



SAN DIEGO COUNTY OFFICE OF EDUCATION  
PRESENTS:

# EQUITY TEAM SESSION 7

May 13, 2021



# WHO WE ARE...



*Ebonice Weathers*



**District Advisor,  
Equity Department**

pronouns: she/her/hers

*Dr. Steven Dorsey*



**Executive Leadership Coach,  
Equity Department**

pronouns: he/him/his

# **W**ays we want to be...

 **We acknowledge one another as equals.**



**We try to stay curious about each other**



**We recognize that we need each others help to become better listeners**



**We slow down so we have time to think and reflect**



**We remember that conversation is the natural way humans think together**



**We expect it to be messy at times**

## Phase 1- BUILD TRUST

understand ourselves and the collective and its impact on issues of equity



## Phase 2-BUILD TEAM

continue to engage in reflective and complex dialogue, continue to learn about issues of equity



## Phase 3-REIMAGINE

Reimagine our work and design inclusive practices



## EQUITY JOURNEY



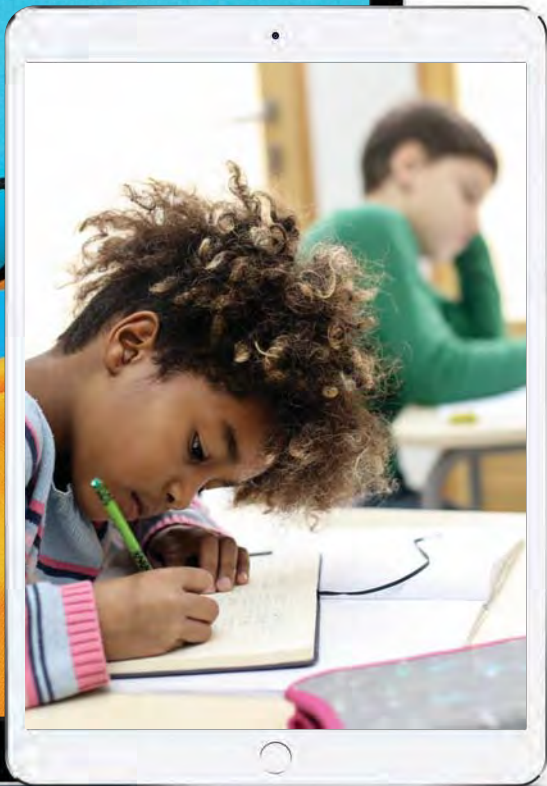


# CUSD Equity Journey: BP 0415



- Professional Development
- Supplemental Materials
- Parent School Climate
- Student School Climate
- Human Resources

- The development of a committee of stakeholders: CUSD students, staff, and parents
- A two year process to examine existing practices in CUSD and apply an equity and access lens to decision making
- A comprehensive review of CUSD data in order to make informed and data-driven decisions
- A forum to listen, explore, and dialogue about diversity, equity and inclusion issues within CUSD



# An invitation to hold this metaphor



## Mirror Looking In

Insights into myself  
beliefs, identity, and  
experiences



## Window Looking Out

Insight on our students,  
families, colleagues,  
school, district

# identity

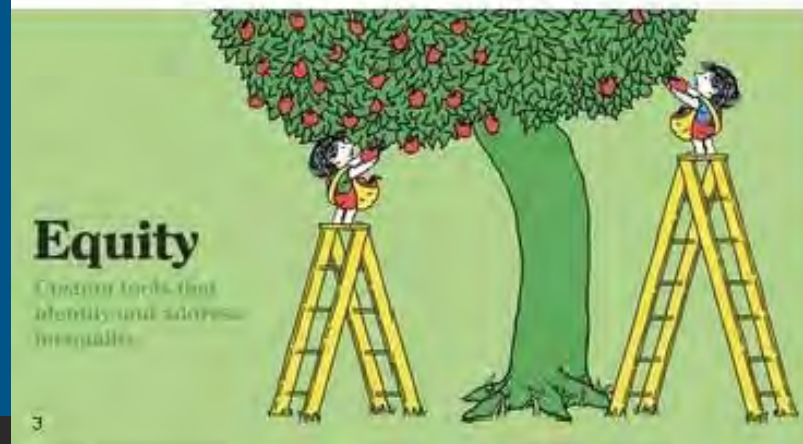
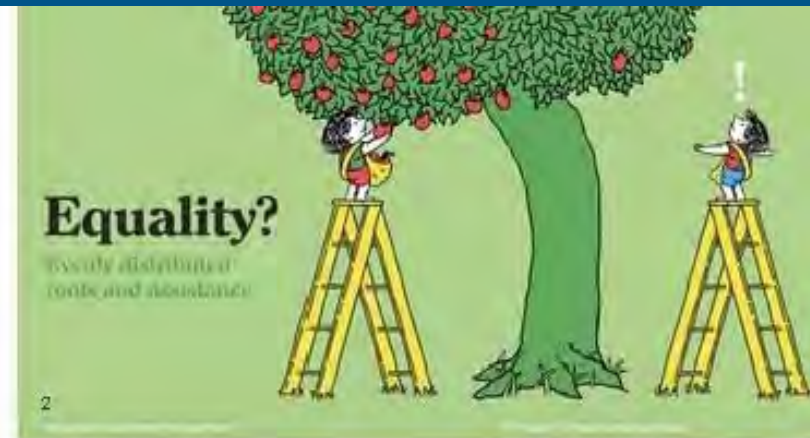
What do I understand about my own identity & situatedness—and how students may experience me?

# mindset

What is my own mindset and assumptions about students' ability to succeed?

# learning conditions

What skills do I have and which do I need to learn to meet the various needs of students?

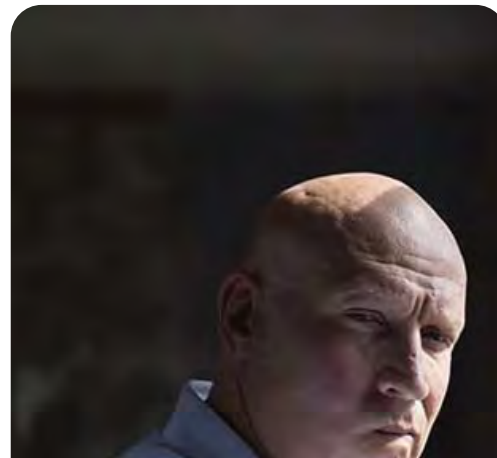


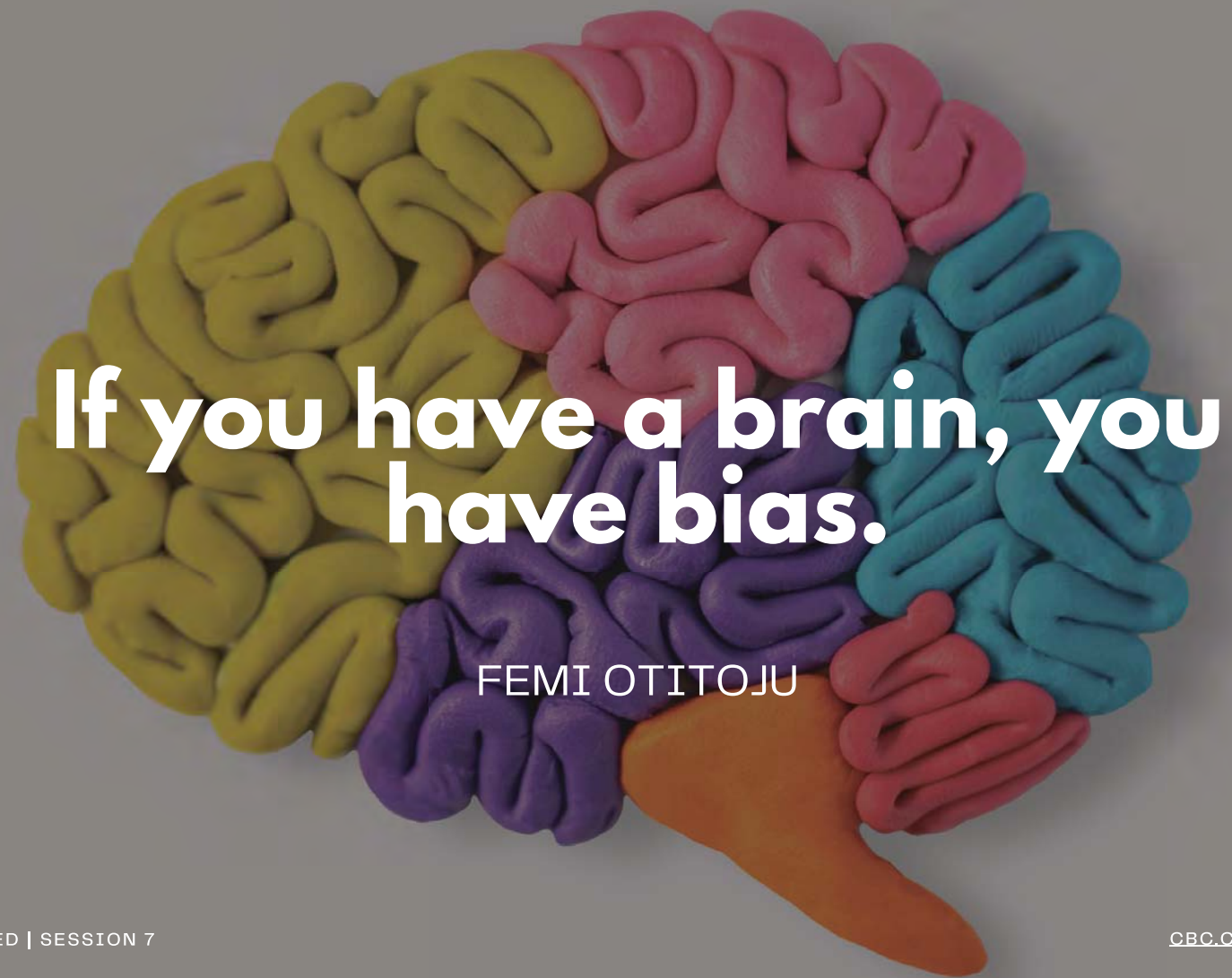
**EQUITY: A COMMITMENT TO ENSURE EACH CHILD RECEIVES WHAT HE OR SHE NEEDS TO DEVELOP TO THEIR FULL ACADEMIC AND SOCIAL POTENTIAL**



# PERSPECTIVE

We learned about perspectives with the photographer and how our identity plays a role in how we see the world and the lens we bring to the equity work





**If you have a brain, you  
have bias.**

FEMI OTITOJU

# Dual Systems Thinking

## *Two Systems of Processing Involved in Thinking and Decision Making*

### *System One*

- Fast
- Nonconscious
- Automatic
- Based on experiences

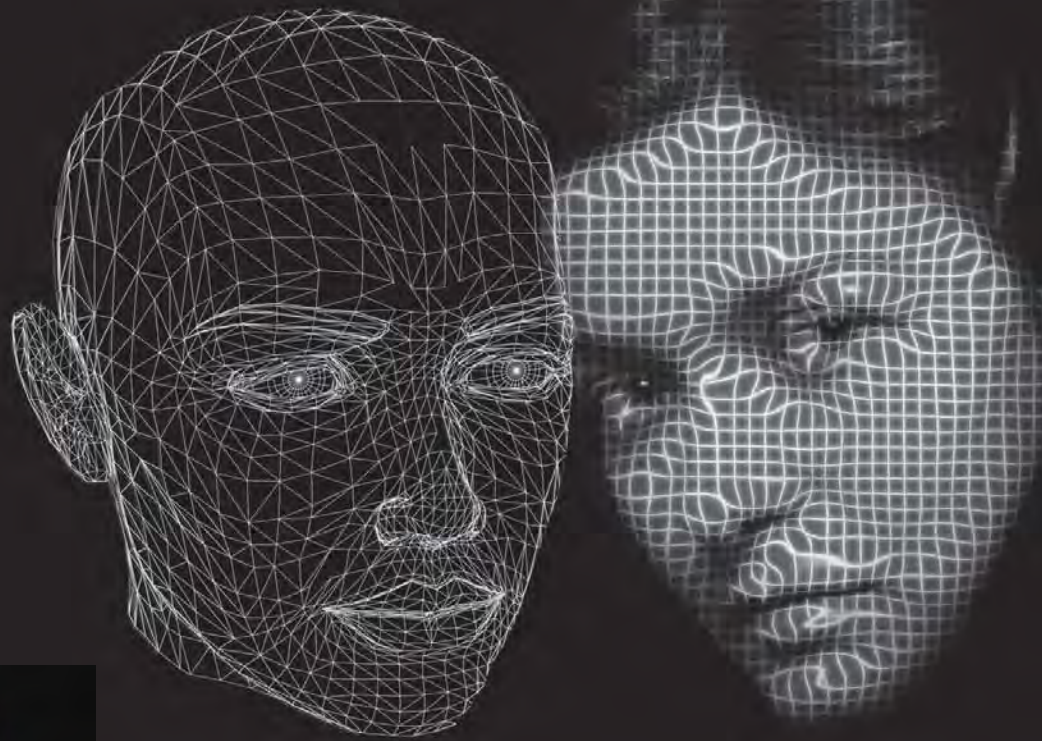
### *System Two*

- Slow
- Conscious
- Controlled
- Based on consequences

Implicit bias is a product of System 1 thinking. We act on our implicit biases without awareness. They can undermine our true intentions and decisions.







We talked about being color brave...

**Now let's work on being identity brave**

Our road to being culturally responsive





# ingredients

## base & broth

- race
- ethnicity
- gender
- sexuality



## early additions

- socioeconomic status
- geographic location
- education
- family structure



## optional

- hobbies & passions
- religion & faith
- career
- political beliefs



## secret ingredients

- personal experiences
- changes to other ingredients
- hidden identities
- misperception of ingredients



# procedure

Combine base ingredients to create broth and bring to a boil. Toss in early additions and simmer over low heat for many, many years, adding optional and secret ingredients to taste. Makes one You.

# Making YOUSOUP



## Equal time

Each person is given equal time to talk and to listen... because everyone deserves attention.

## No interruption

The listener doesn't paraphrase or interpret the talker's thoughts or feelings; analyze, give advice, or break in with a personal story... because people are capable of solving their own problems.

## Confidentiality

The listener doesn't talk about what the talker has said to anyone else, or even bring it up to the talker afterwards...because one needs to be assured of confidentiality in order to be authentic.

## No criticism

The talker doesn't criticize or complain about the listener or about mutual colleagues during their time to talk. Those challenges can be addressed in a different structure, based in dialogue. Because one cannot listen well when he/she is feeling attacked or defensive

## Undivided attention

Don't eat or drink, glance at your cell phone or email. Remove any other distractions.

## Constructivist Listening

- Reflect
- Release emotion; and
- Construct new meaning about whatever challenges they face



## FOUR LEVELS of LISTENING & CONVERSING

① DOWNLOAD  
LISTEN from HABIT



→ POLITENESS

② FACTUAL  
LISTEN from OUTSIDE



→ DEBATE

③ EMPATHIC  
LISTEN from WITHIN

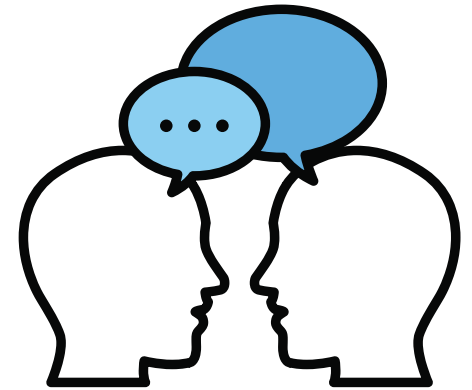


→ DIALOGUE

④ GENERATIVE  
LISTEN from the FIELD



→ COLLECTIVE  
CREATIVITY



# Discussion Prompt:

**Do you have an identity that is...**

Separate from your race...  
Separate from your sexual orientation...  
Separate from your gender?



In your breakout room you have 2:30 to share with your group around this prompt... can you/do you exist independent of these parts of your identity? We will broadcast messages into the breakout when the next speaker should begin



# visibility vs. invisibility



**Consider what parts of your identity you can prevent others from seeing or knowing. →**

**Are there specific spaces/times when you intentionally make parts of yourself invisible? Why?**

**Consider what parts of your identity you can NOT prevent others from seeing or knowing. →**

**Are there specific spaces/times when making these parts invisible would be helpful? Why/How?**

**What assumptions do you make about others depending on what you know or don't know about others?**

**Think about our students—what parts are visible and invisible for them? What assumptions do we make and how can they be harmful?**

## Equity going forward in CUSD

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### Phase 2-BUILD TEAM

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### Phase 3-REIMAGINE

Reimagine our work and design inclusive practices



CUSD will partner with SDCOE to focus on Professional Development with staff for year two of our equity journey



"We've forgotten that a rich life consists fundamentally of serving others, trying to leave the world a little better than you found it. We need the courage to question the powers that be, the courage to be impatient with evil and patient with people, the courage to fight for social justice. In many instances we will be stepping out on nothing, and just hoping to land on something. But that's the struggle. To live is to wrestle with despair, yet never allow despair to have the last word."

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**Dr. Cornel West**







“Let’s begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country. The society in which we live is desperately menaced, not by Khrushchev, but from within. To any citizen of this country who figures himself as responsible—and particularly those of you who deal with the minds and hearts of young people—must be prepared to “go for broke.” Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won’t happen.”

## **A Talk to Teachers James Baldwin 1963**