

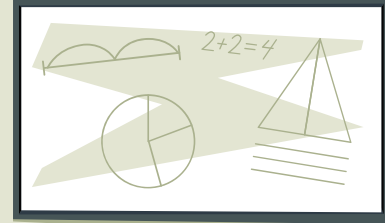
No More Cookie Cutter Bias Training: Humanizing Equity

Dr. Cameron Poole

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The School District of Clayton - Clayton, MO

@CP_EdEquity



The School District of Clayton

The District is located in the City of Clayton, just west of St. Louis. It is the hub of the St. Louis Metropolitan area. Clayton is the seat of St. Louis County, with a population of around 17,000 residents.

We serve 2,400 students. 6.6% F/R Lunch.

- **62.2% White**
- **14% African American**
- **12.2% Asian**
- **4.2% Hispanic**
- **7.4% Multi Racial**



Who Are You?

Where Are You From?

14 Years in Education

- *Suburban, Urban, and Rural Experience*
- *From Substitute/ISS to Chief Officer*

12 Years in St. Louis Desegregated Schools

- *St. Louis City/County has the longest running desegregation program in the country*
- *One of 2 active programs in the country*

4th Year in Current Role



No More Cookie Cutter Bias Training: Humanizing Equity

Experience how the School District of Clayton has redefined bias training to Equity Professional Learning with an emphasis on data, humanization, and expanding one's moral community. Leave with a new equity vocabulary and language that entices buy-in from even the most stubborn resisters to equity professional learning.

What does this mean? How did we get here?

Unconscious Bias Training

Is it effective?

Clearly, not all trainings are equally good — and none are a silver bullet. Training is effective only when designed intentionally to achieve discrete, and often narrow, outcomes.

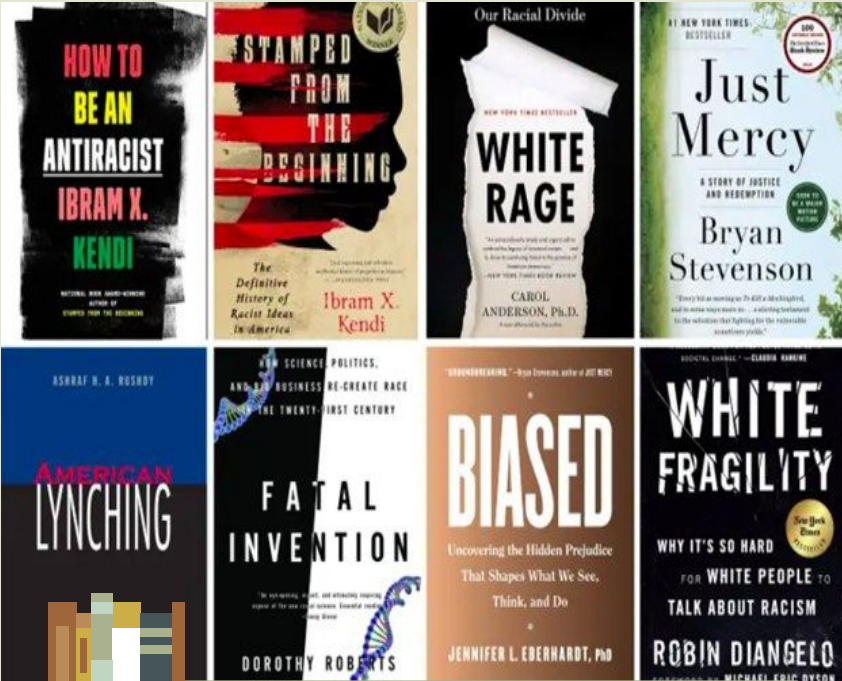
Harvard Business Review



Book Studies

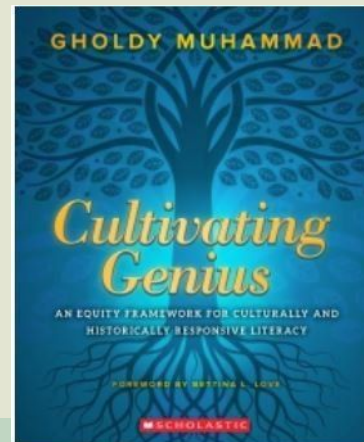
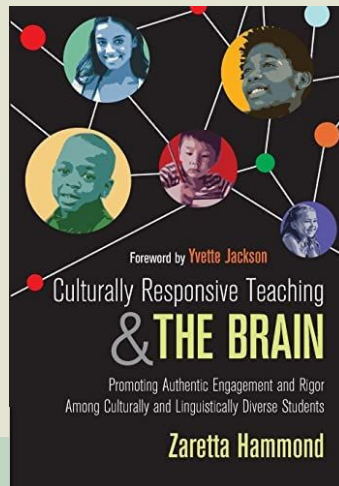
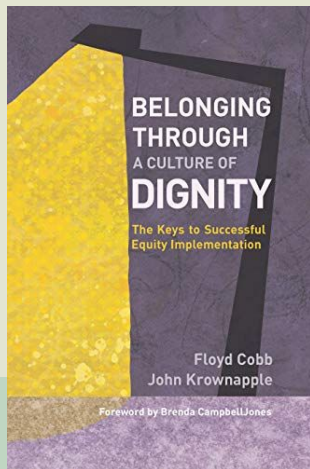
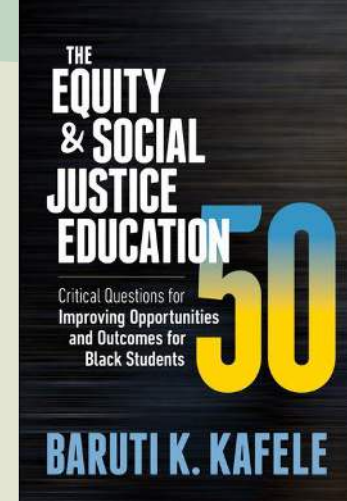
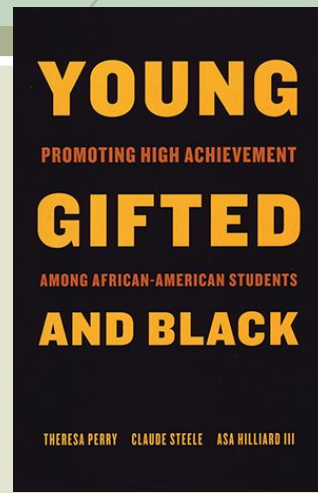
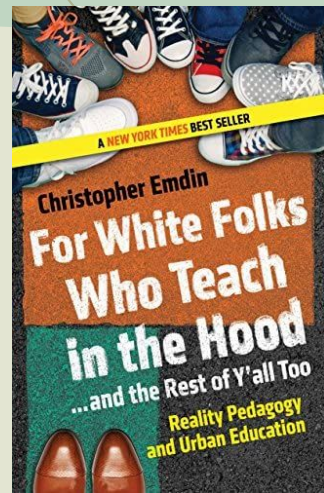
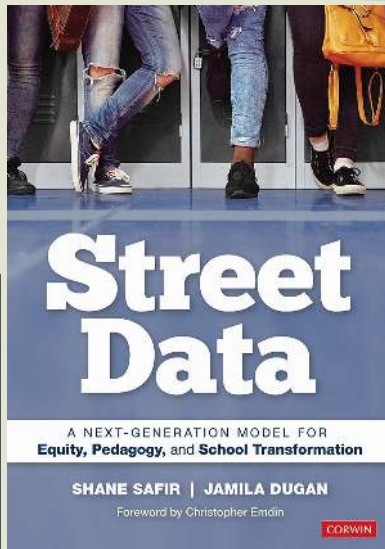
In the last decade, events of anti-Black racism have spurred protests and heated dialogue about white supremacy and white Americans' responsibility in dismantling it. For those who want to take anti-racist action but don't know where to begin, below is a list of books about racism — anti-blackness in particular — and white privilege.

Buzz Feed News





Educational Book Studies





**But Now
What?**



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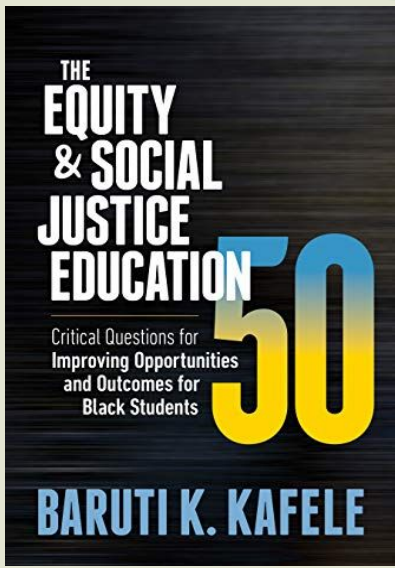


01.

Vision Questions

Grounding our work through reflection questions.





The Equity & Social Justice Education 50: Critical Questions for Improving Opportunities and Outcomes for Black Students

Establishing Vision Questions

Do I bring the necessary cultural competence to my classroom toward engaging all of my students?

What measures do I take toward increasing my cultural competence?

Do I utilize a variety of developmentally appropriate instructional strategies that consider the differing social needs of my students?

What is the evidence that my presence positively alters the trajectory of each of my students?

Toward creating a culturally responsive learning environment, how intentional am I about what my students experience?

Do I bring the necessary cultural competence to my classroom toward engaging all of my students?



School District of Clayton ABAR Presuppositions



Presupposition #6

We cultivate classroom learning environments that are culturally responsive and reflect the perspectives of all students.

- *We personalize the learning experience for each student's individual identity.*
- *We incorporate relationship building, along with restorative practices, to maintain an anti-racist environment.*
- *We seek historical and current knowledge of various perspectives that reflect the students in our classrooms.*
- *We provide representation for each student's identity through classroom and building decor and teacher chosen books and resources.*



02.

Inclusion Activity

Filling up the cup before spilling out of the cup.

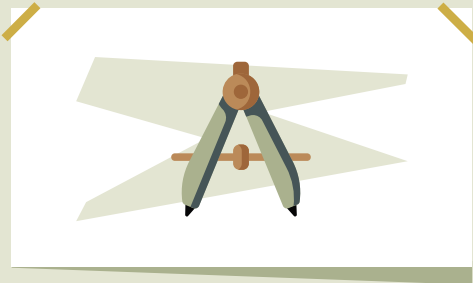


The Levels of the Inclusion Activity



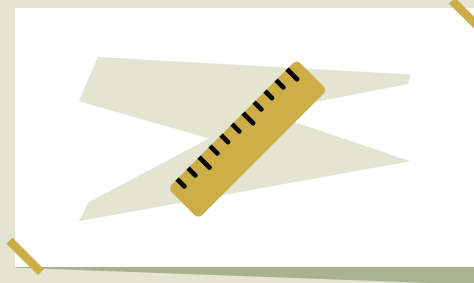
My Voice

Humanizing my voice in the group.



Group Voice

Humanizing my group in the space.



Our Voice

Binding our humanity in the space.





Food and Music



The Freedom Cookout



Think of your favorite side dish to have at a Summer BBQ, at an event like Juneteenth or the 4th of July.

1. Why do you love this dish? Think about the history of this dish in your family - why is it a staple?
2. Once you've done #1 independently, discuss your dish with your group. Share the personal and cultural importance of your dish.



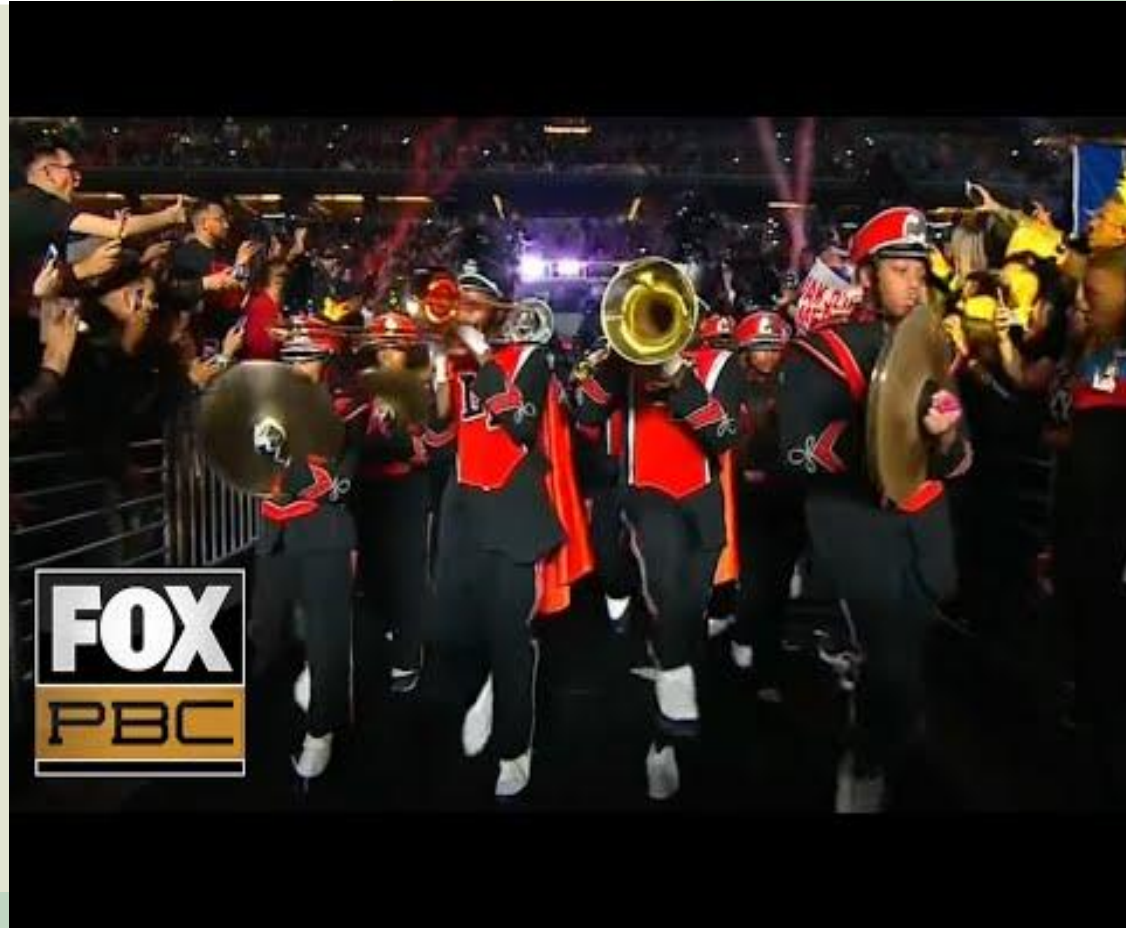
Complete the Meal

AS A GROUP, COME UP WITH 2 MAIN DISHES TO HAVE WITH YOUR SIDES. COLLABORATE AND INCLUDE ASPECTS OF EACH GROUP MEMBER IN THE MAIN COURSES CHOSEN. BE PREPARED TO SHARE WITH THE GROUP.



Entrance to Your New Journey

Soon, you will be making your entrance into your brand new role! Imagine you'll be making an entrance similar to a boxer or MMA fighter. What would you choose for a walkout song?



“Tuesday Morning

Turn-Up”

Playlist Link

<https://tinyurl.com/y982pf9k>



Based on your individual song choices, choose a group “turn-up” song.

Send in your song title (Your name, Artist - Song title) by doing one of the following

- Respond at [PollEv.com/cameronpoole771](https://www.pollEv.com/cameronpoole771)
- Text **CAMERONPOOLE771** to **37607** once to join. Then enter your response.

Cameron’s Song Choice -
DJ Khaled, Big Sean, Kendrick Lamar,
Betty Wright - “Holy Key”



Tuesday Morning Turn-Up



Powered by  **Poll Everywhere**

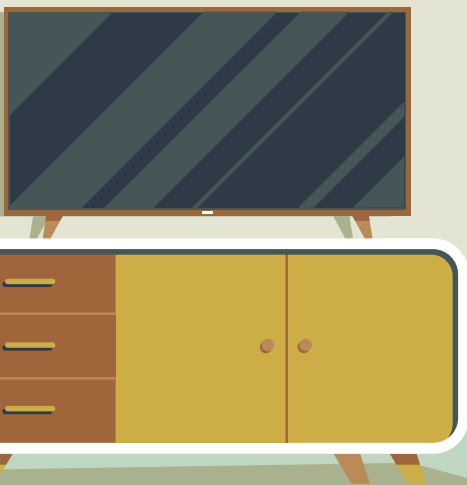
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



Parameters of Respect

At this point we would establish norms, or
Parameters of Respect.





03.

The Blind Spot 20

Narrowing our focus through a vocabulary lesson.





Academically, socially, and emotionally, each student has their own - individuality, cultural identity, voice. Each student has their own set of experiences, realities, challenges, obstacles, needs, interests, goals, aspirations, and ambitions. Each student has their own unique way of being motivated and inspired.

Looking at each student individually is **equity**. Navigating the aforementioned differences is **equity**. Addressing individual differences is **equity**. Each student having a stake of ownership in your learning environment is **equity**.

**The Equity & Social Justice Education 50 -
Dr. Baruti Kafele**

Breaking Down the Percentages

"The Status Quo"

Society and our teacher education model prepares us to serve maybe 60% of our students. **Your Brochure Kids.**



60%

"Our Life Experiences"



20%



20%

"The Blind Spot 20"

We either lack the education or life experience for about 20% of our students.

Our personal life choices and experiences prepare us to serve maybe 20% more of our students.



Tier III

Individualized intensive interventions

5%

Tier II

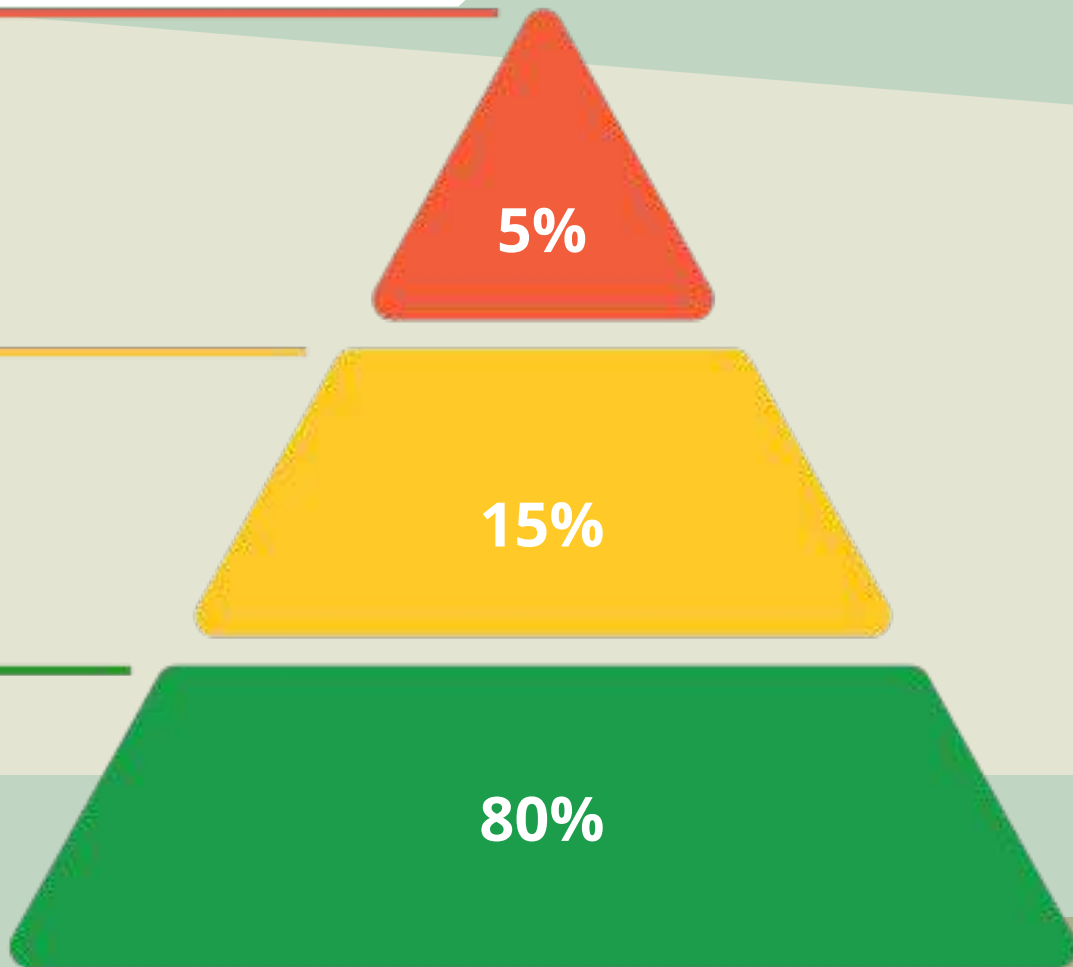
Targeted small group interventions for at-risk students

15%

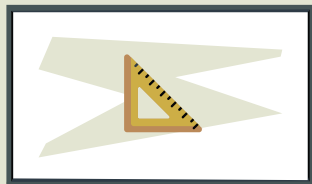
Tier I

Whole class research-based core instruction

80%

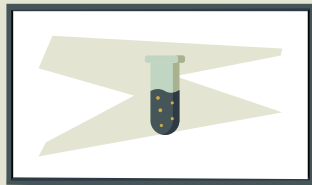


The Numbers Don't Lie



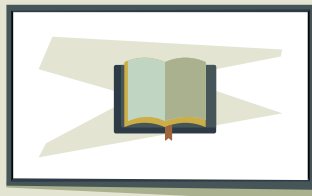
Academics

Assessments of all types; Grades; Referrals for IEPs, Gifted, Honors, etc.



Social-Emotional

Wellness Survey Data; Counseling Data; Suicide-Risk Assessment Data



Behavioral

Discipline Referrals; Suspensions; Attendance



Who Is In My Blind Spot 20?

We commit to fostering an environment where ***race, color, religion, socioeconomic status, gender, national origin, ancestry, disability, age, genetic information, or other personal characteristics***, do not hinder the success of any student. **Policy ACIB: Educational Equity** (The School District of Clayton)

Think about your Academic, Social-Emotional, and/or your Behavioral Data, and who falls into the Blind Spot 20 range. ***Write down their identity(s) using the criteria from the Equity Policy.***

Once you've completed the activity above, share the identity with your small group. What ***similarities*** do you find within the identities in your group? What ***differences*** do you see?

Let's Ask Some Questions (Presuppositions)

Do I cultivate a classroom learning environment that is culturally responsive and reflects the perspective of Alex?

Do I personalize the learning experience for Alex's individual identity?

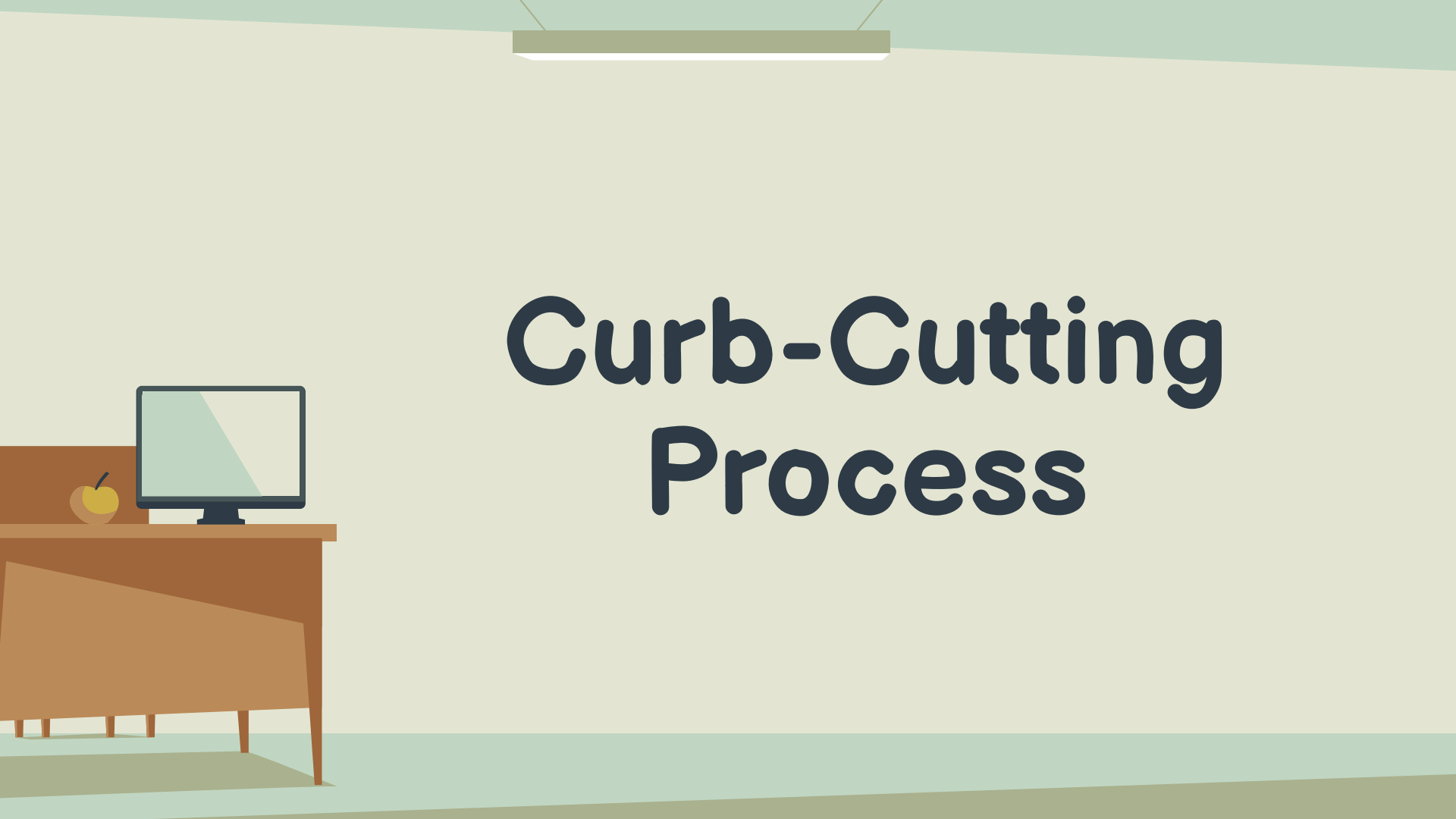
Do I incorporate relationship building, along with restorative practices, to maintain an anti-bias environment as it pertains to Alex?

Do I seek historical and current knowledge of Alex's perspective to be reflected in my classroom or learning environment?

Do I provide representation for Alex's identity through classroom and building decor and teacher chosen books and resources?

Do I build and implement curricula that are responsive to Alex's identity.

Do I affirm Alex's intersectional identities and experiences?



Curb-Cutting Process

Vocabbing Toward Equity

Perspective

Awareness of circumstances surrounding individuals and how their behaviors are affected specifically by their surrounding, social and cultural factors.

Humanize

Humanization is the matter of recognizing the common humanity of one's out-group and including them in one's moral scope/moral community.

Empathy

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference; the capacity to place oneself in another's position.

Moral Community

The network of those to whom we recognize an ethical connection. The moral community for most of us includes those who share our own common experiences.



Moral Community

The network of those to whom we recognize an ethical connection to and share a worldview with. The moral community for most of us includes those who share our gender or race, class, profession, religion, nationality, and possibly, our humanity.

*** The journey to equity is to continuously work toward expanding our Moral Community. ALL of our students must be included in our Moral Community in order for them to have an equitable experience.***



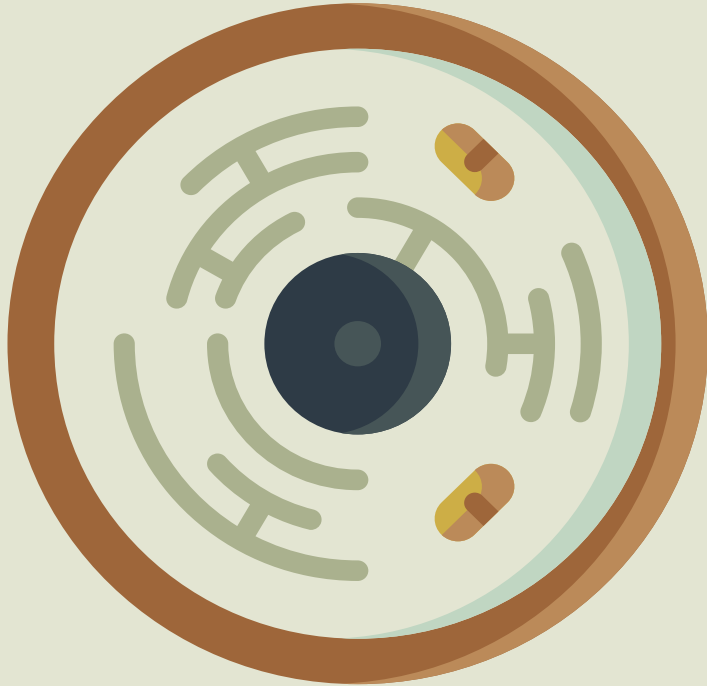
Humans do not normally harm other humans. The humans that we consciously or unconsciously harm, marginalize, or ignore, must be **dehumanized**, or excluded from our **moral community**.

Humanization is a matter of countering these effects, of recognizing the inherent dignity and inalienable rights of all members of the human family.

***What happens when students realize their experiences are not being humanized, or that they are not being accepted into a moral community?**



Soul Murder



The term Soul Murder was first coined by the playwright Henrik Ibsen. He defined it as, "the destruction of the love of life in another human being." Long ago, psychoanalyst Leonard Shengold wrote a book called Soul Murder wherein arbitrary edicts (in our case, classroom/school practices and policies) or a chronic lack of empathy cause a child to lose vitality, confidence, and joy. Since their natural talents and feelings are not acknowledged or encouraged, identity becomes confused and existence feels painful.





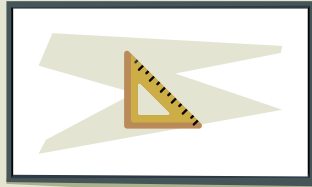
04.

Learning Blueprint

An overview of the Equity Professional Learning structure by year and position.

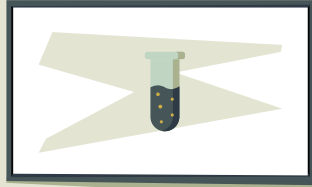


Year 1 - Year 5 Educators (Pre-Tenure)



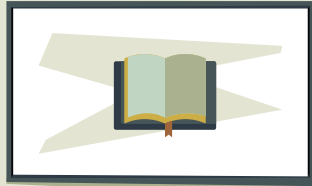
Year 1 Equity Foundations

District Equity Documents; Vocabbing Toward Equity; Tiering Inequities; Case Studies



Year 2 Recognizing My Blind Spot 20

Pinpointing my Blind Spot 20; Data Analysis; Sense of Belonging



Year 3 Strategies for Humanization

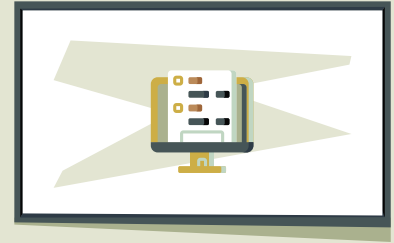
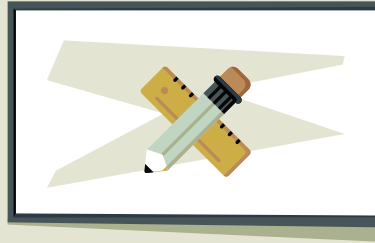
Gauging Cultural Competence; Communication; Street Data

*****Teachers meet for a 2-hour session each quarter*****

*****Year 4 and Year 5 Professional Learning has a non-equity focus (equity component being added to evaluations)*****



4-Year Career Cycle (Tenure)



Career Review

Quarterly Equity
Professional
Learning and
Coaching

Career Year 1

Non-Equity

Career Year 2

Quarterly Equity
Professional
Learning

Career Year 3

Non-Equity

*** During Career Review and Career Year 2 years, educators will have the opportunity to choose from 3 menu items (per category) from the following categories - ***

Identity, Culture, Learner Characteristics

Building and District Administration

Administrators are on a 3-year cycle of Professional Learning per the three goals of our Strategic Plan -

1. **A place for everyone...** (equity focused)
 - a. Culturally Responsive Coaching
 - b. Culturally Responsive Evaluation
2. **To grow as learners...** (teaching, instruction, curricular focus)
3. **In Head and Heart** (social-emotional focus)



05.

The Program

The process to equity-driven programming.



Programming for our Blind Spot 20

Get the story behind the data - the qualitative data that should drive programming

- *Community Engagement Forums / Focus Groups*
- *Interviews / Observations*

Choosing a focus - goals should be linked to KPIs

- *Work and goals must be specific*
- *What do you deem as progress?*

System Analysis - Identifying and changing access barriers - The 5 Ps
Policies, Programming, Points, Practices, and People

Professional Learning - Educating the masses on the inequities

- *Macro- and Micro- Professional Learning Opportunities (District to PLC)*
- *Professional Learning must be specific*



06.

Final Conclusion

Final words and bringing it all home.



Session Recap

... effective only when designed intentionally to achieve discrete, and often narrow, outcomes.

Establishing vision questions and presuppositions

Looking at each student individually is equity...

Use the data to determine your Blind Spot 20 (academics, social-emotional, behavioral)

With each new class, we must focus on the expansion of our Moral Community

Build a systemic structure for ongoing Professional Learning



Questions?



References

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Thanks!

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