



Presented by
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Co-Founders and Managing Partners
School Leadership for Social Justice
www.slsj.us



DAY 1: FOUNDATIONS FOR EQUITY

Dr. Toni Harrison-Kelly



Jesus. Adventure. Music. Sports. Star Wars Universe.

Dr. Sharla Horton-Williams

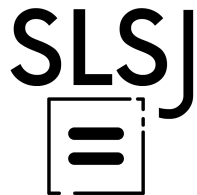


Family. Friends. Dogs. Coffee. Beyonce. Church. Sports.

OUR JOURNEY

- UNT
- TLC Preschool
- The Joshua School
- Crowley ISD and Dallas ISD
- Texas A&M University
- SLSJ Facebook Group
- Horton Kelly Company, LLC
- SLSJ 501c3





ABOUT US

We provide a wide variety of consulting and training services to help educators and organizational leaders understand the problem of educational inequity, the possibility of equity and excellence in education, and develop the mindsets and skills to transform their schools.

OUR WHY

We believe that Black and brown students deserve the chance to thrive in school and that every educator holds the power to create this experience for them. We want to change the story for Black and brown students in schools to one of excellence, achievement, and joy.

OUR VISION

We have a vision for **just and equitable schools** where every student thrives regardless of racial or cultural identity. We have a vision for a **just and equitable society** where every person has equal access to opportunity and prosperity regardless of racial or cultural identity.

WHAT
ABOUT
YOU



1. **Who are you?**
2. **What do you do?**
3. **And..**
 - a. What's your "why?"
 - b. Why are you here?
 - c. Why is equity important to you?
 - d. What do you hope to learn, understand, and be able to do after this week?

SLSJ Domain Triangle

knowledge

what must school leaders **know** about education, leadership and justice? what must administrators and teacher leaders understand to best serve and promote educational excellence and equity for diverse student groups?



what must school leaders **believe** about social justice, the cultural communities in which they work, and the students they serve? what personal biases must be conquered to lead through an equity lens?

what must school leaders **do** to promote equity and excellence and dismantle inequity in the classroom, across the campus, and across the entire educational community?

“The ability to imagine a world that is different than the present is the beginning of any movement for change: to be able to communicate the world one imagines to others and have it feel possible is the power of narrative.”

-from America Healing



CHANGING THE STORY

OVERVIEW OF THE WEEK

Day 1

Foundations for Equity: Understanding the problem and understanding the solution

Day 2

10 Questions for Ensuring Equity in School Discipline

Building Environments for Equity

Day 3

Equity through Community

Day 4

Equity through Effective Instruction



How we will work together

1. Stay **engaged**
2. Experience **discomfort**
3. Expect and accept
non-closure
4. Speak **your truth**

SLSJ
=

Our Truth

1. **We are Black first.**
2. **We are educators.**
3. **We first did the work that we now lead.**





The Six Conditions

-Glen Singleton, Courageous Conversations About Race

1. Focus on personal, local, and immediate.
2. Isolate race.
3. Normalize multiple perspectives.
4. Monitor the agreements.
5. Use a working definition of race.

Race

- Social construct, historically forged through **oppression and conquest**, by which individuals are categorized
- **Created** by white people during and to support **colonialism**
- **No genetic markers** or biological differences between races



The Six Conditions

-Glen Singleton, Courageous Conversations About Race

1. Focus on personal, local, and immediate.
2. Isolate race.
3. Normalize multiple perspectives.
4. Monitor the agreements.
5. Use a working definition of race.
6. Examine the presence and role of whiteness.

WHAT IS WHITENESS?



~~White people~~



A set of norms, behaviors, beliefs, practices, values, and ways of being and doing that **privilege** some by **oppressing** others.

Privilege - being given access, advantages, and acceptance

Oppression - being denied access, advantages, and acceptance

National Data – PK-12 Education

From 2007 to 2009, **scores for Hispanic fourth-graders averaged 21 points lower than white students.** For eighth-graders, the gap averaged 26 points. (NAEP, 2011)

In 2019, Black students performed 27 points below white students in 8th-grade reading (NAEP, 2019)

Only 5% of Asian students receive instruction in their native language.

(US Department of Education, 2019)

Black girls are six times more likely to be suspended from school than white girls (US Department of Education, 2012)

In 2018, the dropout rates for students who were Black (6.4%), Latinx (8.0%), Pacific Islander (8.1%), and Indigenous/Alaska Native (9.5%) were all higher than White (4.2%) and Asian-American students (1.9%)

(National Center for Education Statistics, 2018)

Black and Latinx students whose parents made above \$200,000/yr and \$100,000/yr respectively scored at the same level on the SAT as:

- White students from families making \$40-60k/yr
- Asian-American students from families making \$20-40k/yr

(Journal of Blacks in Higher Education, 2011)



National Data

Healthcare, Wealth/Economics, Law Enforcement/Justice

“African-American infants are 3.8 times as likely to die from complications related to low birthweight as compared to non-Hispanic white infants.”

(US Dept. of Health and Human Services, 2021)

“The life expectancy of non-Hispanic/Black Americans is four years lower than that of white Americans.”

(Center for Disease Control, 2021)

Black women earn 63% of the salary of white men working in similar roles.

(US Census Bureau, 2020)

1 in 4 African-American students has a parent who is or has been incarcerated.

(Economic Policy Institute, 2016)

“The typical White family has eight times the wealth of the typical Black family and five times the wealth of the typical Hispanic family.” (US Federal Reserve, 2020)

White families have an average wealth of \$983,400. Black families have an average wealth of \$142,500. Hispanic families have an average wealth of \$165,500

(US Federal Reserve, 2020)

The Bureau of Justice Statistics reports that 35% of state prisoners are white, 38% are black, and 21% are Hispanic. compared to the overall general population (where 62% are white, 13% are black, and 17% are Hispanic). (The Sentencing Project, 2016)



THE END

RACIAL EQUITY | the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

THE MEANS

RACIAL JUSTICE | the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, **but also the presence of deliberate systems, supports, and practices** to achieve and sustain racial equity through proactive and preventative measures.

“The ability to imagine a world that is different than the present is the beginning of any movement for change: to be able to communicate the world one imagines to others and have it feel possible is the power of narrative.”

-from America Healing

Data
is just
a
story.

What
story
does the
data tell
for
students
of color?

Too
often,
it's a
horror
story.

**CHANGE
BEGINS WITH
YOU.**

1) RACIAL CONSCIOUSNESS ::

the degree to which you are aware of race and how it impacts your life **and the lives of others**

- Dr. Sharla Horton-Williams

2) CULTURAL COMPETENCE

:: your **fluency in and comfort with** your own race or culture and at least one other race or culture

-Dr. Gloria Ladson-Billings

3) CULTURAL HUMILITY

:: a lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but **starts with an examination of her/his own beliefs and cultural identities**

-National Institutes of Health



SCHOOL LEADERSHIP FOR SOCIAL JUSTICE

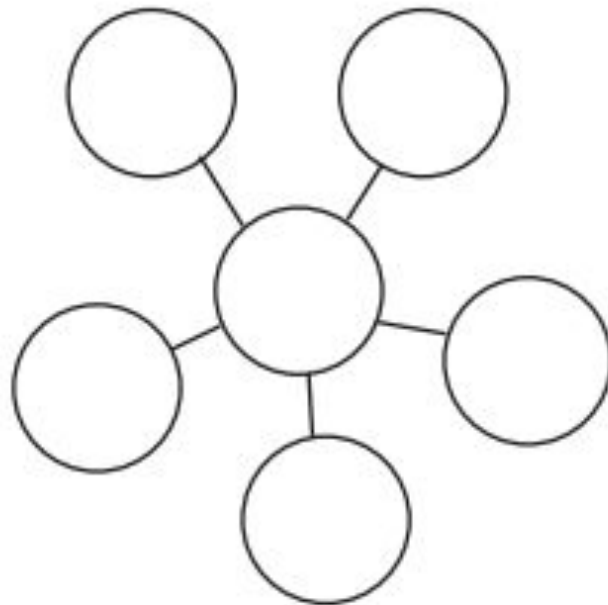


DAY 2: FROM THE INSIDE OUT



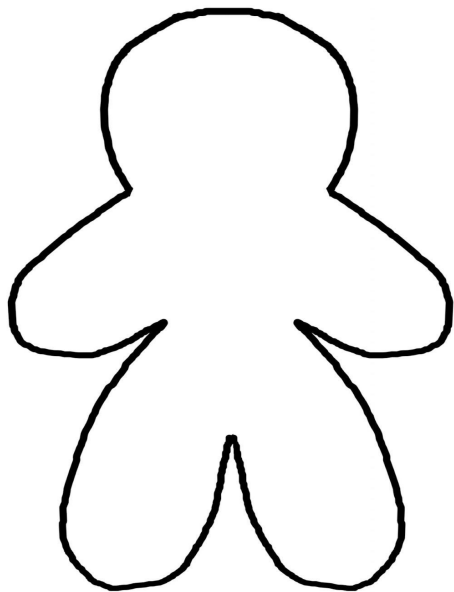
Circles of Identity

From Debbi Laidley, UCLA SOM, 2001



**But where did this
identity come from
anyway?**

Your Sensory Figure



Think about an average day when you were in the 9th grade.

1. What would you have listened to **(ears)**?
2. Who would you have talked to the most **(mouth)**?
3. Where would you have gone for fun **(feet)**?
4. Favorite hobby/sport **(hands)**?
5. What movies or shows would you have watched **(eyes)**?
6. What about spiritual/faith practices **(heart)**?

THE AVERAGE U.S. TEACHER

- White
- Female
- Age 42
- 14 years experience
- Makes \$55,100 base salary
- Works 53 hours a week

The contrast in the demographic composition of educators and their students is cause for concern because **research shows that students' race, ethnicity, and cultural background significantly influence their achievement.**

(Harry & Klingner, 2006; Orosco & Klingner, 2010; Skiba et al., 2011)

There is extensive evidence from achievement test scores, grade promotion rates, graduation rates, and other common indicators of school success that **students from culturally and linguistically diverse backgrounds experience poorer educational outcomes than their peers.**

(Bennett et al., 2004; Conchas & Noguera, 2004; Sanders, 2000)

Addressing the unique needs of students from diverse backgrounds is one of the major challenges facing public education today because **many teachers are inadequately prepared with the relevant content knowledge, experience, and training.**

(Au, 2009; Cummins, 2007)

Inadequate preparation can create a cultural gap between teachers and students (Gay, 2010; Ladson-Billings, 2009) that limits the ability of educators to choose effective instructional practices and curricular materials. Research on curriculum and instructional practices has primarily focused on White middle-class students, **while virtually ignoring the cultural and linguistic characteristics of diverse learners.**

(Orosco, 2010; Orosco & O'Connor, 2011)

A mandate for change requires that racially, ethnically, culturally, and linguistically diverse students have the opportunity to meet their learning challenges with the strength and relevance found in their own cultural frame of reference. Therefore, **educators must be prepared with a thorough understanding of the specific cultures of the students they teach; how that culture affects student learning behaviors; and how they can change classroom interactions and instruction to embrace the differences.**



DAY 2: 10 QUESTIONS FOR ENSURING EQUITY IN DISCIPLINE

What do we expect of students?

There are countless examples of expectations in schools for which **students of color** are **chronically reprimanded**.

Many of these expectations are hard for students of color to naturally meet.

These expectations are related to dress code, behavior, expression, etc.

10 Questions
for Ensuring Equity
in School Discipline
a workshop for teachers & school leaders



...hard for them to
naturally meet...

**School should not be a
struggle for students.**

10 Questions for Ensuring Equity in School Discipline

a workshop for teachers & school leaders



Photo from nigerianbraidshair on IG.

What do we expect of students?

Think of any additional expectations in your classroom, school, or district for which **students of color** are **chronically reprimanded** or an expectation that is hard for them to naturally meet. They can be related to dress code, behavior, or anything else.



THE END

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DAY 2: ENVIRONMENTS FOR EQUITY

1) RACIAL CONSCIOUSNESS ::

the degree to which you are aware of race and how it impacts your life **and the lives of others**

- Dr. Sharla Horton-Williams

2) CULTURAL COMPETENCE

:: your **fluency in and comfort with** your own race or culture and at least one other race or culture

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:: a lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but **starts with an examination of her/his own beliefs and cultural identities**

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SCHOOL LEADERSHIP FOR SOCIAL JUSTICE

4) PEDAGOGICAL CONSCIOUSNESS

:: the degree to which you are aware of effective instructional pedagogies and to which ***your*** instructional pedagogy leads to academic and non-academic success for **all students**

- Dr. Sharla Horton-Williams

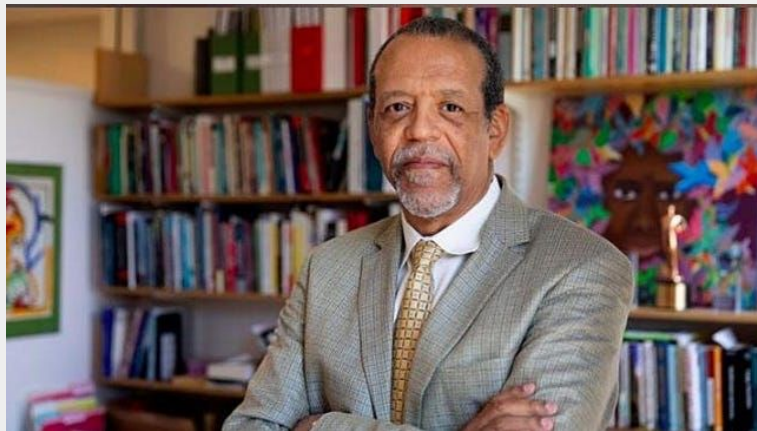


SCHOOL LEADERSHIP FOR SOCIAL JUSTICE



“Access to an
orderly
environment may
be the biggest
form of inequity.”

Ron Ferguson, Harvard University, 2016
“What Young Men of Color Can Tell Us About the
Achievement Gap”



EQUITY STARTS WITH THE **ENVIRONMENT**

- I. The physical environment
- II. The psychological environment



Lay the foundation for learning with **clear, consistent, and effective:**

1. **Routines**
2. **Procedures**
3. **Expectations for learning and behavior**

Expectations are how you want students to work and behave during learning.

- What do students do when you are talking?
- What do students do when others are talking?
- How do students work or complete tasks?
- How do school leaders facilitate this across the campus?

EQUITY = ACCESS

ACCESS TO AN ORDERLY LEARNING ENVIRONMENT

A firm foundation of predictability and routine lays the groundwork for students so that important, daily tasks are automated and rigor can be incrementally added.

ROUTINES
PROCEDURES
EXPECTATIONS



ACCESS TO
LEARNING



EQUITY



EQUITY STARTS WITH THE ENVIRONMENT

- I. The physical environment
- II. The **psychological environment**

Lay the foundation for learning with **clear, consistent, and effective:**

1. Routines
2. Procedures
3. Expectations for learning and behavior

Lay the foundation for learning with **trusting, meaningful relationships.**





RELATIONSHIPS MATTER FOR HUMANITY

“The brain feels safest and most relaxed when we are connected to others we trust to treat us well.”

Zaretta Hammond, CRTATB



RELATIONSHIPS MATTER FOR LEARNING

“Students’ ability to learn depends not just on the quality of their textbooks and teachers, but also on the **comfort** and **safety** they feel at school and the **strength of their relationships** with adults and peers there.”

From Education Week, 2013



RELATIONSHIPS MATTER FOR EQUITY

“In collectivist, community-based culture, relationships are the foundation of all social, political, and cognitive endeavors.”

Zaretta Hammond, CRTATB

Students of color learn best from people they trust.



EQUITY THROUGH BELONGING

GROUP 1

TEACHERS AND
ANYONE WHO
WORKS WITH
STUDENTS

GROUP 2

PRINCIPALS OR
ANYONE WHO
WORKS WITH
ADULTS





What resonated with you from this **whole-school approach** to equity?

What are some things that you are **already doing** as a whole school?

What are some things you heard that are **possible** at and potentially hold **promise** for your school?



THREE KEY TRUTHS

1. **Relationships are foundational for equity.** Community-based cultures are rooted in trust and strong relationships.
2. **Building relationships isn't complicated**, but it does require intentionality.
3. Community is bigger than you or me. **Community is you AND me.**



DAY 3: EQUITY THROUGH COMMUNITY



Core Idea

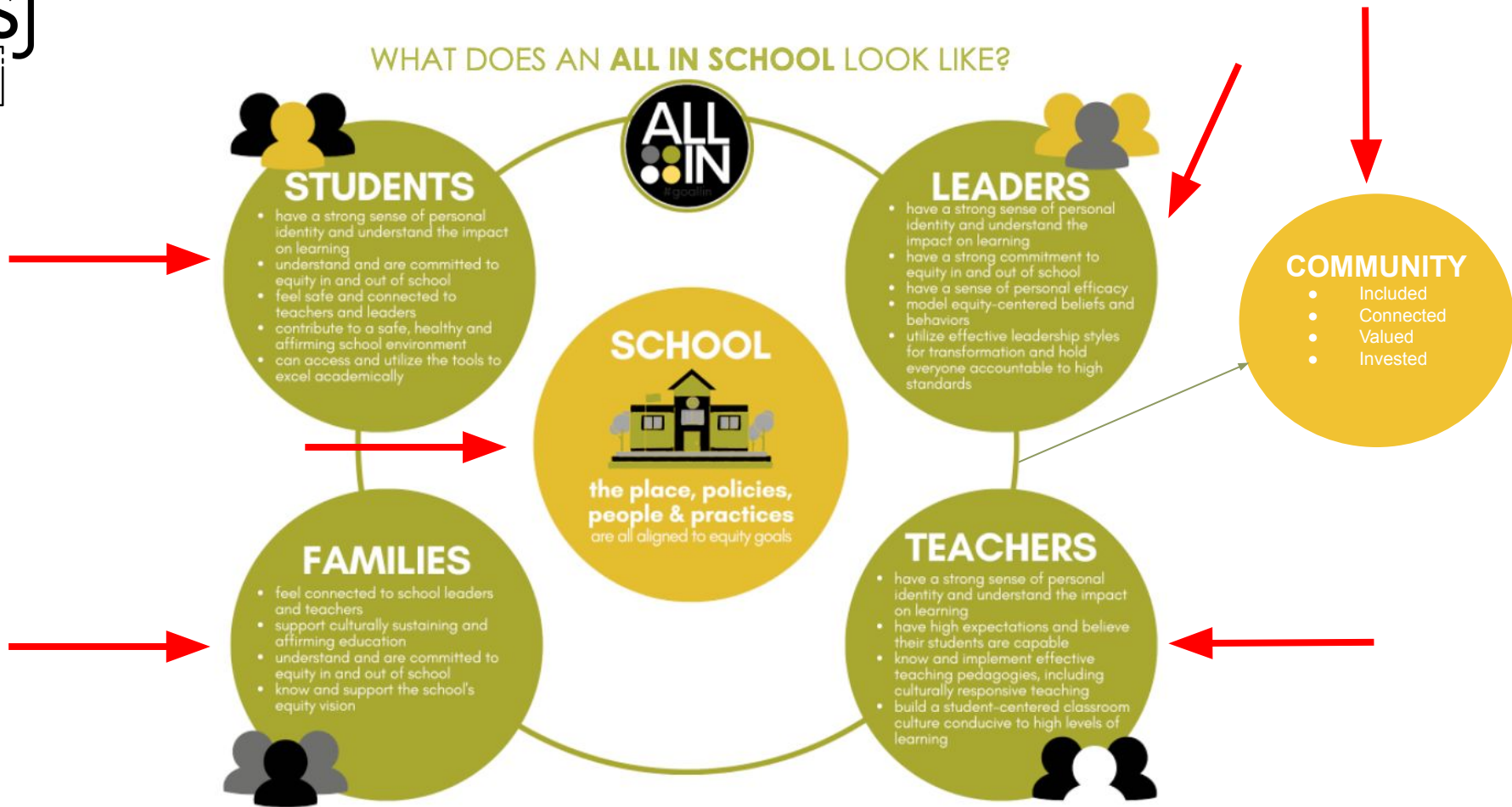


Partnerships
promote equity by
incorporating
**Culture,
Connections,
Community, and
therefore
COMFORT** into the
student learning
experience

*Way back
Wednesday!*



WHAT DOES AN ALL IN SCHOOL LOOK LIKE?



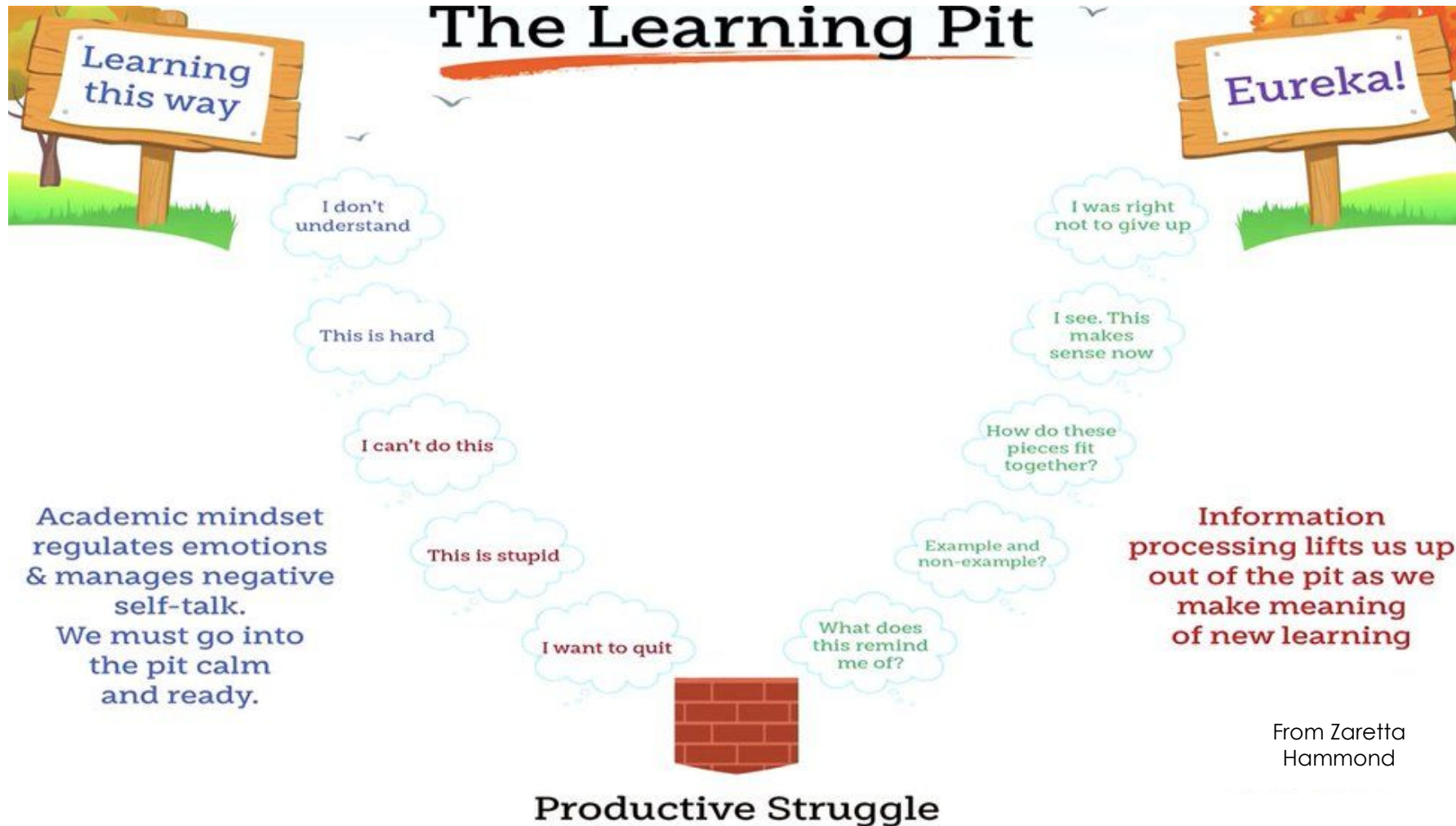


6 Types of Partnerships for Learning

6 Types of Partnerships for Learning

1. Staff to Student Partnerships
2. Student to Student Partnerships
3. Student to School Partnerships
4. School to Family Partnerships
5. Staff to Staff Partnerships
6. School to Community Partnerships

The Learning Pit



From Zaretta
Hammond



**THE POWER OF
PARTNERSHIPS**

Meet Jacoby & Giovanna







STRATEGIES FOR BUILDING STRONG PARTNERSHIPS FOR LEARNING



DAY 4: EQUITY THROUGH INSTRUCTION



EQUITY THROUGH INSTRUCTION

GROUP 1

TEACHERS AND
ANYONE WHO
WORKS WITH
STUDENTS

GROUP 2

ANYONE WHO
SUPPORTS
INSTRUCTION



EQUITY THROUGH INSTRUCTION

GROUP 1

Equity Through
Classroom
Organization and
Culturally
Responsive
Teaching

GROUP 2

Leading for learning
Leading equity



Imagine this story...

- A Latinx child who enters school speaking only Spanish performs as well on assessments in 3 years as their native English speaking counterparts.
- A Black teen is just as likely as their white or Asian peer to enroll in and thrive in an engineering program in high school
- Proportionality exists in office referrals relative to the school's/district's demographics. If Black or Latinx students make up 25% of the school population, then no more than 25% of the office referrals are for Black or Latinx students.

Examples from Coaching from Equity



4 Factors in Culturally Relevant & Responsive Teaching:

- 1. Relationships**
- 2. Real Life**
- 3. Rigor**
- 4. Relevance**



TEACHERS MATTER

TEACHER EFFECTIVENESS MATTERS

“... **the most important factor affecting student learning is the teacher.** In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. **Effective teachers appear to be effective with students of all achievement levels,** regardless of the level of heterogeneity in their classrooms.”

-ASCD, Dr. Bill Sanders (University of Texas)



THE ROLE OF RELATIONSHIPS IN CULTURALLY RELEVANT & RESPONSIVE INSTRUCTION

SELF-DETERMINATION THEORY



People need three key components to feel motivated:

1. **Autonomy** (Agency)
2. **Competence** (Rigor)
3. **Relatedness** (Relationships)

(Ryan & Deci, 2017)

3 High academic performance, but lacking relationship	4 High academic performance, AND a great relationship
1 Low academic performance, AND lacking relationship	2 Low academic performance, but a great relationship





THE ROLE OF REAL LIFE IN CULTURALLY RELEVANT & RESPONSIVE INSTRUCTION

What do you see?



Now name three *positive* things about this picture...



Who We Are Impacts How We Teach

- ***The books we read and share with them*** - Jacqueline Woodson or Jerry Spinelli
- ***The perspective with which we share history*** - Is the Confederacy hate or is it heritage?
- ***The movies and television shows we reference*** - The Office or Martin?
- ***The way we view language*** - do we demand “proper” English or do we honor cultural dialect?
- ***The assumptions we make*** - I need to call your mom or I need to speak with your guardian?



SYSTEMIC RACISM



THE ROLE OF RIGOR IN CULTURALLY RELEVANT & RESPONSIVE INSTRUCTION

STUDENTS SPENT MORE THAN
500 HOURS

on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them.

THAT'S THE EQUIVALENT OF 6 MONTHS
of wasted class time in each core subject.

Students spend most of their time
in school without access to four key resources:

1 GRADE-APPROPRIATE
ASSIGNMENTS

2 STRONG INSTRUCTION

3 DEEP ENGAGEMENT

4 TEACHERS WITH
HIGH EXPECTATIONS

Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.

Classrooms with mostly white students tended to have nearly

4x TIMES AS MANY

high-quality lessons as classrooms with mostly students of color.



Rigor = Equity

Academic achievement is a tenet of Gloria Ladson-Billings' culturally relevant pedagogy, therefore **rigor = equity**



6 keys to instructional rigor:

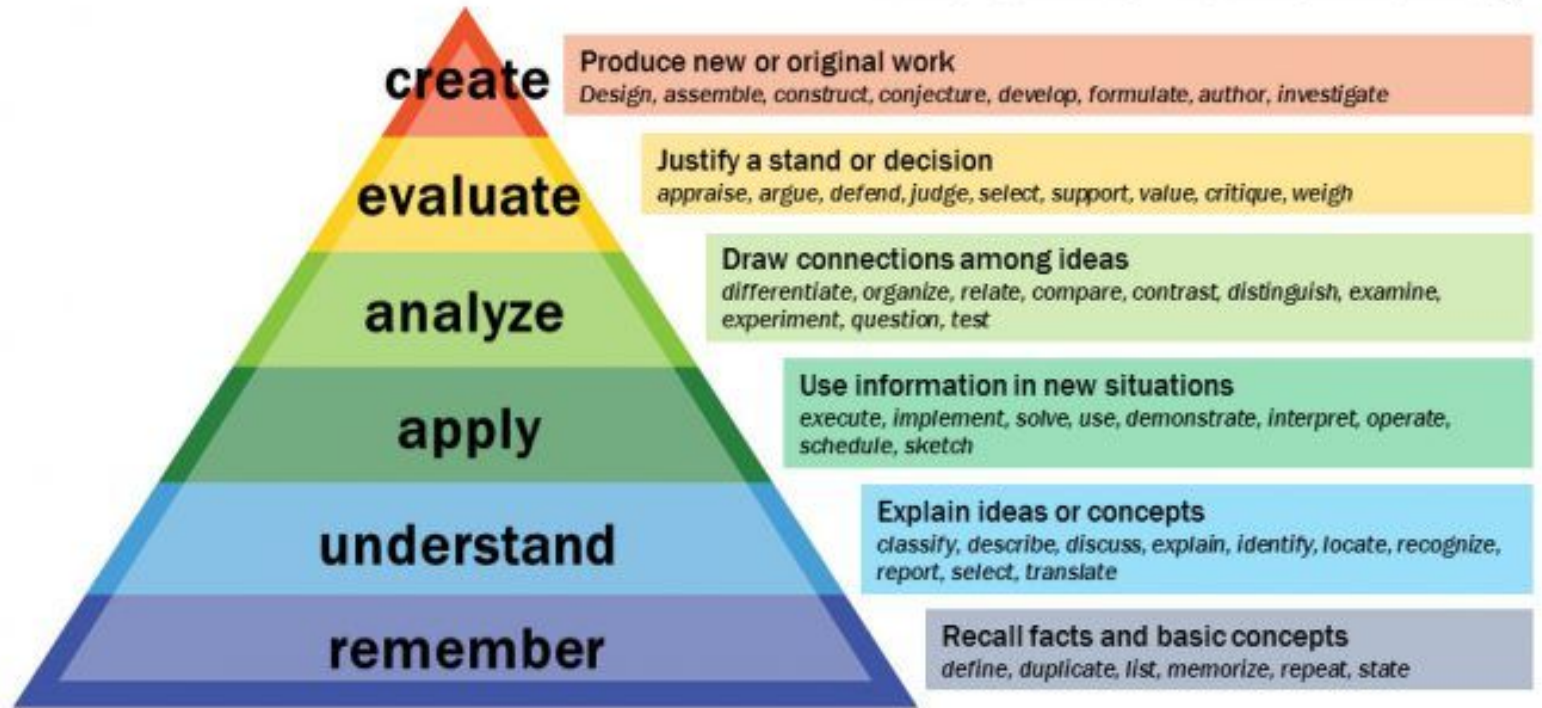
1. **Variety** in learning experiences
2. **Transferability** across learning contexts
3. Meaningful **application** of learning
4. Deep **cognitive engagement** with complex levels of learning
5. **Authentic** experiences
6. **Relevance** to students and broader learning objectives





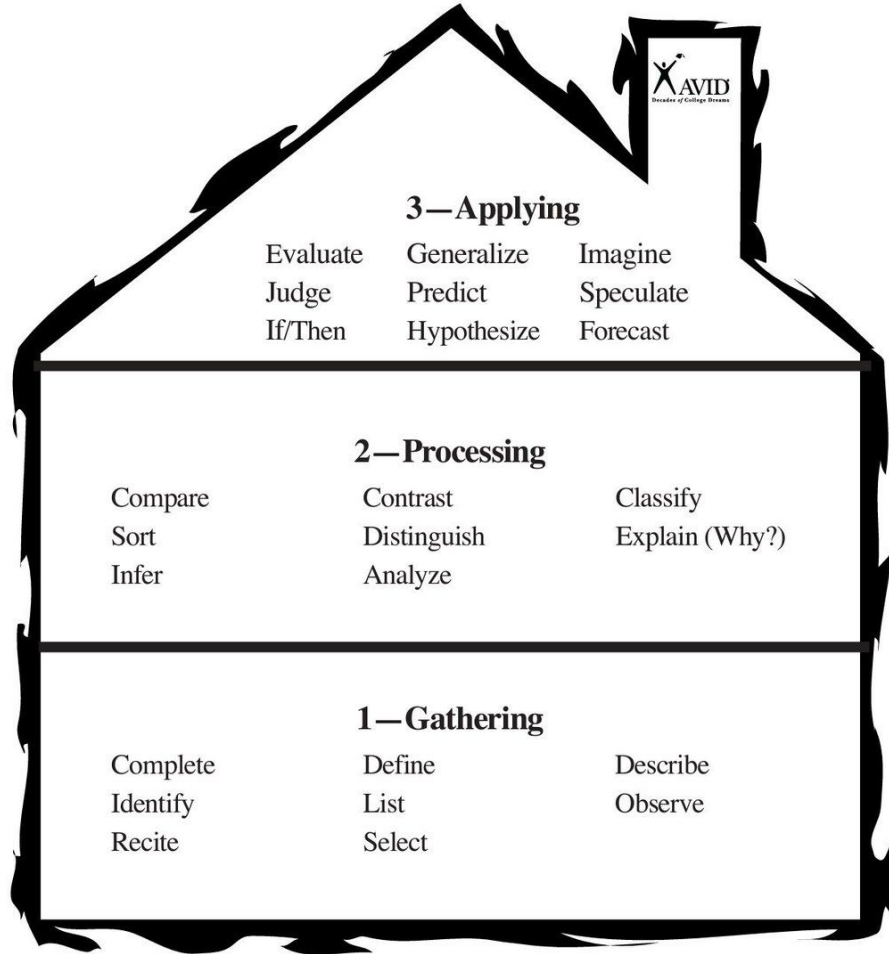
3 TOOLS FOR INCREASING RIGOR

Bloom's Taxonomy



Depth of Knowledge (DOK) Levels







ENGAGING FOR RIGOR

3 High academic performance, but lacking relationship	4 High academic performance, AND a great relationship
1 Low academic performance, AND lacking relationship	2 Low academic performance, but a great relationship





Engaging for Rigor

1. AFFIRMATION
2. VALIDATION
3. INSTRUCTIONAL
CONVERSATIONS
4. WISE FEEDBACK

From Ready for Rigor



Rigor without **relationships** = resistance.

Rigor with effective **teacher
engagement** = equity.



THE ROLE OF RELEVANCE IN CULTURALLY RELEVANT & RESPONSIVE INSTRUCTION

REPRESENTATION MATTERS

But so do **racial
consciousness** and
**cultural
competence.**

Cultural Models

Mental structures and patterns of behavior that distinguish one culture from the other

Cultural Frames of Reference

Personal understanding of culture - surface, shallow, and deep

Cultural Archetypes

1. Individualism vs collectivism
2. Oral tradition vs written word

Cultural Funds of Knowledge

What students know, how they know it, and how they can apply it to learning





**LEADING FOR LEARNING
LEADING FOR EQUITY**



LEADERS MATTER

1. Effective school leadership is a critical element in student achievement, **second only to teacher quality.**
2. The impact of a highly effective school leader can equate to **adding 7 instructional months** to students' learning in one school year.
3. Effective school leadership is especially important in schools and districts serving **students of color.**

“Hypotheses about principal effectiveness abound but effectiveness is a matter of context, but the fact is that **school leaders serving Black students and other students of color must be prepared and equipped to center their work in social justice.**”

Dr. Sharla Horton-Williams, 2020





THERE IS **NO**
EVIDENCE THAT
SERVANT
LEADERSHIP
POSITIVELY
IMPACTS
STUDENT
OUTCOMES