

Equity and Inclusion Team Planning Session 3

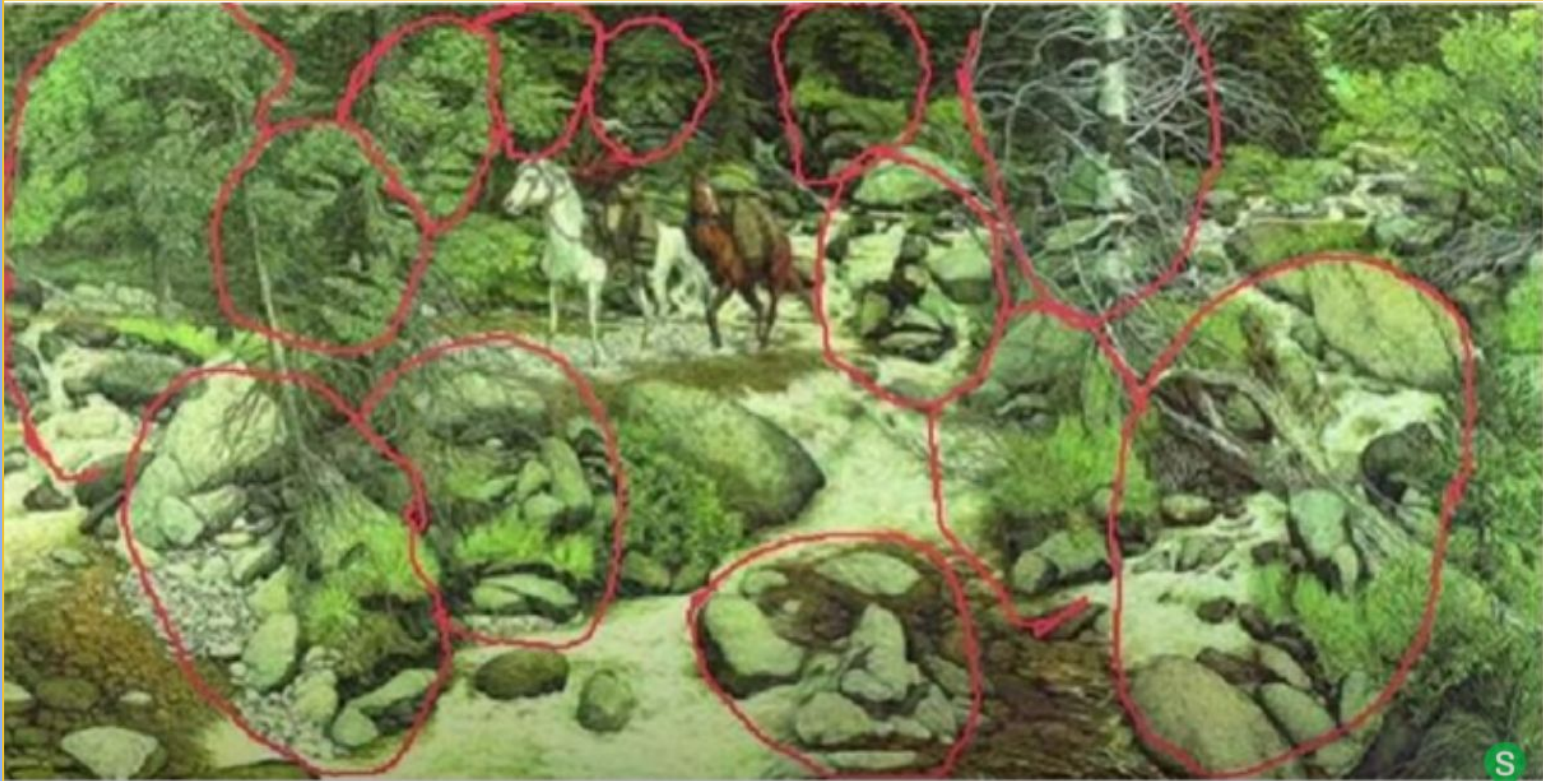


March 9
March 30
April 13

What do you see?



What do you see?



A high-speed photograph of a water droplet falling into a pool of water. The droplet is captured mid-fall, just above the point of impact, creating a series of concentric ripples that spread outwards. The water is a deep blue color, and the lighting highlights the droplet and the ripples.

*“The smallest change in perspective
can transform a life”*

—Oprah Winfrey

Changing Perspectives

It has made us reflect on how we are promoting a sense of belonging with our students and also keep in mind how our actions either honor dignity or do the opposite.

Language around topics of culture, equity, and dignity is incredibly important; the need to be thoughtful, purposeful, and knowledgeable supersedes positive intentions; we may mean well but still say the wrong things.

My thinking has shifted by reflecting more deeply on my own thoughts, words, and actions before, during, and after interacting with others. My increased self-awareness of my own biases have also helped me see more biases in other people. I've grown very comfortable with listening more to my own thoughts, saying less out loud and observing others through a clearer lens of awareness.

54 Promise: Inspiring Innovation, Igniting Student Potential

The **54 Promise** is a multi-year strategic plan to guide District 54's core work of ensuring whole-child student success. This document was the result of the collaborative efforts of the District 54 Strategic Planning Committee which consisted of 72 participants representing teachers, support staff, administrators, parents and community members from across our system. The Strategic Planning Committee arrived at consensus around the **54 Promise** through a series of informative meeting sessions where input from all stakeholders was solicited. The **54 Promise** provides the entire District 54 community clarity around the key district goals and operating priorities that will drive our system ahead in the years to come.

Equity and Inclusion Vision

In District 54, we will promote a culture of unconditional belonging in which all students, staff and community members will be treated with dignity. We will ensure high levels of access to resources, experiences and success. In District 54, we strive to ensure that all students, staff, and community members are



Safe, welcome and cared for



Heard, validated and supported



Represented in curriculum and staffing

One District, One Mission: Ensuring Student Success

District 54 Goals

- District 54 will ensure the **success of the whole child** by providing comprehensive approaches and programming, grounded in the belief that each child deserves to be Healthy, Safe, Engaged, Supported and Challenged.
- District 54 will perform in the **top 10%** of all schools in reading and math growth and proficiency as measured by state and local assessments.
- District 54 will close the **achievement gap for ALL** students in reading and math as measured by state and local assessments.



DISTRICT 54 PILLARS OF EQUITY AND INCLUSION

- 
- Develop a Culture of Belonging and Dignity
 - Build the Cultural Competency of our Professional Learning Communities
 - Recruit, Select and Retain a staff that is reflective of our student demographics

Agreements

- Use the words you have
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- Listen patiently, listen actively, listen to your own voice
- Assume positive intent
- Be respectful of each other and our stories being shared
- Opinions are not right or wrong, they are built off experiences
- Address the point--not the person

Agenda

STORIES

Share how teams are building capacity and promoting belonging

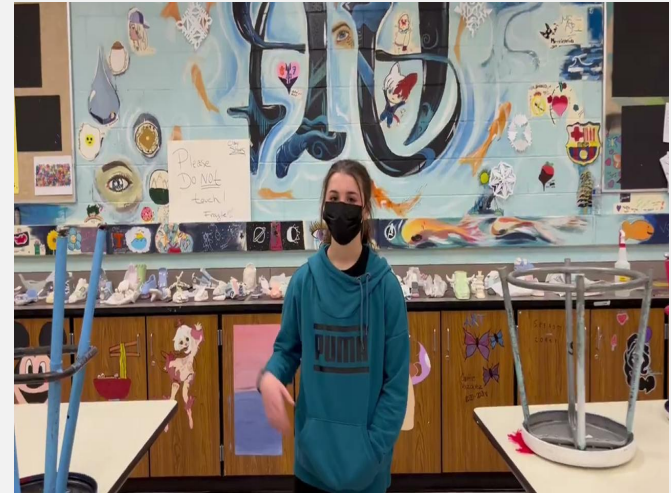
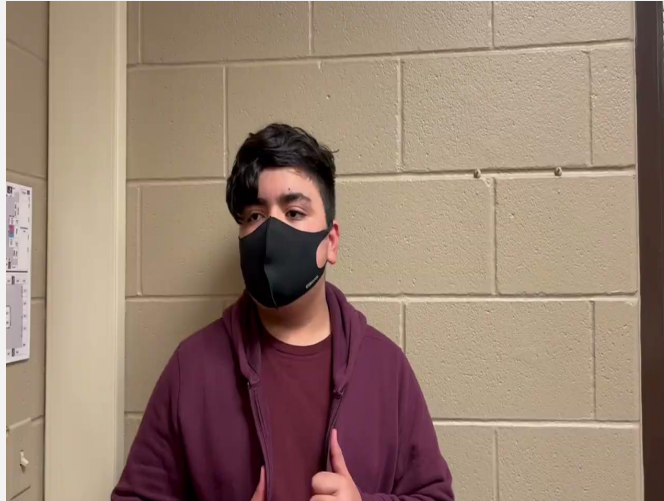
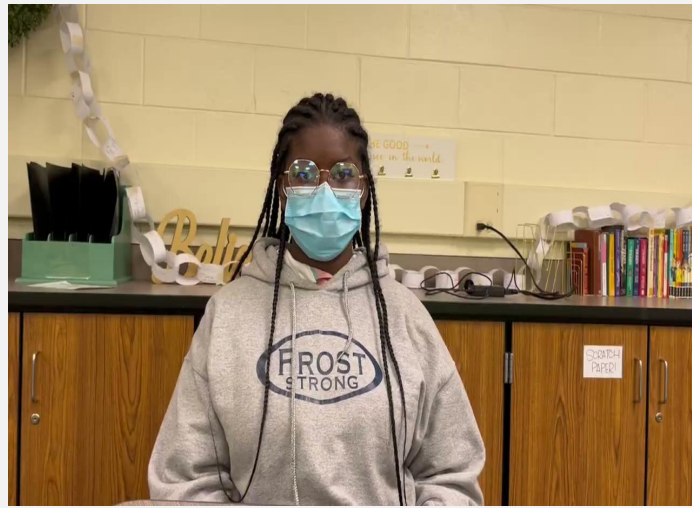
Gain a deeper understanding on how to identify and avoid dignity distortions

Explore challenges and gain practical tools to enhance your own listening skills

Take action

Appreciated	Validated
<i>Having parts of your identity admired, affirmed and positively noticed and/or represented by people, media, etc.</i>	<i>Having your lived experience, thoughts, and/or feelings recognized and accepted as real even if the other person(s) has not experienced similar things and may even disagree with particular thoughts.</i>
Accepted	Treated Fairly
<i>Having your personhood completely embraced and regarded favorably without conditions attached to full belonging. You don't have to change or hide who you are to fit in.</i>	<i>Having interactions defined by fairness and justice according to your specific circumstances, which may mean not being treated the same as others to ensure access to opportunities. Fair treatment may require different approaches that do not imply a lesser standard or status of personhood.</i>

Indicators of Belonging



Listen to the
song clip

Which songs or
artists do you hear?



Listen to the
song clip

Which songs or
artists do you hear?

GUESS
THE
MIXED
SONGS

#1



Two Sides of the Same Coin

Appreciated

Marginalized

Validated

Dismissed

Accepted

Othered

Treated Fairly

Mistreated





Abuse claims against Burleson educators renew calls for more cameras in Texas special ed classrooms

The two staffers were arrested on misdemeanor assault charges against a disabled individual.


Report: Homeless Students Are Twice
Likely to be Suspended, Expelled Than
Sta




Dignity Distortions

Marginalized	Dismissed
<i>Rejected and pushed to the edge of a group(s) put or kept in a position of limited significance, influence and power; only able to gain access and belonging by changing or hiding important aspects of one's self.</i>	<i>Having your lived experience or expertise questioned, invalidated, and/or deemed insufficient.</i>
Othered	Mistreated
<i>Viewed, treated, and made to seem different in a way that ostracizes, denigrates, reduces, and dehumanizes (labels, objectifies, animalizes, etc).</i>	<i>Dealt with in a way that was unfair, unjust, and biased due to perceptions about your identity, group membership, conditions, circumstances, or cultural practices/norms.</i>

Are You Listening?



I'm only going
to remember
of this...



Here's a few interesting facts about
listening. Did you know that of
what we learn is through listening?
And only of adults have ever had
any formal training on listening.

Developing Deep Listening Skills

The amount of energy that we put towards listening effectively impacts students' feeling of belonging or increases opportunity for dignity distortions

Listening
to Myself

*Learn how to listen
to what others
are really communicating*

Listening
Deeply

Developing Deep Listening Skills: How to Listen to What Others are Really Communicating

Are we contributing to someone's sense of belonging or to an opportunity for a dignity distortion?

Listening to Myself

Strategies applied
in the moment

Strengthens ability
to recognize reactions and
interrupt implicit bias

Results in improved
responses to individuals
and situations

Strategies that can be
utilized everyday

Increases understanding of
others' identities

Strengthens sense of
belonging

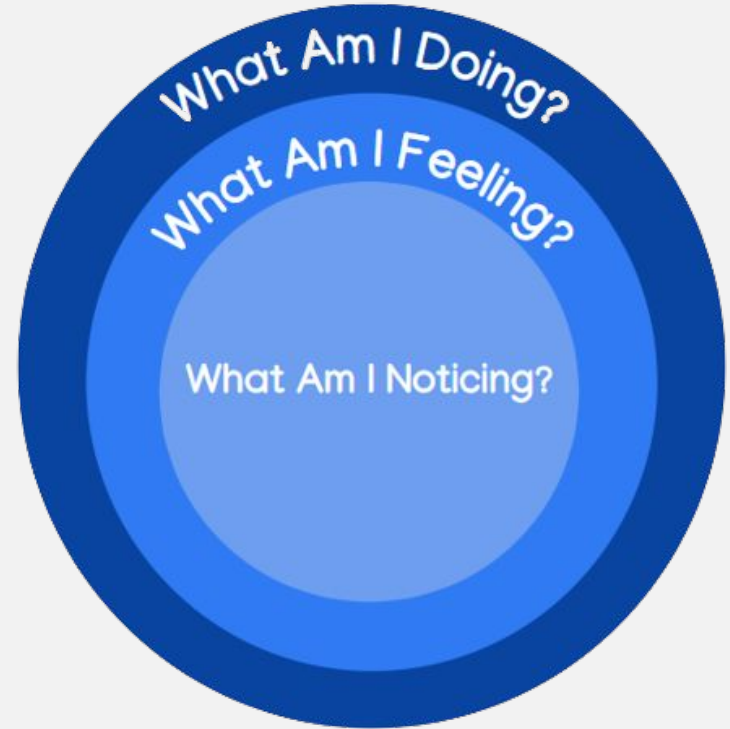
Listening Deeply to Others

Listening to Myself

PAUSE
and SCAN

Responses that lead to
creating a sense of
belonging

Responses that
contribute to
dignity distortions



When a situation arises, **PAUSE** and **SCAN**

Listening to Myself

Mrs. Patel is rushing through a crowded hallway and overhears students shouting “why is your hair so short, aren’t you a girl” and “gross, look at that thing.” She noticed one of her students, Chantelle, standing near the crowd. When people first looked at Chantelle they were confused by her gender. Mrs. Patel felt a pit in her stomach when she heard the kids yelling and glanced over at Chantelle. They made eye contact, then Mrs. Patel quickly looked away.

Later that day, Chantelle came to find Mrs. Patel and shared with her that she felt sad about what her classmates told her in the hallway. Mrs. Patel responded by saying, “It’s okay. I remember when I was your age. Kids used to make fun of me for the clothes I wore. When people say things to you, you just ignore them and let it roll off your back.”

What Am I Noticing?

- ☐ What is happening at the moment?
- ☐ Who is involved?
- ☐ Which dignity distortions are showing up?

When a situation arises, **PAUSE** and **SCAN**

Listening to Myself



What Am I Noticing?

- ❑ What is happening at the moment?
- ❑ Who is involved?
- ❑ Which dignity distortions are showing up?

Listening to Myself

When a situation arises, **PAUSE** and **SCAN**

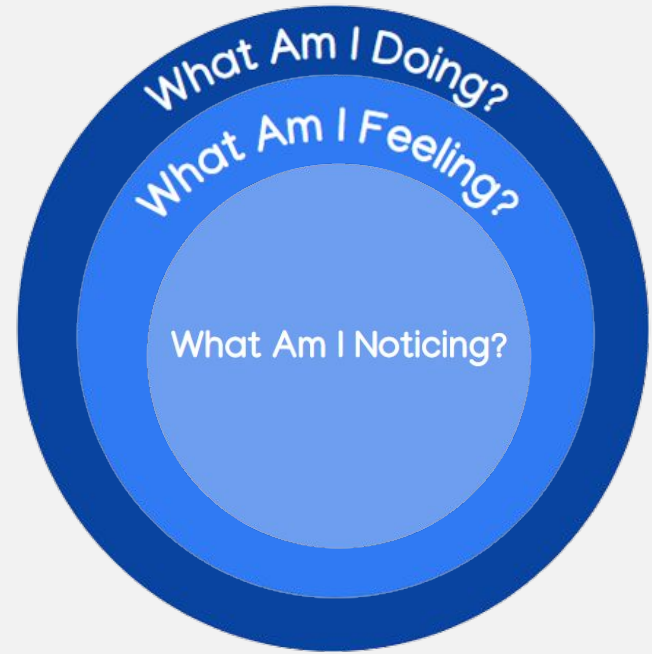
- ❑ How am I responding physically?
- ❑ How am I responding emotionally?



Listening to Myself

When a situation arises, **PAUSE** and **SCAN**

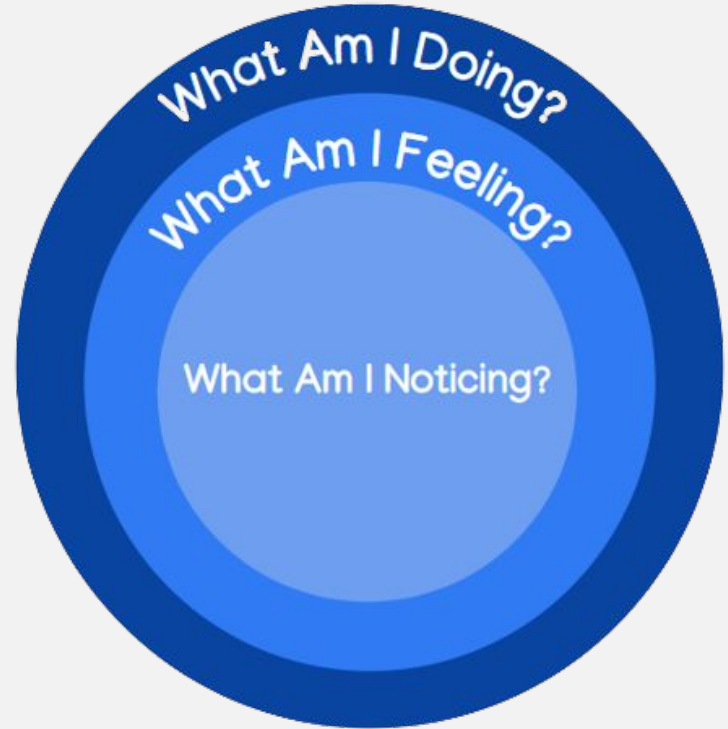
- ❑ Acknowledge the feelings of those involved
- ❑ Reflect on what you can reframe
- ❑ Reflect with a trusted friend or colleague
- ❑ Follow up with those involved



Listening to Myself

Benefits of PAUSING and SCANNING

- ❑ Interrupts initial reactions and allows time to respond
- ❑ Interrupts our tendency to want to avoid a situation
- ❑ Increases opportunities to invest in Indicators of belonging instead of opening the door for dignity distortions



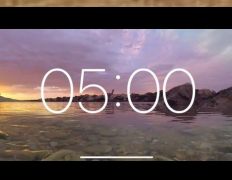


B r e a k

T i m e

W . I . N .

What I Need



Are You Listening?

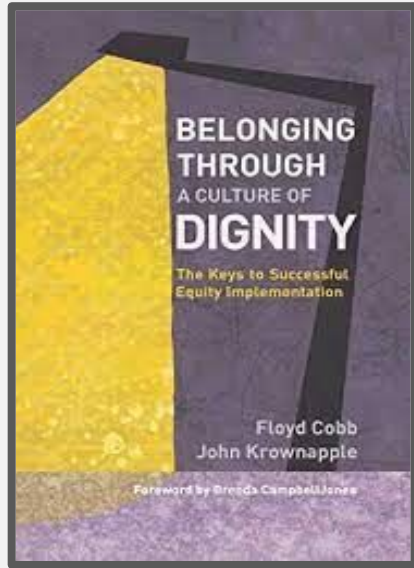


"Most of us don't listen with the intent to understand."



"We listen with the intent to reply." *-Steven Covey*

Unproductive Listening Patterns



Unproductive Listening Patterns

- Autobiographical
- Solution
- Inquisitive
- Judgement and Criticism

*Source: Belonging Through a Culture of Dignity (2019)
by Floyd Cobb & John Krownapple*



Windows



Mirrors



Sliding Glass Doors

The Story of Quick



Reflect and Connect

- ❑ After listening to Quick's story, which dignity distortions did you notice?
- ❑ Which individual did you connect with the most and why?
- ❑ How did unproductive listening patterns impact what happened?



Developing Deep Listening Skills: How to Listen to What Others are Really Communicating

Are we contributing to someone's sense of belonging or to an opportunity for a dignity distortion?

Listening
to Myself

Strategies applied
in the moment

Strengthens ability
to recognize reactions and
interrupt implicit bias

Results in improved
responses to individuals
and situations



Listening Deeply To Others

Develop a **deeper understanding**
of another's identity

so that we...

create **a sense of belonging**

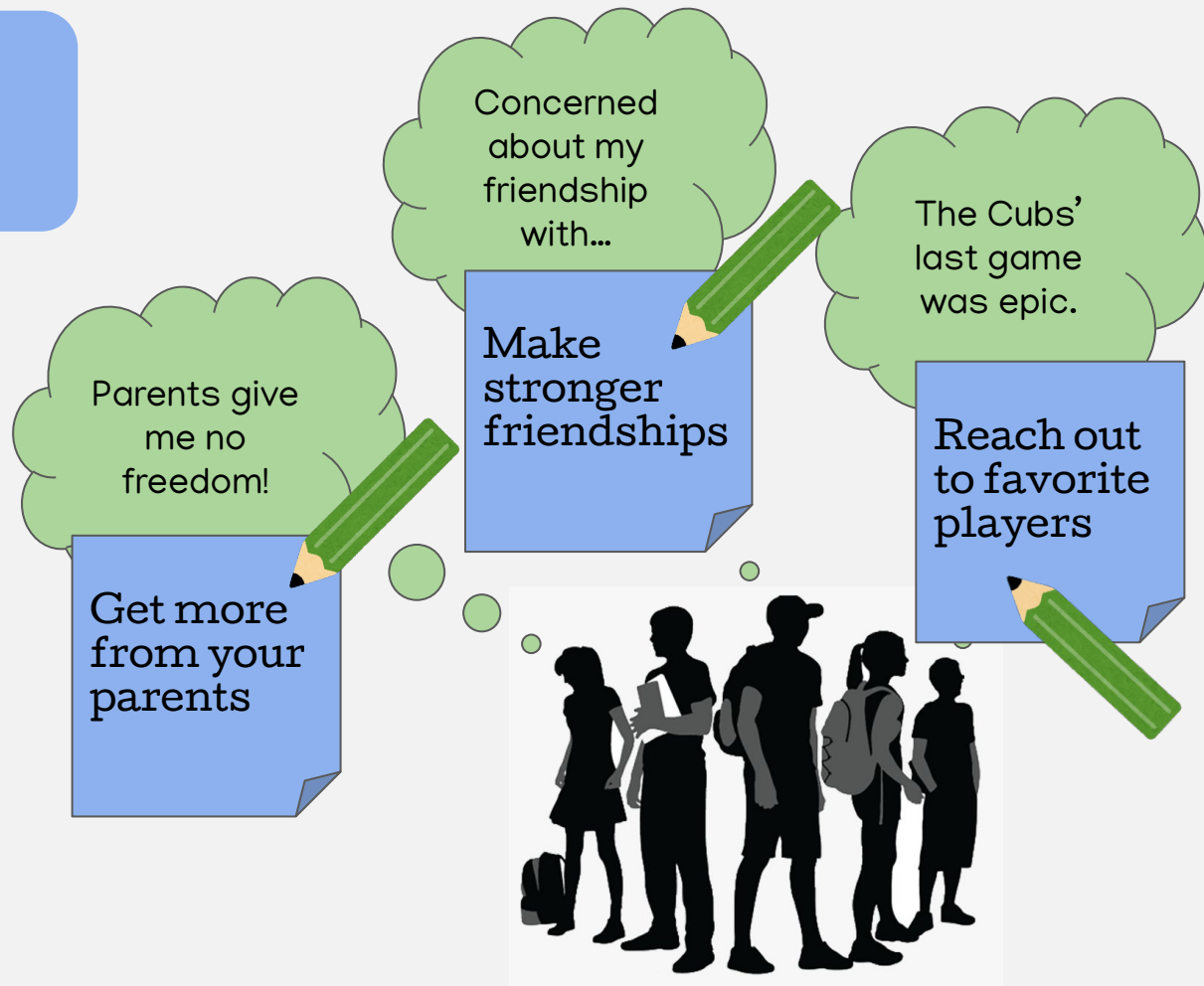
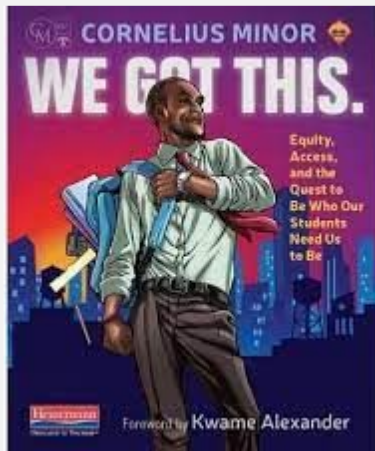
Individual Reflection:

Think about your students.

What have they been talking
about?

Why do you think they are talking
about it?

Listening Deeply To Others In Action



A wooden bridge with a metal truss structure spans a lush green forest. The bridge is made of light-colored wooden planks and has a dark metal railing. The forest is dense with green trees and foliage, creating a vibrant background. The bridge leads into the distance, disappearing into the trees.

*"I want to build a bridge for children--
a bridge between what we are doing in class and
the lives that they lead outside of class."*

*I want to be able to show kids
how each skill I teach in class
makes life right now
better outside of class."*

- Cornelius Minor

Listening Deeply To Others

Team Reflection:

Share your individual reflections and discuss responses to what you're learning.

Increasing Awareness and Understanding of Another's Identity

- ❑ There's More to Me than What You See
 - How would the student describe their identity markers?
 - How is what you recognize similar to or different from what the student would emphasize?
 - How can you honor what your student values about themselves?
- ❑ Louder Than Words
 - What are your students communicating nonverbally?
- ❑ "What Did They Say?"
 - What are students talking about in the hallways, at lunch, etc.?
 - Why are they talking about it and how can you respond to it?
- ❑ You're Invited!
 - Think about someone in your class who doesn't seem to have a sense of belonging. If you were invited to their birthday party, what would you bring and why?

A blue background with a water droplet creating ripples. The droplet is in the center, and the ripples spread outwards. The text is overlaid on the image.

*“You can transform your teaching;
your team can transform your school;
your school can solve real community problems.*

If you listen.”

—Cornelius Minor

Take Action

A blue background with a water droplet falling and creating ripples. The droplet is in the center, and the ripples are concentric circles expanding outwards. The background is a solid blue color.

How would you explain dignity distortions to your team?

How can you refine your listening skills to increase a sense of belonging for your students and building?

Discuss action steps and any new understandings regarding dignity and belonging.

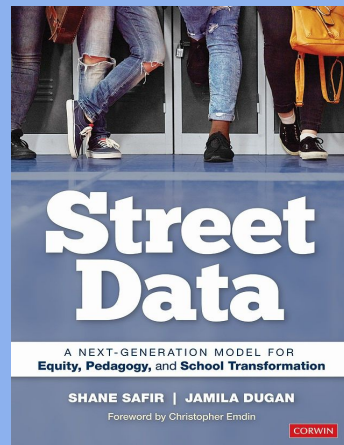
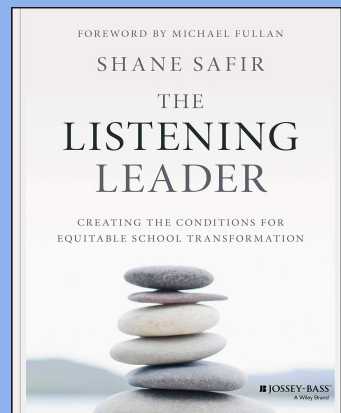
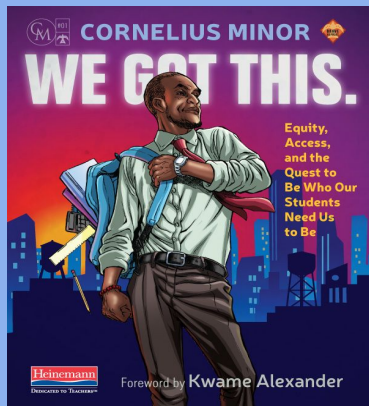
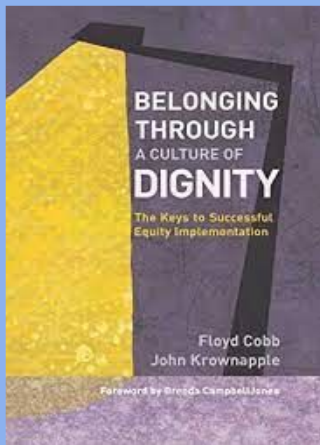


Reframing
Bias
Belonging

Dignity
Validating

Indignity
Listening

Resources



Handouts