

Welcome to the session!



We'll get started at
12:02 ET/11:02 CT/
10:02MT/ 9:02 PT

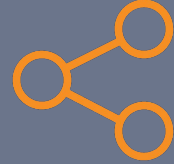


Use the Q&A feature
to ask questions of
the presenters



Chat

Use the Chat feature to
share as we go- see
below!



Materials and recording
will be shared after the
session

In the chat:
What is one way that your community elevates the **voices of students**
as it relates to equity and anti-racism?

This presentation is being recorded for live and future broadcasts. By attending this event, your image may be included in the recordings unless you turn off your video. Your attendance indicates your consent to be recorded and for ANet to use your image for any use in its business.

Norms

- Share your thinking and encourage others to do the same via chat function
- Lean in to the session, avoiding distractions where possible
- Bring a learning and solutions orientation to this session
- Listen for understanding while making full use of technology during this session



Tuesday, March 9, 2021

Achievement Network



Pursuing Equitable Instruction:
Connecting Anti-Racism to Action



ACHIEVEMENT NETWORK **Learning. Together.**

INSTITUTIONAL RACISM

Institutional racism occurs in organizations. These are discriminatory treatments, unfair policies, or biased practices that result in inequitable outcomes for people of color.

Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.

ANTI-RACISM

We view anti-racism as the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices and attitudes.

Our *why* to anti-racism in pursuit of educational equity

“Not everyone is uncomfortable talking about racism. There are so many brave people; brave organizations talking about the institutional racism that constructs systems of prisons and pensions and housing and health care –

but I’m here as a teacher because the most insidious racism of all is the one that denies education.”

Lily Eskelsen García

Former President of the National Education Association



Your ANet Team for Today!



Teimosa Martin
Partnership Development



Tamoya Rose-Watson
Vice President,
Anti-Racism and Culture



Marie Kodama
Senior Content Specialist,
ELA and Anti-Racism



Chad Cookinham
Director,
Foundation Relations

Objectives

- Center on the experience of students of color
- Understand your strengths and opportunities to refine or begin to develop your own anti-racist theory of action
- Understand ANet's role in supporting anti-racism learning and development

We are ANet!

OUR EDUCATIONAL EQUITY VISION

A guarantee that educators engage all students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.

OUR COMMITMENT TO ANTI-RACISM

Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout the educational landscape by building culture, practices, and leadership skills that guarantee equitable instruction for all students.

What do you see as the relationship between educational equity and anti-racism?



Our anti-racism work is
grounded in **compassion**

Compassion literally means “**to suffer together.**”

Often confused with empathy, compassion has the added element of having **a desire to alleviate or reduce the suffering of another.**

Within anti-racism we seek to eliminate the suffering of those from marginalized groups by **dismantling the systems that create suffering.**

Centering on the lived experience of people of color

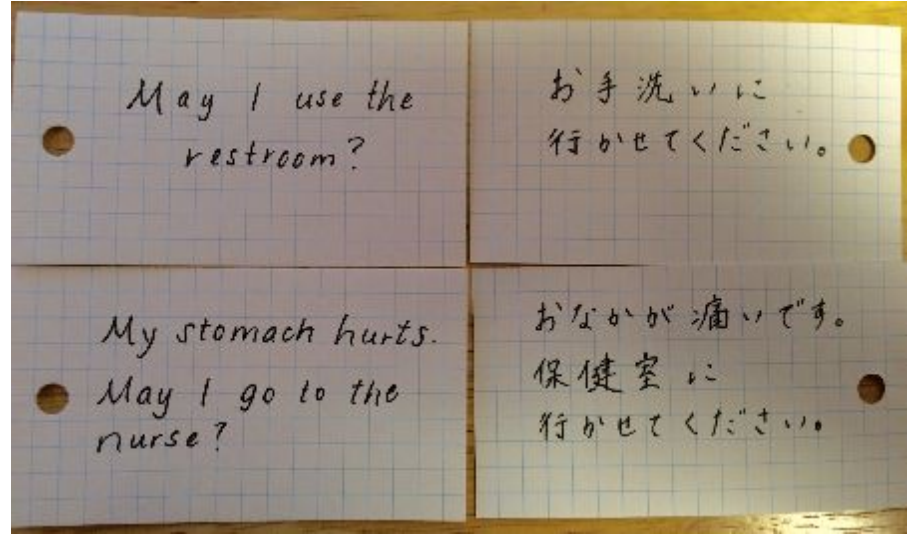
The Student Experience

Accelerate student learning, engagement, and sense of belonging

Marie Kodama



First racialized experience



Desire to assimilate in middle and high school

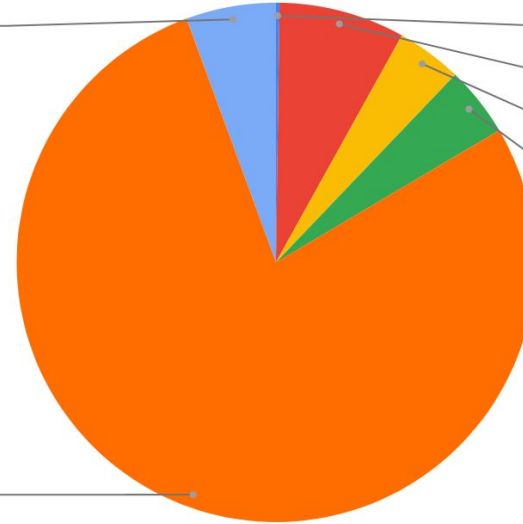


Student Demographics

Two or More Races
5.6%

American Indian/
0.2%
Asian
7.9%
Black
4.1%
Hispanic
4.4%

White
77.9%



Unlearning internalized racism and working toward solidarity between Asian-American and Black communities

For reflection: Think about a moment you witnessed in which you wish you would have stood up and said something or interrupted a situation like this?



Letters for Black Lives

An Open Letter Project on Anti-Blackness

Continuing to deepen my commitment to anti-racism at ANet

Bias and sensitivity and passage equity

- Developing bias and sensitivity criteria
- Analyzing the diversity of our passage bank

Anti-racist development

- Designing the anti-racist diagnostic assessment
- Supporting district leaders to measure their skill engagement in anti-racism work



I was psychologically ambushed during childhood.

I am not white. Am I bad or unworthy?

Internalized Devaluation

“Not clever enough.”

Healing the Hidden Wounds of Racial Trauma

Kenneth V. Hardy

A disproportionate number of children and youth of color fail in school and become trapped in the pipelines of treatment, social service, and justice systems. This article examines racial trauma and highlights strategies for healing and transformation.

All service systems for youth encounter young people of color who can be challenging to treat, teach, and reach. Our difficulty in meeting their needs is not just because of greater “pathology” or “resistance” as some assert. Rather, we fail to appreciate the ways in which race is entangled with their suffering.



24 | reclaiming children and youth www.reclaimingjournal.com

White is celebrated and elevated...

What is non-white?

Assaulted Sense of Self

“Why do you want to take those classes?”

It's barely visible when you're in it, but it's toxic, like smog.



Research that grounds our work in anti-racism



Minority teachers have **more positive expectations** for minority students' achievement than non-minority teachers. *(Gershenson, Holt, and Papageorge, 2016)*

Research that grounds our work in anti-racism

Bias in schools has the cumulative effect of **diminishing Black students' (especially boys) enthusiasm and motivation for school.**

(Kunjufu, 1997)



Research that grounds our work in anti-racism



The cumulative impact of subtle manifestations of racism had **lasting and damaging impact** on the self-perceptions of students of color.

(Kohli and Solorzano, 2012)

Research that grounds our work in anti-racism

Strong teacher-student relationships were associated in both the short- and long-term with improvements on measures like higher student academic engagement, attendance, grades, and lower school dropout rates.

(Quin, 2016)



Chat it out: What concepts or ideas are resonating most with you from the research shared?

Recognition of our shared humanity nourishes compassion required to heal from trauma, our own and our students.

Exposure to chronic stress could change the architecture of developing brains, negatively impacting important functions...

**regulating stress
response**

memory

attention

planning

learning new skills

ANet's Anti-Racist Theory of Action

OUR MISSION

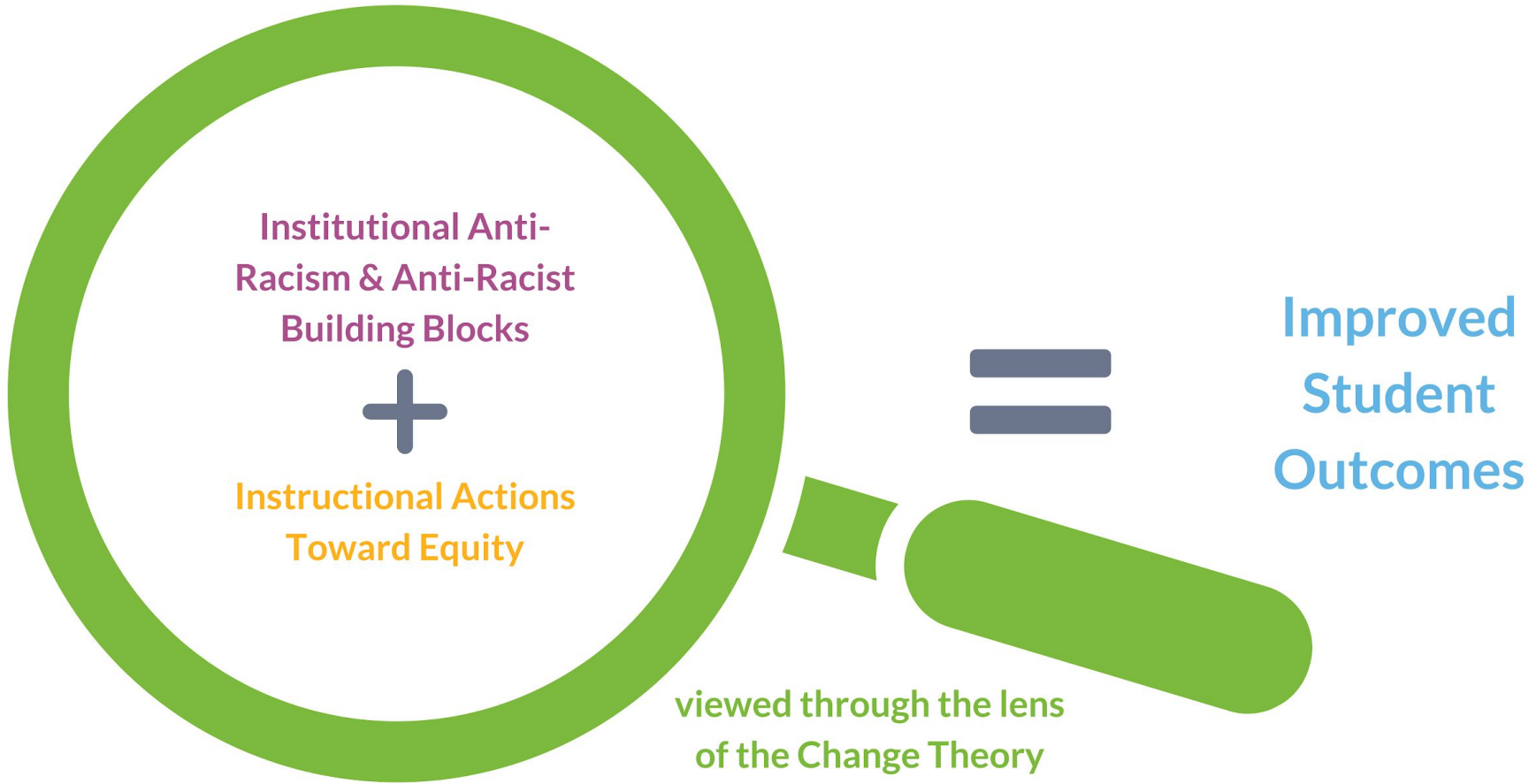
Achievement Network works alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in historically underserved communities.

OUR EDUCATIONAL EQUITY VISION

A guarantee that educators engage all students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.

OUR COMMITMENT TO ANTI-RACISM

Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout the educational landscape by building culture, practices, and leadership skills that guarantee equitable instruction for all students.



Institutional Anti-Racism & Anti-Racist Building Blocks



Instructional Actions Toward Equity



Improved Student Outcomes

viewed through the lens of the Change Theory

Anti-Racist Leadership Building Blocks are the Foundation for Our Change Theory



Commitment to anti-racism and persistence through resistance to cultural and instructional change

Teams' willingness to live and work by anti-racism team norms

Change leadership and adaptive leadership models for disrupting the status quo

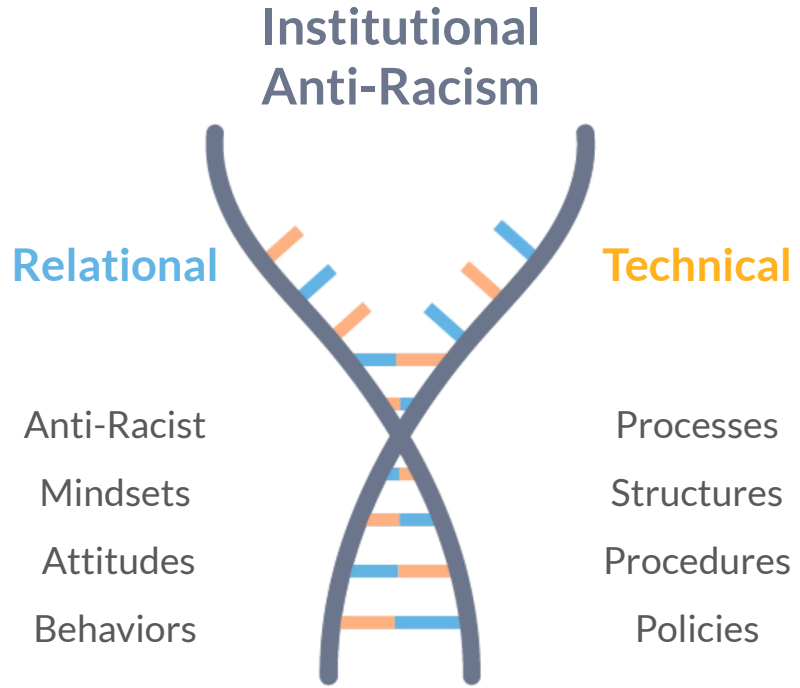
Willingness to be vulnerable, self-aware, reflective, courageous

Sense of urgency about the needs of marginalized students

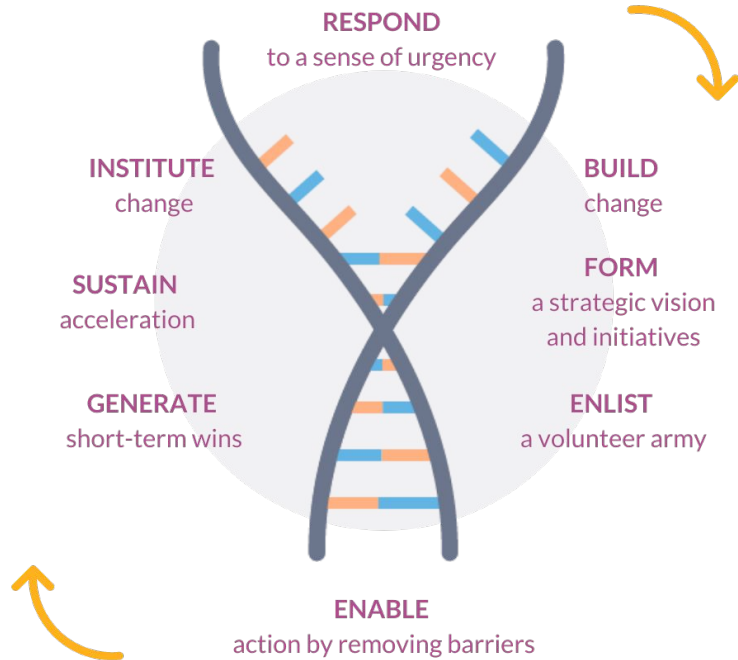
Recognition of psychological impact of compounded racial trauma on the assaulted sense of self

Think of your leadership team.
Which building blocks are the top two growth areas for your team?

Institutional anti-racism must address both **relational** and **technical** aspects of a change theory.



Change Theory



Where is your school,
district, or organization
right now?

*Once you figure out where you are,
reflect on what comes next and how you
might get there. Also, consider whether
you have skipped a step.*

Improved Student Outcomes

Improved:

- Learning
- Engagement
- Sense of belonging

...for all students, especially
the most marginalized

We Elevate Student Voice: Ferguson-Florissant Student Voice



To make change, the perspectives and lived experiences of people from marginalized populations must be brought to the center of discourse and prioritized.

ANet's Anti-Racist Partnership!

ANet's Journey in Anti-Racism

Our journey to anti-racism started with the pain and experience of people of color within our organization just about 10 years ago.

That journey of *listening, transformation and strategic anti-racism development* has given us experience, courage and skills to lead others through this journey.

Our AR partnership work is an overflow of our own journey.

Communities we serve:

- **Minneapolis** - where George Floyd was murdered by police
- **Ferguson** - where the Black lives Matter movement started



The NAACP warns, *“If the growing disparities, in education, economics, criminal justice are not addressed immediately our children will not have a future.”*

AR Model: Addressing Both Technical and Relational Work

Technical

Diagnostics, focus groups, and progress assessments

Audit district policies, structures

Anti-Racist Organizational Standards

Multi-year strategy



Recruit, support and train a multi-racial, multi-generational Change Team

Teachers, leaders, students, families, community

Relational

Anti-racist training (across district and schools)

Anti-racist leadership training

Anti-racist coaching

Strategy Implementation

We support in
creating and
sustaining a
unified vision.



Dr. Joe Davis
*Ferguson-Florissant School District
Superintendent*

*What stands out to you as
you listen to our Dr. Davis speak?*



Q&A

Next Steps

- Commit to sharing this information with your colleagues in your school or district
- Prioritize time to review key takeaways from this session
- Reach out to ANet for thought partnership and guidance



Teimosa Martin

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Tamoya Rose Watson

Vice President, Anti-Racism and Culture
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We value your feedback!

bit.ly/eqinsfeedback



Thank you!



Save the date

bit.ly/anetwebinars21

Standards-Aligned Instructional Materials Matter

Tuesday, March 16

12:00pm ET - 11:00am CT - 10:00am MT - 9:00am PT



Meaningful Professional Learning Matters

Tuesday, April 20

12:00pm ET - 11:00am CT - 10:00am MT - 9:00am PT





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