Thank you for attending today’s professional learning! We will be starting soon. Please introduce yourself in the chat. Throughout the webinar, please pose questions and reflections in the chat.

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Leading for Equity:
Intentionality for Access and Opportunity
Thursday, November 5, 2020

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(Moderator)
Assistant Executive Director
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Dr. Gustavo Balderas
Superintendent
Edmonds School District (WA)
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Dr. Heath Morrison
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Montgomery Independent School District (TX)
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Join the Leading for Equity community: edweb.net/AASAequity
Valerie joined AASA early in 2019 as the Assistant Executive Director responsible for guiding leadership development services and programs. With years of experience in the superintendency and roles in instructional technology, she knows that AASA’s Leadership Network can be a substantial resource for school leaders trying to keep pace with the rapidly changing delivery of K-12 education.
Dr. Gustavo Balderas began his life as the child of migrant farm workers in Eastern Oregon and developed his love of learning and passion for education in Oregon Public Schools, from kindergarten through his doctoral degree in educational leadership at the University of Oregon.

Dr. Balderas has been an educator for 30 years. He started his career in education as a high school teacher and counselor in the Hillsboro School District after teaching briefly in Texas. He moved on to elementary and middle school administrative roles and then served as an area director overseeing a cluster of K-12 schools and coordinating district curriculum, as well as serving as an assistant superintendent of support services, also all in the Hillsboro School District. He served as superintendent in California and Oregon prior to beginning his tenure.

His career highlights include improving equity and culture proficiency in the state’s K-12 instruction through the Oregon Leadership Network and the Oregon State Action for Educational Leadership Project and developing equal access and opportunity to instruction and equity systems around student behavior and hiring practices in the districts where he has worked. Dr. Balderas was appointed to serve on the Oregon State Board of Education in 2018.

Being engaged with the community is important to Dr. Balderas, and he has served on several local and state educational and civic boards to develop and grow community partnerships. In addition to serving on the Oregon State Board of Education, he was a board member of the Oregon Department of Education English Learner Advisory Group, Connected Lane County and Early Learning Alliance. Dr. Balderas is also a volunteer consulting superintendent for the Educational Research and Development Institute and the Suburban School Superintendents national organizations. He is a founding member and past president of the Oregon Association of Latino Administrators. He currently serves as NW regional representatives and treasurer for the national Association of Latino Administrators Superintendents.

Dr. Balderas was named the Oregon Distinguished Latinx Educator of the Year, The Oregon Superintendent of the Year, and the AASA National Superintendent of the Year.
Leading for Equity: Intentionality for Access and Opportunity

DR. GUSTAVO BALDERAS
AASA EQUITY TALKS
Then and Now...Dr. Gustavo Balderas

Kinder Photo

2020 National Super of the Year - AASA

Superintendent Gustavo Balderas' remarks immediately following the announcement at AASA's National Conference on Education, held in San Diego.
Latina/o Population in the US

Hispanic Latina/o will more than double by 2060 rising to 128.8 million
(US Census Bureau 2012).

Nearly one in three U.S. residents will be Latina/o, up from approximately one in six today
(US Census Bureau 2012).
Figure 13: Oregon Student and Teacher Demographics Gap

- Students (Ethnically Diverse)
- Teachers (Ethnically Diverse)
- Students (Ethnically and/or Linguistically Diverse)

Yearly percentages from 1997-98 to 2018-19:
- Students (Ethnically Diverse): 3.9% to 16.3%
- Teachers (Ethnically Diverse): 3.9% to 17.1%
- Students (Ethnically and/or Linguistically Diverse): 5.6% to 10.4%
EQUITY WORK IS THE WORK!

Equity = intentional actions to ensure we are providing access, inclusion, and opportunity for ALL students and having intentional outcomes for ALL students.
#TeamEugene

Eugene School District

4J Results: 2015-2020

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**Student results**

- 14% Increase in overall graduation rate
- 24% increase in graduation rate for students in special programs
- 20% increase in graduation rate for Latinx students
- 20% increase in graduation rate for students navigating poverty
- Higher on track rates at 9, 10, 11 grades
# EquityMatters

Eugene School District 4J Results: 2015-2020

**Systems results**

- Aligned curriculum K-12 for the first time throughout district
- Standard expectation for schedules/calendars by level
- Passed largest bond in county history
- School successes (SEHS named #1 high school in state. 8th grade assessments scores rank the second highest in the state)
- Restructured the District Office
- Human Resources Pool Hiring
#BetterTogeth
er

Eugene School District

4J Results: 2015-2020

### People results

- 85% of building principals shifted positions - right seat/right bus
- 40% of building principals were leaders of color
- Graduation rates increased
- Community support
- School administration felt supported
Core Tenets to Success

Moving the system forward.

1. Vision/Values/Culture/Direction/Goals
2. Leadership/Governance
3. Decision Making/ Expectations/ Accountability/Evaluations
4. Staff Quality/Professional Development
Vision/Values/Culture/Direction/Goals

- Strategic Planning: vision and mission
- Culture: School district heading towards a North Star, a culture that is positive
- Understanding your community and having people understand the “why” behind the work.
- Bringing your staff and your board along to have people “own” the “why”.

Equity

- Do you have a racial equity policy?
- Do you use an equity lens protocol to drive your decisions?
- Do you have equity be prominent in your action plans?
Leadership & Governance

Equity Questions

- Surrounding yourself with the right teammates
- Continue to develop staff
- Develop a strong board governance expectation

- Do you have a hiring plan that is specific to your workforce?
- Do you have systems/internal or with partners to enable a pipeline for future hires (students, classified, teachers)?
- Is the system actively working to seek different voices in an authentic two-way manner?
- Does the board have a strong sense of role and responsibility across the system? Do they stay at the balcony level and use data to inform decision making?
Decision Making / Expectations / Accountability / Evaluation

- Organizational decision-making model.
- Accountability structures within the system (schools, departments, direct reports).
- Collective focus on the North Star as a system.
- Evaluation system to help “weed the garden”.

Equity Questions

- Use of a district lens to make decisions (need to train and understand throughout the system).
- Disaggregate data and use throughout the system (from board/cabinet to routing) to make decisions.
- We can’t hold the kids more accountable than the adults in the system.
- Do a few things well with a focus on ALL students.
**Staff Quality / Professional Development**

- Strategic Planning: vision and mission
- Culture: School district heading towards a North Star, a culture that is positive
- Understanding your community and having people understand the “why” behind the work.
- Bringing your staff and your board along to have people “own” the “why”.

**Equity**

- Do you have a racial equity policy?
- Do you use an equity lens protocol to drive your decisions?
- Do you have equity be prominent in your action plans?
Our Equity Mindset

DECONSTRUCTING & RECONSTRUCTING SYSTEMS

Office of Equity & Inclusion
A “map” of Systemic Oppression

INDIVIDUAL

Identity & difference
Advantage & disadvantage
Explicit bias
Implicit bias
Stereotype threat
Internalized oppression

Interpersonal

Reproductive discourse (discourse 1)
Microaggressions
Racist interactions
Transferred oppression

Structural

Biased policies & practices
Institutional

Disproportional (e.g. racialized) outcomes
Systems of advantage & disadvantage
Opportunity structures

Blindness to the reality of systemic oppression...
A (partial) “map” of Liberation...

Awareness of the reality of systemic oppression - and agency to interrupt it...

INTERNAL

Recognizing identity & difference

Individual

Recognizing and owning our privilege & disadvantage

Reflection & self-inquiry

Learning (read, watch, talk)

EXTERNAL

Discourse 2 community agreements

Interpersonal

Alliances (across & within difference)

Constructivist listening

Institutional

Equity-centered policies & practices

Equity-centered design & learning

Equitable outcomes

Organize & protest

Structural

Systems for opportunity

Awareness of the reality of systemic oppression - and agency to interrupt it...
Our Equity Mindset

Office of Equity and Inclusion

Deconstructing & Reconstructing Systems

- Instruction - English Language Learners, Migrant, Dual Language
- Instruction - Curriculum and Pedagogy - Race, Native History, Health, CTE, AP;IB
- Instruction - Coaching & Collaboration with principals & administrators
- Human Resources - Classified, Certified and administrators (hiring, retention & training)
- Affinity - students, staff & community - Town Hall symposiums, GSAs, BSU, Pacific Islander
- Policies & Procedures - Enrollment Procedures, ICE presence, Gender/Name Changes
- To combat discrimination, hate and bias
PURPOSE of an EQUITY LENS

A TOOL to support making CLEAR CHOICES with a CONSISTENT CHECK against KEY VALUES and INPUT.
**STAKEHOLDERS:** Who are the different groups of people _____ would affect? How have they been meaningfully engaged? Who has been missed?

**PURPOSE:** What are we trying to achieve with _____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?

**INEQUITIES:** Would _____ affect different groups differently? If so, in what ways? If we don’t know, how can we find out?

**NEGATIVE EFFECTS:** How could _____ be bad for different groups? What could we do to prevent or reduce negative effects and unintended consequences?

**POSITIVE EFFECTS:** How would _____ be good for different groups? What could we change or add to increase positive effects on equity and inclusion?

**ROOT CAUSES:** Why would _____ affect some groups unequally? What could _____ do to address these root causes?

**SUSTAINABILITY:** Is _____ realistic and adequately funded? Does it have what it needs to be successful?

**EVALUATION:** How do we measure _____ ’s success? How can we share that information with people?

Adapted from Terry Keleher, 2009
Instructions: These five questions are designed to ensure the decision you are making has undergone thorough and meaningful analysis. This includes considering those most affected, assessing feasibility, and anticipating unforeseen variables. Identify the right level of attendance to each question based on the starting conditions. Arriving at “yes,” can mean “enough to move forward, though not perfect.”
Equity Work = Our Daily Work

Culturally relevant pedagogy

Use data to inform decision making = budgets are moral documents

De-track course scheduling and set high bar of expectations for all

Establish a standard for all students, not comparing one ethnicity versus others

Use multiple points of measures when making decisions (be careful of over-reliance on standardized assessments)

Have an authentic two-way communication plan for ALL of your families
If not now then when, if not me then who?

— Malcolm X —
At each stage of his career, Dr. Heath Morrison has been described as a teacher on special assignment. Dr. Morrison began as a social studies teacher in Virginia and Maryland and quickly moved into administration. After serving as principal at the middle school and high school levels, Dr. Morrison was selected as Maryland Principal of the Year in 2004.

He went on to serve as a Community Superintendent in Montgomery County, Maryland, before being selected to serve as Superintendent of Washoe County School District in Reno, Nevada. He has most recently served as Superintendent of Charlotte-Mecklenburg Schools in Charlotte, North Carolina. In 2011, Dr. Morrison was named Nevada Superintendent of the Year, and in 2012, he became AASA’s National Superintendent of the Year.

Under his leadership, all school districts saw rapid gains in state test scores, graduation rates, and participation and performance in Advanced Placement and International Baccalaureate courses. He has led efforts to promote personalized plans of instruction for every student and utilize technologies to inspire innovative teaching and learning. At the local, state and national level, he has actively championed the importance of teachers and principals.

For the last several years, Dr. Morrison has served in the private sector, first as the Senior Vice-President of Government Affairs at McGraw-Hill Education, before his promotion to President of the School Group. In July of this year, he was selected as the superintendent of Montgomery ISD in Texas. He holds a Ph.D. in Educational Policy and Planning and a Masters in Educational Administration from the University of Maryland. He graduated with a Bachelor’s degree in government from the College of William and Mary. Dr. Morrison is a member of the Aspen Global Leadership Network and serves on the College of William and Mary Development Board.

Family is foremost to Dr. Morrison. He married his high school sweetheart, Jennifer, and they have two children, Samantha and Zachary, and a foster daughter, NaShara.
“We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there "is" such a thing as being too late. This is no time for apathy or complacency. This is a time for vigorous and positive action.”

— Martin Luther King Jr.
Inequities existed before the pandemic; now they are even more exposed for everyone to see.

It has created an unprecedented sense of urgency.
The reality of education in the United States today is that while there are promising indicators of improvement, many children continue to be underserved.

The majority are in poverty, are non-native English speakers, have special needs, and/or are students of color.
Words matter: John Simpson “All Means All”

Every child, by name and face, to graduation - WCSD
Every child, every day, for a better tomorrow - CMS
Every child, served with excellence, prepared for future success - MISD

As leaders, though, actions matter more.
Vision, mission, core values, equity agendas VS. Budgets
Do we give less to children who come to school with less, or commit to serving them more?
Leaders must be able to lead the community in understanding the difference between “equal” and “equitable” and to be able to frame this as “win/win.”
Leaders must “teach” not “preach.” They must commit to their own leadership journey to be the servant leaders all children and communities need and respect.
Leaders must understand that the change process starts with a sense of urgency and a focus on being different for the sake of being better.
Our lives begin to end the day we become silent about things that matter.

Martin Luther King, Jr.
Questions & Answers

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Join the Leading for Equity community: edweb.net/AASAEquity
Thank you for attending today’s webinar!
You will receive a link to the recording of today’s session via email.
The Leading for Equity series has been created to highlight policies, practices and
protocols that serve to limit access and opportunity for children of color and/or low-income backgrounds and showcase district leaders who are tackling those practices intentionally. Through premier professional learning and networking, we seek to build individual growth and collective impact to continuously improve outcomes for America’s school children.

Please join us each Thursday afternoon for Leading for Equity webinars.
Visit home.edweb.net/aasaequity
Previous professional learning webinars are archived at:

Thank you!
Dr. Gustavo Balderas & Dr. Heath Morrison

Questions or Reflections?
Dr. Valerie Truesdale
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or
Dr. Kelly Propst
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Register for the 11/12 AASA Equity Series edWebinar!

Leading for Equity: Courage to Lead with an Equity Agenda

Presented by
Dr. Khalid Mumin, Superintendent, Reading School District (PA), and Marlon Styles, Superintendent, Middletown City Schools (OH)

Moderated by Dr. Amy Sichel, Lead Superintendent, AASA Superintendent Certification Program®

Thursday, November 12, 2020 @ 4 p.m. Eastern Time

Register here: home.edweb.net/webinar/aasaequity20201112
Register for the 11/19 AASA Equity Series edWebinar!

Leading for Equity:
Data-Driven Equity Audits and District Protocols for Success

Presented by
Dr. Leila Nuland, Managing Director of the K-12 Research Team, Hanover Research;
Dr. Daryl Camp, Superintendent, San Lorenzo Unified School District (CA); and
Dr. Gregory Hutchings, Superintendent, Alexandria City Public Schools (VA)
Moderated by Dr. Valerie Truesdale, Assistant Executive Director, AASA

Thursday, November 19, 2020 @ 4 p.m. Eastern Time

Register here:
home.edweb.net/webinar/aasaequity20201119
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Thank you for attending!

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