

Implicit Bias: A Barrier to Equity & Excellence

OSBA-Black Caucus

April 17, 2021

Presenter: Dr. Roger Cleveland

1

FOCUS

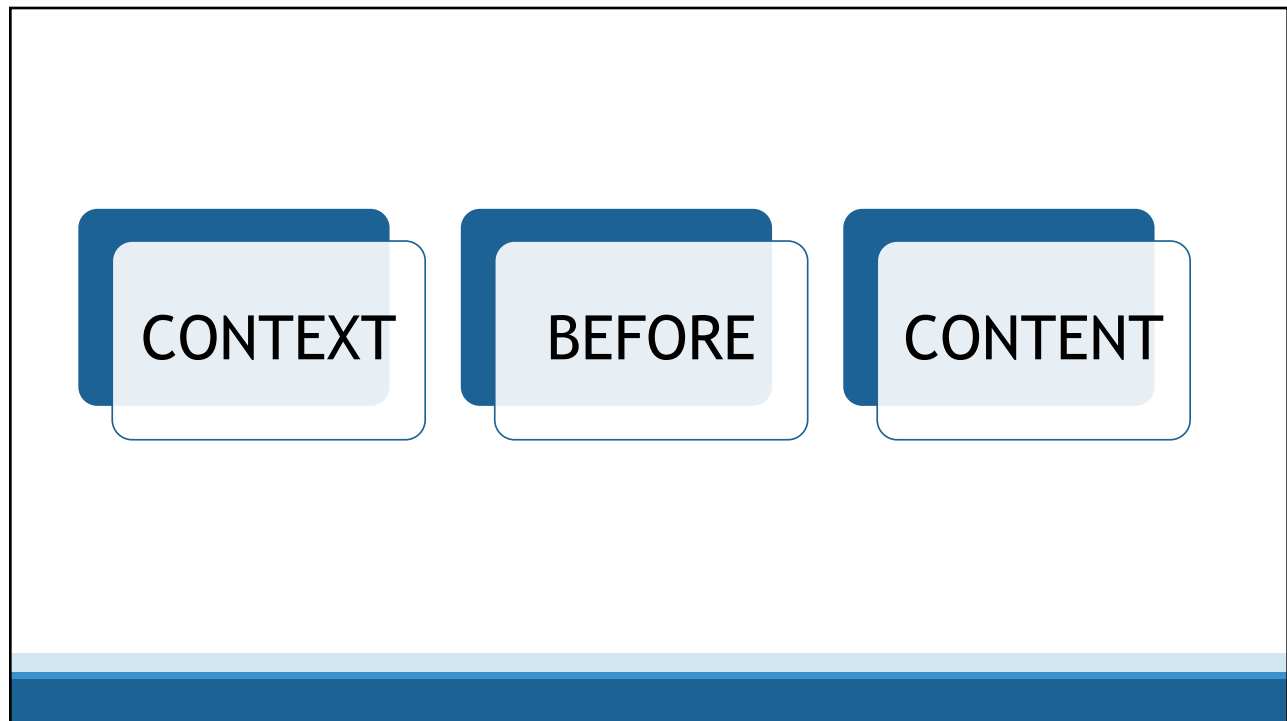
Establishing Common Language

- Educational Equity
- Equity Mindedness
- Equity Literacy

Equity & School Boards

Barrier: Implicit Bias

2



3

“When someone with the authority of an educator or practitioner describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”

Adrienne Rich

4

UNDERSTANDING EDUCATIONAL EQUITY

5

EDUCATIONAL EQUITY

Educational Equity is the provision of personalized resources, instruction and academic support needed for all individuals to reach common goals.

In other words, the goals and expectations are the same for all students, but the **supports needed** to achieve those goals depends on the students' needs.

6

EQUITY LITERACY

- **Equity literacy** is comprised of the skills and dispositions that enable educators to recognize, respond to and redress conditions that deny some students access to the educational opportunities enjoyed by their peers.

Gorski, 2015

7

Equity literate educators recognize and draw upon the **resiliency** and other funds of knowledge accumulated by poor and students of color and reject deficit views that focus on fixing **disenfranchised** students, rather than fixing the things that disenfranchise students”

Revised from Gorski, 2015

8

What is Equity-Mindedness?

The term “Equity-Mindedness” refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.

These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in education.

9



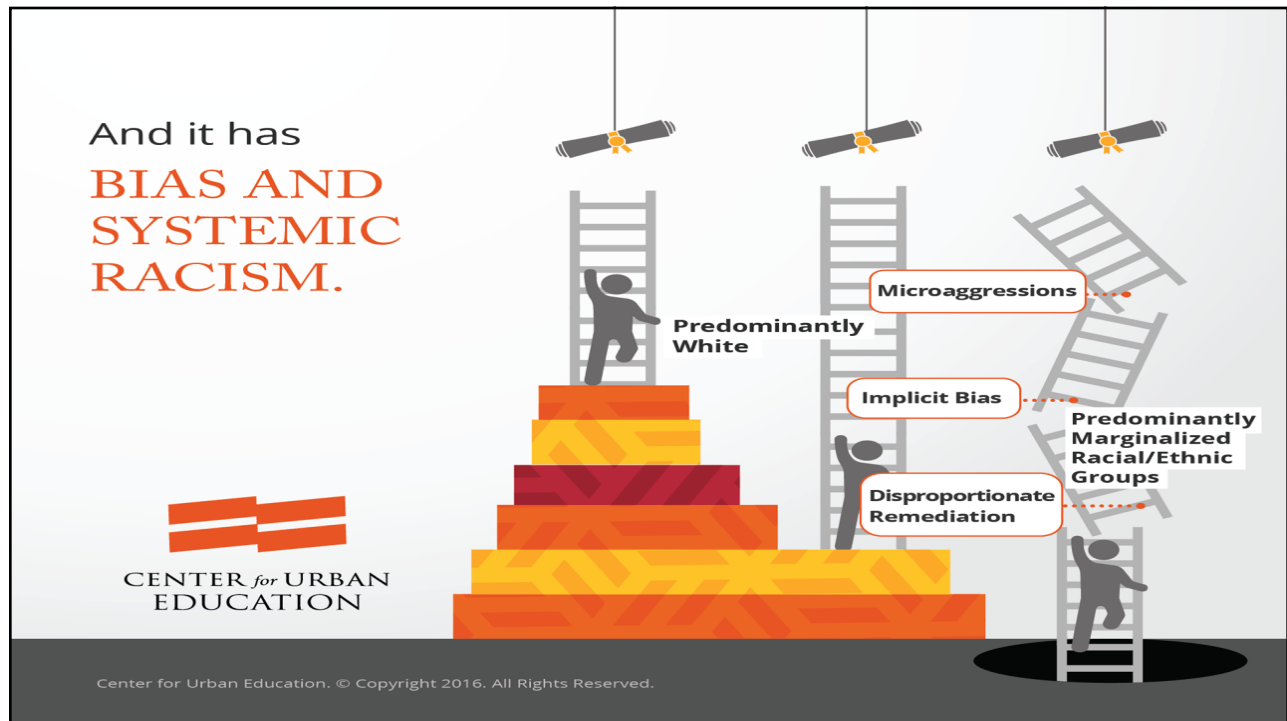
10



11



12



13

District Equity Assessment:

Please read the following statements. For each statement, indicate the number that most closely corresponds to the degree to which you agree or disagree with the statement.

(1) Strongly Disagree
(2) Disagree
(3) Agree
(4) Strongly Agree

Our district has a systemic **Equity Plan** in place to close opportunity gaps. This plan is reviewed quarterly to ensure implementation and impact.

1 2 3 4

Our district disaggregates all achievement and discipline data (gender specific) to ensure we are meeting the needs of all children.

1 2 3 4

14

Abbreviated District Equity Assessment:

Please read the following statements. For each statement, indicate the number that most closely corresponds to the degree to which you agree or disagree with the statement.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree

Our school board addresses Equity and Racial Equity at our board retreats.

1 2 3 4

Our board supports student achievement with equitable board policies.

1 2 3 4

15

Equity is the Process



Equality is the Outcome

16

School Boards:

THOUGHTS TO CONSIDER ON THE PATH TO EQUITY

17

ESTABLISH COMMON MESSAGING

Establish a shared vocabulary. Create a common language around Equity work (**Common Language**).

18

ESTABLISH COMMON MESSAGING

Name “Equity” work as a strategic imperative. Demonstrate how it connects to the districts’ mission, vision, organizational values, and strategies. (Common Messaging)

19

ESTABLISHING COMMON MESSAGING

Identify equity champions in the community. Choose individuals and groups who can influence the speed and depth at which Equity is embraced by the community (Common Values)

20

ESTABLISHING COMMON MESSAGING

Open a continuous dialogue about Equity work. Cultivate opportunities for colleagues, central and campus level staff to learn about and discuss Equity. **(Common Conversations)**

How many of you all have in-depth and follow up questions about **EQUITY**, when interviewing superintendent candidates?

21

ESTABLISHING COMMON MESSAGING

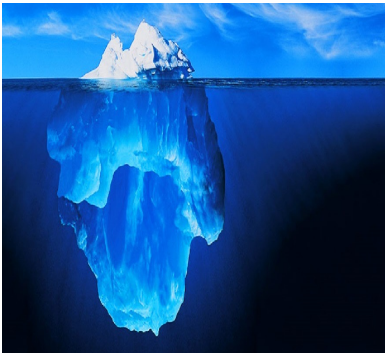
Disaggregate data. This is the most effective way to identify inequities and outcomes gaps both internally (e.g., graduation rates, diversified staff, achievement, data). **(Common Collection of Data)**

22

A Barrier to Equity: Implicit Bias

23

What is Implicit Bias?



refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Biases can be favorable and unfavorable and are activated involuntarily, without our awareness or intentional control.

24



25

Addressing Implicit Bias

Name it: Implicit bias could lead to behavior such as unintentional microaggressions or inflammatory statements, directed toward a certain race, gender, ethnicity or other category.

Understand how bias can manifest itself in schools and affect students: Implicit bias impacts student achievement, disproportionality, discipline etc..

Think in terms of “windows and mirrors”:

When you look in the mirror, it’s personal and interpersonal – you are examining how your own biases may affect your own thinking and how they could affect others.

When you look out the window, on the other hand, that is more about examining structural oppression or racism, including how organizational structures, practices or governing documents may affect implicit or explicit bias. This could include discipline policies, graduation requirements, dress codes, acceptable hairstyles, etc.

26

Addressing Implicit Bias

Start with yourself. And simply begin.

When educators go through anti-bias trainings, one of the biggest changes they see is their ability to identify some of their own biases for the first time. "It's hard to change your own behavior when you don't see it."

Get over your own fragility - and focus on students.

In order to address bias at school and in the classroom, we all need to get past our own egos and fragility and, again, focus on how it affects students. "It's really all about impact."

IMPACT VS. INTENT

27

Mitigating Bias in Schools:

Academics & Discipline:

Reflection & Assessing – Examine discipline data (objective vs. Subjective)

Consistency in grading- Using rubrics

Validate students and families' experiences

28

Mitigating Bias in Life:

Personal:

Individuation – learning to see diverse others as individuals rather than as members of groups.

Direct contact with members of other groups.

Context/environment – images of leaders from diverse groups helps

29

A MOMENT OF CLARITY

A MOMENT OF CLARITY

I learned that...

I realized that...

I was pleased that...

I was not aware of...



30



31



32