



FACING  
HISTORY  
AND  
OURSELVES

# WELCOME!

## Meeting #2

### Equity Learning and Action Working Group

**Please Make a Nametag**

**Brian Fong  
(he/him)**



# Purpose & Agenda

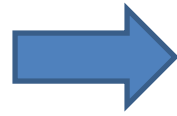


- **Purpose of the Equity Working Group:**
  - Develop a shared understanding of educational equity and equitable practices
  - Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems
- **Immediate Equity Working Group Actions:**
  - Adopt a working definition of equity
  - Adopt an equity framework tool that is used to examine district policy and practices

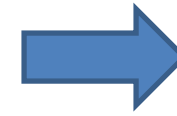
# Facing History's Role



Our Personal Experiences



Our Perception of Others



Our Actions Towards Others

## District Learning Committee

Dec. 5 - Committee #1: History of Educational Inequity

Jan. 16 - Committee #2: Safe Inclusive Spaces for Achievement

Feb. 13 - Committee #3: Mindsets for Cultivating Equitable Education

Apr. 30 - Committee #4: Strategies for Inclusive Teaching & Learning

# Agenda



1. Nurturing Safe Spaces for Achievement
2. Defining equity in the Miller Creek School District
3. Developing an Equity Analysis Tool

# Facing History's Role



*“History, as nearly no one seems to know, is not merely, something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”*

*—James Baldwin*

**Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to Bigotry and hate.**

# What Will We Learn?



How can we nurture a community of belonging for all members of the school district?



# Experience Our Approach



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# Group Norms



Which one of these behaviors is most important to you to having meaningful conversations? Why?

1. \_\_\_\_\_ (please add!)
2. Listen with respect and to learn. We are all coming into this with different experiences and knowledge.
3. Share the air: create space and time so that everyone has the opportunity to speak.
4. Assume positive intentions. Ask questions to clarify.
5. Use “I” statements; avoid generalizations about the experiences of other peoples and groups.
6. Challenge the idea and not the person. Respectfully voice your concern.
7. Accept non-closure, seek next steps. This work is both process and product, today is just one step.



# Reflection



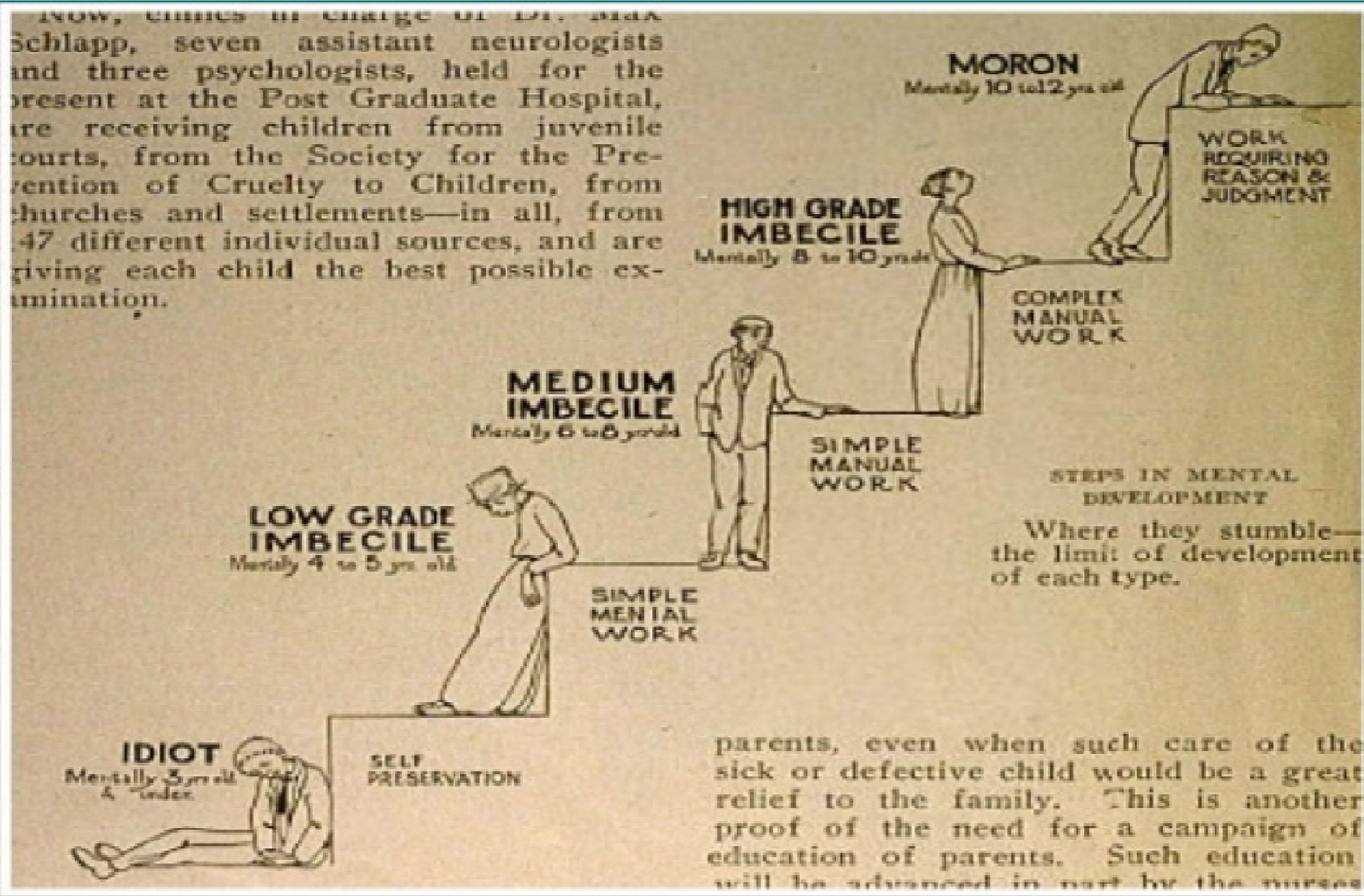
- Think of a positive experience that you have had being tested.
  - Why was the test given?
  - What was the testing experience like for you?
  - What made it a positive experience?

# Eugenics "Race Science"



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NOW, CLINICS IN CHARGE OF DR. MAX Schlapp, seven assistant neurologists and three psychologists, held for the present at the Post Graduate Hospital, are receiving children from juvenile courts, from the Society for the Prevention of Cruelty to Children, from churches and settlements—in all, from 147 different individual sources, and are giving each child the best possible examination.



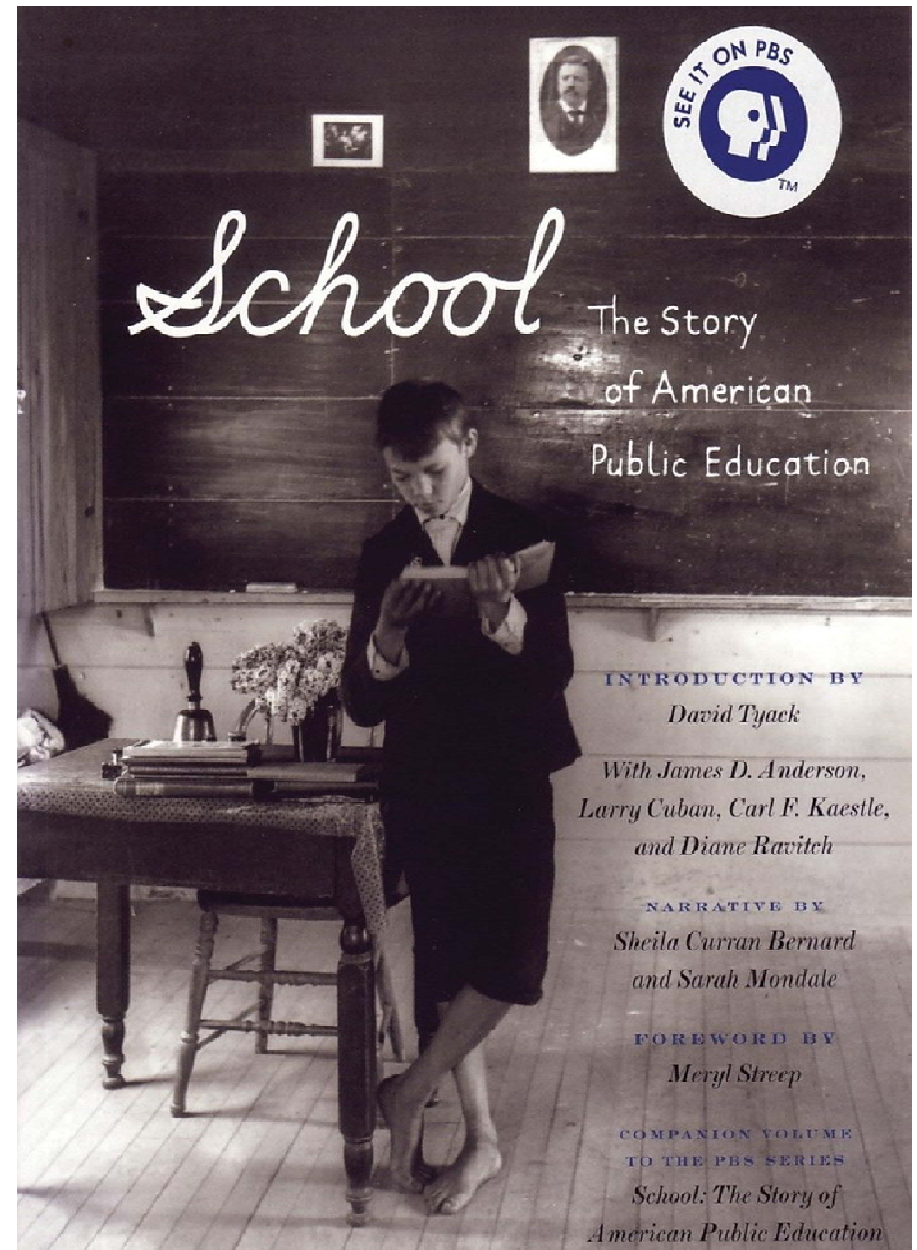
parents, even when such care of the sick or defective child would be a great relief to the family. This is another proof of the need for a campaign of education of parents. Such education will be advanced in part by the nurses

**Eugenics Provides the Foundation for Inequities in Modern American Schools.**

**As you watch this clip:**

**What is Significant  
Interesting  
Troubling?**

**\*transcript in packet**



**School: The Story of  
American Public Education**

# What is Significant, Interesting, or Troubling?

View the video clip by clicking on the title of the documentary below.

[School: The Story of American Public Education](#)

From 27:00 to 39:00

\*Note – please create a free account at [www.facinghistory.org](http://www.facinghistory.org) in order to view the streaming video.

# Learn to Listen, Listen to Learn



1. Identify something Significant, Interesting, or Troubling from the video to share aloud.
2. During the sharing time, no one else in the group may respond or respond to the speaker.
3. Next person shares, but not directly respond to a point someone else had made.
4. After everyone has shared, the group may have an open discussion.
  1. I think what you said was interesting because ...
  2. What you shared raised a question for me about ...

# Why Is Identity Safety Important?



View the video clip by clicking on the title of the documentary below.

[John Amaechi: The Importance of Identity](#)

\*Note – please create a free account at [www.facinghistory.org](http://www.facinghistory.org) in order to view the streaming video.

(Transcript Available)

# Creating Safe Spaces for Achievement



“Teachers need to create this emotional space where it’s safe but challenging, where people can be themselves, where people can take chances and fail, where people can tell stories about them and reveal things about themselves without risk of derision, without fear of being marginalized...without safety there is no learning.”

In what ways does is this idea represent your experience with school?

# Defining Equity



## Research Brief

What was NEW?

What was FAMILIAR?



## EDUCATIONAL EQUITY

WHAT DOES IT MEAN?  
HOW DO WE KNOW WHEN WE REACH IT?

### EQUALITY v EQUITY

**Equality** in education is achieved when students are all treated the same and have access to similar resources.

**Equity** is achieved when all students receive the resources they need so they graduate prepared for success after high school.



### RESEARCH BRIEF

It's been over 60 years since the U.S. Supreme Court declared education "a right which must be made available to all on equal terms." In ruling that separate was in fact not equal, *Brown v Board of Education* forced federal, state and local governments to open public schools to all children in the community. The decision marked a huge victory for the civil rights movement.



# Draft Equity Definition



Individually:

1. what ideas, values, and beliefs do you connect with?
2. what questions are raised for you?

# Draft Equity Definition



## Groups of 4: Share & Record on poster

what ideas, values, and beliefs do you connect with?

What questions are raised for you?

# Equity Analysis Tool



Goal: Develop a 1 page tool of questions and process actions to use when making and analyzing decisions.

## Individually

### **1. Equity Impact Process**

1. Identify 1-2 items that are essential to fostering inclusion in schools.

### **2. Equity and Empowerment Lens**

1. What are 2-3 key questions that need to be asked in order to foster inclusion?

# Equity Analysis Tool



Goal: Develop a 1 page tool of questions and process actions to use when making and analyzing decisions.

## Group Poster

### **1. Equity Impact Process Document**

1. Identify 3-4 process actions that are essential to fostering inclusion in schools.

### **2. Equity and Empowerment Lens Document**

1. What are 4-5 key questions that need to be asked in order to foster inclusion?

# Next Steps

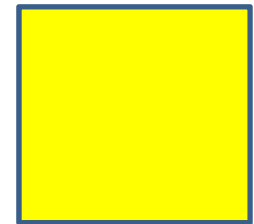


Watch The consciousness gap in education - an equity imperative | Dorinda Carter Andrews

<https://tinyurl.com/educationgap>

## Exit Card

1. By participating in this learning group,
  1. I'm learning more about ...
  2. A question that is raised for me...



**Please sign-in before leaving!**

**We Are Better Together**



**Please leave your contact info on  
the sign-in sheet**

**Brian\_Fong@facinghistory.org**

**More Resources available @[facinghistory.org](https://www.facinghistory.org)**