



WestEd   
Western Educational  
Equity Assistance Center

# Welcome

We will begin in 5 minutes.



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# Beyond Diversity Part 2: Achieving Racial Equity by Addressing Systemic Beliefs

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WEEAC Webinar 1 Part 2



# Technical Assistance

# Professional Learning

- By request—school boards, governmental agencies.
- Through equity-centered capacity building to better serve students who have experienced ongoing inequities in our educational system because of race, national origin, sex, or religion.

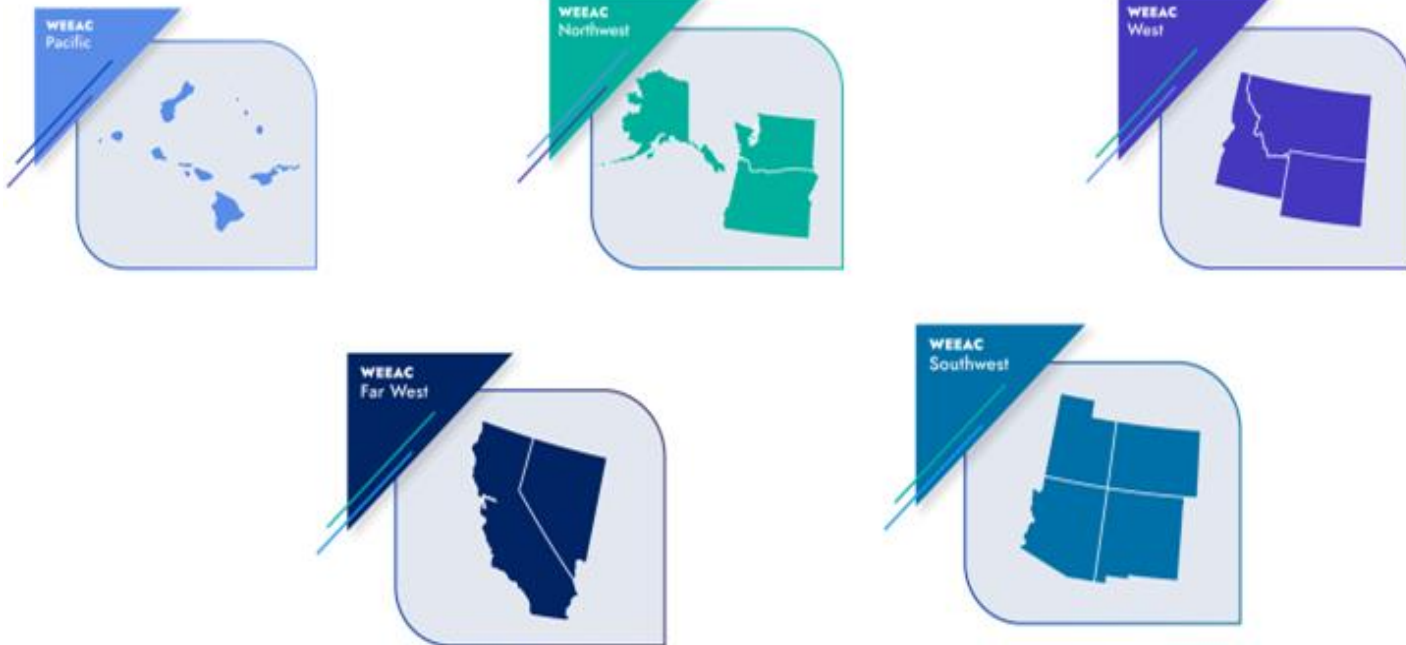


# WEEAC Objectives

- Reduce chronic absence.
- Reduce bullying and harassment.
- Improve high school graduation rates.
- Strengthen high school course enrollment.
- Improve discipline equity.
- Address disproportionality of students served under IDEA.
- Address discrimination cases and desegregation orders.



# WEEAC Sub-Regions



## Pacific

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Hawai'i

## Northwest

Alaska, Oregon, and Washington

## West

Idaho, Montana, and Wyoming

## Far West

California and Nevada

## Southwest

Arizona, Colorado, New Mexico, and Utah



# CRS Webinar Series

- [Session 1 Pt.1](#) — Beyond Diversity: Achieving Racial Equity by Addressing Systemic Beliefs Wednesday, November 1
- [Session 1 Pt.2](#) — Beyond Diversity: Achieving Racial Equity by Addressing Systemic Beliefs Wednesday, November 15
- [Session 2](#) — Foundations of Culturally Responsive & Sustaining Education Thursday, January 18
- [Session 3](#) — Solving Disproportionality & Culturally Responsive Data Literacy Thursday, February 22
- [Session 4](#) — From Awareness to Action: Equity Detours & the Equity Literacy Framework Thursday, March 21
- [Session 5](#) — Family and Community Engagement Thursday, April 25



# Expertise of the WEEAC Team



Rawlin J. Rosario  
Senior Program Associate



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Program Associate



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# Replacing Bias-Based Beliefs with Collective Equity Dispositions and Asset-Based Approaches





# Objectives

- Establish shared language, norms, and structures necessary to support authentic and sustained engagement during the webinar.
- Apply knowledge of bias-based beliefs (BBBs) and the three core tensions through vignettes.
- Develop a foundational understanding of collective equity dispositions and asset-based educational approaches and apply this knowledge to disrupt racial inequities for students of color who are, or may be, identified as having disabilities.

# Session Agenda



- Welcome and Introductions
- Setting the Stage
- Collective Equity Dispositions
- Asset-based Approaches
- Application Activity
- Closing and Survey



Who is in the room?  
What is your current  
role?



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# Setting the Stage to Discuss Equity

# Working Agreements



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Expect and accept nonclosure.

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Notice patterns of power by interrogating self and systems.

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Focus on impact rather than intent.

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Stay engaged even when uncomfortable.

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Keep confidentiality.

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Grant permission for collective breath.



## Theory of Change: Connecting a Culturally Responsive Self to a Culturally Responsive System



**STAGE 1**  
**AWARENESS**



**STAGE 2**  
**UNDERSTANDING**



**STAGE 3**  
**PRACTICES**



**STAGE 4**  
**SUSTAINED BEHAVIOR**



# Additional Resources from Session 1

**From Beliefs to Actions: Designing Culturally Relevant Systems**  
Western Educational Equity Assistance Center (WEEAC) at WestEd

**Session 1: Beyond Diversity Part 1: Achieving Racial Equity by Addressing Beliefs**

**Slide Deck (PDF)**  
Beyond Diversity: Achieving Racial Equity by Addressing Systemic Beliefs  
WEEAC Webinar #1  
WEEAC Webinar S1Pt1 11 1 2023

**Session 1: Beyond Diversity Part 2: Achieving Racial Equity by Addressing Beliefs**

**Register for Session 1 Part 2**  
wested.zoom.us  
Welcome! You are invited to join a meeting: Part 2: Beyond Diversity: Achieving Equity by Addressing Systemic Beliefs. After registering, you will receive a confirmation email about joining the meeting.

**Session 2: Foundations of Culturally Responsive & Sustaining Education**

**Register for Session 2**  
wested.zoom.us  
Welcome! You are invited to join a meeting: Foundations of Culturally Responsive & Sustaining Education. After registering, you will receive a confirmation email about joining the meeting.

**Session 3: Solving Disproportionality & Culturally Responsive Data Literacy**

**Register for Session 3**  
wested.zoom.us  
Welcome! You are invited to join a meeting: Solving Disproportionality & Culturally Responsive Data Literacy. After registering, you will receive a confirmation email about joining the meeting.

**Session 4: From Awareness to Action: Equity Detours & the Equity Literacy Framework**

**Register for Session 4**  
wested.zoom.us  
Welcome! You are invited to join a meeting: From Awareness to Action: Equity Detours & the Equity Literacy Framework. After registering, you will receive a confirmation email about joining the meeting.

**Session 5: Family and Community Engagement**

**Register for Session 5**  
wested.zoom.us  
Welcome! You are invited to join a meeting: Family and Community Engagement. After registering, you will receive a confirmation email about joining the meeting.



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# Today's Topic: Collective Equity





# Collective Equity Dispositions

- **Cultural Humility:** A lifelong commitment to equity.
- **Versatility:** Ability to forgo individual perspectives for the good of collective equity.
- **Agency:** Ability to act on one's behalf to design transformative equitable learning environments.
- **Efficacy:** Ability to organize and execute collective equity.
- **Agility:** Ability to proactively respond to structural inequities without being derailed.



# Collective Equity Dispositions

- **Reflexivity:** Ability to have the courage to examine biased beliefs and assumptions.
- **Solidarity:** Ability to strengthen group cohesion and foster a sense of belonging among members of the collective.
- **Vulnerability:** Ability to take risks by sharing one's feelings, flaws, and uncertainties, and be comfortable with being uncomfortable.
- **Collectivity:** Ability to be accountable to more than just oneself to achieve educational equity for all.
- **Mutuality:** Ability to depend on each other to cultivate environments that are equitable and fortifying to all.



# Collective Equity Dispositions

- Cultural humility
- Reflexivity
- Vulnerability
- Agility
- Solidarity

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# An Asset-Based Approach to Education



# Shifting from Deficit to Asset-Based Framing

“**Asset framing** focuses on the first step, attending to how we *frame* or describe groups or individuals **based on our perceptions**, making sure that we **intentionally focus on and include the strengths, assets, and positive characteristics** of an individual or group. This provides the basis for asset-based approaches.”

(Shorters, 2022)



## Deficit Approaches

- uproot home and community characteristics viewed as deficient or problematic and replace them with mainstream/dominant practices.

## Asset Approaches

- sustain home and community practices as those which add value, while also providing access to mainstream/dominant practices.



# Asset-Based Approaches to Education

“Asset-Based Pedagogies view the **diversity** that students bring to the classroom, including *culture, language, disability, socio-economic status, immigration status, and sexuality* as characteristics that **add value and strength** to classrooms and communities. Asset-Based Pedagogies recognize that the populations listed above are not mutually exclusive. Students can move fluidly between several different groups.”

(California Department of Education, 2022)



# Asset-Based Pedagogies



[Video: Explainer: What is Culturally Responsive Teaching?](#)





# Asset-Based Pedagogies

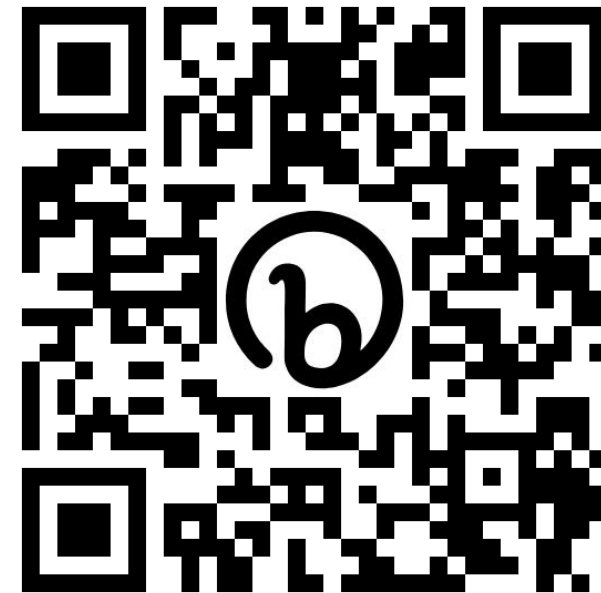
- Funds of Knowledge (Moll & Gonzalez)
- Culturally Relevant Pedagogy (Ladson-Billings)
- Culturally Responsive Teaching (Gay & Hammond)
- Culturally Sustaining Pedagogies (Paris & Alim)



# Explore Resources on Asset-Based Pedagogies

As you explore, consider  
how does the example:

1. Counter bias-based beliefs about students?
2. Draw on students' diverse backgrounds in the learning process?





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# Application Activity



# Reflective Scenarios on Bias-Based Beliefs

The following vignettes will help us take a closer look at ways bias-based beliefs appear in our educational practices.

The activity is intended to provide you with an opportunity to practice your understanding of core tensions and bias-based beliefs and begin to brainstorm ways to address the issue in the moment or over time.



# Bias-based beliefs in schools

1. “I don’t see color; I see behavior.”
2. “Students of color just seem to show a lack of initiative.”
3. “They need to learn how to dress professionally; otherwise, they won’t get jobs.”
4. “Low-income students need SEL to learn how to behave in schools.”

Color Evasiveness

Deficit Thinking

Deficit Thinking & Poverty  
Disciplining

Poverty Disciplining



# Reflective Questions

For your vignette, answer the following questions:

- What bias-based belief(s) might be at play here? How do you know?
  - Color-Evasiveness, Deficit Thinking, Poverty-Disciplining
- Brainstorm strategies for addressing this situation using asset-based approaches, and collective equity dispositions.



# Vignette 1

During a school retreat focused on getting a staff of nearly 50 to agree on the values and beliefs about education, staff engaged in some fruitful conversation. While mapping the things that matter most to staff about education and the schooling process, several staff members shared out their idea on why parents are not on board: “Our kids’ parents don’t believe in education, especially college education.” This sentiment was echoed by other staff members.



# Vignette 2

During a walkthrough in a suburban high school, the principal was commenting on the PBIS signs posted throughout the hallway. At a point during the walkthrough, several Black boys walked by, and the principal turned to me and said, “Don’t they know they need to pull up their pants... they just aren’t serious about school and won’t get jobs.”





# Vignette 3

During a district meeting about why they were being cited for disproportionate suspension of Black students, the superintendent began to argue that the over-suspension of Black students is because they are poor, and not because they are Black. In fact, the superintendent conducted additional analysis to demonstrate his point: “See, these kids are poor, and do you understand how poor kids behave?”



# Vignette 4

During a strategic planning meeting, staff at predominantly Black Montclair Middle School discuss the importance of students learning grit and resilience in order to succeed in life; they discuss making this the focus for the upcoming school year. During this discussion, the following remarks are made:

- Staff A: We have to take a no-excuses approach this year. Kids need to know the real world is not gonna put up with them acting out or shutting down. We need a zero-tolerance policy on late work and misconduct.
- Staff B: But our kids are dealing with so much trauma and poverty. They don't have role models and stable homes. Have you seen how their parents behave? The ones that do come up to the school come to fight and argue. We have to be realistic with what we can expect.
- Staff C: I understand it's hard being Black in America, but I come from a family of Irish immigrants who had to work overtime to get ahead. Nothing was handed to them. They pulled themselves up by their bootstraps.
- Staff D: Poverty is no excuse. Me and my Black siblings all grew up in poverty, but we beat the odds. We're all successful despite the cards we were dealt. Kids these days need that kind of resilience.



# Breakout groups

Vignette 1	Vignette 2	Vignette 3	Vignette 4
Breakout Room 1 or 2	Breakout Room 3 or 4	Breakout Room 5 or 6	Breakout Room 7 or 8



# Vignettes 1-4 Jamboard links

Please scan either QR code  
for access to the vignettes.





Share a takeaway  
or question from  
today's session



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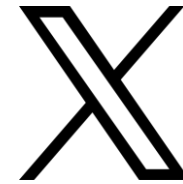
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# Thank You

Thank you for your time and participation.

Please complete the [evaluation form](#) and tell us how we did!

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