



# Pre-Work: NEA Leadership Competency Self-Assessments

## Section 1: Framework Review

How do you believe the leadership competencies and the framework can assist you and others in your leadership journey?

---

---

---

---

## Section 2: Self-Assessments

Competency	Current Self-Assessment Score and Date	Second Self-Assessment Score and Date
Advocacy		
Communication		
Governance and Leadership		
Leading Our Professions		
Organizing		
Social and Emotional Intelligence		
Strategy and Fiscal Health		



## 1.5 Examples of Everyday Bias

1. In April 2018, five African American women were playing golf at the Grandview Golf Course in Pennsylvania. They were told by the club's owners that they were moving too slowly on the golf course, and then the owners called the police. When the police arrived, they learned the reason they were called was because of a dispute between the club's management and the golfers. They talked with both groups for about 20 minutes, and then they determined that further police involvement was not necessary. One of the women said, "I felt like we were discriminated against. It was a horrific experience." (Rachel Siegel, "White golf course owners said five African American women were playing too slowly. Then they called the police," *The Washington Post*, April 25, 2018. Retrieved from [washingtonpost.com/news/business/wp/2018/04/24/white-golf-course-owners-said-five-african-american-women-were-playing-too-slow-then-they-called-the-police/](https://www.washingtonpost.com/news/business/wp/2018/04/24/white-golf-course-owners-said-five-african-american-women-were-playing-too-slow-then-they-called-the-police/))
2. In May 2018 in California, Jazmina Saavedra, a Republican U.S. congressional candidate, barged in on a person who appeared to be a transgender woman using the restroom at a Denny's restaurant and live-streamed the episode. She turned the camera to the stall door and said, "There's a man here saying that he's a lady." Saavedra then confronted the woman, who eventually came out of the bathroom in a black hoodie and was escorted out of the restaurant. As she left the restaurant, Saavedra screamed, "Next time, use the men's room." Denny's apologized and called the behavior "disrespectful." (Crystal Hill, "House candidate livestreams Denny's bathroom over 'man inside saying he's a lady,' video shows," *The Sacramento Bee*, May 18, 2018. Retrieved from [sacbee.com/news/nation-world/national/article211458119.html](https://www.sacbee.com/news/nation-world/national/article211458119.html))
3. In May 2018 at a Starbucks in California, the word "beaner" (a racial slur for Mexican people) was printed on the cup of a Latino customer. The customer was out on a coffee run from work; when he returned to work at a nearby restaurant with the cup, his colleague noticed the word on his cup. The colleague called Starbucks to complain about the incident and was told that "their employee couldn't understand what Pedro had told them," then offered her a \$50 gift card. (Nikita Richardson, "Starbucks Didn't Fix Racism at Its Stores Fast Enough," *Grub Street*, May 18, 2018. Retrieved from [grubstreet.com/2018/05/starbucks-employee-writes-racial-slur-on-coffee-cup.html](https://www.grubstreet.com/2018/05/starbucks-employee-writes-racial-slur-on-coffee-cup.html))
4. In May 2018 in a restaurant in New York City, a man berated customers and employees for speaking Spanish, and then he threatened to call immigration officials. According to a video recording of the incident, the man said, "Your staff is speaking Spanish to customers when they should be speaking English. Every person I listen to: He spoke it, he spoke it, she's speaking it. This is America!" He continued to rant to an employee and then threatened to call ICE (Immigration and Customs Enforcement) officials, saying, "My guess is they're not documented. So, my next call is to ICE to have each one of them kicked out of my country." (Faith Karimi and Eric Levenson, "Man to Spanish Speakers at New York Restaurant: 'My next call is to ICE,'" *CNN*, May 17, 2018. Retrieved from [cnn.com/2018/05/17/us/new-york-man-restaurant-ice-threat/index.html](https://www.cnn.com/2018/05/17/us/new-york-man-restaurant-ice-threat/index.html))

5. In May 2018 in Florida, a man approached five young men who were eating in a McDonald's parking lot and asked them, "Are you American boys?" The young men, all international students from Egypt who ranged in age from 19 to 23, did not respond. According to the report, the man then flashed his pocketknife, opened and closed it, and shouted, "Get the ... out of my country!" using the f-word, and then said, "You don't deserve American food!" At this point, the five men decided to leave, but the man grabbed a stun gun from his truck, and as the men rushed to get back into their cars, the man charged at them with the stun gun drawn. As the man continued coming at them, they got out of the parking lot and called the police. (Meagan Flynn, "You don't deserve American food!": Muslim students attacked at McDonald's, police say," The Washington Post, May 25, 2018. Retrieved from [washingtonpost.com/news/morning-mix/wp/2018/05/25/you-dont-deserve-american-food-man-attacked-muslims-at-mcdonalds-police-say/](https://www.washingtonpost.com/news/morning-mix/wp/2018/05/25/you-dont-deserve-american-food-man-attacked-muslims-at-mcdonalds-police-say/))

6. In December 2020, Timnit Gebru, an Eritrean Ethiopian-born political activist and computer scientist, was fired by Google as technical co-lead to the Ethical Artificial Intelligence Team. Gebru had co-authored a paper at the encouragement of her superiors that explored bias in artificial intelligence language models, some of which were in use at Google. Upon review of the paper, upper management requested she withdraw it from being published or remove the names of all Google co-authors, stating that they did not agree with her research. Gebru then requested further insight into the disagreement or she would be remitting her resignation, to which Google responded by terminating her employment and stating they were accepting her resignation. Gebru has been recognized internationally for her expertise in technology and artificial intelligence. In 2021, she was named one of the World's 40 Greatest Leaders by Fortune and one of Nature's 10 people who shaped science, and in 2022 she was one of Time's most influential people. (Karen Hao, "We read the paper that forced Timnit Gebru out of Google. Here's what it says." MIT Technology Review, December 4, 2020. Retrieved from [technologyreview.com/2020/12/04/1013294/google-ai-ethics-research-paper-forced-out-timnit-gebru/](https://technologyreview.com/2020/12/04/1013294/google-ai-ethics-research-paper-forced-out-timnit-gebru/))

7. In fall 2021, Alyssa Douglas was diagnosed with dyslexia as well as high anxiety and depression. She relies on her owner-trained service dog, Moxi, a German Shepherd mix. From the day she met him in summer 2022, Douglas said he is a lifesaver. While by her side at school, Douglas said Moxi helps her curb panic attacks and calm an overwhelming mind—a test he passed with flying colors since her first episode. But October 10, both of them were more than overwhelmed when a group of boys at her school would not stop harassing them. She immediately filed a report with the assistant principal in charge of security. But, Douglas said, instead of disciplining the students, they ultimately chose to have her and Moxi eat lunch in the office without visitors on claims of "security concerns." Retrieved from [woodtv.com/news/kalamazoo-county/student-with-service-dog-files-federal-complaint-against-kps/](https://www.woodtv.com/news/kalamazoo-county/student-with-service-dog-files-federal-complaint-against-kps/)

Adapted from "Lesson Plan: Everyday Bias," Anti-Defamation League (2018). Retrieved from [adl.org/sites/default/files/everyday-bias\\_2.pdf](https://www.adl.org/sites/default/files/everyday-bias_2.pdf).

## 1.6 Understanding “-ISMs”

**-ISMs:** When one group experiences privileges and advantages over another group or groups.

**Ableism:** with different physical or mental abilities

**Ageism:** in a different age range

**Cissexism:** of a different gender identity (e.g., transgender)

**Classism:** from different social or economic classes

**Colorism:** with a dark skin tone, typically among people of the same ethnic or racial group

**Ethnocentrism:** from different ethnic and religious backgrounds

**Heterosexism:** of a different sexual orientation (e.g., lesbian, gay, or bisexual persons)

**Nativism:** protection of Native-born or established inhabitants over immigrants

**Racism:** of a different race

**Saneism:** with mental illness

**Sexism:** of a different gender

**Sizeism:** of a different size or weight



## 1.8 White Privilege: Unpacking the Invisible Knapsack

*"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group."*

Through work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So, I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

Describing white privilege makes one newly accountable. As we, in women's studies, work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask: "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are just seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: Whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

## Daily Effects of White Privilege

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though, of course, all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place, and time of work cannot count on most of these conditions.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area in which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone, most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which he/she is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.

16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in secondhand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize his/her chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing, or body odor will be taken as a reflection on my race.

34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative, or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader, I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions that give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes that implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

### **Elusive and Fugitive**

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant, and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that was passed on to me as a white person. There was one main piece of cultural turf; it was my own turn, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit, in turn, upon people of color.

For this reason, the word "privilege" now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work systematically to over empower certain groups. Such privilege simply confers dominance because of one's race or sex.

### **Earned Strength, Unearned Power**

I want, then, to distinguish between earned strength and unearned power conferred systemically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantage, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally, it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them. This paper results from a process of coming to see that some of the power that I originally saw as attendant on being a human being in the United States consisted in unearned advantage and conferred dominance.

I have met very few men who truly distressed about systemic unearned male advantage and conferred dominance. And so, one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the United States think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity.

In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and angers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantages associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage that rest more on social class, economic class, race, religion, sex, and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the members of the Combahee River Collective pointed out in their "Black Feminist Statement" of 1977.

One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms, which, as a member of the dominant groups, one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the system won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitude. But "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate but cannot end these problems.

To redesign social systems, we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these subjects taboo. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly enculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Although systemic change takes many decades, there are pressing questions for me and, I imagine, for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

Adapted from the National SEED Project website. Retrieved from [nationalseedproject.org/images/documents/Knapsack\\_plus\\_Notes-Peggy\\_McIntosh.pdf](http://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf). "White Privilege: Unpacking the Invisible Knapsack," by Peggy McIntosh, first appeared in *Peace and Freedom Magazine*, July/August, 1989, pp. 10-12, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA.



## 2.2A Privilege Walk Prompts

The typical classroom version of this activity involves 10–40 participants. Throughout the privilege walk, the following statements are read by the facilitator, and the participants are asked to take a step forward or backward based on their responses. This activity forces participants to confront the ways in which society privileges some individuals over others. It is designed to get participants to reflect on the different areas in their lives where they have privilege as well as the areas where they don't.

**The following is the complete set of questions from the classroom version of this activity:**

- ✓ If your ancestors were forced to come to the United States not by choice, take one step back.
- ✓ If your primary ethnic identity is "American," take one step forward.
- ✓ If you were ever called names because of your race, class, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If there were people who worked for your family as servants, gardeners, nannies, etc., take one step forward.
- ✓ If you were ever ashamed or embarrassed of your clothes, house, car, etc., take one step back.
- ✓ If one or both of your parents were "white-collar" professionals (doctors, lawyers, etc.), take one step forward.
- ✓ If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- ✓ If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
- ✓ If you studied the culture of your ancestors in elementary school, take one step forward.
- ✓ If you went to school speaking a language other than English, take one step back.
- ✓ If there were more than 50 books in your house when you grew up, take one step forward.
- ✓ If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
- ✓ If you were taken to art galleries or plays by your parents, take one step forward.
- ✓ If one of your parents was unemployed or laid off not by choice, take one step back.
- ✓ If you have health insurance, take one step forward.
- ✓ If you attended private school or summer camp, take one step forward.
- ✓ If your family ever had to move because they could not afford the rent, take one step back.
- ✓ If you were told that you were beautiful, smart, and capable by your parents, take one step forward.
- ✓ If you were ever discouraged from academics or jobs because of race, class, ethnicity, disability status, gender, or sexual orientation, take one step back.

- ✓ If you were encouraged to attend college by your parents, take one step forward.
- ✓ If you have a disability, take one step back.
- ✓ If you were raised in a single-parent household, take one step back.
- ✓ If your family owned the house where you grew up, take one step forward.
- ✓ If you saw members of your race, ethnic group, with a similar disability, gender, or sexual orientation portrayed on television in degrading roles, take one step back.
- ✓ If you own a car, take one step forward.
- ✓ If you were ever offered a good job because of your association with a friend or family member, take one step forward.
- ✓ If you were ever denied employment because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were paid less or treated less fairly because of race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were ever accused of cheating or lying because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you ever inherited money or property, take one step forward.
- ✓ If you had to rely primarily on public transportation, take one step back.
- ✓ If you attended a private school at any point in your life, take one step forward.
- ✓ If you were ever stopped or questioned by the police because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were ever afraid of violence because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If your parents own their own business, take one step forward.
- ✓ If you were generally able to avoid places that were dangerous, take one step forward.
- ✓ If you were ever uncomfortable about a joke related to your race, ethnicity, disability status, gender, or sexual orientation but felt unsafe to confront the situation, take one step back.
- ✓ If you use a TDD Phone system, take one step back.
- ✓ If you were ever the victim of violence related to your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ Imagine you are in a relationship, if you can get married in the State of \_\_\_\_, take one step forward.
- ✓ If your parents did not grow up in the United States, take one step back.
- ✓ If your parents attended college, take one step forward.
- ✓ If your parents told you that you could be anything you wanted to be, take one step forward.
- ✓ If you are able to take a step forward or back, take two steps forward.
- ✓ If you are earning an advanced degree, despite someone telling you that you couldn't do it, take one step forward.
- ✓ If you've organized, protested, or resisted systems of oppression, take one step forward.
- ✓ If you spoke up or took action to interrupt a microaggression you witnessed, take one step forward.

- ✘ If you work, are a parent, and/or take care of someone while going to school, take one step forward.
- ✓ If you've learned and practiced proactive coping skills to help you navigate sexual harassment, racial profiling, cissexism, etc., take one step forward.
- ✓ If you continue to show up despite experiencing stigma due to a real or perceived disability, mental illness, or other physical/mental impairment, take one step forward.
- ✓ If you're in a position of power that has traditionally been held by people with dominant identity and social location markers, take one step forward.
- ✓ If your family immigrated to this country, take one step forward.
- ✘ If you've challenged racism, sexism, classism, homophobia, transphobia, audism, or any other -ism, take one step forward.
- ✓ If the struggles of your ancestors/community(ies) are a source of your resilience, take one step forward.
- ✓ If you have a strong understanding of your family's history and culture, take one step forward.
- ✓ If you speak a second language, take one step forward.
- ✓ If you feel pressure to be the primary breadwinner in your household at the expense of your family life, take one step back.
- ✓ If you are more likely to win custody of children in a separation, take one step forward.
- ✘ If you are likely to be chosen to board a lifeboat first, take one step forward.
- ✓ If you feel no one would believe that you could be raped by a member of the opposite sex, take a step back.
- ✓ If you have ever assumed you would be good at something due to your race or culture, take one step forward.
- ✘ If you have a day or month dedicated to the history of your race or culture, take one step forward.
- ✓ If you have ever given someone unwarranted special treatment for fear of being labeled as sexist, racist, or homophobic otherwise, take one step back.
- ✘ If you have ever had your opinion suppressed by the use of the phrase "check your privilege," take one step back.
- ✓ If you've learned and practiced proactive coping skills to help you navigate ableism, sexual harassment, racial profiling, cissexism, etc., take one step forward.
- ✓ If you've challenged racism, sexism, ableism, classism, homophobia, transphobia, audism, or any other -ism, take one step forward.



## 2.2B-1 Character Descriptions and Instructions

**Sheriff:** You are there to arrest, ticket, and fine anyone who violates the “law.” You determine what the laws are and how they are violated. The laws should focus around building code violations, public safety issues, activity outside designated neighborhoods, and suspicious activity. You can send people to jail for an allotted amount of time (3-5 minutes). You should spend more time in the lower privilege areas because they are “criminals.” The Orange Group never does anything wrong, and the Purple group only gets issued warnings.

**School Board Chair:** You are friendly with those participants who are located in the Orange and Purple Groups. You take the time to stay within the privileged neighborhood and give the privileged group plenty of attention. You grant the Orange Group two members on the School Board and you grant the Purple Group one member on the School Board. You invite the Blue Group to have someone interview to run for the School Board, but they won’t get elected. You discourage the Green from participating in the School Board, and you actively ignore their concerns. You have complete discretion as to who gets invited to run for the School Board.

**Secretary to the Mayor and the Building Inspector:** You are a gatekeeper and get highly irritated with the number of people who need to see the Mayor and the Building Inspector. You review the building permits. You approve anything the Orange Group gives you. You require the Purple Group to fix small errors on their forms. You delay approving the Blue Group’s forms by sending them away to fix all the errors. You rip up the forms from the Green Group for the slightest error (even if there are no errors).

**Construction Supervisor:** You sell all of the materials necessary to complete the buildings. You determine how much to sell items for and when to have sales and clearances. Items should be sold in increments of \$10. The Orange and Blue Groups always get the best deals. The Green and Purple Groups never get good deals and are often charged more.



## 2.2B-2 Neighborhood Descriptions

**Orange Group:** This neighborhood is populated with single-family homes valued at \$1 million and above. Each home has multiple acres of land. There are zoning codes in place that maximize the lot size and value of the homes built in the neighborhood. The neighborhood is located on one side of the river that divides the town. There is a large “public” park taking up a substantial part of the riverfront. The neighborhood has everything anyone living there could want. They are seeing the least growth in the city, but they will need to build a new high school, a few new homes, and a new shopping center.

**Purple Group:** This neighborhood is populated with single-family homes valued between \$300,000 and \$999,000. There are two condominium complexes, with some units rented out, but most units are owner occupied. There are zoning codes in place to limit further construction of condominium and rental units. Zoning codes also maintain single-family lot sizes between .75 to 1.75 acres. This neighborhood is located directly across the river from the Orange Group. This neighborhood is seeing the most population increase in the city. They will need to build a new elementary school, a new high school, new shopping centers, and multiple new single-family homes.

**Blue Group:** This neighborhood is adjacent to the Purple Group. A bridge to the other side of the river divides the two neighborhoods. The bridge on and off ramps reach into the Blue Group’s neighborhood. This neighborhood has multiple convenience stores, gas stations, fast food restaurants, bars, auto repair shops, etc. It has small single-family homes and numerous apartment complexes. The houses and buildings in this neighborhood are older and built close together. Lot sizes are small, and most homes have very little yard. This area is seeing the second-most population growth. The homes in this neighborhood used to be considered affordable and could be purchased for \$100,000 or under. The growing population of the city has pushed home prices in this area up. They need to build a new elementary school, a new middle school, and a new high school. They also need to build new retail areas. The riverbank in this neighborhood has old industrial buildings that can be turned into retail and restaurant spaces.

**Green Group:** This neighborhood is adjacent to the Orange Group’s neighborhood. It is divided from the Orange Group by the other side of the bridge. The bridge on and off ramps reach into the Green Group’s neighborhood. The interstate highway runs from the bridge through a portion of this neighborhood. The riverbank in this neighborhood is filled with active industrial areas that reduce the amount of land that can be used for building. There are multiple pawn shops and discount stores in this neighborhood. People in this neighborhood mostly live in apartment complexes that were built between 1950 and 1985. There are two mobile home parks in the neighborhood. There are also a few blocks of older single-family homes, which are mostly rentals. This neighborhood is seeing a moderate amount of growth. They need a new high school; the one in this neighborhood is the oldest in the entire city and the population is increasing. They also need to build more single-family homes by taking down the oldest apartment complex.



## 2.2B-3 Building Permit Application

**Neighborhood:**

**Building Type:**

**Project Information:**

**Description:** Please explain in as much detail as possible what this project is and where it will be constructed:

**Price Cost Estimate** (permit fee shall be calculated based on a percentage of the total cost):

**Building Contractor:** Please check all applicable statutes and regulations.

I hereby agree to comply with the ordinances of this jurisdiction pertaining to said building and site. I agree to construct the proposed building or structure or to make the proposed change or alteration with the plans and specifications submitted herewith, and I certify that the information and statement given on this application, drawings, and specifications are, to the best of my knowledge, true and correct. It is understood and agreed that any error, misstatement, or misrepresentation of fact, either with or without intention, if known, may cause refusal of this application or any alteration or change in plans made without approval of the Building Inspector/Building Inspections Department subsequent to the issuance of the building permit and shall constitute sufficient grounds for revocation of the permit.

I hereby certify that I am the owner of record of the herein described property or that the proposed work has been authorized by the owner of record and I have been authorized to make this application as a designated agent. I am familiar with and agree to conform to all applicable state and local codes, regulations, rules, and policies and such shall be deemed a condition entering into the exercise of the permit. In addition, if a permit is issued, I certify that the code official or the authorized representative shall have the authority to enter the area(s) described herein at any reasonable hour for the purpose of enforcing the provisions of the applicable code(s).

I realize, in the case of new construction or change of use, that NO OCCUPANCY can be made until all final inspections are completed and approved and a CERTIFICATE OF OCCUPANCY has been obtained. I understand that if I occupy or allow occupancy in any manner, I am in violation of the International Building Code and City ordinance.

I am acting as a Contractor licensed by the State. I realize that I am liable to ensure that the appropriate license and insurance are maintained in good standing for the life of the permit. Should the status of either the required State Contractors license or worker's compensation insurance change, the City shall be provided notification immediately.

I am acting as an Owner-Contractor and affirm that I am familiar with TCA § 62-6-102, § 62-6-120, and §62-6-136, and I am not subject to licensure as a contractor or subcontractor. I realize that I am liable to ensure all contractors and subcontractors are appropriately licensed by the State and/or the City. I understand that any person that engages or offers to engage in contracting without a license as required by TCA § 62-6-103 or who violates the terms and conditions of any license commits a Class A misdemeanor.

Adapted from City of Knoxville Building Permits. Retrieved from [cdn5-hosted.civillive.com/UserFiles/Servers/Server\\_109478/File/PlansReviewsInspections/Plans%20Review%20and%20Building%20Permit%20Application\\_fillable.pdf](https://cdn5-hosted.civillive.com/UserFiles/Servers/Server_109478/File/PlansReviewsInspections/Plans%20Review%20and%20Building%20Permit%20Application_fillable.pdf).



## 2.2B-4 Neighborhood Plans

### Orange Group

This neighborhood needs:

- ✓ One new high school
- ✓ Five new single-family homes
- ✓ One new shopping center

You can make applications for the five houses on one application. When you make the application for the shopping center, you will ask for a zoning change in an adjacent area of the Green Group's neighborhood.

### Purple Group

This neighborhood needs:

- ✓ One new elementary school
- ✓ One new high school
- ✓ Two new shopping centers
- ✓ 15 new single-family homes

You can make the application for the 15 new homes on one application. You can make the application for the two schools on one application. You can make the application for the two shopping centers on one application. When you apply for the shopping centers, you will request a zoning change for the old industrial sites on the riverfront in the Blue Group's neighborhood.

### Blue Group

This neighborhood needs:

- ✓ One new high school
- ✓ One new middle school
- ✓ One new elementary school
- ✓ One new retail area

When you apply for the retail permit, you will put in the application that you want to convert the old industrial area on the riverfront to retail and restaurant space. This should be your first application. You can make the application for the three schools on one application. One person will have to find the School Board Chair to make the case for the new schools.

## Green Group

This neighborhood needs:

- ✓ One new high school
- ✗ 10 new single-family homes

You can make the application for five of the 10 new homes on one application at a time.

You want to raze the oldest apartment complex to build homes on that site. When you make the application for the school, explain that it is the oldest in the city. One person will need to find the School Board Chair to make the case for the new high school.



## 2.2B-5 Invitations to Run for School Board

### Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: \_\_\_\_\_

Neighborhood: \_\_\_\_\_

### Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: \_\_\_\_\_

Neighborhood: \_\_\_\_\_

### Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: \_\_\_\_\_

Neighborhood: \_\_\_\_\_

### Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: \_\_\_\_\_

Neighborhood: \_\_\_\_\_

## 2.3 Statements That Silence the Dialogue

What white people say or do that can silence the dialogue	What people from a marginalized group say or do that can silence the dialogue
"Yeah, but ..."	"All white people do this."
"There is a perfectly logical explanation."	"This place is so racist."
"I'm color blind."	"My pain is worse than your pain."
"I'm not racist."	*Only being able to feel or express one emotion, such as anger or hopelessness*
"Pull yourself up by your bootstraps."	"Let's not air our dirty laundry."
"Don't take it so seriously; lighten up."	*Numbness*
"My best friends are Black."	"I can't trust you."
"I can't possibly help every single group that has been oppressed."	*Silence*
"[INSERT GROUP] are harmed too. What about them?"	"My speaking up will not change your mind."
"I think it's just you."	"You're right. It wasn't meant that way."
"You're being too sensitive."	"I'm going to let that one go."

Adapted from *Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression* by Phil Hunsberger, Billie Mayo, and Anthony Neal, page 42.



## 2.4 Timeline of Public Education in the United States

**1647:** The General Court of the Massachusetts Bay Colony decrees that every town of 50 families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

**1779:** Thomas Jefferson proposes a two-track education system with different tracks, in his words, for “the laboring and the learned.” Scholarship would allow very few of the laboring class to advance, Jefferson says, by “raking a few geniuses from the rubbish.”

**1790:** Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children’s schooling.

**1795:** Hinton James becomes the first student at an American public university, the University of North Carolina, which is the first public university to begin instruction in the United States.

**1806:** New York Free School Society is formed by wealthy businessmen to provide education for poor children. Schools are run on the Lancasterian model in which one ‘master’ can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience qualities that factory owners want in their workers.

**1830s:** By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

**1820–60:** The percentage of people working in agriculture plummets as family farms are gobbled up by larger agricultural businesses, and people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas, and many immigrants from Europe. From 1846 to 1856, 3.1 million immigrants arrive—a number equal to one-eighth of the entire U.S. population. Owners of industry need a docile, obedient workforce and look to public schools to provide it.

**1840s:** Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

**1851:** The state of Massachusetts passes its first compulsory education law. The goal is to make sure that the children of poor immigrants get 'civilized' and learn obedience and restraint so that they make good workers and don't contribute to social upheaval.

**1862:** The 1862 Morrill Act revolutionizes public education by encouraging states to create their own systems. The Morrill Act offers a huge carrot to states: The federal government will hand over land to states that they can sell to fund public universities. These so-called "land grant schools" become the foundation of the public education systems in Michigan, Wisconsin, California, and a number of other states.

**1864:** Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as 4 years old are taken from their parents and sent to Bureau of Indian Affairs (BIA) off-reservation boarding schools, with the goal, as one BIA official put it, of "killing the Indian to save the man."

**1865-77:** African Americans mobilize to bring public education to the south for the first time. After the Civil War and the legal end of slavery, African Americans in the south make alliances with white republicans to push for many political changes, including, for the first time, rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

**1890:** The Morrill Act of 1890 bans race discrimination in public college admission and spurs many states to create public Historically Black Colleges and Universities (HBCUs).

**1893:** The overthrow of the Hawaiian Kingdom and the subsequent annexation by the United States profoundly impacts the Hawaiian free public education system, which was established by King Kamehameha III in the 1840 Constitution. Replacing Hawaiian as the primary language of instruction leads to a decline in the use of the Hawaiian language and a shift in local culture.

**1896:** Plessy v. Ferguson. The U.S. Supreme Court rules that the state of Louisiana has the right to require 'separate but equal' railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools.

**1905:** The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

**1930-50:** The NAACP brings a series of suits over unequal teachers' pay for Blacks and whites in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure result in some increase of spending on Black schools in the south.

**1932:** A survey of 150 school districts reveals that three-quarters of them are using so-called intelligence testing to place students in different academic tracks.

**1948:** Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records office, the National Committee on Teachers Examinations, and others with huge grants from the Rockefeller and Carnegie Foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT), who did research 'proving' that immigrants were feeble-minded.

**1954:** *Brown v. Board of Education of Topeka*. The Supreme Court unanimously agrees that segregated schools are 'inherently unequal' and must be abolished. In 1998, schools, especially in the north, are as segregated as ever.

**1955:** 85 students from the historic Black community of Scarboro in Oak Ridge, Tennessee, are integrated into Oak Ridge High School and Robertsville Middle School. At this time, the city of Oak Ridge was run by the Atomic Energy Commission; however, this is the first instance of public school integration occurring in a southern state.

**1956:** 12 students from Clinton, Tennessee, are integrated into Clinton High School. Clinton borders Oak Ridge, Tennessee, to the east. This was the first instance of a state-run public school integration in a southern state. Clinton High School was bombed by white supremacists in 1958. The students of Clinton High School were bused into Oak Ridge to use a school as an alternative location while Clinton High School was being rebuilt.

**1957:** A federal court orders integration of Little Rock, Arkansas, public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all-white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order, not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

**1965:** The Higher Education Act of 1965 is intended "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education." The legislation increases federal money given to universities, creates scholarships, gives low-interest loans to students, and establishes a National Teacher Corps, which will recruit teachers to serve in low-income areas and train teachers through internships.

**1968:** Bilingual Education Act passes, recognizing the needs of students with limited English proficiency.

**1972:** *Mills v. Board of Education* establishes the right of children with disabilities to public education.

**1973:** Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in programs and activities that receive federal financial assistance. It requires that these programs and activities provide equal access and opportunities to people with disabilities, ensuring they are not excluded from participation or denied benefits solely on the basis of their disability.

**1974:** Milliken v. Bradley. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner-city districts from white students in wealthier suburban districts.

**1975:** Education for All Handicapped Children Act (now IDEA) guarantees free appropriate public education for students with disabilities.

**1994:** Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

**1998:** A California multimillionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

**2003:** Rather than fully funding the Title I program, which supports students from under-resourced backgrounds attending public schools, U.S. Congress passes the first federally funded school voucher program for children living in Washington, DC, to attend a private school.

**2010:** The Arizona state legislature passes bill (HB 2281) that effectively bans the ethnic studies program in Tucson's largest school district. Under this law, the state can withhold up to 10 percent of a district's funding for a violation, about \$15 million per year in the case of Tucson's schools. It was declared unconstitutional by a U.S. federal court in 2017.

**2016:** North Carolina's legislature passes House Bill 2, banning trans youth from using the bathroom aligned with their gender identity and restricting their access to the facility corresponding with their gender assigned at birth. Although overturned by the NC legislature in 2017, other states have introduced and enacted similar bills, including bills banning trans students from participating in sports programs aligned with their gender identity.

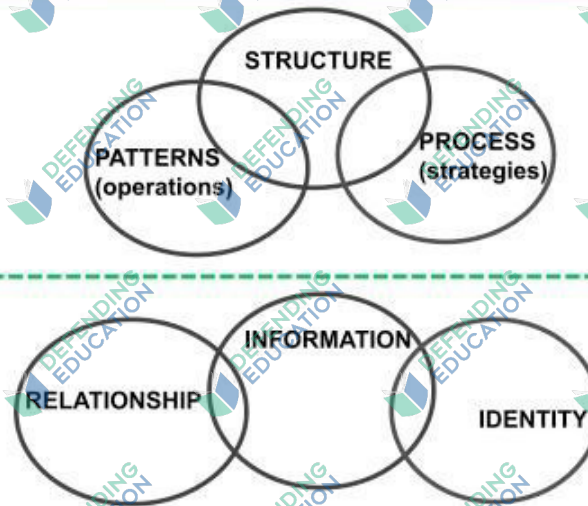
**2021:** Politicians from more than 20 states introduced legislation attacking honesty in curriculum and instruction, which limits or prohibits teachers to discuss what the far right calls 'divisive concepts,' co-opting the legal academic phrase 'critical race theory,' to stoke fear about the public education system.

Adapted from Race Forward: The Center for Racial Justice Innovation.  
Retrieved from [raceforward.org/research/reports/historical-timeline-public-education-us](https://raceforward.org/research/reports/historical-timeline-public-education-us).

## 2.5 Wheatley's Six Circles: Leading for Equity

### The Art of Navigating and Leading in Complex Systems

#### 6 Circle Model

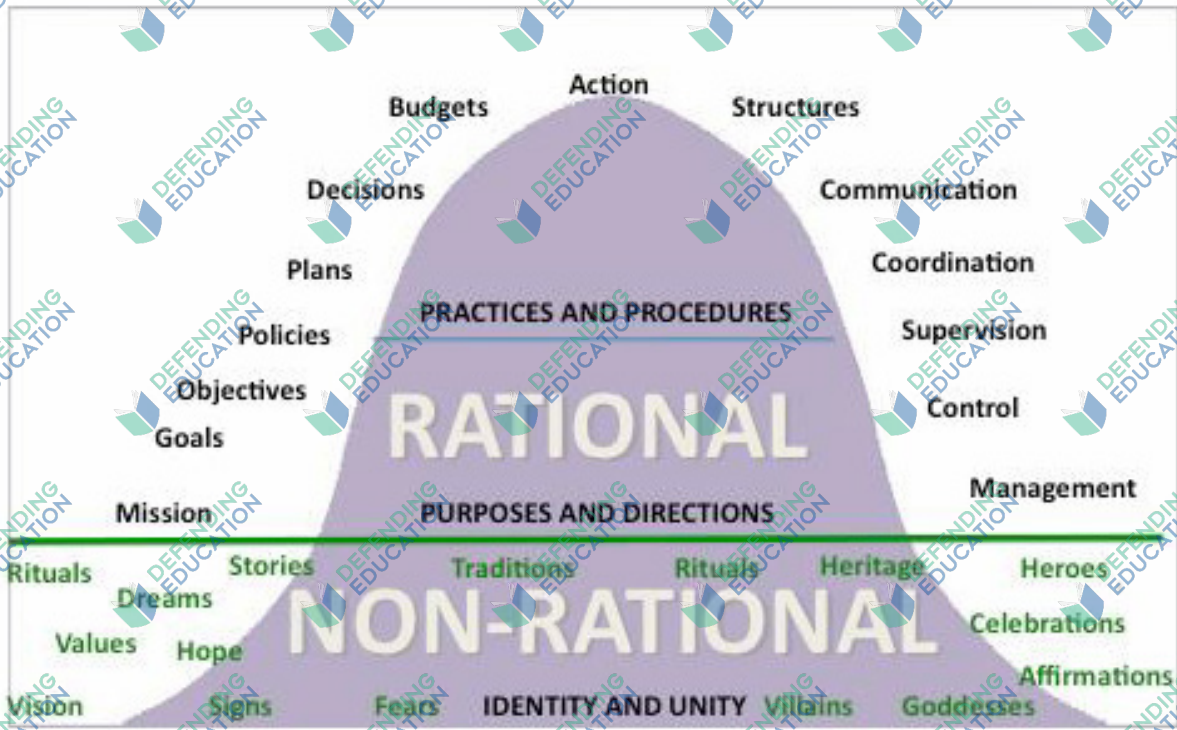


As a leader for education equity, conversations are inhabited by what is below as well as what is above the **"Green Line."** Around and within all of these conversations, information is exchanged, shared meanings are developed and mediated, and agendas are modified and adapted. As these conversations and agendas are aligned with the values and vision of school and district policies, they will also align to the structure, plan, and process of the school and district. These do not primarily just happen in a strategic or technical dimension above the "Green Line." Below the "Green Line" reside beliefs and values, both individual and organizational, that evolve from assumptions, feelings, and emotions; individual roles, ambitions, and aspirations; organizational visions; and the psychological histories of individuals and organizations.

In the six-circle model, all six circles are important to create organizational success. In the past, the greatest amount of explicit attention has been focused on the top three circles. Working within this framework allows us to see the critical and interdependent impacts of people as reflected by the bottom three circles. *This is especially true as groups seek to understand how bias, conscious and unconscious, may be impacting teaching and learning at the individual, institutional, and structural levels.*

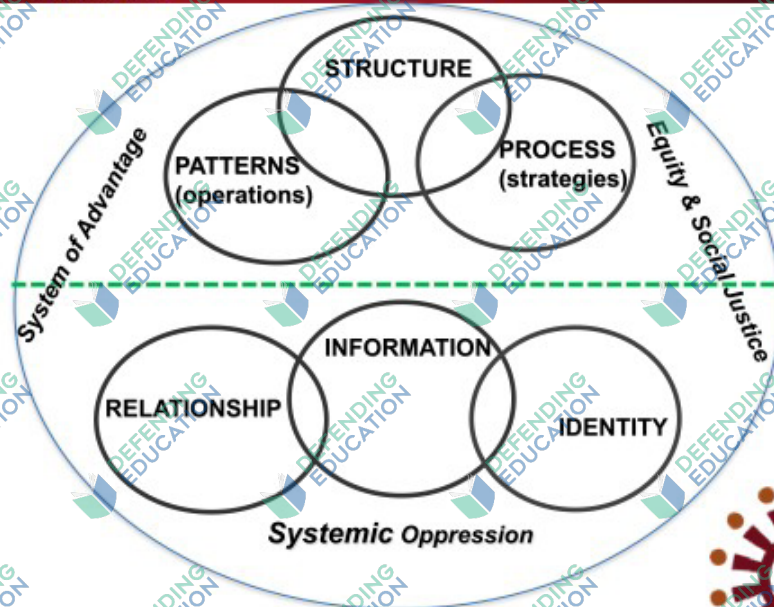
*Groups of people who establish a culture that values the work "below the green line" can self-organize to identify and implement the "above the green line" strategies and the infrastructure to achieve powerful and creative results.*

Detailed View of Above and Below the Green Line



At the National Equity Project, we believe that the six-circle model can also be envisioned as a seven-circle model. This model recognizes that systemic oppression exists and negatively affects the dynamic interplay of people working above and below the green line. The seven-circle model expands upon what we see that may be reproducing inequity instead of increasing opportunities for transformative outcomes for students.

7 Circle Model



## What's ABOVE the Green Line?

STRUCTURE	
What is it?	What does it look like?
The structure of a system can describe how the parts are organized and situated in relation to one another. It can include the frameworks and “containers” within which the work of the system is done.	Examples are org charts and reporting structures, master schedules, meeting schedules, and strategic plans.

PATTERN	
What is it?	What does it look like?
Patterns in the system describe the recurring results, messages, and phenomena, both intended and unintended.	Examples include turnover, absenteeism, and achievement.

*“At this time in our history, we are in great need of processes that can help us weave ourselves back together. We’ve lost confidence in our great human capabilities, partly because mechanistic organizational processes have separated and divided us, and made us fearful and distrusting of one another. We need processes to help us reweave connections, to discover shared interests, to listen to one another’s stories and dreams. We need processes that take advantage of our natural ability to network, to communicate when something is meaningful to us. We need processes that invite us to participate, that honor our creativity and commitment to the organization.”*

~ Margaret Wheatley

PROCESS	
What is it?	What does it look like?
Processes are the ways in which things get done in the system.	They can be the steps laid out in a strategic plan; they might be how hiring happens, the evaluation and promotion process, or the process for decision-making.

*“If an organization and its structures are to be instruments for the humanization and liberation of its members, the power operative in a system cannot be coercive power, which is based on fear of sanctions. Nor can it even be simply reward power which is based on the anticipation of some return for one’s involvement.*

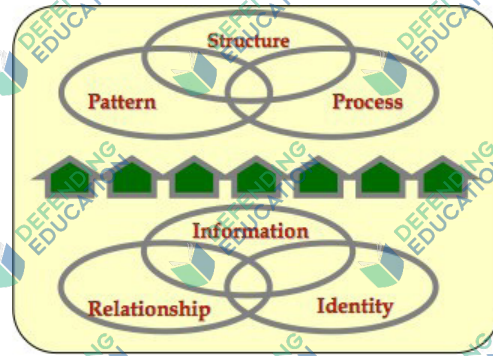
*Ultimately it must involve the kind of power which comes from people freely choosing to engage themselves in efforts to achieve a goal which they themselves have freely adopted. This power of free persons is called commitment.”*

~ John Sherwood

## Working BELOW the Green Line

*"If you don't have trust, how do you get it? Let me provide an odd-sounding answer from our motion leadership work (Fullan, 2010b). If you want to break the cycle of distrust, you have to respect others 'before they have earned the right to be respected'...and then do the things that build competencies and trust over time."*

- Michael Fullan



## What's BELOW the Green Line?

INFORMATION	
What is it?	What does it look like?
Information is like oxygen in a system. In its absence, people will "make it up" in an effort to keep moving forward. Access to information greatly minimizes the negative rumors that can occur within organizations.	This looks like multiple forms of two-way communication, repeating messages more than once in multiple ways, allowing opportunity to co-construct understanding and meaning rather than always being "told" or "given" information.
RELATIONSHIPS	
What is it?	What does it look like?
People need to have open relationships with the people they work with, trusted relationships that lead to commitment and powerful work getting done. Relationships occur not only between people, but between programs, departments, and organizations (think connections).	This looks like intentional time being dedicated to establishing, growing, and repairing trust. It means investing in the skills and capacities for honest and productive conversations. It means leaders model the way by extending trust first.
IDENTITY	
What is it?	What does it look like?
Human beings are meaning-seekers. Our actions are completely driven by our own set of values, beliefs, and sense of identity. Therefore, finding meaning and value in our work motivates people to work together in organizations.	This looks like repeated opportunities for self-reflection and connecting personal beliefs and values to the mission and vision of the organization. It means being reminded of why we come to work every day, what's most important to us in our work, and finding ways to stay true to ourselves in the midst of competing commitments.

The Six-Circle Model was developed by Margaret Wheatley and Tim Dalmay, 1983.



## 2.7 Scenarios for Responding to Challenging Situations

You hear another educator in the building reprimanding a student for not speaking 'proper English.' The student is being reprimanded for responding to a request with the following statement, "Nah, you trippin' bruh." This statement was made without aggression or hostility.

**–Why is this statement offensive and how would you respond as a leader?**

You overhear a heated exchange between a fellow educator and a student who struggles with outbursts as a result of adverse childhood experiences (ACE). You hear the educator respond to the student's behavior with "Your behavior may be acceptable at home with your family, but that is not the way you act here."

**–Why is this statement offensive and how would you respond as a leader?**

You hear a female educator talking to a female student about an 'almost' dress code violation. She asks the student, "No, your outfit is not a dress code violation, but is this really what you should be wearing to school? Is this really how you want others to see you?"

**–Why is this question offensive and how would you respond as a leader?**

As an instructional leader, you hear a coworker make the comment, "Oh no! I have a Jessie in my class this year. I don't like having a Jessie in my class because of the Jessie that I had in my class years ago!"

**–Why is this statement offensive and how would you respond as a leader?**

Two educators who are strangers are at a professional conference. They are in an elevator leaving the conference at the end of the day. The white person turns to the person of color and asks about the color of her nail polish. When the person of color responds with, "Yes, it is yellow." The white person responds with, "You guys are so lucky that you can wear colors like that."

**–Why is this statement offensive and how would you respond as a leader?**

You overhear a conversation between two staff members who work in your building talking about students with disabilities. You hear the statement, "Oh, I feel so bad for kids with Down syndrome. Life must be just awful for them."

**–Why is this statement offensive and how would you respond as a leader?**

Custodians are not consulted before a Hispanic Heritage Month door-decorating contest is scheduled. Three of the five custodians are of Hispanic heritage and will be responsible for cleaning up the activity. This is the only activity planned in the high school of 1,800 students to recognize the month.

**-Why is this scenario offensive and how would you respond as a leader?**

Two professors and a student are discussing possible resources for conducting research for a dissertation. The student mentions interviewing a professor well-known for his extensive knowledge of the topic. One of the professors says, "I don't know that you need the Muslim perspective on a scientific topic."

**-Why is this statement offensive and how would you respond as a leader?**



## 2.8A Give One, Get One: Relationship-Building Tips and Strategies

Fill in six boxes, and then fill in six more.


## 2.8B Building Relationships with Students

With a smile and a greeting, Kristy Lynch welcomes every one of her second graders to homeroom. Her students at Bakerfield Elementary in Aberdeen, Maryland, know what to expect when they get to class.

Students unpack their book bags, place homework on her round table, and gather their materials for class. Their high-pitched laughter fills the room. Yet, when the announcements sound on the loudspeaker, they know it's time to sit down and listen. And if they're not in their seats? Rather than yell to get their attention, Lynch calls out a familiar tune.

"Bump, buda bump bump..."

"Bum, bum," students respond as they sit in their seats.

Lynch, a second-year teacher, attributes the orderly behavior of her class to the culture she creates through the positive relationships she's built in the classroom. She's done this by being clear about her expectations of all students (she treats them equally) and by enforcing classroom rules in positive ways (in this case, by playfully calling out a familiar tune).

**Educators can build relationships with students in many ways. Here are four:**

### 1. Get to Know Your Students

"It is our responsibility to get to know our students at different levels, not only academically, but personally and socially as well," says retired New Mexico teacher Eloy Gonzales. "You may have the content knowledge, but if you don't build the rapport with students, you won't get anywhere."

Simply asking students about their weekends can be the first step to connecting with them. When educators take advantage of opportunities to speak with their students about life outside school, it's an indication to students that their educator actually cares about them as a person.

### 2. Individualize

Paula Denton, author of *The Power of Our Words: Teacher Language that Helps Children Learn*, believes building relationships creates a more learning-friendly environment. Understanding how the student operates allows the educator to further individualize their curriculum and find creative ways to help the student successfully grasp the material.

"The more we know about the child the more we can build learning environments and curricula that are going to work for them," Denton says.

Gonzales took time to work with one of his students who had difficulty with spelling. Rather than continuing to mark failing scores on her spelling tests, Gonzales spoke with her mother and devised a plan. He gave the girl a smaller list of words, set weekly goals, and she eventually exceeded those goals. "It was about building that self-worth that they need as students," Gonzales said.

### 3. Watch What You Say

One mistake some educators make is using harsh language with students. They use sarcasm when joking or unkind words when disciplining them. Then, everyone is uncomfortable. Educators can create an environment where students feel comfortable learning and the educator maintains order without using such language, simply by being mindful of the choice of words used.

"Bottom line, I don't think [the use of sarcasm] is appropriate," said high school counselor T'wana Warrick-Bell. "Educators need to remember 'this is a student I'm talking to and I need to respond to the student on a professional level.'" Warrick-Bell is the department chair at Duval High School in Lanham, Maryland.

"It's very common to hear educators using sarcasm," Denton said. "Yet, it is always shaming to a student and should not be used, even if we feel like it's being used in a sense of playfulness . . . we need to be careful and not careless."

### 4. Keep Trying to Reach Your Students

But everyone has bad days—even educators. A situation that easily could have been diffused escalates to voice-raising or students are offended by a teacher's reaction to a comment in class. What do you do if you make this slip-up?

"I was always taught that an apology goes a long way," says Warrick-Bell.

Gonzales asked his students to tell him respectfully when they noticed a change in his usual disposition. Giving them this responsibility showed them he was human. "Kids understand when you tell them 'I was wrong,'" Gonzales said. "It goes down to having open communication [with your students] . . . Just because you're a teacher doesn't mean you're always right."

Once you dust yourself off and own up to your mistake, continue to reach out to your students. Lynch knows at the end of the day, even if it wasn't so great for either her or the kids, she still has relationships to maintain. "I let them know that things are OK and everyone makes mistakes," she said. "[I tell them] 'Let's just have a good day tomorrow.'"

Although educators may feel a crunch to get things done with all the material they are expected to cover, Denton suggests taking the time to develop this connection, even incorporating it into the curriculum. "In schools, relationships are treated as luxuries," she said. "Relationship is a necessity for learning. We can't afford not to do it."

These tips are just a few ways you can build bonds with your students. Setting expectations, enforcing classroom rules positively, consistently making an effort to learn who they are outside of school, individualizing instruction, and using appropriate language in class will show how much you care. Relationships make a difference in the way students perform in school. They can also make the process of giving students what they need in the classroom a little easier.



## 2.8C Five Tips for Better Relationships with Your Students

Establishing goodwill can help minimize classroom disruptions, improve student engagement, and reduce stress for everyone. Here are some approaches to win student support.

### 1. Become a Popular Educator

When you were a student, did you put more effort into an assignment or not cause mischief because you liked an educator? That educator you liked was popular (at least with you). As educators, our primary goals are for students to try hard and behave in our classes. If we can make that happen, then being popular is a good thing.

Educators become popular by building good relationships with their students and treating them the way they would like to be treated. Simply stated, students want to be treated with respect. Talking down to students or lecturing them about their inadequacies will only irritate or frustrate them. Offering positive reinforcement, being consistent, smiling, and listening to their concerns all help to gain students' trust and friendship.

### 2. Get to Know Your Students

Work at getting to know your students as individuals. Find out their interests. Initiate conversations with them about sports, TV, or school activities, or compliment them on their clothing. As you talk to them and listen to what's on their minds, they will begin to see that you're not just another adult, but someone who is genuinely interested in them.

What you are doing is building up goodwill. There may be some hard times ahead, where you will have to be tough on certain individuals. Having some previous interactions that were positive may help. Though having 'favorites' is not a good idea, it doesn't hurt to make a special effort to build a friendship with those who may become your problem students. This can be accomplished by simply looking for opportunities to give them compliments, not overheard by others, such as "You did a nice job in class today by raising your hand instead of blurting out when you had ideas to share. Your cooperation in class made it easier for me to teach today. Thanks."

### 3. Protect the Student's Self-Esteem

As educators, we are dealing with fragile beings. Adolescence brings insecurities. Individuals at this age are pulling away from adults. Being accepted by their peers is the key to their self-esteem. Being criticized by an educator in front of their peers humiliates them. To avoid "losing face," students may react by talking back, smirking, or walking out of class. They will do whatever it takes to preserve their dignity.

So, how do you manage a classroom without taking away students' dignity? Make discipline corrections quietly and quickly. When there is misbehavior, keep your voice even. No sarcastic or condescending comments. If you can deal with a problem in a joking or light manner, that's even better. Sometimes, a pause or look will settle the issue and nothing needs to be said.

Whenever possible, try to handle discipline issues without an audience. When leading a class activity, you may be able to talk privately about a discipline issue at the student's desk or catch them as they leave class. This allows for better, more genuine exchanges, since the student responses will not be witnessed by classmates.

Occasionally, a student will be reluctant to accept disciplinary actions, such as staying a few minutes after class, changing seats, or taking a detention slip. This is the time to invoke what I call the 'fairness doctrine.' I point out to the student that if I don't discipline them, it is not fair to others who have done similar activities and suffered a penalty. I end up by saying, "How would you feel if I disciplined you today and then you see me let a classmate get away with the same misbehavior tomorrow? It is only fair that I treat everyone the same. To give you special treatment would be showing favoritism." This helps them see that, not only is it a fair thing to do, but to let them off would garner disapproval of their peers who would see this as an educator giving an individual special treatment.

#### 4. Build Goodwill on Good Days

Too often educators only interact with students when there is a disruption. When things are going well and students are quietly reading, doing their work, or listening attentively, we just silently accept this situation and enjoy the respite from having to correct misbehavior. Yet this is the time to build a little goodwill by commenting on how much you appreciate your students' good study habits. Here's a great opportunity to use statements like these:

"It's really great to see all of you start your homework without having to be told."

"I appreciate that you are all working so quietly."

"The bell just rang. I see that everyone is in the right seat. That's great."

"It sure is easy to carry on a discussion when people raise their hand and don't interrupt others. I appreciate that."

"You're a great class; I enjoy being your teacher."

#### 5. Listen to Students

Students like to feel that they have some 'say' or influence on what goes on in class. If an educator is open to receiving feedback, this can bring about a better level of mutual respect. If a student raises a concern about a school policy, an assignment, or grading, we discuss it. I tell my students that they have provided me with some of my best ideas for improving my teaching. Some of the topics that I use for composition assignments came from students and it was their suggestion that resulted in checklists used for grading projects.

Since my priority is educating students, these discussions don't occur regularly, but they do need to happen. Taking time to listen to student concerns shows that I care enough about them to value their ideas.

When students feel their teacher is a caring person, then the classroom becomes a happier place for everyone. In a less stressful situation, creative ideas are more likely to emerge. Maintaining good relationships between educators and students is an all-around winning proposition as it fosters an environment where real learning can take place.

## 3.2A Scenarios for Creating Equitable and Safe Learning Environments

Preschool Educator X frequently tracks the behavior of Student A, who is a Black boy. She cites that these behaviors are a pattern for him. Yet, when repeated occurrences of this behavior are documented, Educator X often omits the names of the other children involved in the behavior from the documentation. The other children are white, and she states that they would not act that way if Student A were not influencing them.

During a group project, Educator X notices Student B, who has autism, becoming distressed. Without attempting accommodations or consulting, Educator X isolates Student B, claiming it is for everyone's benefit. The lesson continues without addressing Student B's needs or inclusion. Later, Educator X complains to a colleague about the "disruption" of having students with disabilities in general education classrooms.

Educator X is trying to implement collaborative conversations in her fourth-grade classroom. First, she pairs each student with a partner, and then she moves on to small-group discussions. After collecting some data, she notices girls in the classroom are not equally voicing ideas and responses to discussion prompts provided. She is not sure what steps, strategies, or changes she can take to ensure every student in her classroom is comfortable sharing their ideas aloud.

Educator X, a white woman, has taught *Brave New World* as an English literature teacher. A Black student approaches her, pointing out the layers of racism within the text. This is the first time this has been brought to her attention. Other students in this class, predominantly white, have not identified these nuances.

Educator X is surprised that only a few of his students' parents attended an evening parent meeting. He spent the evening wondering why only a few of them showed up. The week prior, he sent them all a flyer written in English, and he also sent an email reminder. He has found it difficult to communicate with all the parents because they speak several different home languages.

### Response Questions

- ✓ Who are those impacted by the inequity in the scenarios?
- ✓ Who has the privilege in the scenario? What is the privilege based on?
- ✓ What are the unintended consequences within these scenarios?
- ✓ Where might the scenarios fall within this six-circle model?



## 3.2B Questions to Consider When Creating Equitable Learning Environments

- ✓ Are you using a variety of ways to communicate information?
- ✓ What are you doing to build trust and get to know the people with whom you work, the students you teach, their families, and the interest holders in your community?
- ✓ What do you consider when selecting and creating lesson material?
- ✓ How are you bringing students' lives into your curricula and learning spaces?
- ✓ How is your life experience/cultural background influencing your learning environment?
- ✓ How are your students' life experiences/cultural background different from yours? What does that mean for your classroom?
- ✓ What part of your day do you use to reflect on your practice and what you experienced during the day?

## 3.3A Just Schools Sort

**Note:** The facilitator should prepare one of these handouts per small group or table group of participants. *These statements should be cut apart in order for groups to sort them based on patterns/similarities.*

Schools and rules are violated.

Accountability is defined as punishment.

Accountability is defined as understanding the effects of the offense and repairing any harm.

Offenders are held responsible for their behavior, repairing any harm they've caused, and working toward a positive outcome.

The offender, victim, and school all have direct roles in the justice process.

Opportunities are offered for offenders to express remorse or make amends.

People and relationships are violated.

Rules and intent outweigh the outcome.

Justice is directed at the offender; the victim is ignored.

No opportunity is offered for the offender to express remorse or make amends.

Justice focuses on establishing guilt.

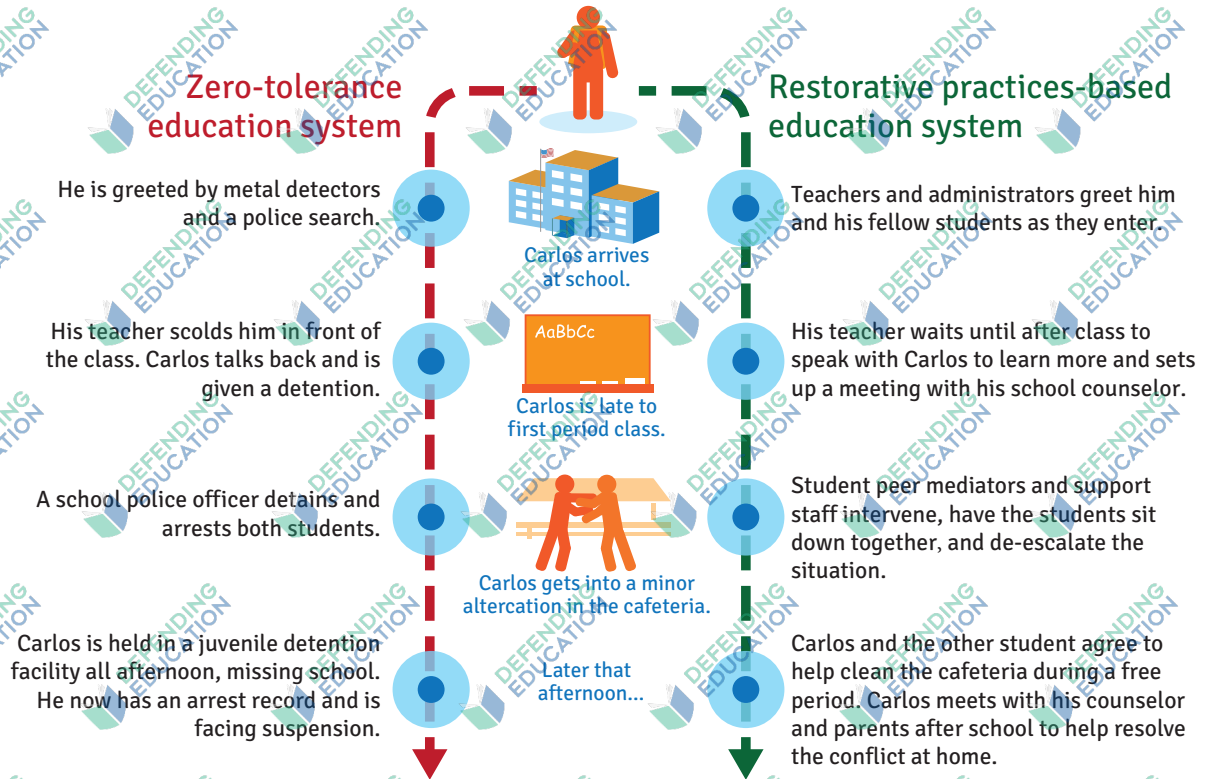
Justice identifies needs and obligations.

Adapted from *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* by Dr. Dominique Smith, Dr. Doug Fisher, and Dr. Nancy Frey, page 3.

## 3.3B Restorative Practices Graphic

### A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that school discipline policies and practices make.



Graphic pulled from Restorative Practices: A Guide for Educators (page 5). Retrieved from [neadjustice.org/wp-content/uploads/2017/09/restorative-practices-guide.pdf](http://neadjustice.org/wp-content/uploads/2017/09/restorative-practices-guide.pdf).



## 3.6 Connecting Educator Voice to Equity Scenario

### East Dakota

#### Characters:

- ✓ Mara (mother)
- ✓ Dinara (daughter, 3 years old)
- ✓ Tasha (daughter, 15 years old)

Key findings from research studies show that children from disadvantaged backgrounds who are more likely to start school behind and stay behind are also the least likely to attend high-quality preschool. Access to quality early childhood education helps children reach their fullest potential. The State of East Dakota—with a population of approximately 10 million people—serves only half of eligible 3- and 4-year-old children. East Dakota contains 20 school districts; District 1, the largest school district, spans across San Lanta and Minnecago, two medium-sized cities located approximately 45 minutes apart.

Minnecago early childhood education providers are funded using federal, state, and local monies. The providers are located near public transportation routes and close to elementary schools throughout the city so that parents with children of various ages do not have to go out of their way to get their children to different schools across town. Minnecago educators are trained and licensed in early childhood education and complete educator preparation programs aligned with the K-3 NAEYC professional standards.

San Lanta early childhood education providers are funded using federal and state monies; however, the school district does not provide funding to ensure access to high-quality PreK for all 3- and 4-year-old children. San Lanta providers are located on the edge of town, away from local hospitals and community organizations that might otherwise be deployed to promote a coordinated approach to accessible health and wellness services. There are no public transportation routes that circulate near early childhood education providers.

San Lanta resident Mara and her daughters, Dinara and Tasha, recently moved from St. Petersburg, Russia. Dinara is 3 years old, and Tasha is 15 years old. There is a large Russian population in San Lanta, including Mara's older brother Borya and his children who are enrolled in San Lanta public schools. Mara works full-time as a manager at Borya's restaurant, which is located downtown and opens at 4 p.m. every day except Mondays. Mara is a brilliant accountant and a proficient reader of English but her listening and speaking skills are more limited.

The closest preschool with space for Dinara is 10 miles away from Mara's residence and is only open for part of the day, with dismissal occurring at 1 p.m. Mara has to be at the restaurant during the day to receive deliveries and conduct inventory. Mara makes a

fair income managing Borya's restaurant, but she does not have a lot of flexibility in her schedule. She counts on Tasha being able to get home from school in time to watch Dinara and provide her with dinner before bed.

Tasha is enrolled at the public high school in San Lanta, which has been struggling to meet state-mandated long-term goals for improvement in English language arts and mathematics. Although Mara could have exercised the option to excuse Tasha from taking 10th-grade mandatory statewide assessments, she was not informed of this opportunity during Tasha's registration meeting with the new assistant principal at San Lanta High School. As a result, Tasha will sit for the tests in the spring.

In Russia, Tasha received five years of instruction in English language. She was not provided with an opportunity to participate in an English proficiency assessment upon registration, and she was assigned a schedule that includes World History for English Learners, a class of 37 students. Out of the total students in the class, 30 speak Haitian Creole, and none of the other students in the class speak Russian. The classroom teacher and the education support professionals in the class do not speak Russian either.

If San Lanta High School does not improve to meet state requirements by the end of this year, the school will close and students will be bussed to Minnecago High School. There is a town hall scheduled next Wednesday at 7 p.m. for family members and other community interest holders to attend and weigh in on developing the school's family and community engagement plan and school improvement plan. There will be no recording, no live feed, and no translation services available. The results of the meeting will not be memorialized or circulated for public inspection and comment.

1. **[PREPARE]** Character selected:

2. **[ISSUE SPOTTING]** As you read the scenario, please identify any equity issues that pertain to your character.

3. **[ISSUE IDENTIFICATION]** Review the NEA Opportunity Checklist. If your character was to complete this checklist, what are some of the items they might select and identify as problems? List a few below.

4. **[ASSESSMENT]** Review the NEA Opportunity Audit. Identify criteria that specifically pertains to your character's story and review the indicators. Do you see any indicator(s) on which you might take action if you were part of this story? Identify them below.

5. **[ADVOCACY]** Review the NEA Raising Your Voice guide. Find the criteria you identified in the NEA Opportunity Audit and review the sample proposals and actions. Do you see anything that might assist you in addressing the issues you identified for your character above? What action might you take or promote to advocate on behalf of your character?

#### NEA Resources

1. NEA Great Public Schools Criteria: [nea.org/gpsindicators](http://nea.org/gpsindicators)
2. NEA Guide to Educator-Led School Improvement and the GPS Indicators Framework: [nea.org/schoolimprovementguide](http://nea.org/schoolimprovementguide)

#### References

1. Improving Access to Early Childhood Education, Rand Corporation: [rand.org/capabilities/solutions/improving-access-to-early-childhood-education.html](http://rand.org/capabilities/solutions/improving-access-to-early-childhood-education.html)
2. Small Investment in Children's Education Yields Big Results, National Institutes of Health: [nichd.nih.gov/newsroom/releases/031115-podcast-reynolds](http://nichd.nih.gov/newsroom/releases/031115-podcast-reynolds)
3. Head Start's Lasting Benefits, Infant & Young Children: [journals.lww.com/ijcjournal/fulltext/2005/01000/head\\_start\\_s\\_lasting\\_benefits.3.aspx](http://journals.lww.com/ijcjournal/fulltext/2005/01000/head_start_s_lasting_benefits.3.aspx)



## 4.2A Equity Audit Introduction and Background

Ethics and equity and the principles of justice do not change with the calendar.

—D. H. Lawrence

There is currently a large national focus on closing school achievement gaps, but practical information for school leaders to actually use in their efforts to close these gaps is in short supply. That is the purpose of this book—to provide such practical information in the form of an expanded discussion of equity audits, a school leadership tool presented previously as a single chapter in *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts*, our 2003 Corwin book.

Equity audits are a systematic way for school leaders—principals, superintendents, curriculum directors, teacher leaders—to assess the degree of equity or inequity present in three key areas of their schools or districts: programs, teacher quality, and achievement. These equity audits are designed to put streamlined, practical strategies in the hands of leadership practitioners at a time when such tools are sorely needed. In keeping with our goal of providing a useful book, we think readers will find it useful if we make clear right at the beginning of this book what we mean by the word *equity*. Understanding how we use the term is central to understanding our discussion of equity audits in the rest of the book. By equity, we mean explicitly *educational equity*, an excellent definition of which is found on the Wisconsin Department of Public Instruction's Web site:

Education equity: the educational policies, practices and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically under-served or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practices in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Educational equity activities promote the real possibility of equality of educational results for each student and between diverse groups of students.

This definition of education equity highlights the complexity of the conditions required to achieve it and also emphasizes that its realization is dependent on addressing inequities in access, programs, and results—themes that we highlight consistently in the chapters ahead.

We also wish to emphasize here that our discussion of educational equity in general and equity audits specifically is intended primarily for educational leaders at the campus and

district levels. That is because educational leaders are on the front lines in the ongoing battle to achieve education equity in U.S. public schools.

Though substantial educational achievement gaps have existed throughout the history of U.S. schooling, the national focus on closing them has never been more intense. The No Child Left Behind Act of 2001 (NCLB) was signed into law on January 8, 2002, and could be described as the most sweeping reform of U.S. federal education policy since the 1960s. Although changes and modifications have been made to the law, and others likely will continue in the future, at its center remains a *potentially* revolutionary idea—an explicit statement by the federal government that achievement gaps between white and middle- and upper-income children, on one hand, and children of color and children from low-income homes, on the other, are unacceptable and must be eliminated.

This is an important policy statement from the national government; however, its success in achieving the aim of closing achievement gaps ultimately will depend on the law's implementation by hundreds of thousands of educators around the country. This is where school leaders play an extremely important role. They act as policy mediators or street-level bureaucrats (Lipsky, 1980; Rorrer & Skrla, 2005), in filtering and shaping the ways policies (such as NCLB) are implemented in local schools. In other words, school leaders such as principals can block the policies, ignore them, use them in negative ways, or use them in positive ways. We want to maximize leaders' ability to use accountability policy (including NCLB) that is intended to eliminate achievement gaps in the most positive and productive ways possible.

For such positive use of accountability policy to actually happen, however, school leaders need to be assisted in understanding how the force of these policies can be applied to help them achieve the goals they have for their schools, including reducing and eventually eliminating achievement gaps. One of the prime ways accountability at the national, state, and local levels can be of concrete assistance to school leaders is utilizing the data these systems provide to assess the current state of the school or district and to track progress.

Although many state accountability systems, and increasingly the federal system, have been producing this type of data for the past fifteen or twenty years, the simple existence of the data does not automatically lead to school improvement or to diminished achievement gaps. The data must be analyzed, and school decision making must be linked to the data. This sounds like a straightforward process, but it is considerably more complicated in actual practice, particularly when the data show wide gaps in achievement between and among student groups based on race, ethnicity, family income, and language proficiency.

We have found in our work over the past two decades as researchers and as teachers who work with aspiring and practicing school administrators that people in schools overwhelmingly do not have a clear, accurate, or useful understanding of the degree of inequity present in their own schools and school districts. Furthermore, in typical school settings, teachers and administrators frequently avoid the topic of race completely as a possible factor in discussions about achievement gaps (Pollock, 2001). In addition, it is also

common that when questioned about why children of color and children from low-income homes do not do well in school, educators almost always give reasons external to schools as the cause, such as the children's parents, their neighborhoods, and even their genetics (Haycock, 2001).

Thus, educators, school leaders in particular, need assistance in learning to recognize that there are large and persistent patterns of inequity *internal* to schools—patterns that are embedded in the many assumptions, beliefs, practices, procedures, and policies of schools themselves. In fact, as one of our reviewers pointed out, such patterns of inequity not only result in differential experiences for students who differ along race, social class, gender, and disability lines, the systemic inequity present in schools may actually create differences among students (see also McDermott, 1997). Therefore, in response to this need for assistance in identifying and addressing internal patterns of inequity, equity audits are intended to provide such assistance in a very concrete way. In other words, these audits are designed to provide insight into, discussion of, and practical responses to systemic patterns of inequity in schools and school districts. Our discussion of equity audits continues in more depth and detail in the next eleven chapters.

Pulled from the first chapter of Part I. Background and Context for Equity Audits, *Using Equity Audits to Create Equitable and Excellent Schools*, edited by L. Skrla, K. MacKenzie, and J. Scheurich.



## 4.2B Seven Steps of the Equity Audit

### 1. Bring together a committee of interest holders.

- ✓ It is important to identify individuals who are respected by the groups they represent and who are also people of goodwill who would be open to dialogue and work focused on equity. (p. 25)

### 2. Present and graph the data.

- ✓ Actually 'drawing' the percentages on graphs gives people a much better sense of the differences that need to be addressed. (p. 26)

### 3. Open discussion of equity gaps as they emerge.

- ✓ Experts could be brought in to offer analysis and advice. Educators from other districts that have had success in reducing teacher quality, program, or achievement gaps could be brought in for this step. Whoever is brought in to the discussion for this step needs to be a skillful facilitator. (p. 26)

### 4. Discuss and move toward potential solutions.

- ✓ The point is to come up with some positive solutions; to talk about the strengths, weaknesses, and costs of each; and then to decide to commit to one or more of these solutions. (p. 26)

### 5. Implement the solution(s).

- ✓ Implementation at the district level is recommended. (p. 26)

### 6. Monitor and evaluate results.

- ✓ Monitor the results and then report back to the committee. (p. 26)

### 7. Celebrate success or return to step three or four.

- ✓ If the solutions are successful, celebrate; if the solutions are not successful, return to either step three or four and work forward again. (p. 26)

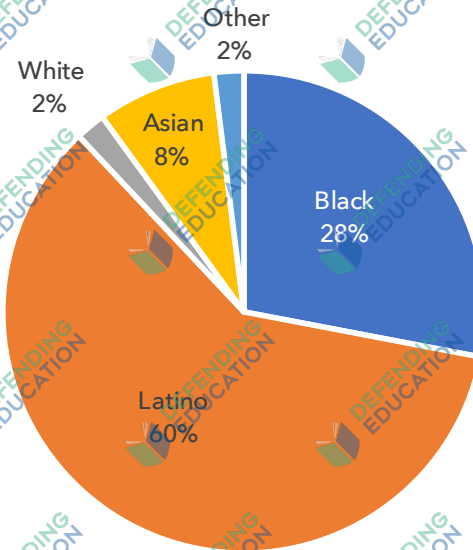
Adapted from *Using Equity Audits to Create Equitable and Excellent Schools* by Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich, pp. 25-27.

## 4.2C Graphics for Equity Audits

The two sets of fictional school population stats below have been created for the purpose of this equity audit. The two schools are in the same school district and are less than 15 miles apart.

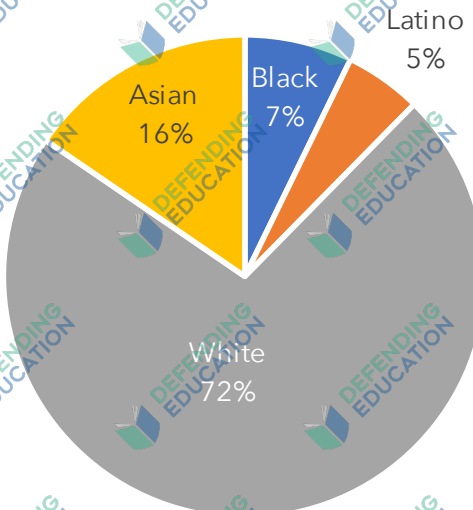
### School A - 2,000 Students

**70% Low  
Income/Free or  
Reduced Lunch**



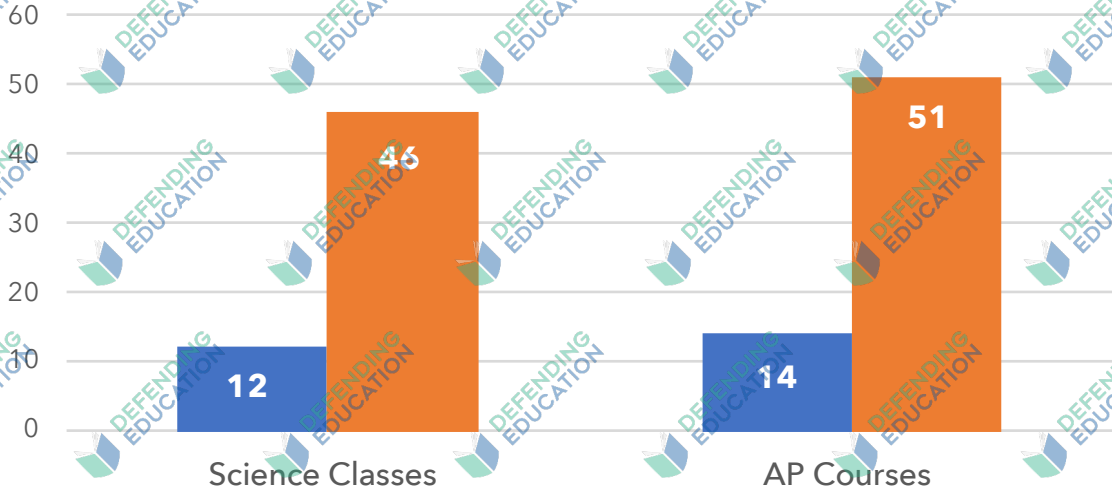
### School B - 5,000 Students

**15% Low  
Income/Free  
or Reduced  
Lunch**



Keep in mind what you saw in the first graphic about School A and School B. Now, explore the course offerings below for both schools.

### Course Offerings



■ School A ■ School B

# 4.2D NEA Opportunity Checklist (English)

## Your School Checklist

Do students and educators at your school have everything they need? This is your opportunity to speak up. Use the checklist below to think through what your school needs.

**Take a look at the lists below and check off the items your school still needs.**

### Community

*It's important that your school is open to the community it serves.*

- A welcoming front office
- Active community involvement (*Parent support groups and a community liaison, for example*)
- Materials available in the languages the school serves

### Healthy Students in Modern Schools

*Students need their essential human needs met and to be in a healthy learning environment that is clean and in good working order.*

- Healthy meals
- School nurse
- School counselor
- A roof that is free of leaks
- Healthy indoor air quality (*Free of mold, proper ventilation, and proper temperature control*)
- Clean, unbroken flooring
- Ample and appropriate learning spaces (*Cafeterias, gyms, auditoriums, playgrounds, libraries, and computer labs with enough computers for all students*)
- Class sizes that allow for one-on-one attention

### Well-Rounded Curriculum

*All students need access to the right courses to prepare them for life after graduation.*

- Full-day kindergarten
- Fine arts (*Music, art, and theater, for example*)
- Advanced courses (*Science and math, for example*)
- A pathway for advancement for every student (*A path from general education courses to college prep, honors, AP, and/or IB*)
- Regular physical education classes (*150 minutes in elementary school, 225 minutes in middle and high school*)
- Foreign language courses
- Career and technical education

### School Climate

*It's important that students feel safe and respected in their classrooms and in their school.*

- Students have a safe, reliable, and secure way to get to school
- An environment that welcomes and celebrates diversity
- A policy of restorative practices to create an environment of respect and collective responsibility (*School policy with alternatives to suspension and expulsion*)
- Use of early warning systems to keep students on track
- A community free from bullying and harassment

### Quality Educators

*It's important that all educators are prepared and excited to help students excel.*

- Educators who have high expectations for every student in the school
- Teachers teaching in their credentialed subject
- Teachers are fully prepared to teach students in their school (*Teachers have completed a residency program where they were mentored by great teachers*)
- Librarians
- Paraeducators and other education support professionals
- All staff trained in positive behavioral supports and bullying prevention (*All staff includes teachers, paraeducators, other education support professionals, and specialized instructional support personnel (SISP)*)
- All school staff contributing to a culturally responsive learning environment
- Staff that has time to collaborate
- Relevant, timely professional development

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Home Zip Code: \_\_\_\_\_ State: \_\_\_\_\_

School District: \_\_\_\_\_

School Name: \_\_\_\_\_

I am a(n): \_\_\_\_\_

By submitting this form, you will be opted in to receive communications from the National Education Association (NEA) and its affiliates. By providing your mobile number, you are opting in to receive occasional SMS alerts from the NEA and its affiliates. Msg & data rates may apply. SMS terms at [nea.org/terms-use](http://nea.org/terms-use).

## 4.2E NEA Opportunity Checklist (Spanish)

### La lista de verificación de su escuela

¿Los estudiantes y educadores de su escuela tienen todo lo que necesitan? Esta es su oportunidad para hablar. Use la siguiente lista de verificación para considerar lo que su escuela necesita.

**Analice las siguientes listas y marque los artículos que su escuela todavía necesita**

#### Comunidad

*Es importante que su escuela esté abierta a la comunidad que atiende.*

- Una oficina principal acogedora
- Participación activa de la comunidad (Grupos de apoyo de padres y un enlace con la comunidad, por ejemplo)
- Materiales disponibles en los idiomas que atiende la escuela

#### Estudiantes saludables en escuelas modernas

*Los estudiantes necesitan que se cumplan sus necesidades humanas básicas y estar en un entorno de aprendizaje saludable que sea limpio y funcione bien.*

- Comidas saludables
- Enfermera de la escuela
- Consejero de la escuela
- Un techo sin goteras
- Calidad saludable del aire del interior (Sin moho, con ventilación y un control de la temperatura adecuados)
- Pisos limpios e intactos
- Espacios de aprendizaje amplios y adecuados (Cafeterías, gimnasios, auditorios, patios de recreo, bibliotecas y laboratorios de computadoras con suficientes computadoras para todos los estudiantes).
- Tamaños de las clases que permitan atención personalizada

#### Currículo completo

*Todos los estudiantes necesitan acceso a las clases adecuadas que los preparen para la vida después de la graduación.*

- Jardín de infantes de día completo
- Bellas artes (Música, arte y cine, por ejemplo)
- Clases avanzadas (Ciencia y matemática, por ejemplo)
- Un camino al progreso para todos los estudiantes (Un camino desde las clases de Educación general a Preparación para la universidad, de honores, Colocación avanzada y/o Bachillerato internacional)
- Clases regulares de educación física (150 minutos en la escuela primaria, y 225 minutos en la escuela intermedia y secundaria)
- Clases de idiomas extranjeros
- Educación para carreras técnicas

#### Ambiente en la escuela

*Es importante que los estudiantes se sientan seguros y respetados en sus aulas y su escuela.*

- Los estudiantes tienen una manera segura y confiable de llegar a la escuela
- Un ambiente que reconozca y celebre la diversidad
- Una política de prácticas restaurativas para crear un entorno de respeto y responsabilidad colectiva (Política escolar con alternativas a la suspensión y la expulsión)
- Uso de sistemas de alerta temprana para mantener a los estudiantes encaminados
- Una comunidad sin acoso e intimidación

#### Educadores de calidad

*Es importante que todos los educadores estén preparados y entusiasmados para ayudar a los estudiantes a sobresalir.*

- Educadores que tengan grandes expectativas para todos los estudiantes en la escuela.
- Maestros que impartan la materia para la que están calificados
- Maestros que están totalmente preparados para enseñarles a los estudiantes en su escuela (Los maestros han completado un programa de residentes en el que tuvieron como mentores a excelentes maestros)
- Bibliotecarios
- Paraeducadores y otros profesionales auxiliares de la enseñanza
- Todo el personal está formado en apoyo conductual positivo y prevención del acoso (Todo el personal incluye a los maestros, paraeducadores, otros profesionales auxiliares de la educación, y personal especializado de apoyo para la instrucción (SISP))
- Todo el personal de la escuela contribuye a un entorno de aprendizaje que tiene en cuenta las diferencias culturales
- Personal que tiene tiempo para colaborar
- Desarrollo profesional relevante y oportuno

Nombre: \_\_\_\_\_

Correo electrónico personal: \_\_\_\_\_

Código postal de su casa Estado: \_\_\_\_\_

Distrito escolar: \_\_\_\_\_

Nombre de la escuela: \_\_\_\_\_

Soy: \_\_\_\_\_

Al enviar este formulario, usted acepta recibir comunicaciones de la Asociación Nacional de Educación (NEA) y sus filiales.

Al proporcionar su número de teléfono móvil, usted acepta recibir alertas ocasionales por mensajes de texto de la NEA y sus filiales. Pdrán aplicarse tarifas por mensajes de texto y datos. Consulte los términos de los mensajes de texto en [nea.org/terms-use](https://nea.org/terms-use)



**OPPORTUNITY & ACTION FOR EVERY STUDENT**  
myschoolmyvoice.nea.org



## 4.3 Becoming an Equity-Oriented Change Agent

### Characteristics of an Equity-Oriented Change Agent (EOCA):

- ✓ **EOCA has an equity attitude.** An equity attitude means you must treat everyone with respect, appreciation, and care. It also means addressing difficult personalities, attitudes, assumptions, prejudices, and biases in ways that show respect, appreciation, and care.
- ✓ **EOCA avoids demonizations.** Demonization is when we reduce a person down to one negative characteristic and make it all of who they are. When we do this, difficult conversations can become impossible.
- ✓ **EOCA initiates courageous conversations.** Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools explains these conversations are characterized by engagement, as well as by sustaining and deepening the conversation. There are also four commitments that must be made when engaging in difficult conversations: stay engaged; speak your truth; experience discomfort; and expect and accept nonclosure. Based on these first steps, it is important to know that these conversations are not easy and will require hard work.
- ✓ **EOCA demonstrates persistence.** Inequities that exist did not come to be overnight and removing these embedded inequities will demand focus, persistence, and long-term planning and effort.
- ✓ **EOCA remains committed but patient.** When bringing change to a school or system, it is important to be mindful of others, pay attention to what is being expressed, and take steps to learn from the work you are doing. If the change being implemented is done too quickly, it can lead to push back and resistance. Patience and long-term commitment will help build lasting support.
- ✓ **EOCA maintains an assets attitude.** When working to create a more equitable and just school, start by identifying all of the assets that are present. This includes identifying the assets that everyone possesses including yourself, your space, those you work with, and the students you serve. Understanding and identifying the value of all people is essential to becoming an equity-oriented change agent.
- ✓ **EOCA maintains a coherent focus.** In order to help move your system from its current state to a more equitable state, it is important to make sure you adhere to a strong and coherent focus and be prepared to adapt to the needs of your system as they emerge over time.

Using the prompts below, reflect on where you are in the process of becoming an equity-oriented change agent.

**Mirrors:**

- ✓ Of the factors listed, which resonate with you?
- ✓ Which factors will be growth areas for you?

**Windows:**

- ✓ Of the factors listed, which do you think your leadership team possesses?
- ✓ Which factors will be growth areas for your leadership team?
- ✓ Do you think your leadership team would answer these questions the same way about themselves?
- ✓ How do you think your leadership team would answer these questions about you?

Adapted from *Using Equity Audits to Create Equitable and Excellent Schools*, edited by Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich.