A	N/A	24%	<b>7%</b>	7.4%	<b>78%</b>
<b>Asian</b>	5%	68%	66%	<b>9%</b>	2%	<b>18.4%</b>	94%
<b>Black</b>	17%	<b>15%</b>	<b>11%</b>	<b>31%</b>	<b>8%</b>	<b>4.7%</b>	<b>77%</b>
<b>Hispanic</b>	26%	<b>25%</b>	<b>21%</b>	20%	5%	<b>5.5%</b>	82%
<b>Pacific Islander</b>	N/A	N/A	N/A	18%	5%	8.1%	80%
<b>Two or More Races</b>	4%	50%	39%	20%	4%	9.1%	87%
<b>White</b>	48%	45%	42%	13%	3%	8.5%	91%
<b>Low-Income</b>	49%	<b>22%</b>	<b>18%</b>	25%	<b>6%</b>	N/A	<b>78%</b>
<b>Students with IEP</b>	16%	N/A	N/A	26%	4%	N/A	<b>70%</b>

# Equity and Student Growth: Lessons Learned from the COVID-19 Pandemic

## N = 67,081 Students in Grades 2 through 8 in the State of Illinois

Education | Consulting | Research | Analytics - ECRA Group, Inc.

	Math		Reading	
	<i>Observed Effect</i>	<i>Months of Recovery Needed</i>	<i>Observed Effect</i>	<i>Months of Recovery Needed</i>
Asian	-0.47	2.9	-0.17	1.5
Black	-0.94	5.8	-0.69	5.7
Hispanic	-0.91	5.6	-0.69	5.7
Other	-0.76	4.7	-0.44	3.7
White	-0.68	4.2	-0.34	2.9
Female	-0.80	4.9	-0.41	3.4
Male	-0.77	4.7	-0.58	4.9
IEP	-0.76	4.7	-0.51	4.2
Low Income	-0.89	5.4	-0.66	5.5
ELL	-0.86	5.3	-0.74	6.1

# Racial Bias in the School



- Students of color are significantly more likely to be concentrated in low-income schools with less qualified teachers, fewer material resources, larger classes sizes, and lower long-term expectations for their students.

# Teacher Bias: The “Elephant” in the Classroom

<i>40% of Black and Latinx youth in the USA are in situations that cause them to be “at risk” of school failure.</i>	<b>Black/Latinx Students are Labeled Negatively Deficit-minded</b>
<ul style="list-style-type: none"><li>■ Lower grades</li><li>■ Less successful on standardized tests</li><li>■ Graduate less often</li><li>■ Drop-out more often</li></ul>	<ul style="list-style-type: none"><li>• Dumb</li><li>• Dangerous</li><li>• Deprived</li><li>• Deviant</li><li>• Disturbed</li></ul>

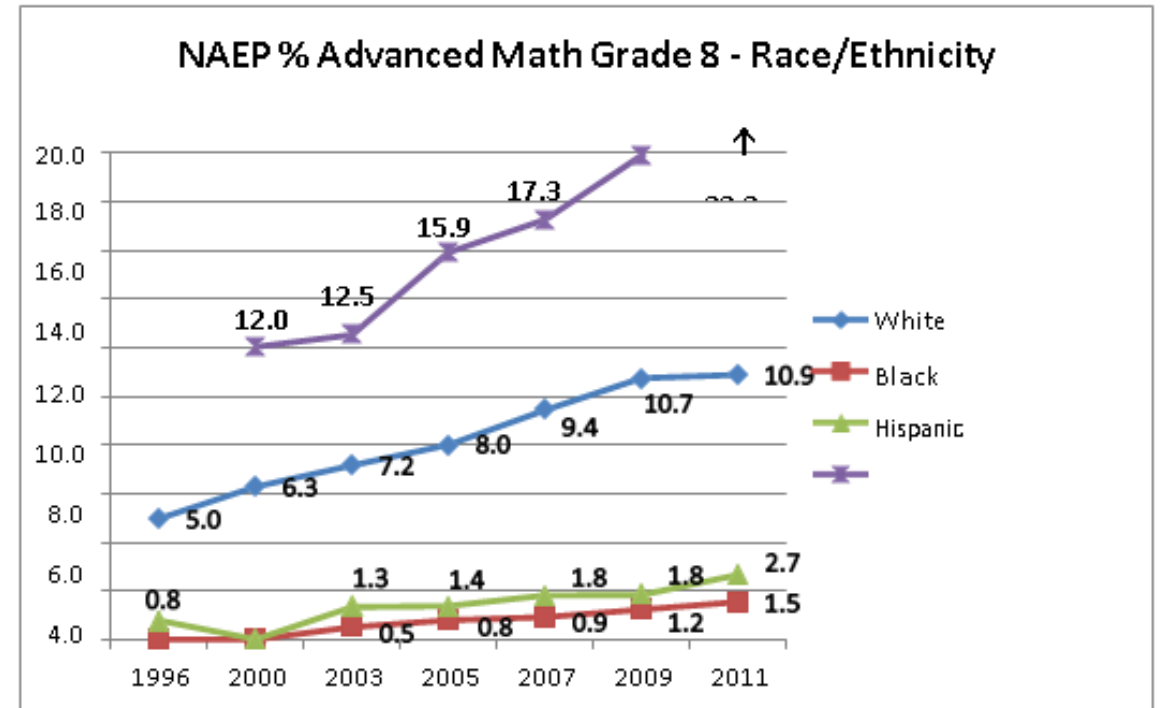
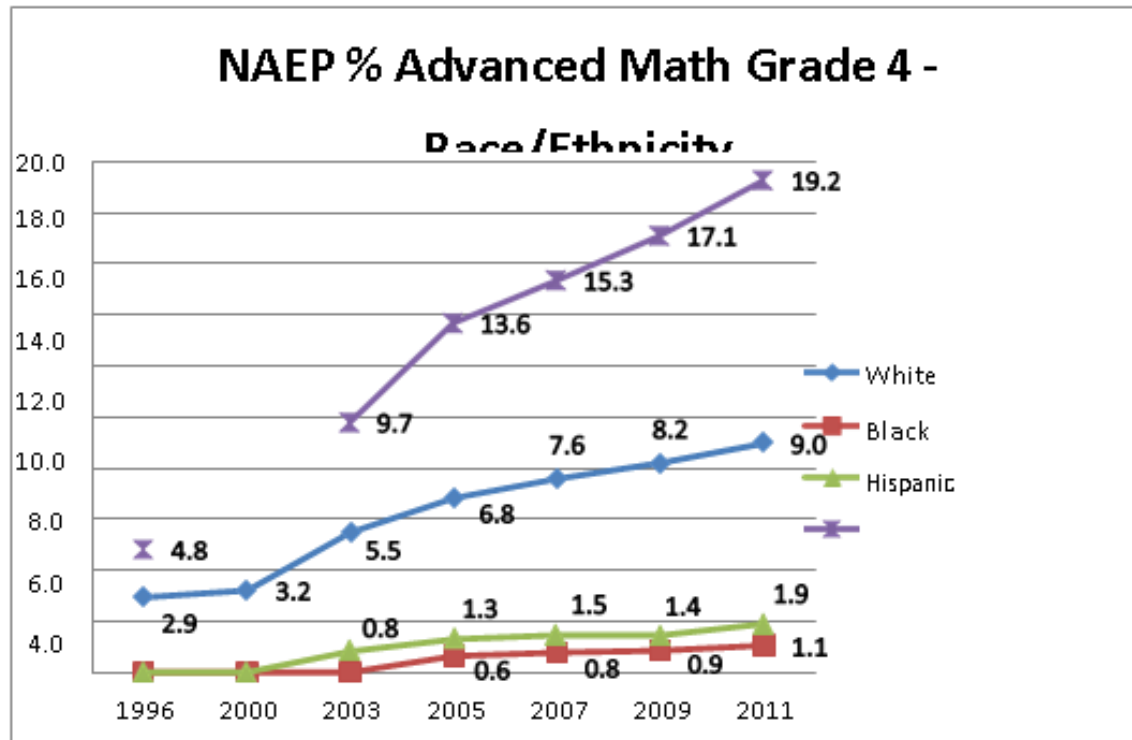
# Teacher Bias: The “Elephant” in the Classroom

- Whether it's gender or race, student preference or handwriting, any factor that causes a teacher to have higher expectations for some of their students and lower expectations for others is bound to create results to match.
- Teachers' belief in their students' academic skills and potential is “a vital ingredient for student success” because it is linked to students' beliefs about “how far they will progress in school, their attitudes toward school, and their academic achievement.”
- When teachers underestimate their students, it affects not just that one student-teacher relationship but the student's entire self-concept as well as more tangible measures like their GPA.
- “Teacher expectations were more predictive of college success than most major factors, including student motivation and student effort.”

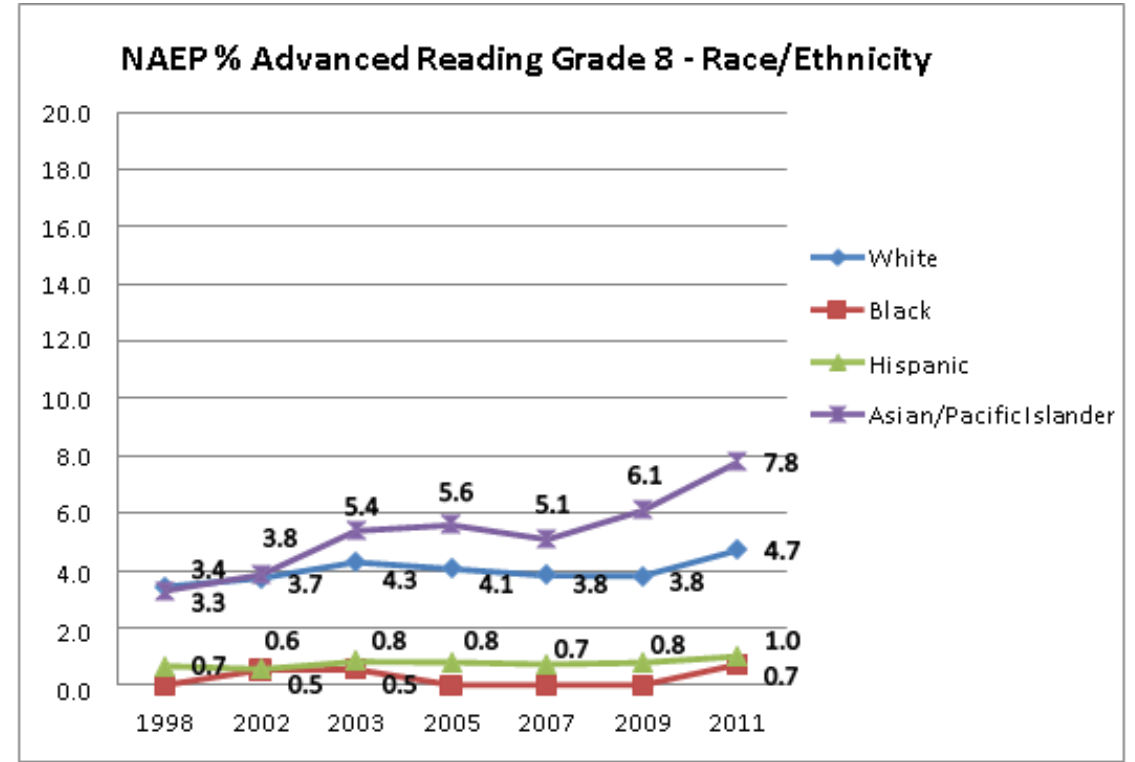
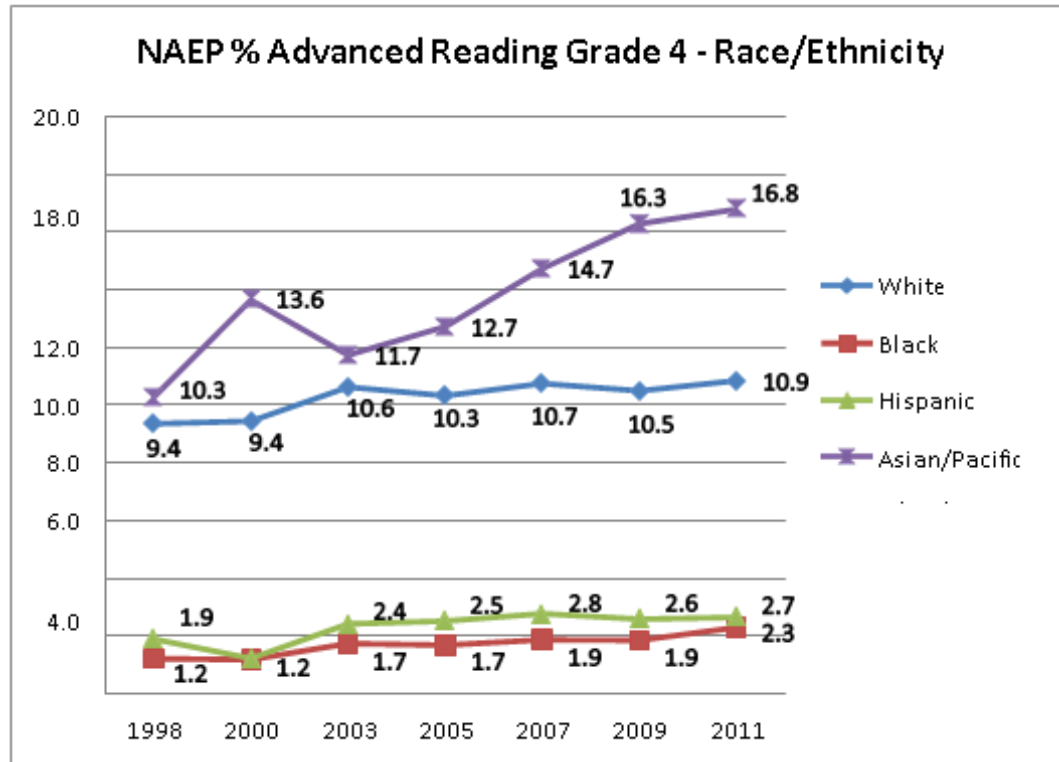
# Indicators of Inequities in Access to Educational Opportunities

Domain	Indicators	Constructs to Measure
Extent of Racial, Ethnic, and Economic Segregation	<b>Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation</b>	<ul style="list-style-type: none"> <li>✓ Concentration of poverty in schools</li> <li>✓ Racial segregation within and across schools</li> </ul>
Equitable Access to High-Quality Early Learning Programs	<b>Disparities in Access to and Participation in High-Quality Pre-K Programs</b>	<ul style="list-style-type: none"> <li>✓ Availability of licensed pre-K programs</li> <li>✓ Participation in licensed pre-K programs</li> </ul>
Equitable Access to High-Quality Curricula and Instruction	<b>Disparities in Access to Effective Teaching</b>	<ul style="list-style-type: none"> <li>✓ Teachers' years of experience</li> <li>✓ Teachers' credentials, certification</li> <li>✓ Racial and ethnic diversity of the teaching force</li> <li>✓ Culturally Responsive Teaching and Learning</li> </ul>
	<b>Disparities in Access to and Enrollment in Rigorous Coursework</b>	<ul style="list-style-type: none"> <li>✓ Availability and enrollment in advanced, rigorous course work</li> <li>✓ Availability and enrollment in Advanced Placement, International Baccalaureate, and dual enrollment programs</li> <li>✓ Availability and enrollment in gifted and talented programs</li> </ul>
	<b>Disparities in Curricular Breadth</b>	<ul style="list-style-type: none"> <li>✓ Availability and enrollment in coursework in the arts, social sciences, sciences, technology, and mathematics</li> </ul>
	<b>Disparities in Access to High-Quality Academic Supports</b>	<ul style="list-style-type: none"> <li>✓ Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners</li> </ul>
Equitable Access to Supportive School and Classroom Environments	<b>Disparities in School Climate</b>	<ul style="list-style-type: none"> <li>✓ Perceptions of safety, academic support, academically focused culture, and teacher-student trust</li> </ul>
	<b>Disparities in Non-exclusionary Discipline Practices</b>	<ul style="list-style-type: none"> <li>✓ Out-of-school/in-school suspensions and expulsions</li> </ul>
	<b>Disparities in Nonacademic Supports for Student Success</b>	<ul style="list-style-type: none"> <li>✓ Supports for emotional, behavioral, mental, and physical health</li> </ul>

# Racial Excellence Gap



# Racial Excellence Gap





# Racial Identity Conflict

## “Raceless Persona Theory”

- The conflict Black and Latinx students face when they achieve academic success

## “Acting White”

- Black and Latinx Students tend to deny or hide their talent and potential in order to not being seen or viewed as smart or valuing academic achievement
- Caught in this middle position . . . not real enough and too smart to be part of the home community and not cultured enough or too foreign to be part of the mainstream”

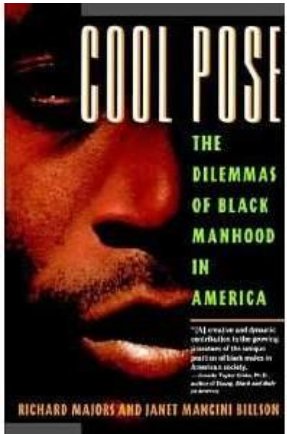
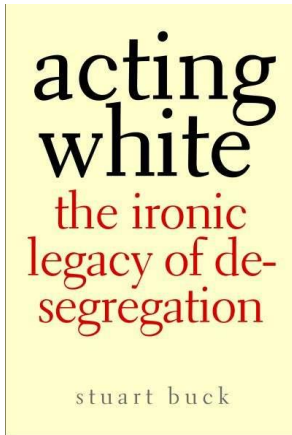
## “Cool Pose”

- A defense mechanism and ritualized form of masculinity that allow them to cope with oppression, racism and oppression

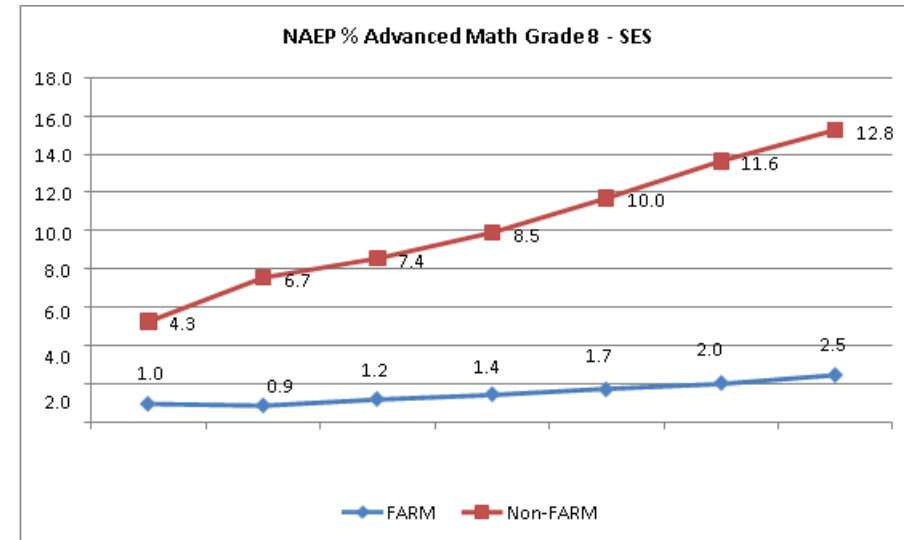
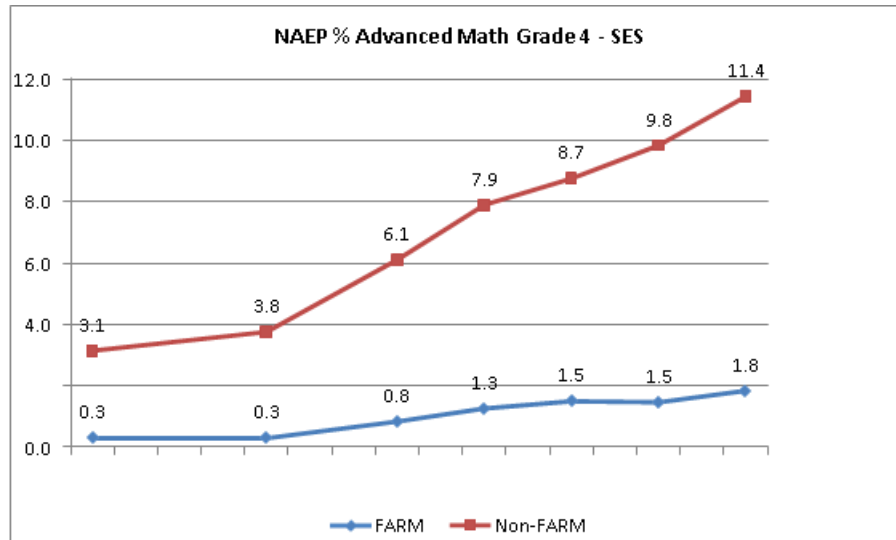
## “Imposter Syndrome”

- A feeling of self doubt when one’s internal racial identity doesn’t match with others’ perception of their racial identity.

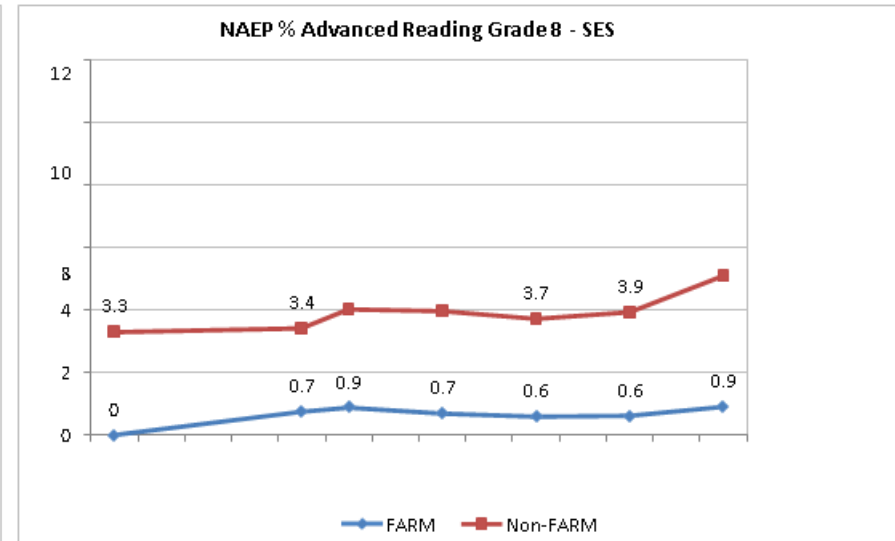
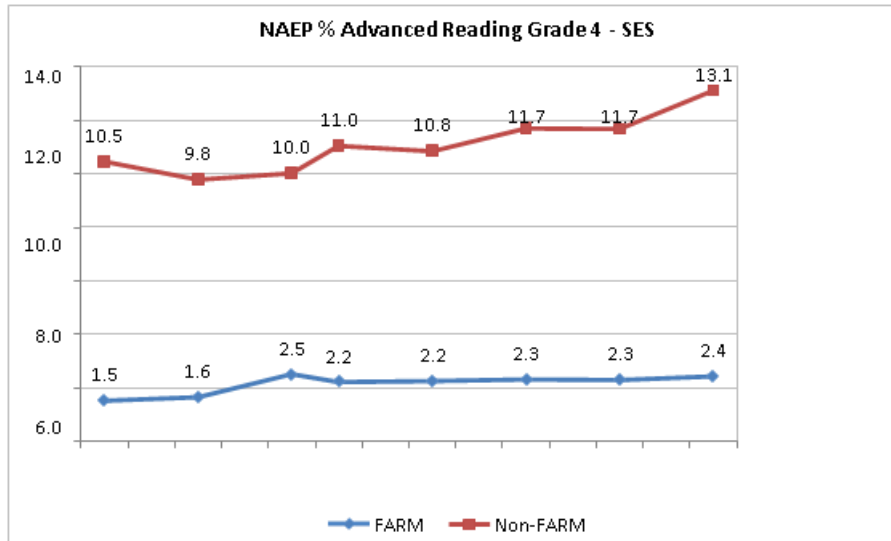
*“We can hear it loud and clear when we receive almost daily messages from society that we truly don’t belong!”*



# ECONOMIC-ROOTED EXCELLENCE GAP



# ECONOMIC-ROOTED EXCELLENCE GAP



# Why Does the Excellence Gap Exist?

Inadequate training for educators who work with underperforming subgroups of students

The exclusive use of standardized tests, which reflect middle-class, majority values and do not reflect the exceptional abilities, experiences, cultural styles, and values of minority students

Systemic bias in the design and implementation of programs for advanced learners

Attitudes about high achievement potential

Lack of aggressive poverty reduction policies

Disparities in parents' awareness of and advocacy for access to advanced and gifted education services

Under-resourced schools that serve predominately lower income and disadvantaged culturally, linguistically and economically diverse students

Fewer environmental opportunities that enhance intellectual achievement

# CHARACTERISTICS OF ADVANCED LEARNERS FROM CLED DIVERSE BACKGROUNDS

Black/African American Students	Hispanic/Latinx Students	Asian Students	Rural	LGBTQIA+
Facility to express feelings and emotions • effective ability to tell stories, rap or debate and employ convincing oratory • creativity in the visual and performing arts • intuitive or resourceful problem-solving • imaginative and dynamic team membership • athletic talent • persuasive leadership skills • keen awareness of equity and justice issues	Learn to speak a second language quickly • Highly curious and eager to delve into new ideas in either language • Enjoy older playmates and readily engage adults in conversation • Resourceful, intuitive problem-solvers • Have excellent memory for stories, songs, and poetry • Enjoy performing • Persevere in attaining goals • Demonstrate social maturity at home and in the community • Become absorbed in self-selected tasks	Families placing high value in academic learning • Insistence that children pursue careers in math, science, and technical fields • Instilling the value that effort is a greater factor in success than innate intelligence or talent • Belief in the formula that individual hard work, delayed gratification, and strong family support will yield success	Lack of community resources: museums, cultural centers and professional mentors • Charge of “elitism,” by some community members • Unlikely to find intellectual peers • Colleges and universities may be inaccessible • Flexible scheduling to accommodate special programs may be problematic • Lack of Advanced Placement or college-credit learning programs • May not attract teachers with advanced training and experience • Talent development may be costly in time and financial resources • Highly gifted girls may feel pressured to early marriage or a traditional career choice • Conservative setting may not allow diverse viewpoints • Student fear that competencies may not be competitive with those of other gifted learners in the larger community • Parent fear that once students expand their horizons they may abandon family values, leave the community or not be accepted back	Possess high intellectual aptitudes/abilities • Attain high academic achievement • Earn youth awards for leadership, creativity or athletics at school or in the community • Multipotentiality due to wide interests • Exhibit creativity in the visual and performing arts • Demonstrate empathy for the woes of others • Perfectionism: strong drive to excel • Fragile identity may yield to desire to fulfill expectations of others • Talent/s may emerge early • Gender preference may emerge early • May hide talent/s to be accepted • May express confusion about gender identity
Low-Income	<p>Gifted students from low-income backgrounds, including those who are culturally or linguistically different, share many of the personal traits and characteristics of gifted students who are not. However, because they may have had fewer opportunities to gain the academic background knowledge needed to be successful in school and may have unique psychological and social issues as a result of poverty and marginalization, different and distinct approaches to identification and programming are sometimes necessary to fully develop their talents and abilities.</p> <ul style="list-style-type: none"> <li>• Wide range of interests not necessarily related to school • Specific talent with exceptional memory or knowledge • Creative • Unusual imagination • Humorous in unique ways • High energy levels • Insightful • Great story tellers • Desire to perform with mixed messages from peer groups • Discrepant identification profiles</li> </ul>			

# Educational Equity

*When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can participate, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities.*

Source: Great Lakes Equity Center - [https://greatlakesequity.org/sites/default/files/20161008564\\_presentation.pdf](https://greatlakesequity.org/sites/default/files/20161008564_presentation.pdf)

# Educational Equity

- **Access:** All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices, which are attentive to heritage and community practices.
- **Representation:** Providing and having adequate prescience of all when decision and choice making as to examine patterns of underlying beliefs, practices, policies, structures, and norms that may marginalize specific groups and limit opportunity.
- **Meaningful Participation:** Agency and voice are afforded to all members of a community by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resources communities, people with disabilities, as well as with racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued.
- **High Outcome:** Efficacy of solutions benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community.

Identifying A Deficit, Diversity or Equity Frame: Where are you???			
	<i>Deficit-Minded</i>	<i>Diversity-Minded</i>	<i>Equity-Minded</i>
<b>WHO</b>	<p>Students are described as deficient and race/ethnicity is alluded to, but not named:</p> <ul style="list-style-type: none"> <li>• Unprepared</li> <li>• Developmental</li> <li>• Urban</li> <li>• Minorities</li> </ul>	<p>Diverse and equal representation is emphasized without any one group being specifically or intentionally targeted:</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• Inclusive</li> <li>• Diverse</li> <li>• Multicultural</li> </ul>	<p>Specific racial/ethnic groups experiencing gaps in access or outcomes are specifically named and focused on:</p> <ul style="list-style-type: none"> <li>• Latinx students</li> <li>• Black students</li> <li>• Native American students</li> <li>• Pacific Islander students</li> </ul>
<b>WHAT</b>	<p>The “gap” pertains to the student (under-preparation and lack of motivation, for example), and the “goal” is to fix the student:</p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Develop</li> <li>• Remediate</li> </ul>	<p>The focus is solely on increasing access and representation, without mention of outcomes:</p> <ul style="list-style-type: none"> <li>• Represent</li> <li>• Equal</li> <li>• Include</li> <li>• Celebrate</li> </ul>	<p>The “gap” is found in the institution’s preparation and response to historically underserved racial/ethnic groups’ educational needs. The goal is to use disaggregated data to find gaps and fix the policies, practices, and mindsets that haven’t been sufficient to ensure equity.</p>
<b>HOW</b>	<p>Support services that are an “addon” to existing campus practices, are the primary intervention, and are intended to fix the student:</p> <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Summer programs</li> <li>• Remediation</li> <li>• Basic skills</li> </ul>	<p>Cultural traditions and important leaders from racially minoritized groups are celebrated, but are an “add-on” to existing campus practices:</p> <ul style="list-style-type: none"> <li>• Martin Luther King Jr. Day and Dia de los Reyes Magos are listed on the campus calendar, but are absent from course curricula</li> <li>• Black and Latinx student unions exist, but are under-resourced</li> </ul>	<p>The institution is the focus:</p> <ul style="list-style-type: none"> <li>• All institutional data is disaggregated by race and ethnicity, and any gaps are named and targeted</li> <li>• Faculty and staff are trained on culturally inclusive practices</li> <li>• Faculty and staff are expected to critically examine their practices to determine if historically underserved racial/ethnic groups are equitably served</li> </ul>



	Deficit- or Equity-Minded		
1	“You can teach students all you want, but if they’re going to choose not to learn, not to show up for class, or not to follow the rules, they aren’t going to succeed no matter what the teacher does.”	2	“There are fewer Black students who graduate after five years because they aren’t educationally prepared in the same way others are. There is very little that we can do.”
3	“Students of color oftentimes find themselves needing to quickly adapt not only to the culture of our institution but also to the expectations required of our courses, so it’s important that we take them seriously.”	4	“We have to be more aware of how we talk to our students and make them feel inept, inferior, or stigmatized. Individuals have the capacity to learn at any time, but we tend to see students of color as underprepared.”
5	“I can lead a horse to water, but I can’t make it drink.”	6	“They’re just not prepared. There’s nothing I can do about that.”
7	“What if we experimented with some new ways to do things based on what seems to be working—and then see if the gaps close?”	8	“Shouldn’t we really be talking about our teaching pedagogy rather than what students don’t know?”

	Deficit- or Equity-Minded		
9	“If we look at the data together, we’ll be able to see specifically where students are struggling, and where we can take specific steps to help them succeed.”	10	“We’re all doing peer observations this term so we can better understand our classes—do you want to join us?”
11	“Because we want to be well-informed about what’s happening with our students, it’s important to investigate any questions with data. We need to find out what’s happening with this student group, no matter the size.”	12	“Why don’t we look at our department data so we can better understand our students based on race and ethnicity?”
13	“I can’t help the Black students in my courses, because they just don’t ask for help.”	14	“Students receive limited support about career options in their first and second semesters. This may impact their retention.”
15	“Students are not focused and lack motivation.”	16	“Information on student support services is poorly disseminated in the classroom.”

# Equity-Minded and Student-Centered

What made you think hard this week?	How will you challenge yourself today?	What can you learn from this experience or mistake?	What would you do differently next time to make things work better?	What else do you want to learn?
What strategy can you try?	Who can you ask for honest feedback?	Did you work as hard as you could have?	If it was too easy, how can you make it more challenging?	Did you hold yourself to high expectations or did you accept “good enough”?
Did you ask for help if you needed it?	What can you do to manage distractions?	Have you reviewed your work or logic for errors or flaws?	Are you proud of the end result? Why or why not?	What’s the next challenge to tackle?

# Equity-Mindedness

Source: Equity Literacy Institute - <https://www.equityliteracy.org/>

Abilities	Examples of Associated Knowledge and Skills
<b><i>Ability to Recognize even the subtlest biases and inequities</i></b>	<ul style="list-style-type: none"><li>notice subtle bias in learning materials and classroom interactions</li><li>remain curious about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways</li><li>reject the deficit view that outcome inequalities (like test score disparities) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students</li></ul>
<b><i>Ability to Respond to biases and inequities in the immediate term</i></b>	<ul style="list-style-type: none"><li>develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom, lab or school</li><li>cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies</li><li>foster conversations with colleagues about equity concerns</li></ul>
<b><i>Ability to Redress biases and inequities in the long term</i></b>	<ul style="list-style-type: none"><li>advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices</li><li>never confuse celebrating diversity with equity, such as by responding to racial conflict with cultural celebrations</li><li>talk about poverty, racism, transphobia, and other forms of injustice</li></ul>
<b><i>Ability to Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures</i></b>	<ul style="list-style-type: none"><li>express high expectations for each student through higher-order teaching</li><li>understand that inequities are operating right now in their spheres of influence and proactively advocate for the institutional change necessary to eliminate them at their roots rather than waiting for individual people to report, and then episodically responding to, individual manifestations of that inequity</li><li>prioritize the interests of students whose interests historically have not been prioritized in all policy and practice decisions and in the cultivation of institutional culture.</li></ul>

# Equity-mindedness

FIGURE 7 | Equality vs. equity in the short and long term



In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.



Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.



All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

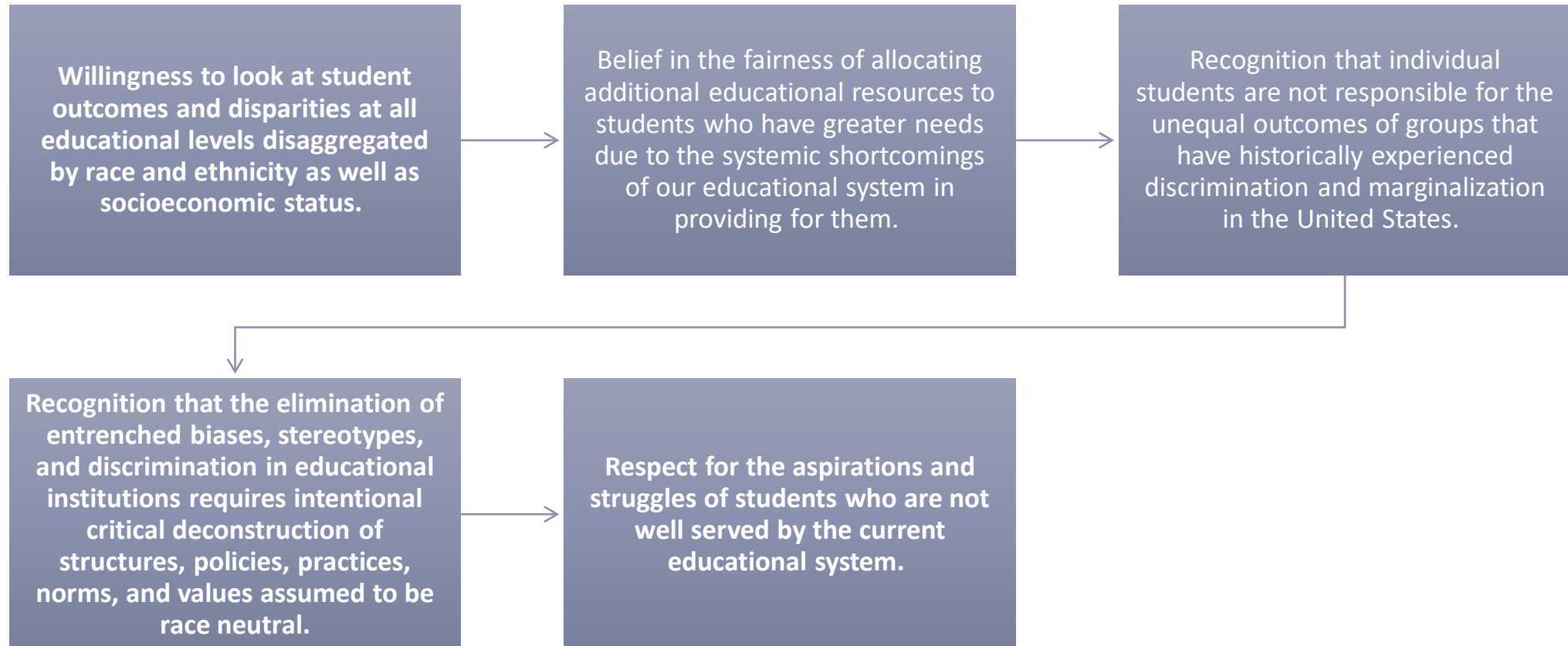
Deloitte Insights | [deloitte.com/insights](https://deloitte.com/insights)

The outlook, perspective or mode of thinking exhibited by those who call attention to patterns of inequity and are willing to assume personal/institutional responsibility for the elimination of inequity. **This includes being “conscious,” noticing differences in experiences among cultural groups, and being willing to talk about race, gender, class, sexual orientation, ability, ethnicity as an aspect of equity.** Equity perspectives are evident in actions, language, problem-solving, & cultural practices.

# Equity-mindedness Principles

- The **Direct Confrontation** Principle: The path to equity requires direct confrontations with inequity—with interpersonal, institutional, cultural and structural racism and other forms of oppression. “Equity” approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.
- The **Equity Ideology** Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.
- The **Prioritization** Principle: In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, “What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?”
- The **Redistribution** Principle: Equity requires the redistribution of material, cultural, and social access and opportunity. We do this by changing inequitable policies, eliminating oppressive aspects of institutional culture, and examining how practices and programs might advantage some students over others. If we cannot explain how our equity initiatives redistribute access and opportunity, we should reconsider them.
- The **“Fix Injustice, Not Kids”** Principle: Educational outcome disparities are not the result of deficiencies in marginalized communities’ cultures, mindsets, or grittiness, but rather of inequities. Equity initiatives focus, not on “fixing” students and families who are marginalized, but on transforming the conditions that marginalize students and families.
- The **One Size Fits Few** Principle: No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (like group-level “learning styles”) almost always are based on simplicity and stereotypes, not equity.
- The **Evidence-Informed Equity** Principle: Equity approaches should be based on evidence for what works rather than trendiness. “Evidence” can mean quantitative research, but it can also mean the stories and experiences of people who are marginalized in your institution.

# What does it mean to be Equity-Minded?



# Equity Lens

## Multnomah County Equity and Empowerment Lens



## The Portland Public Schools Equity and Social Justice Lens

1. Describe the proposed action, desired results and outcomes, and connection to mission: Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.
2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? a) Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for racial equity and social justice? a) Who are the demographic groups affected? b) How will each group be impacted/affected by the decision or action? c) Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. Does the proposed action address barriers to equitable outcomes? a) How will you track progress toward reducing disparities?
5. What information/data are you basing your decision or action upon? a) What data or metrics will you collect/use to track impacts of the proposed action on the identified populations?
6. Describe any changes you have made or will make to the action after applying this lens.



# Leading for Equity and Excellence

*Adapted from Awake to Woke to Work: Building a Race Equity Culture Framework*

AWAKE	WOKE	WORK
At the <b>AWAKE</b> stage, educational institutions are focused on people and on building a staff comprised of individuals from different race, gender, backgrounds. The primary goal is representation, with efforts aimed at increasing the number of people of different race backgrounds.	At the <b>WOKE</b> stage, educational institutions are focused on culture and creating an environment where everyone is comfortable sharing their experiences and everyone is equipped to talk about educational equity and inequities. The primary goal is inclusion and internal change in behaviors, policies, and practices.	At the <b>WORK</b> stage, educational institutions are focused on systems to improve educational equity. The primary goal is integration of an equity lens, into all aspects of an organization, policies, practices, programs, services. This involves internal and external systems change and regularly administering an educational equity assessment to evaluate processes, programs, and operations.

# Thank You!

**Tune In Tuesday April 5, 2022 for Part II**

Q&A

[Awake to Woke to Work: Building a Race Equity Culture Framework](#)

[Content-based Curriculum for Low income and Minority Gifted Learners](#)

[Culturally Responsive Teaching: A 50-State Survey of Teaching Standards](#)

[Diversity and Equity in Illinois: Responding to the Differences within the Gifted Population](#)

[Every Child, Everyday Institute: Culturally Responsive & Sustaining Practices in the Classroom](#)

[Equity Literacy Institute](#)

[Great Lake Equity Center](#)

[Illinois State Report Card](#)

[LAYING THE GROUNDWORK Concepts and Activities for Racial Equity Work](#)

[Monitoring Educational Equity](#)

[Multnomah County Equity and Empowerment Lens](#)

[7 Key Steps to Achieve Equity and Excellence](#)

[Step up and Lead for Equity](#)

[Summary Of Stages of Racial Identity Development by Interaction Institute for Social Change](#)

[Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass](#)

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