


# Creating Equitable Learning Environments with a Racial Equity Lens

Presented by:

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# Land Acknowledgment Susquehannock Confederacy

# COMMUNITY NORMS

Stay engaged



Do not check-out

Speak your truth



Say what is in your heart

Experience discomfort



Connect with your feelings

Expect/ accept  
non-closure



Agree to disagree

# COMMUNITY NORMS

(continued)

Maintain  
confidentiality



What is said here, stays here,  
what's learned here leaves here

Take space/make  
space



Push yourself to share if you  
usually do not

Honor time



Use the parking lot/ bike  
rack/walking trail for off-track  
topics



# Outcomes

Participants will:

- Explore social identifiers, dominant culture, and systemic privileges and barriers in the U.S.
- **Engage in conversations** about race, **racial identity development** and racism.
- Explore the history of Black people in Howard County.
- Examine and discuss how the information explored informs our decisions as leaders.

# Outcomes 5-07-21

Participants will:

- **Engage in conversations** about race, **racial identity development** and racism.
  - 1) Introduce the concept of racial identity development
  - 2) Examine how people experience racial identity differently &
  - 3) Explore implications for school leaders and teachers.



# Mindfulness Moment





# Name, Pronouns, Hope or Concern

## *Hopes*

What is a **hope** you have  
by participating in this  
training?

## *Concerns*

What is a **concern** you  
have with participating in  
this training?

## Activity: Creating A Safe Space to Learn (2-3 minutes)

1. Please think about a place or person that makes you feel safe, allows you to be the very best you can be.
2. Write down three to four qualities that make this person or place safe

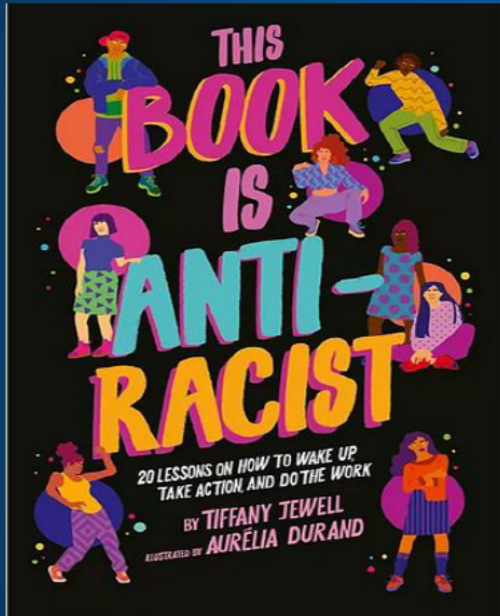
# Setting the Context

Exploring your social identities

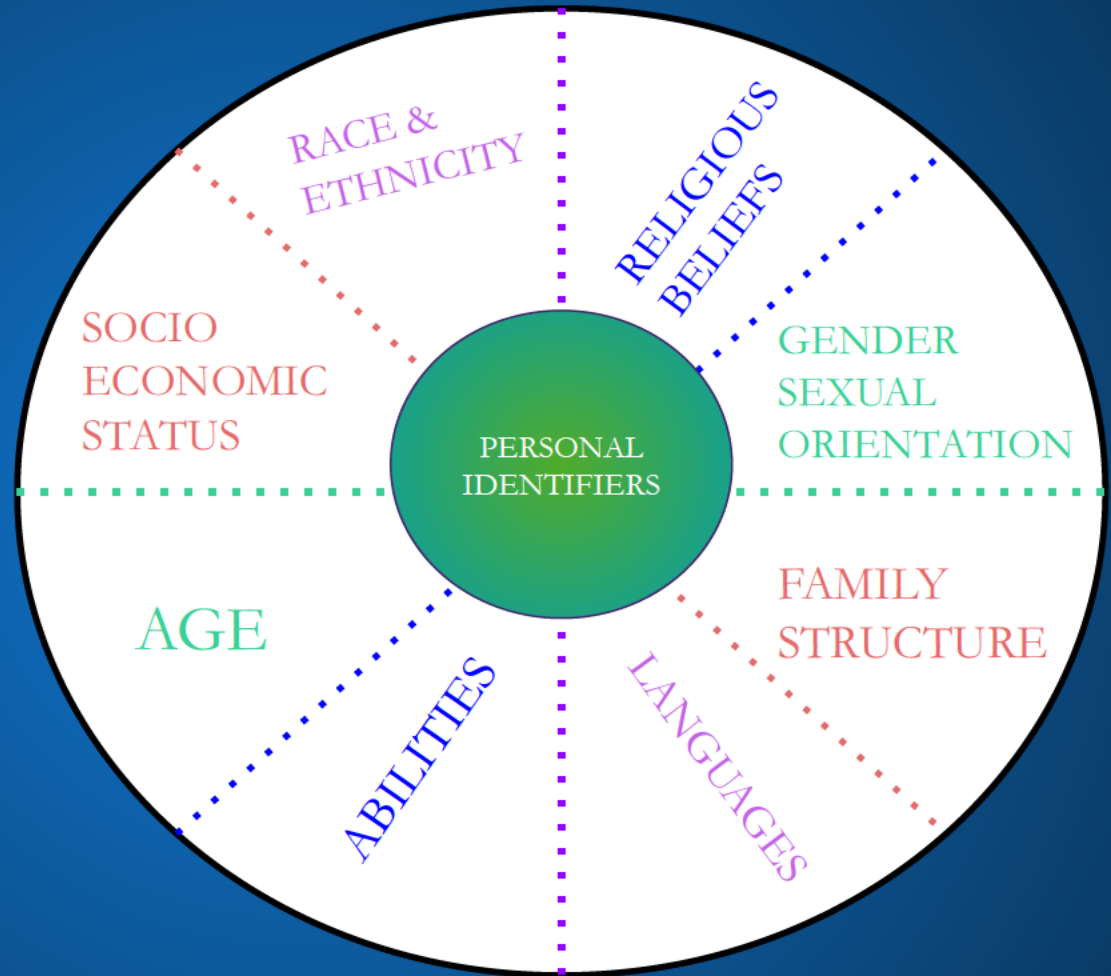


Image retrieved  
from: <https://medium.com/intercultural-mindset>

## SOCIAL IDENTIFIERS



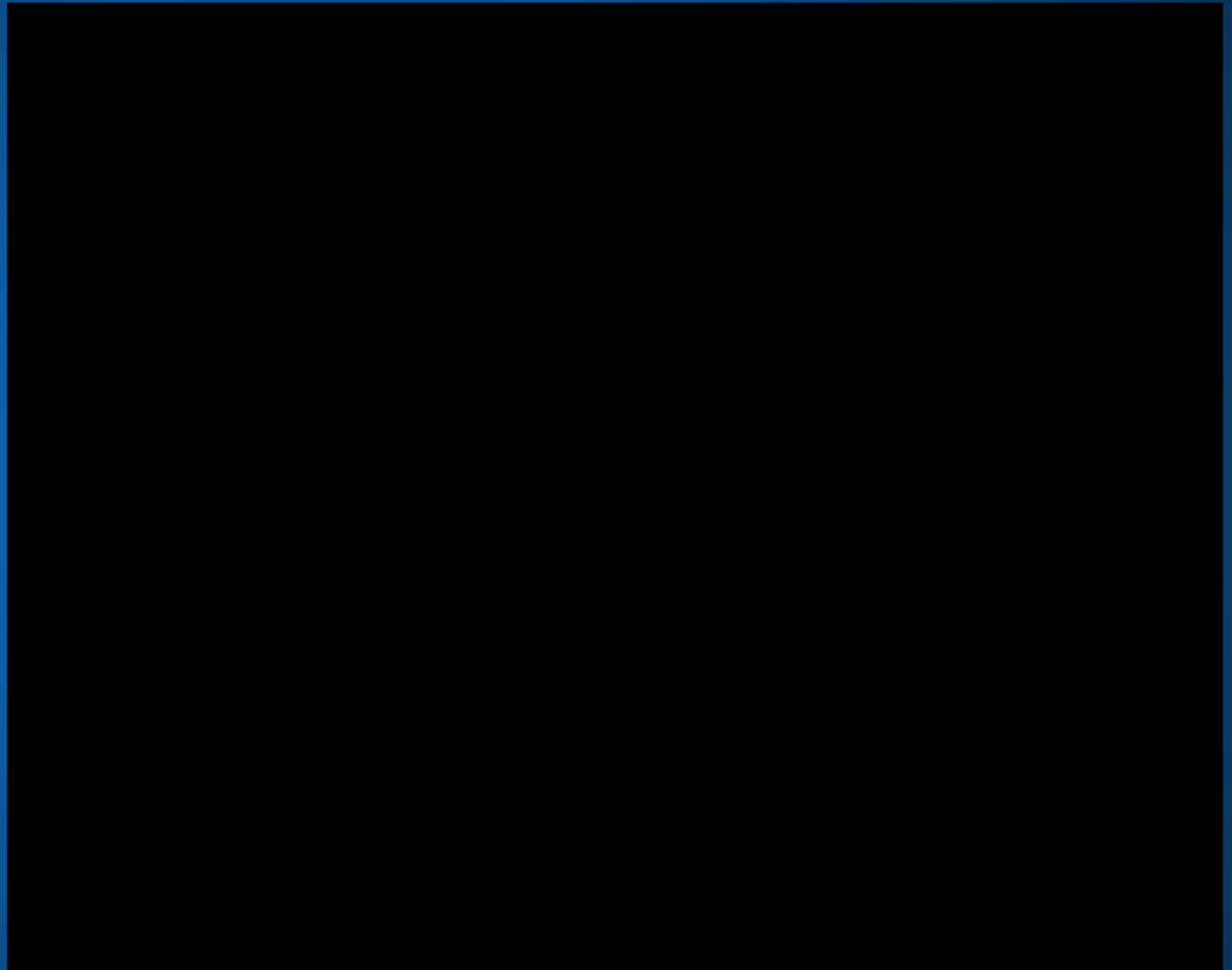
Jewell, T. (2020). This book is anti racist. Quatro Publishing: Minneapolis, MN.





# SOCIAL IDENTIFIERS

# SOCIAL IDENTIFIERS



## Activity: Identity Mapping (2-3 minutes)

1. Using a new sheet of paper in the notebook you have, write your name in the center of the paper
2. Using the social identity categories we mentioned please add how you identify with each category

# Case studies on intersection of power and privilege within social identity.

Article 1: Race, poverty, and interpreting overrepresentation in special education

Article 2: Intersectionality, explained\_ meet Kimberlé Crenshaw, who coined the term

# Dominant Culture, Agency, and Privilege

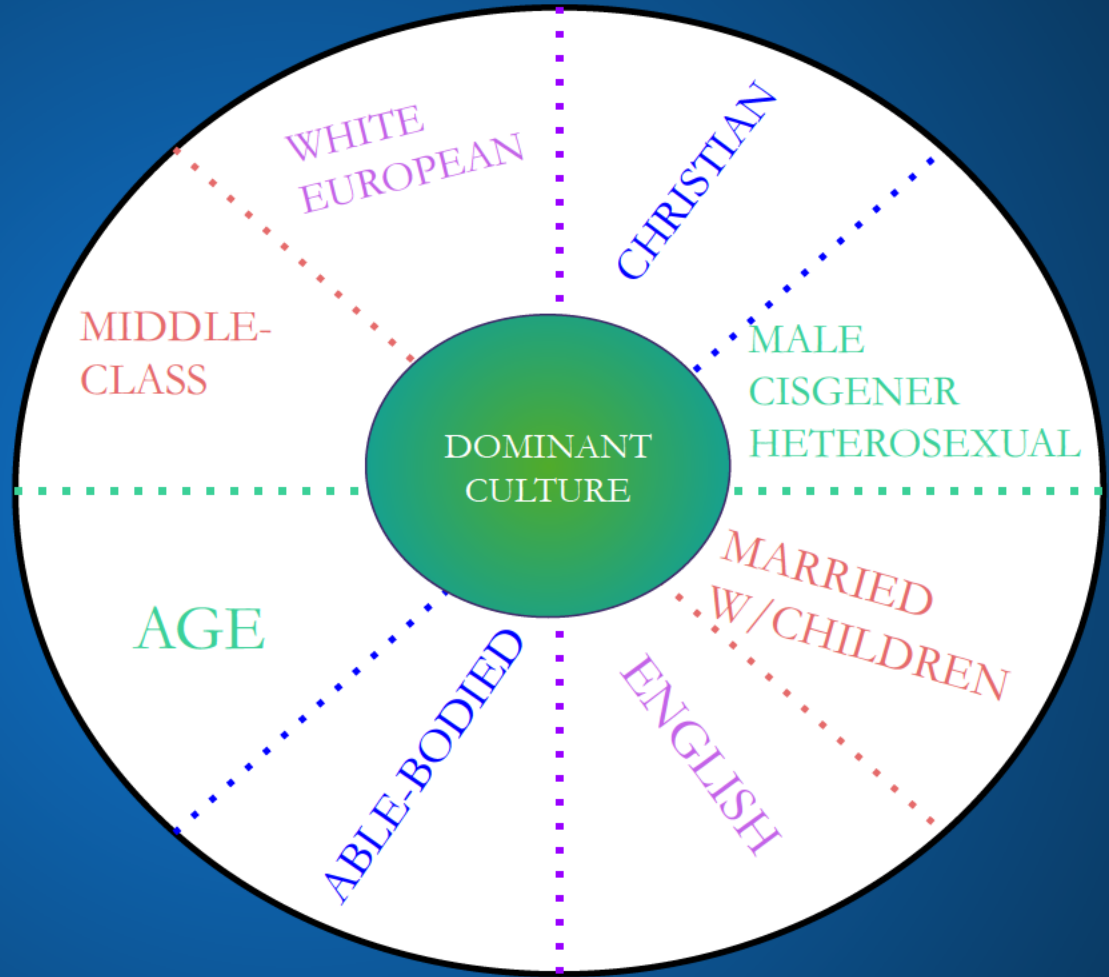
**Dominant Culture:** Group of people in our society who hold the most power and are often (but not always) in the majority.

**Agency:** Your power to make effective change. It's your ability to make choices and decisions.

**Privilege:** the benefits, advantages, and power given due to the social identifiers shared with the dominant culture. Privileges are granted and favored by institutions and social norms that were created by those in the imaginary box (social identity)

Jewell, T. (2020). This book is anti racist. Quarto Publishing: Minneapolis, MN.

These social identifiers are given more privilege in the U.S. dominant culture because current societal norms place higher value on these social identifiers. Some of these identifiers also have higher access to power.



## Reflection Question

Reflecting back on your own experience as a student, which social identifiers gave you access to privilege? In what ways were you treated differently because of your social identifiers?

As you began your career in education, what social identifiers were valued in your position? What was valued in your building?

As a system leader, in what ways are you continuing or changing the privileges reinforced by the dominant culture in our society?

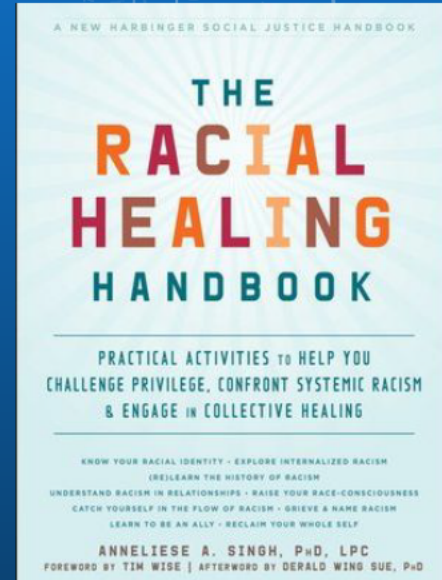


## Reconnecting

In groups of 3-4 people, share out something from your social identifiers reflection that caused you **discomfort** or offered you **insight** into other perspectives.

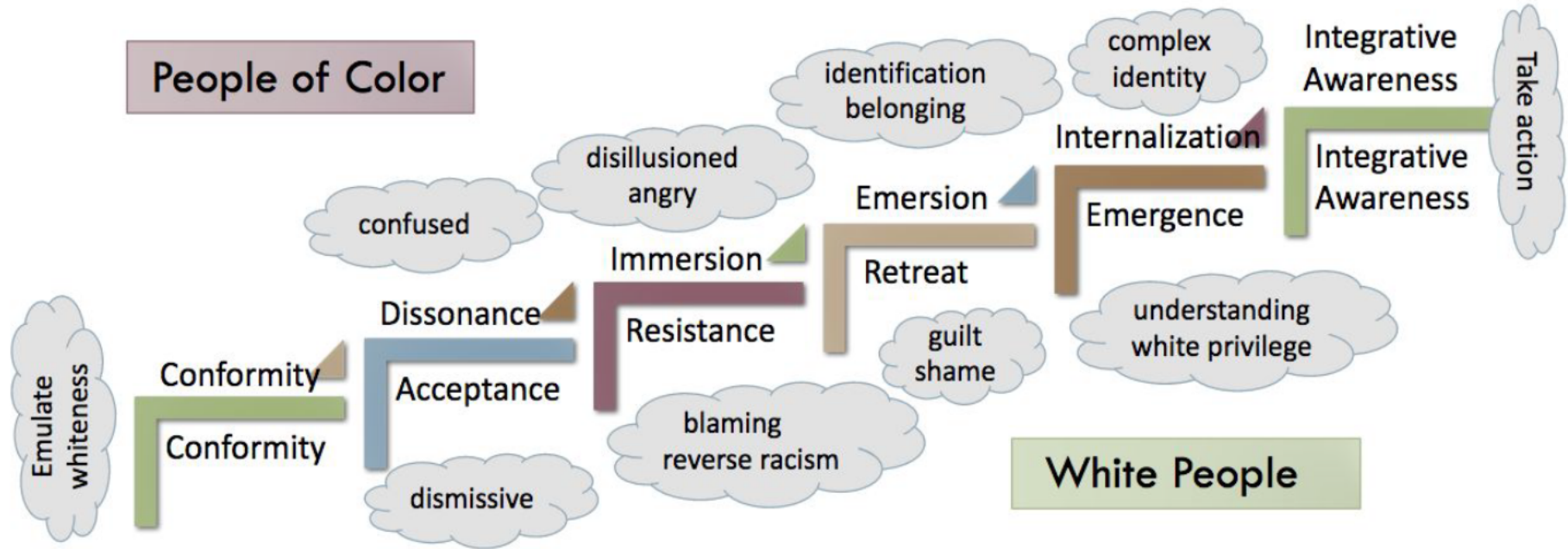
# Racial Identity Development

- To understand a person's identity development in a racialized society, psychologists created models to understand a person's development at different "stages" or schemas
- Models were developed to understand perspectives from:
  - Black people (Cross, 1971)
  - Biracial people (Poston, 1990)
  - Ethnic Minority people (Berry, 2005)
  - Filipino people (Nadal, 2004)
  - People of Color (Cross, 1991)
  - White people (Helms, 1990)
- Integrated Racial Identity Model examines the intersections of BIPOC and White people in their development.
- Not everyone goes through all the stages, and this isn't linear.



Singh (2019)

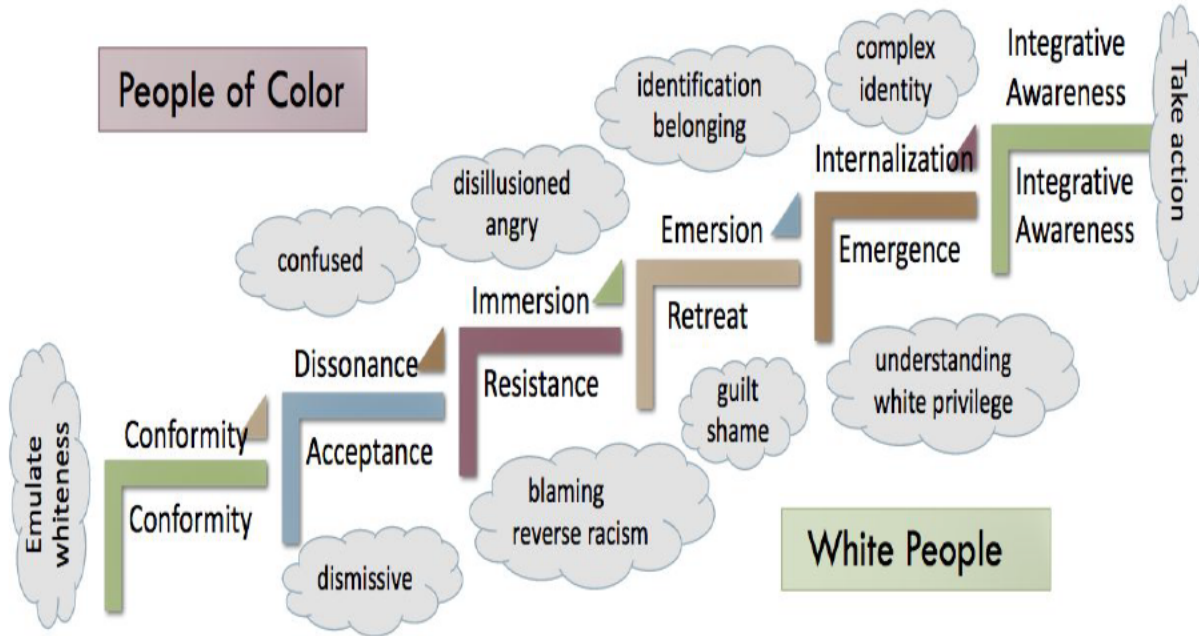
# Racial Identity Development



Singh (2019)

Hoffman Integrated Model

## Racial Identity Development



[http://www.racialequitytools.org/resourcefiles/Compilation\\_of\\_Racial\\_Identity\\_Models\\_7\\_15\\_11.pdf](http://www.racialequitytools.org/resourcefiles/Compilation_of_Racial_Identity_Models_7_15_11.pdf)

Does the racial identity development model your racial identity development? Which parts match your experience, which do not? (Singh, 2019, p.25)

If you are a person of color, how have people, places, and institutions influenced you in the immersion and emersion schemas? As a White person, how have people, places and institutions influenced you in the resistance, retreat, and emergence schema? (Singh, 2019, p.26)

# Important to Consideration for Teachers, Leaders, Curriculum, & Schools

- Experiences with race and racism are different, based on one's identity, so what does this mean for our work in CIA?
- Racial salience or the degree to which race is an important and integral part of a person's approach to life. However, not everyone has a choice, so what does this mean for our work in CIA?
- The dominant culture does give both overt and covert messages about which races are more valued in the U.S., what is our role in countering overt and covert messages in the U.S. about who is valued?

# Ways to increase our students and staff being seen, valued, and build belonging.

## Students

- Ensure positive images of students from various racial and cultural backgrounds are present in the school
- Be willing to explore both positive and negative contributions of racial and cultural groups-normalize exploration of history from different perspectives
- Increase opportunities to build empathy and dialogue between student groups.

## Staff

- Awareness about racial identity development
- Normalize discussions about opportunities, barriers, power, and why they exist in HCPSS, our departments, our offices.
- Be willing to question, unlearn and relearn with colleagues and students
- Increase opportunities to build empathy and dialogue between adults.

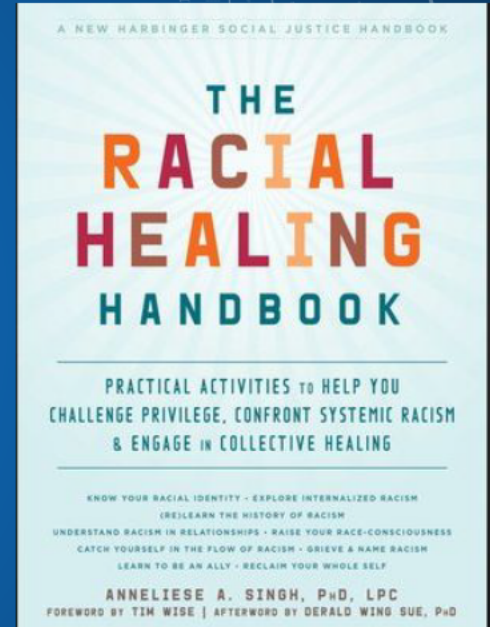
## Both Students & Staff

- Increase opportunities to build empathy and dialogue between people.
- Normalize discussions about systems of opportunities, barriers, power, and why they exist.
- Build trust and space to express emotions and move through guilt, anger, sadness, defensiveness, to productive action



# Let's Talk About Race and Racism

- Describe when you first became aware of your race and/or ethnicity.
- What were the discussions about race in the home you grew up in?
- What were the discussions about addressing racism in the home you grew up in?
- Reflecting on your own experiences in school, in what ways was your educational experience affected or not affected by the larger societal norms, laws, and policies.

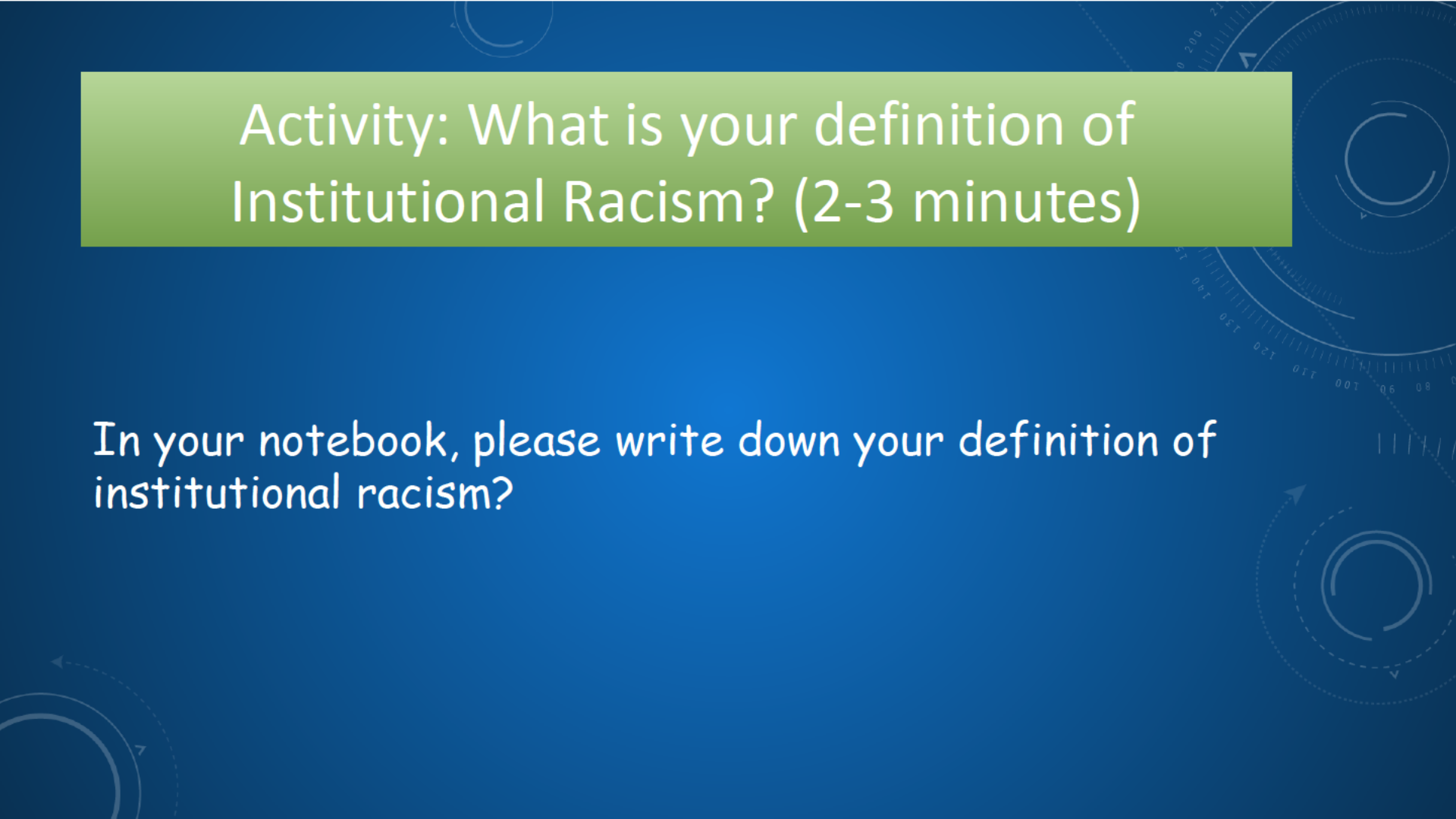


Singh (2019)



# Policy 1080-Educational Equity definition of: **Racism**

The belief that a particular race is superior or inferior to another, that a person's social and moral traits are predetermined by his or her inborn biological characteristics. Racial separation is the belief, most of the time based on racism, that different races should remain segregated and apart from one another. This includes systemic racism which is the systemic distribution of resources, power, and opportunity in our society to the benefit of people who are White and the exclusion of communities of color.

The background is a solid blue color with faint, light blue circular patterns and arrows scattered across it, giving it a technical or scientific feel.

## Activity: What is your definition of Institutional Racism? (2-3 minutes)

In your notebook, please write down your definition of institutional racism?



about 2/3rds  
of race-focused  
news coverage  
fails to be  
systemically aware

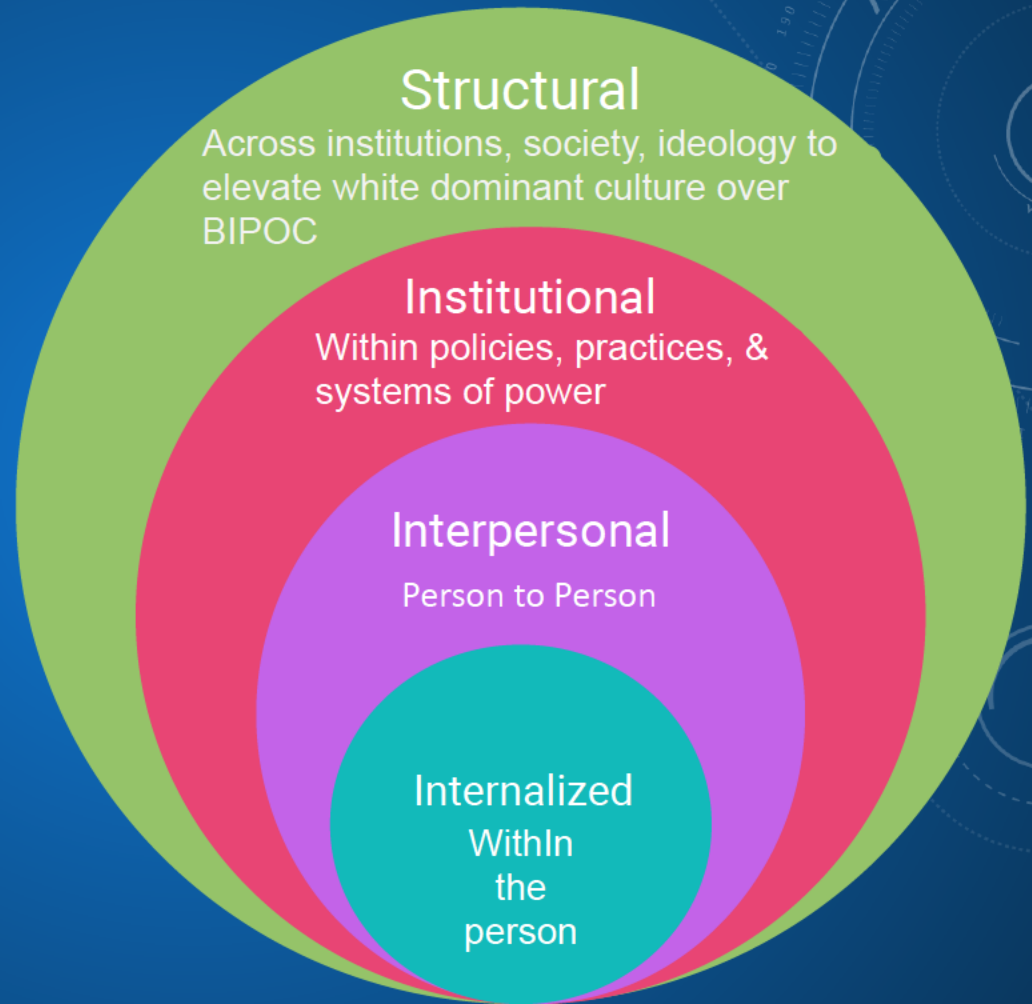
**Internalized Racism**- private biases, beliefs about oneself or other groups based on cultural stereotypes building prejudices

**Interpersonal Racism**- when the private biases enter into the public realm between people

**Institutional Racism**-Individuals within institutions take on the power of the institution when they reinforce racial inequities.

**Structural Racism**-racial bias among institutions and across society

*Race Forward. (2014). Moving the race conversation forward. Part 1.*



# Racial Equity Lens Framework

## AWARENESS

### Hearts & Minds

Develop and strengthen our collective awareness and understanding of causes and impacts of systemic racism

## CAPACITY BUILDING

### Behaviors

Equip and prepare educators with skills to use the strategies to take actions and advance racial justice

## ACTION

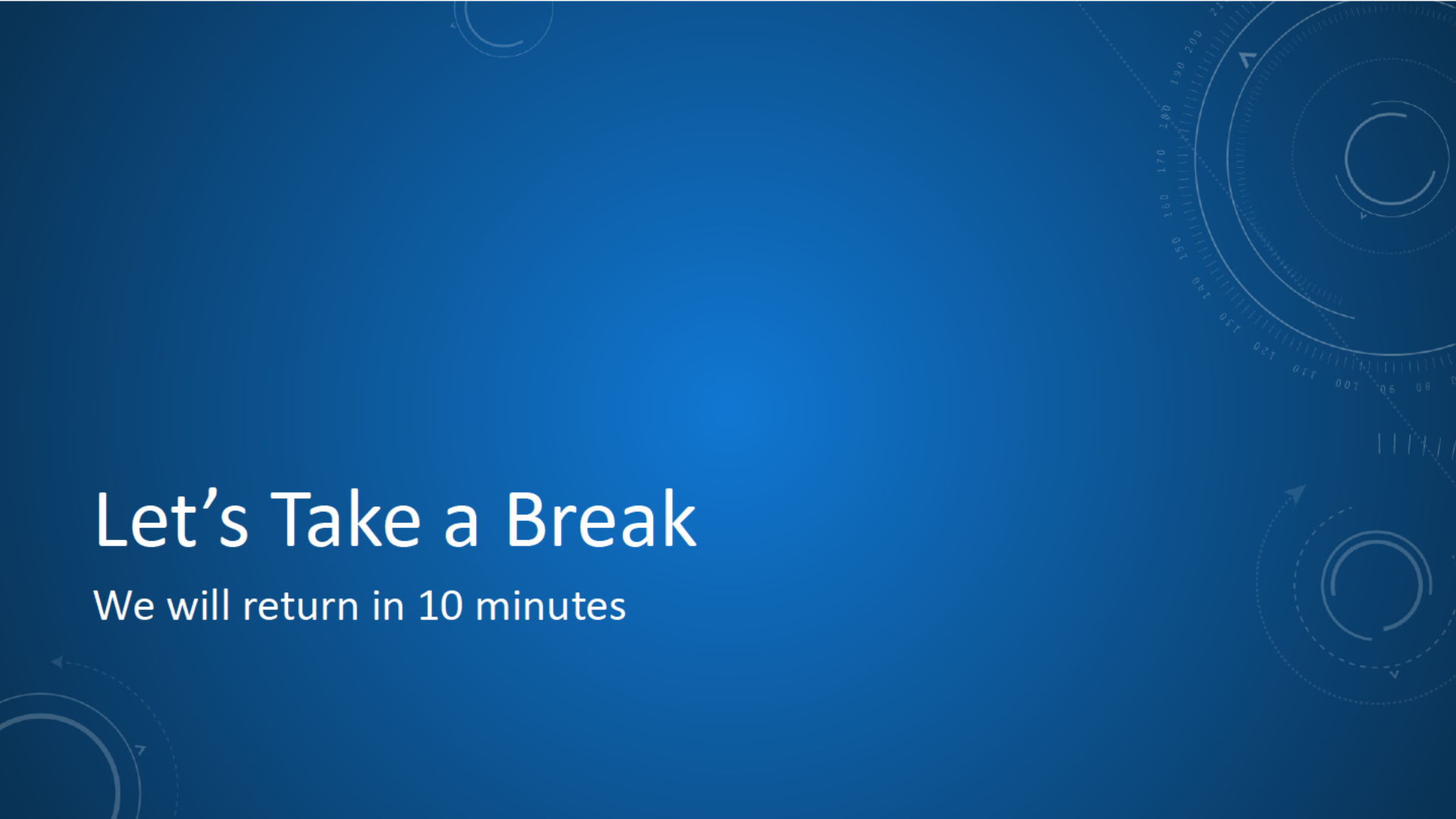
### Structures

Engage educators, students, community to eliminate institutional racism in the school and district and mobilize to advance racial justice in education

Adapted from NEA Racial Justice in Education Framework

# Let's Take a Break

We will return in 10 minutes





# SCHOOL SEGREGATION IN HOWARD COUNTY

"The Origins Of The OPPORTUNITY Gap"



Marcus Nicks

Black Student Achievement Program Liaison  
Diversity, Equity, & Inclusion Committee Co-Chair SIT  
Wilde Lake High School





# Historical Context-Generational Wealth

(Start to 11:36)

- How does the information shared inform your understanding of the history of Black people in Howard County?
- What information (if any) was new to you?
- How does this inform decisions you may make as an board member?

# Missed Educational Opportunities (11:36-22:36)

- In what ways are we still impacting the aspirations of Black students today?
- What information shared about the history of education for Black students resonates with you?
- What challenges are still being faced today?

# Comm-UNITY in Action (22:30-31:22)

- What are examples of Black resilience, excellences, and strengths?
- What values were important to the Black families regarding education?
- What values do you believe are important Black families today regarding education?

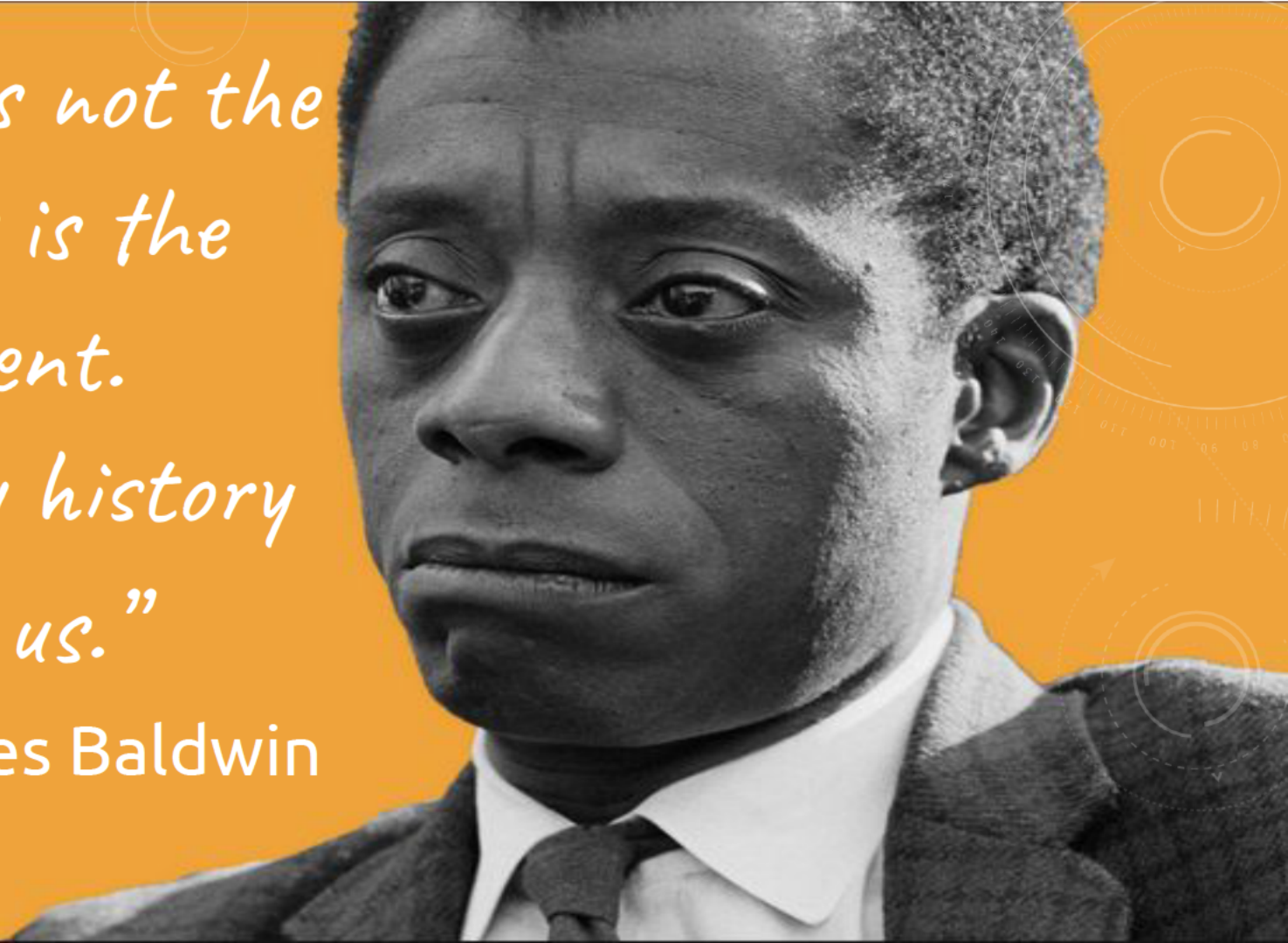
# Desegregation and Impacts (31:24-end)

- Were Black students just out “out of comfort zones” or were they in hostile environments?
- In what ways does the lack of teaching Black history impact students who are not Black?
- What information shared in this segment do you believe affects Black students and families today?

*"History is not the  
past, it is the  
present.*

*We carry history  
with us."*

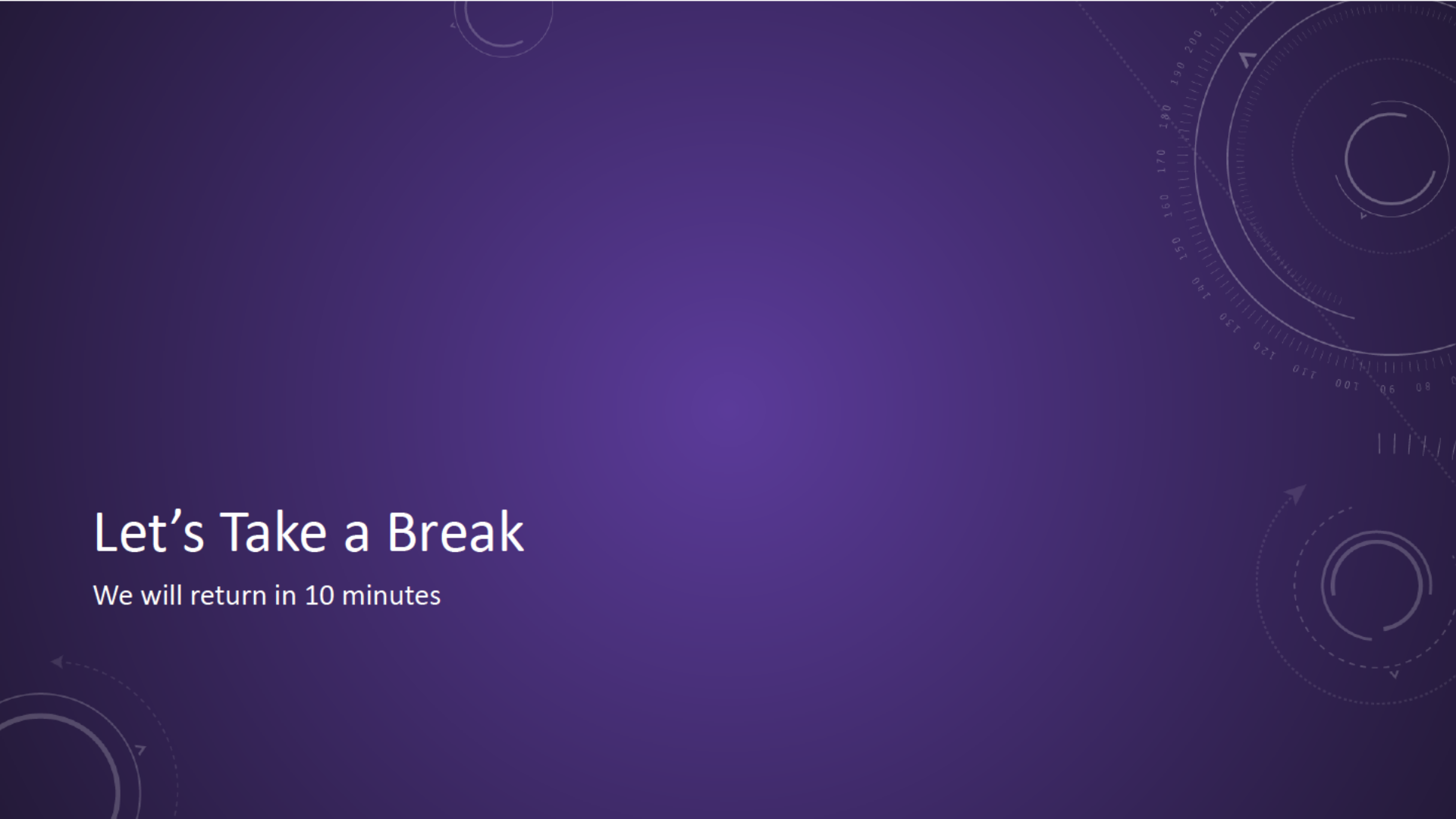
James Baldwin





# Let's Take a Break

We will return in 10 minutes



# Breakout Rooms-Group Discussions

## Breakout Room 1-Dr. Gilbert

Dr. Michael Martirano  
Mavis Ellis  
Christina Delmont-Small  
Sabina Taj  
Zachary Koung  
Trudy Grantham  
Lu Yun  
Cynthia Vallancourt  
Jolene Mosely  
Matthew Molyett

## Breakout Room 2- Razia Kosi

Karalee Turner-Little  
Vicky Cutroneo  
Kirsten Coombs  
Jennifer Mallo  
Chao Wu  
Kathy Hanks  
Sezin Palmer  
Antonia Watts  
Larry Pretlow

# Putting it altogether

Building a Climate of Belonging and a Culture of Dignity with a Racial Equity Lens (throughout HCPSS)

# Climate of Belonging

# Culture of Dignity

## Culturally Responsive Practices

- Presume Competence & Positive Intent
- High Expectations & Intellectual Safety
- Listening
- Empathy

## Tools and Framework

## Restorative Justice

- Equitable Learning Environments
- Building Healthy relationships
- Repair Harm & Restore relationships

## Mindset and practices

## Racial Equity

- Belonging
- Accepted
- Validate
- Anti-Bias Anti-Racist
- Eliminating barriers

## Awareness/Capacity-Building/Action

**SCTA**  
Student-Centered  
Inclusive  
Relationships  
Responsive  
Actions

# Racial Equity Lens

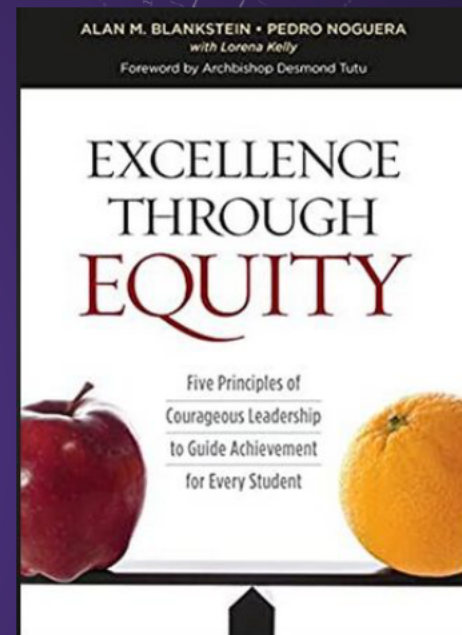
## Activity: Leadership Thoughts (3-5 minutes)

In your notebook, please answer the following questions:

1. What does all we have discuss mean for you as a leader?
2. How does what you have learned influence your thoughts around making decisions as a board member or potential board member?
3. Before today, I did not know **X**, now that I know, I understand **Y**. Because of this, I will do **Z** in my role as a leader.



“... [We] need schools that are committed to the success of every child; where the learning needs of all children can be served. Equity is premised upon a recognition that because all children are different there must be deep commitment to meet the needs of every child in order to ensure that each student receives what he or she needs to grow and develop and ultimately to succeed ...”



Blankstein, Noguera  
& Kelly (2016)