

Equity, Leadership & Change

May 7, 2016

University of Missouri

St. Louis, Missouri

Jerry D. Valadez, Ed.D.

Multicultural/Equity Division Director

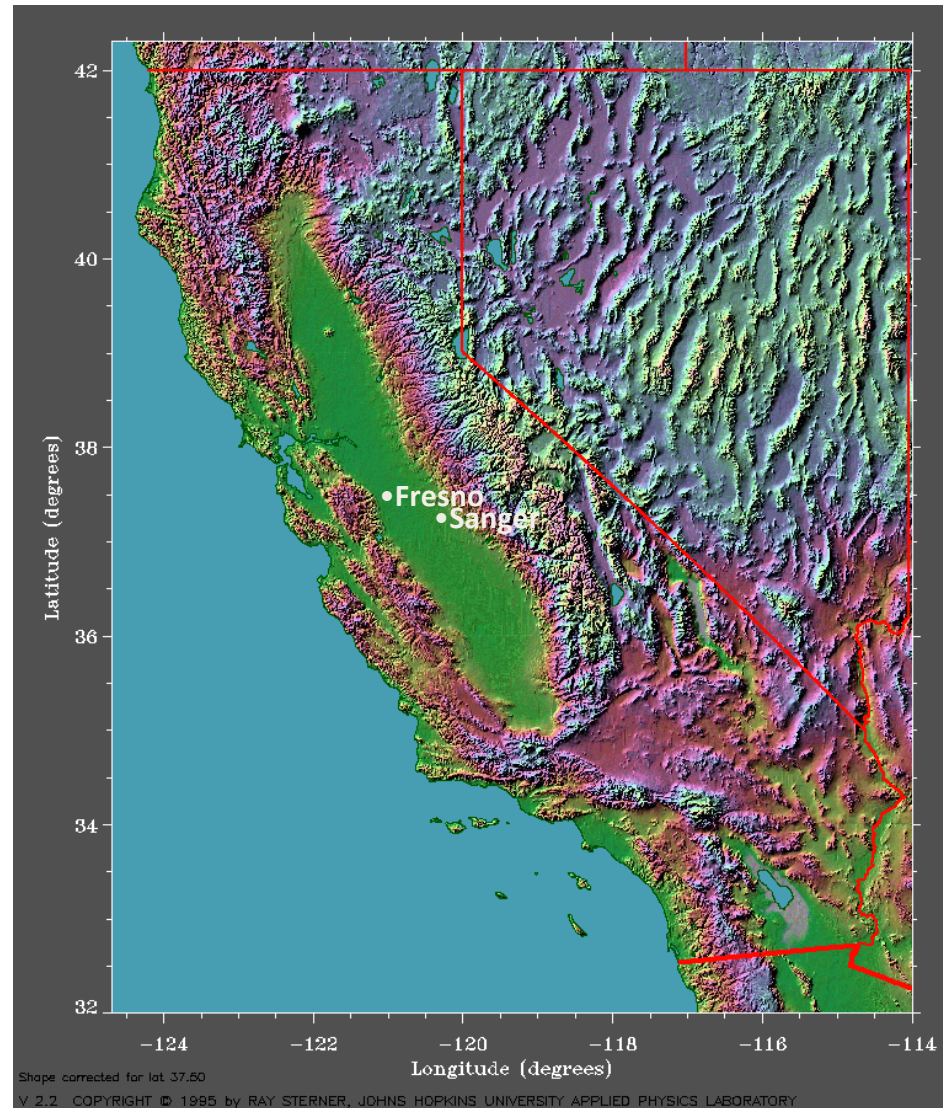
National Science Teachers Association

Director, Central Valley Science Project @ Fresno State

CEO, SAM Academy

Central Valley of California

- 450 miles long – 60-70 miles wide
- San Joaquin Valley is southern part
- Fresno County is most productive agriculture area in state and Nation.
- High poverty
- Environmental issues
 - Water
 - Air
- 40% of land government owned
- 75-96% Latino
- 85-100% Free/Reduced Meals



Rural San Joaquin Valley



Orange Groves & Cotton



Irrigated Desert



Rural America – Forgotten Children



Students want to know who you are and where you come from. Looking through a cultural and social lens they will ask what battles you faced for equity and justice?



And for civil rights.



Student Demographics: National Context

- 45% of the U.S. population under 19 years old are racial minorities (2010 U.S. Census)
- 22% of children live in poverty, the highest rate since the American Community Survey began in 2001 (2010 U.S. Census)
- 48% of students were eligible for free or reduced price lunch in 2010 (National Center for Education Statistics)

Student Demographics: National Context

- 13% of children and youth ages 3-21 receive special education services under Individuals with Disabilities Education Act (IDEA) in 2009
- 21% of school age children speak a language other than English as their primary language at home in 2007
- Limited English Proficient (LEP) students (the federal term) have more than doubled from 5% in 1993 to 11% in 2007

(National Center for Education Statistics)

Schools with the highest percentage of Black and Latino students did not offer algebra II, and a third of these schools did not offer chemistry.

Less than half of American Indian and native-Alaskan high school students had access to the full range of STEM courses including algebra, geometry, algebra II, calculus, biology, chemistry and physics (USDE, 2015).

Students living in poor urban or rural areas and many students from underrepresented groups lack access to elementary science experiences, high-quality STEM courses, and qualified teachers (USDE, 2015). This has resulted in the lack of proficiency that disproportionately impacts students of color (NCES, 2012).

For the first time in at least 50 years, a majority of U.S. public school students come from low-income families, according to a new analysis of 2013 federal data, a statistic that has profound implications for the nation.

And for the first time in our history the average child entering public school is “non-white.”



Whose world view is it?

- How welcome do students feel in your classroom?
- Are we preparing them for the world they will be part of in their time?
- Do they believe that you know what's best for them?



The Structures

- Needed a process to facilitate difficult discussions about equity issues, such as racism.
- Set of “structures” that have been successfully used by two equity projects, EMELI (Equity in Math Education Leadership Institute) and ESE (Equity in Science Education).
- Fresno and Oakland Initiatives.

The Structures

- The DYAD
 - Similar to a pair-share
- The SUPPORT GROUP
 - Dyads with a group
- The PERSONAL EXPERIENCE PANEL
 - Sharing personal experiences

The Guidelines

1. Each person receives equal time to talk.
2. The listeners do not interpret, paraphrase, analyze, debate, give advice, or interrupt.
3. Everything shared remains confidential. Whatever has been shared is not discussed with others, or is it brought up to the speaker afterwards.
4. The talker does not criticize or complain about any of the listeners – or others.
5. Any form of emotional release is acceptable.

Experience a DYAD

- Let's have you experience a DYAD.
- Please pair up with some one nearby – preferably some one you haven't met – yet.
- Please try to face each other and find a comfortable location.
- Each person will have an equal amount of time to talk – and to listen.
- Review the Guidelines (see previous slide)

DYAD Prompt #1

- Who is the first talker? (Raise your hand.)
- You will each have one minute; I'll call time and ask you to finish your thought and switch.
- Here's the prompt:

Share an experience when some one really listened to you. How did it feel? What made it memorable?

Debrief of Dyad #1

In your journal do quick write in response to the following.

- How did it feel?
- How is it different from a pair-share?
- How might it be used with students?

Article #1

Conceptions of Equity

By Walter Secada

Read quietly to yourself.

The Guidelines

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4. The talker does not criticize or complain about any of the listeners – or others.
5. Any form of emotional release is acceptable.

DYAD Prompt #2

- Who is the first talker? (Raise your hand.)
- You will each have two minutes; I'll call time and ask you to finish your thoughts and then switch roles.

- Here is the prompt:

Share about your current work situation and issues related to equity that are of the most concern to you or community.

Debrief of Dyad #2

In your journal do quick write in response to the following.

- What concept of equity do you currently carry?
- How might it be used with students?

DYAD Support Groups

- 3 Dyad groups together (6)
- Each person speaks once before anyone speaks twice.
- You will each have two minutes;
- Respect each person's thinking – including one's own.
- Be respectful of each person's individual "Wait Time".
- May discuss any of the topics/issues raised:

When was a time someone listened to you attentively without analyzing and passing judgment on what you said? What are implications of listening for education reform?

What concept of equity do you currently carry? What do you see to be the benefits or drawbacks to each of the six conceptions?

Article #2 – Three groups will each read the same article from the list below

- The Girl Who Wouldn't Sing
- *Ebony: Speaker of Black English*
- *Bilingualism or Not: The Education of Minorities*
- *Hunger of memory: The education of Richard Rodriguez*

DYAD Support Groups

- 3 Dyad groups together (6)
- You will each have two minutes;
- Each person must have their two minutes before anyone can speak twice.
- Discuss any of the topics/issues raised in the article:

Debrief of Support Group Discussions

In your journal do quick write about a key point or issue from the last discussion.

What is your general impression of these ideas?

Discussion groups expand our thinking by:

- Allowing us opportunities to discuss issues as we construct our understanding;**
- Giving us the chance to hear another person's viewpoint;**
- Providing opportunities for reflection so we can clarify our own thinking; and**
- Helping us to build alliances as we listen to each other's thoughts and feelings.**

Experience Panel

Racism

Five people will speak for four minutes about their experiences in response to this prompt:

“Talk about your earliest memory of differential treatment or opportunity of people because of skin color. What were your feelings.”

Dyad

Process what you heard and discuss thoughts or feelings that may have come up.

In your journal do quick write about a key point or issue from the last discussion.

Experience Panel

Gender Equity

Five people will speak for four minutes about their experiences in response to this prompt:

“What was it like for you as a female/male in school? What did you notice about the way females/males were treated in school, in the science classrooms, and in society.”

Dyad Support Group

Process what you heard and discuss thoughts or feelings that may have come up.

- 1) Make a poster that makes one or two statements about what we should remember from working together today.**
- 2) Write two to three actions your group recommends can be implemented in your respective locations.**

Whole Group Discussion

Share posters with whole group – three minutes per group.

Discussion following:

Next steps:

Additional prompts useful for self examination of equity issues.

- **Are we able to talk openly and acknowledge equity issues/problems on our campus. If not, what stops us?**
- **Are we sensitive to the special issues/pressures girls and boys from cultures other than the dominant culture may face? Do we include this awareness when we plan school programs?**
- **In the classroom do we:**
- **Show actual evidence of equitable response opportunities? How do we verify this?**
- **Handle discipline equitably between the sexes/races/ethnic groups?**
- **Add information to supplement texts with gender and racial equity in mind?**

Additional prompts useful for self examination of equity issues.

- **Are course content, and titles, texts etc. checked to be sure that there is balanced attention to differing groups?**
- **Do we still have classes that tend to attract only one sex or one group? If so, what efforts have we made to accommodate the interests and abilities of the opposite sex and multicultural groups?**
- **How do we talk about the opposite sex /other races and cultures in our own lives? What unconscious attitudes might that project in the classroom?**
- **Do we have regular procedures in place to review progress in equity?**
- **Do we look at achievement data to assure equity?**

Cross Cultural Relationships – some factors to consider

- **Immigrants, refugees and those who came unwillingly to US all have different histories that shape their unique experience of acculturation/sense of self efficacy/power**
- **Differences in time, proximity, family structure, expression of feelings, conversational style, shape the cultural gap**
- **Persons from non dominant groups when in a dominant culture group, may tend to “withhold” until they know they are safe**
- **Relationships among varying cultures can only grow when the differences are openly acknowledged and discussed- then and only then ,do mixed groups become cohesive**

Jerry D. Valadez, Ed.D.

jvaladez@csufresno.edu

Director - Central Valley Science Project



Multicultural/Equity Division Director – NSTA



CEO, SAM Academy



www.cvsamacademy.org