

*YES, IT'S POSSIBLE—
YOU CAN PROMOTE EQUITY
WITHOUT TURNING PEOPLE OFF*

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Presentation Agenda

1. Opening thoughts
2. Self-Introduction
3. Building a rationale for unequal treatment
4. Building a rationale for a focus on race
5. Equity and “American Exceptionalism”
6. Conclusion: a new context for equity

“Thank you for coming this morning, I can't tell you how much I appreciated your presentation. I want you to know that I heard some staff (who are typically furious after our equity meetings) saying that they really appreciated your presentation and the perspective that you brought.”

“Your presentation on equity was inspiring and instructive. I watched as coworkers faces and attitudes changed during your presentation. You managed to break down an extremely complex system of interactions into accessible, interesting nuggets. I think a lot of people walked out of that room with a new toolset as educators, and a heightened capacity for compassion.”

“I wanted to thank you for your presentation today. It was the first time I have been involved in an equity training where I didn't feel the need to ‘put my walls up’ so to speak. The tone of your presentation was one of respect and I appreciated that. Your presentation also gave me some new ways of thinking of equity and the importance of it.”

What do the previous comments reveal?



*“Thank you for coming this morning, I can't tell you how much I appreciated your presentation. I want you to know that I heard some staff (**who are typically furious** after our equity meetings) saying that they really appreciated your presentation and the perspective that you brought.”*

*“Your presentation on equity was inspiring and instructive. I watched as coworkers **faces and attitudes changed** during your presentation. You managed to break down an extremely complex system of interactions into accessible, interesting nuggets. I think a lot of people walked out of that room with **a new toolset** as educators, and a heightened capacity for compassion.”*

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What do the previous comments reveal?

- Negatives
 - The audience has been through this before, many times.
 - Their associations with this topic are negative (e.g. “anger”, “defensiveness”, “fury”).
- Positives
 - They appreciate learning new things.
 - They appreciate being treated with respect.



My opening thought about equity.....

doctrine

creed

Orthodoxy

conformity

religion

dogma

The Atlantic Magazine September 2014:



The Atlantic Magazine

September 2014:

HOW TO TALK *About Climate Change* SO PEOPLE WILL LISTEN

Environmentalists warn us that apocalypse awaits. Economists tell us that minimal fixes will get us through. Here's how we can move beyond the impasse.

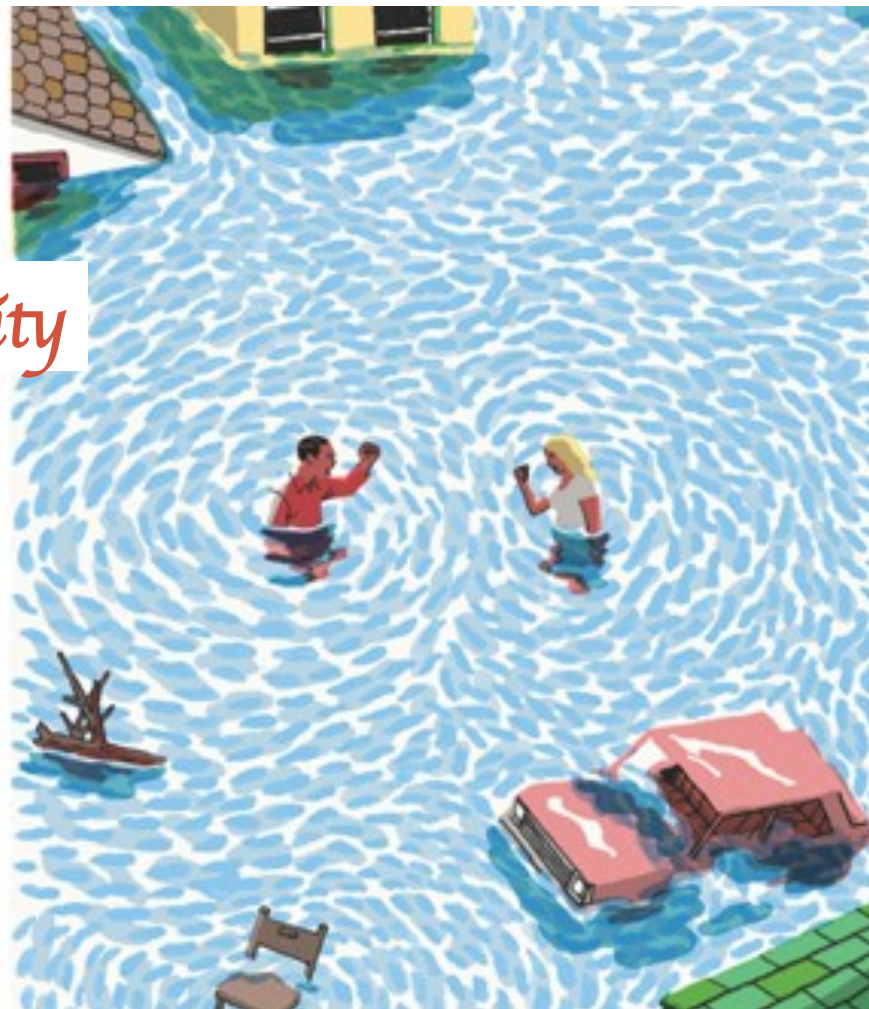
BY CHARLES C. MANN
Illustration by Josh Cochran

NOT LONG AGO, my newspaper informed me that glaciers in the western Antarctic, undermined by the warmer seas of a hotter world, were collapsing, and their disappearance "now appears to be unstoppable." The melting of these great ice sheets would make

sea rise by at least four feet—ultimately, possibly 12—more than enough to flood cities from New York to Tokyo to Mumbai. Because I am interested in science, I read the two journal articles that had inspired the story. How much time do we have, I wondered, before catastrophe hits?

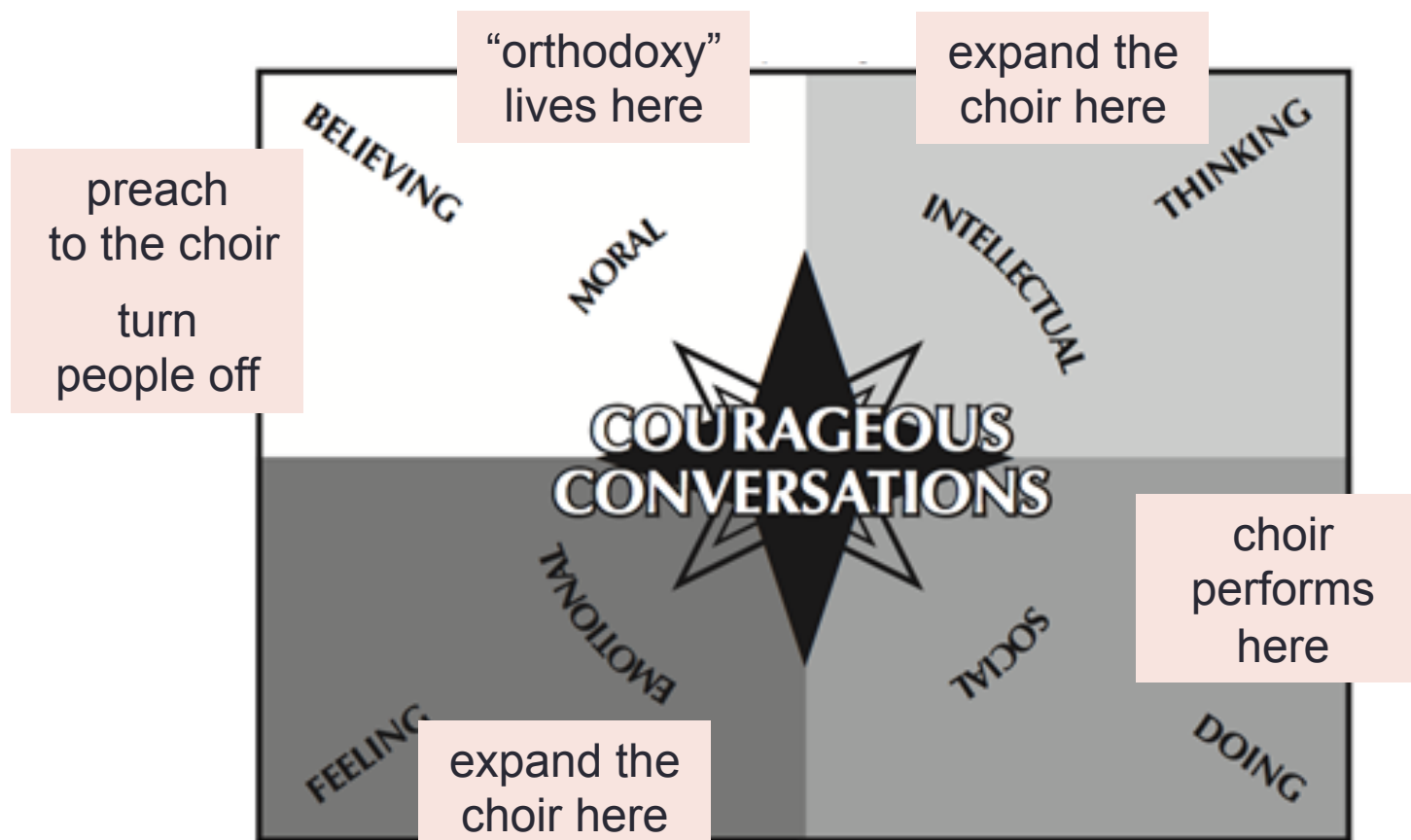
One study, in *Geophysical Research Letters*, provided no guidance; the authors concluded only that the disappearing

Equity



Presentation Agenda

Throughout: earn the audience's interest (minds)
and compassion (hearts)



Presentation Agenda

1. ~~Opening thought~~ (done)
2. Introduction
3. Building a rationale for unequal treatment
4. Building a rationale for a focus on race
5. An appeal to “American Exceptionalism”
6. Thinking about equity in a different context

My hidden agenda: *earn* the audience’s interest (minds) and compassion (hearts)

Part 2 of 6: Self-Introduction

Understanding who I am

#1: My background in equity

- Began teaching career in Oakland, California (1994-1998)
- Beaverton School District (2006-2012)
 - Equity Leadership Team
 - Beyond Diversity training (Courageous Conversations)
- Gresham-Barlow School District (2012-present)
 - Supportive Environments Initiative Team
 - Coaching for Educational Equity training
 - Restorative Justice training
 - Superintendent's Equity Lens Committee
 - Oregon Leadership Network

Understanding who I am

#2: Where I work today



Understanding who I am

#3: My personal traits

True Colors® Personality: **BLUE**

- inclusive, peacemaker, collaborative

StrengthFinder™ Talent Themes:

- Harmony®, Context®, Relator®, Learner®,
Connectedness®

Myers-Briggs Type Indicator®: ISTJ

- “Introverted Sensing Thinking Judging”
- systematic, conscientious, pragmatic

Understanding who I am

#4: My early career

- Graduated from Georgetown School of Business Administration (major: Marketing)
- 7 years of marketing experience in the private sector.

*Having a great product or service
is not enough.*



TIME

Subscribe

The Challenges of Living Longer

READ THE STORY

The 10 Biggest Tech Failures of the Last Decade

Several of the best-funded and most-publicized tech launches of the last ten years have ended in failure. 24/7 Wall St. looked at both start-ups and products introduced by companies that did not survive to create a list of the most colossal tech failures of the last decade

Like { 112 }

Tweet { 0 }

{ 14 }

Share { 4 }

FAILURE TO LAUNCH

Palm

By 24/7 Wall St. | Thursday, May 14, 2009

Palm (PALM) produced both a portable wireless device and an operating system for portable hardware devices and desktops. Palm launched its Palm Pilot hardware device in 1996 as a personal organizer. In 1999, it released its Palm V. The Palm Treo smartphone was developed by Handspring which Palm acquired. In the quarter that ended in September 2005, Palm sold 470,000 Treo units, up 160% from the same quarter the year before. At that point, three companies dominated the smartphone market: Palm, Research-In-Motion, maker of the Blackberry, and cell phone giant Nokia (NOK). By the September 2007 quarter, Treo sales had only



VIEW ALL



Justin Sullivan / Getty

Part 3 of 6:
Building a Rationale for
Un-Equal Treatment

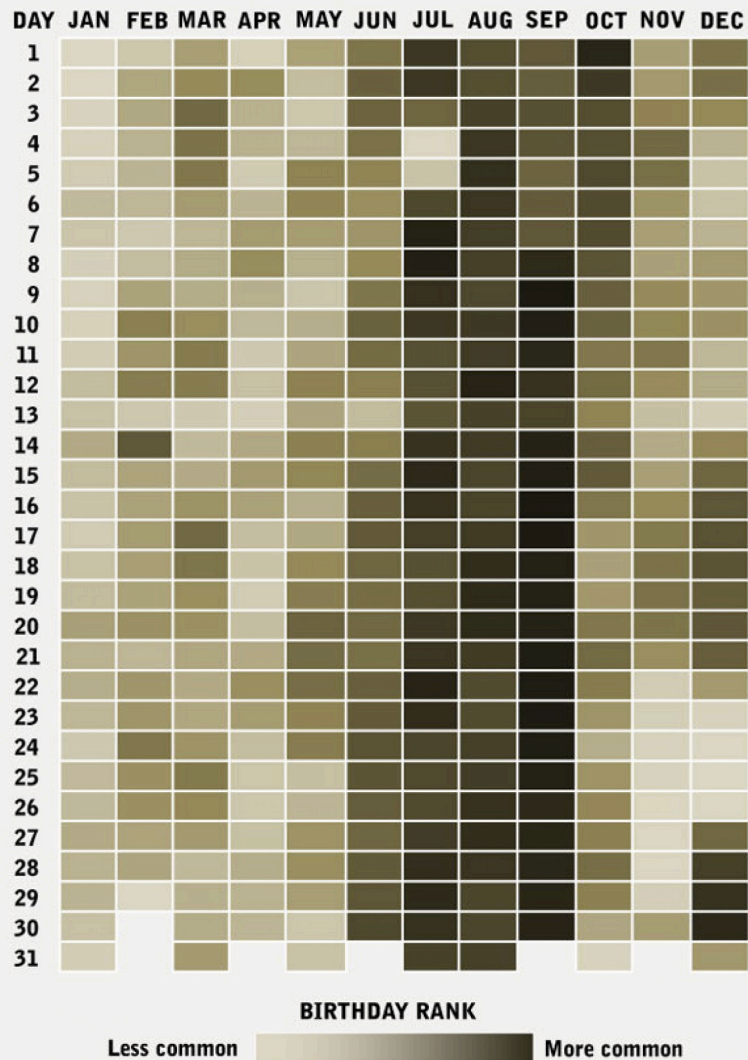
Defining and Defending “Equity”:

Equity: The philosophy of treating students *differently* according to what they need in order to succeed. (Contrast with: Treating students *equally*.)

Question: How do you defend *unequal* (or special) treatment?

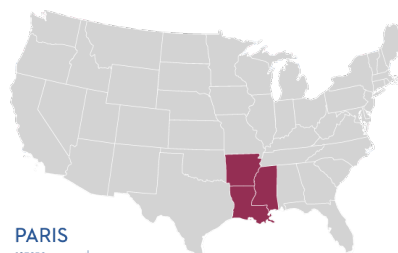
Infographics

Which Birth Dates Are Most Common?

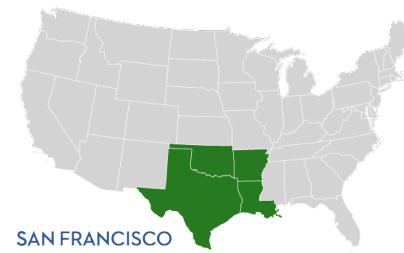


THE WORLD'S POPULATION, CONCENTRATED

If the world's 6.9 billion people lived in one city, how large would that city be if it were as dense as...



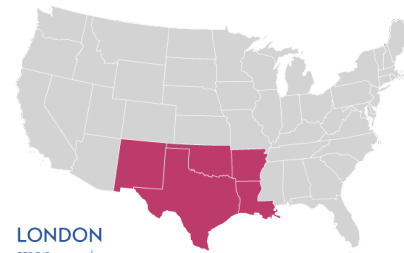
PARIS
127,930 square miles
331,336 square kilometers



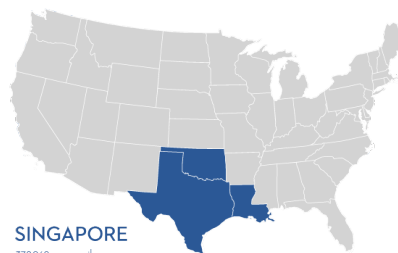
SAN FRANCISCO
397,975 square miles
1,030,751 square kilometers



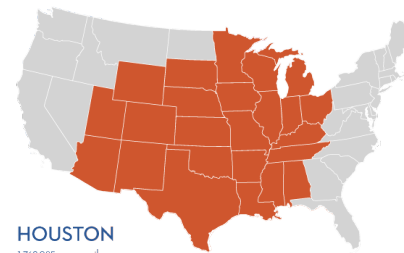
NEW YORK
250,404 square miles
648,544 square kilometers



LONDON
553,745 square miles
1,434,193 square kilometers

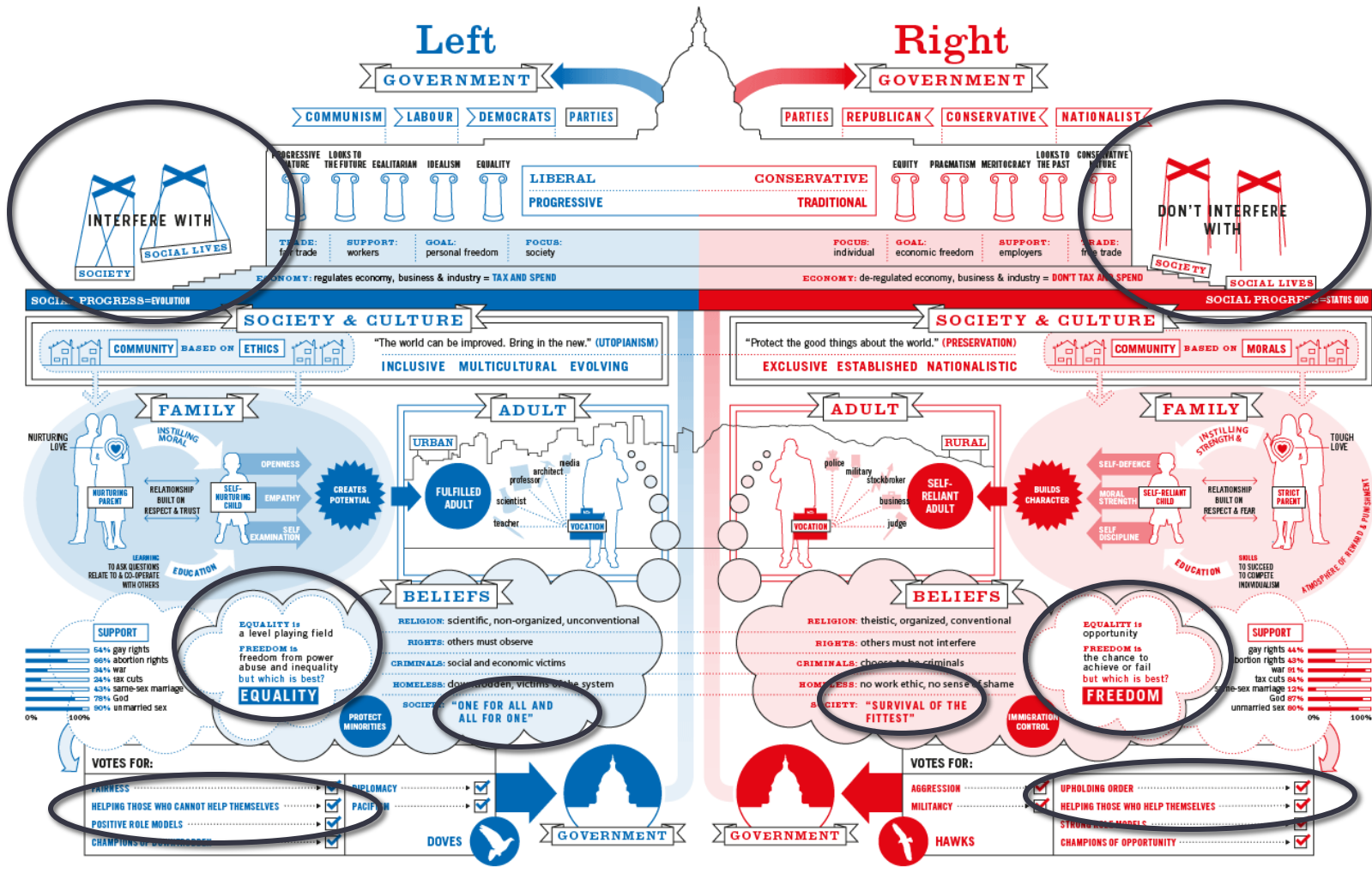


SINGAPORE
379,069 square miles
981,789 square kilometers



HOUSTON
1,769,085 square miles
4,581,910 square kilometers

From David McCandless, infographic designer



Left

GOVERNMENT

Right

GOVERNMENT



EQUALITY is a level playing field
FREEDOM is freedom from power, abuse and inequality

EQUALITY is opportunity
FREEDOM is the chance to achieve or fail



SOCIETY: "ONE FOR ALL AND ALL FOR ONE"

SOCIETY: "SURVIVAL OF THE FITTEST"

"EQUITY"

HELPING THOSE WHO HELP THEMSELVES▶



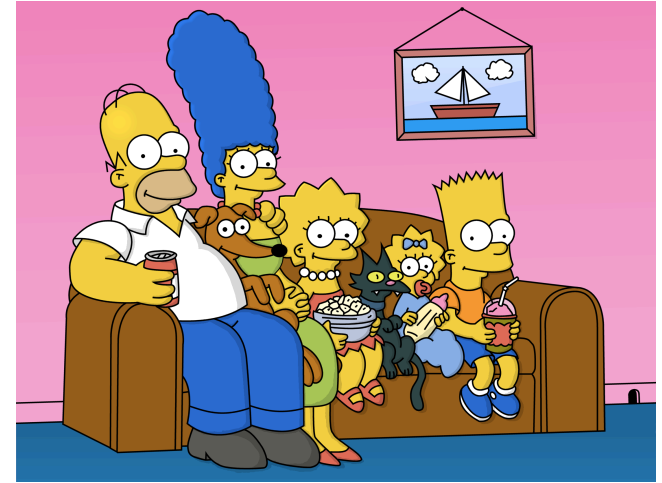
HELPING THOSE WHO CANNOT HELP THEMSELVES▶



Question: How do we unify ourselves (our staffs and our community) around an effort to solve a problem that favors a particular political philosophy?

Answer: Context...

Context 1: Family



As a parent, how do you treat your individual children?

- a. “Survival of the Fittest”
- b. “One for all, all for one”

Context 2: Business



As an employer, how do you treat your individual employees?

- a. “Survival of the Fittest”
- b. “One for all, all for one”

Context 3: Athletics



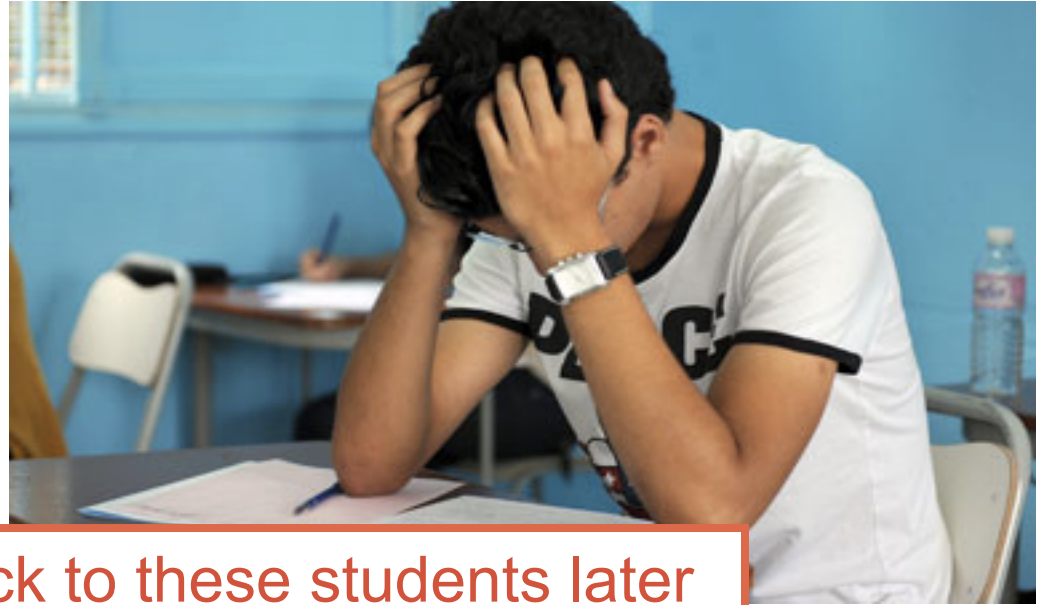
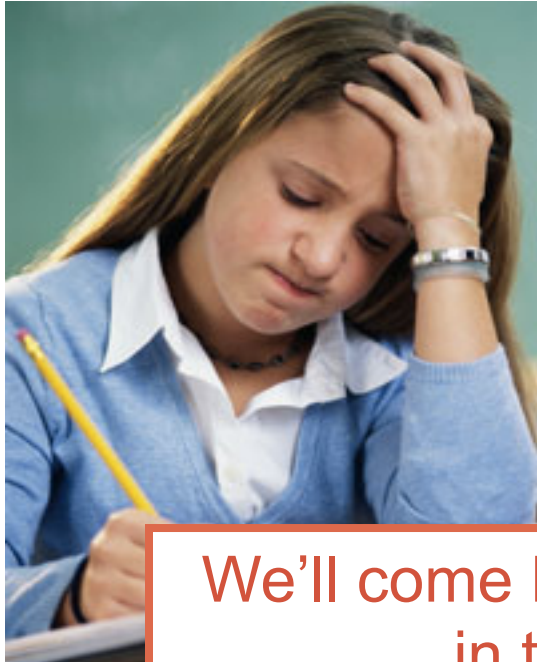
As a coach, how do you determine your starting line-up?

- a. "Survival of the Fittest"
- b. "One for all, all for one"

Context 4: Your Classroom?



Family, Business, Competitive Athletics?

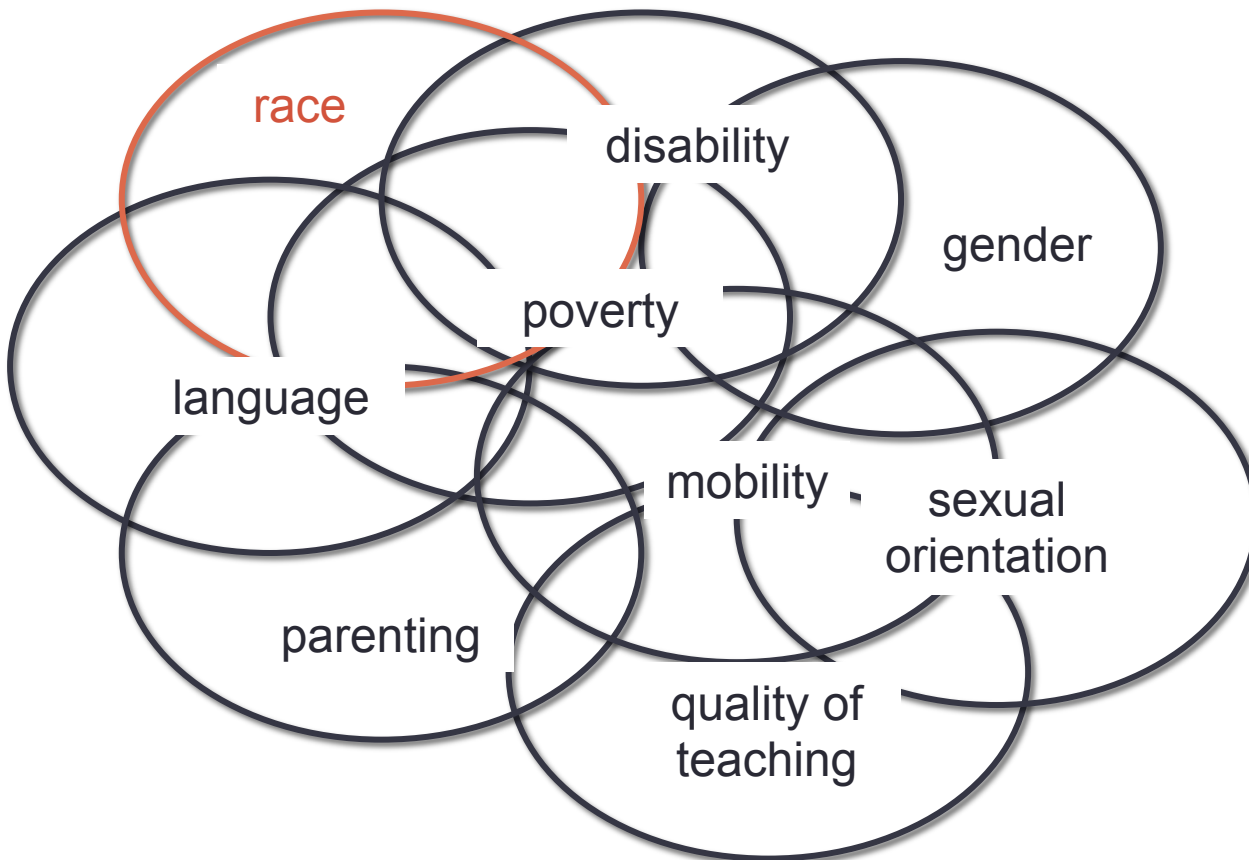


We'll come back to these students later
in the presentation....



Part 4 of 6:
Building a Rationale for
a Focus on Race

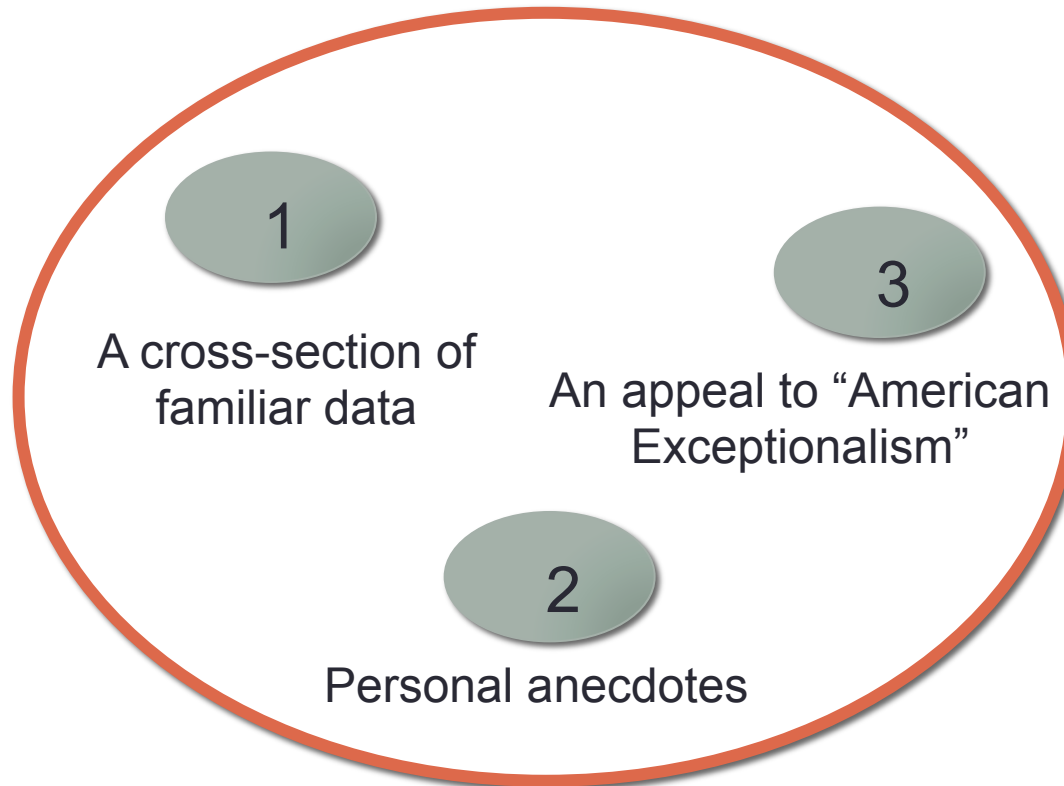
Achievement gaps: a constellation of factors that we don't fully understand



Achievement gaps: a constellation of factors that we don't fully understand



The achievement gap, *based on race*: My rationale

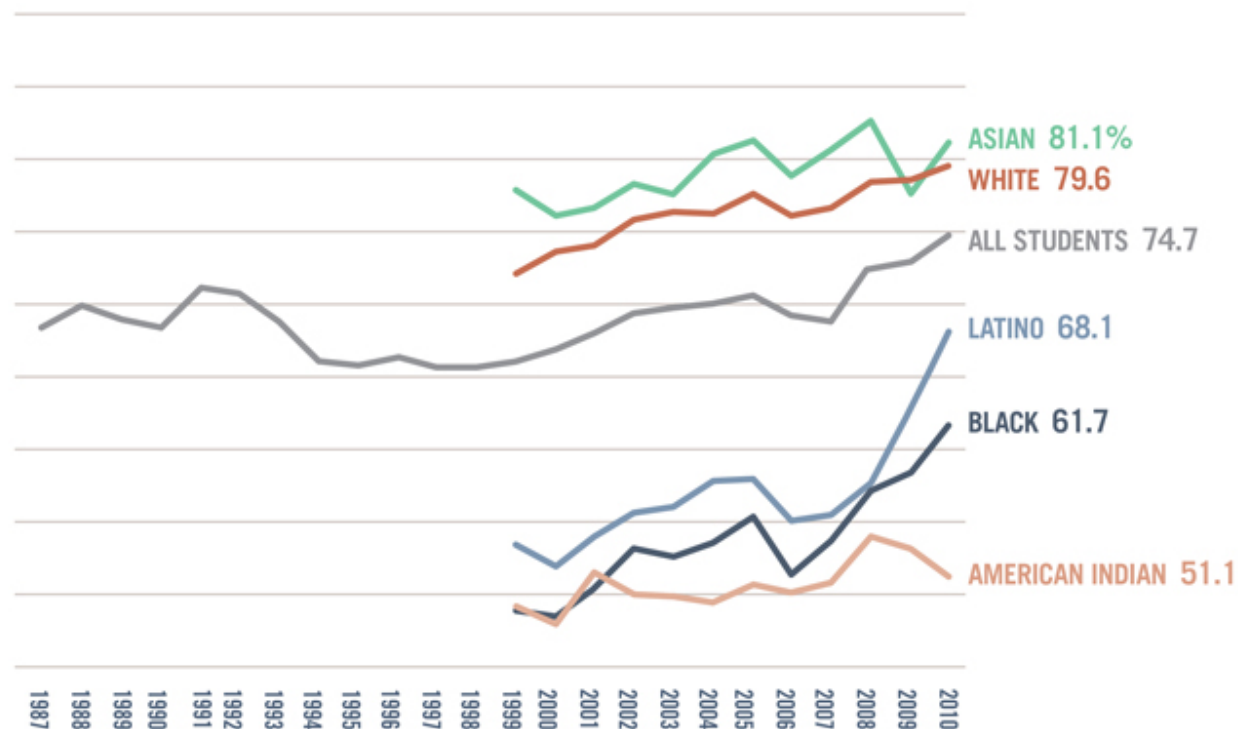


Data: National H.S. Graduation Rates

(from Education Week, May 2013)

RATES STILL RISING

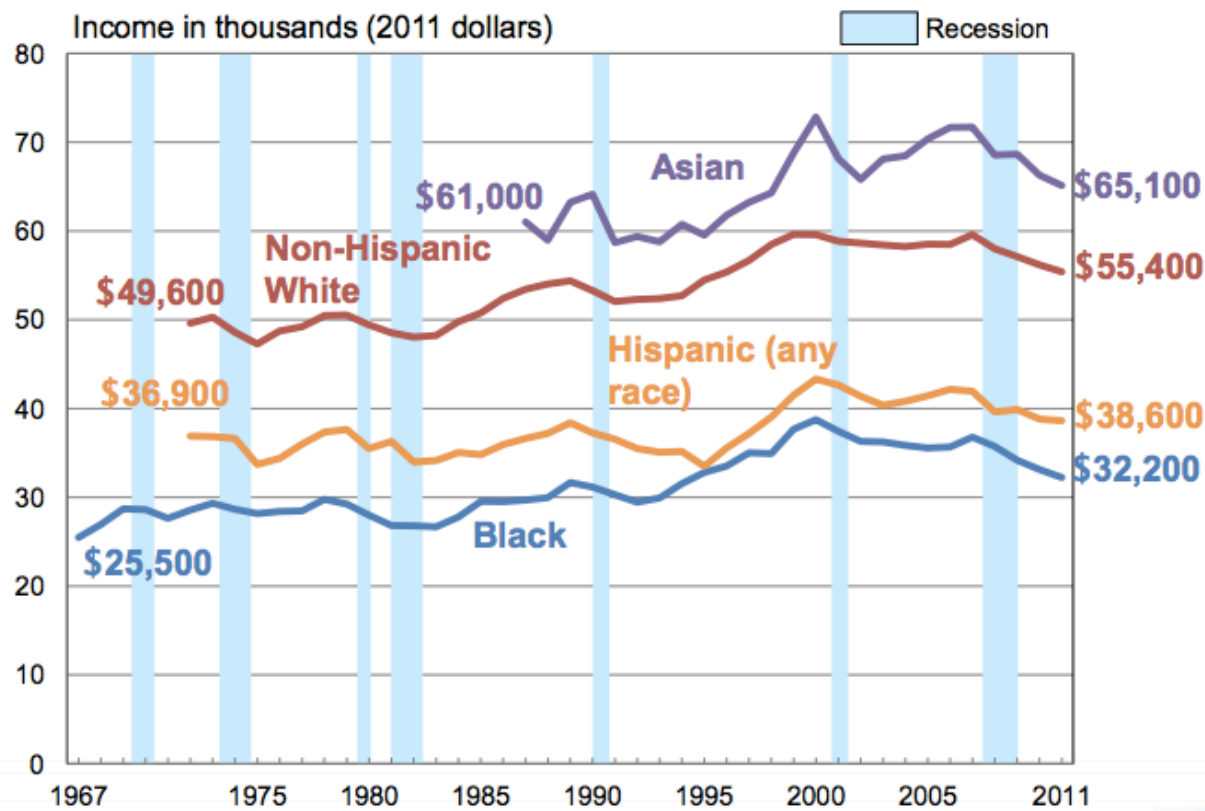
The nation's public school graduation rate continued to climb for the third year in a row, reaching 74.7 percent for the class of 2010. The last time three-quarters of high school students graduated was in 1973. The strongest year-over-year improvements were found for Latino, black, and Asian students.



SOURCE: EPE Research Center, 2013

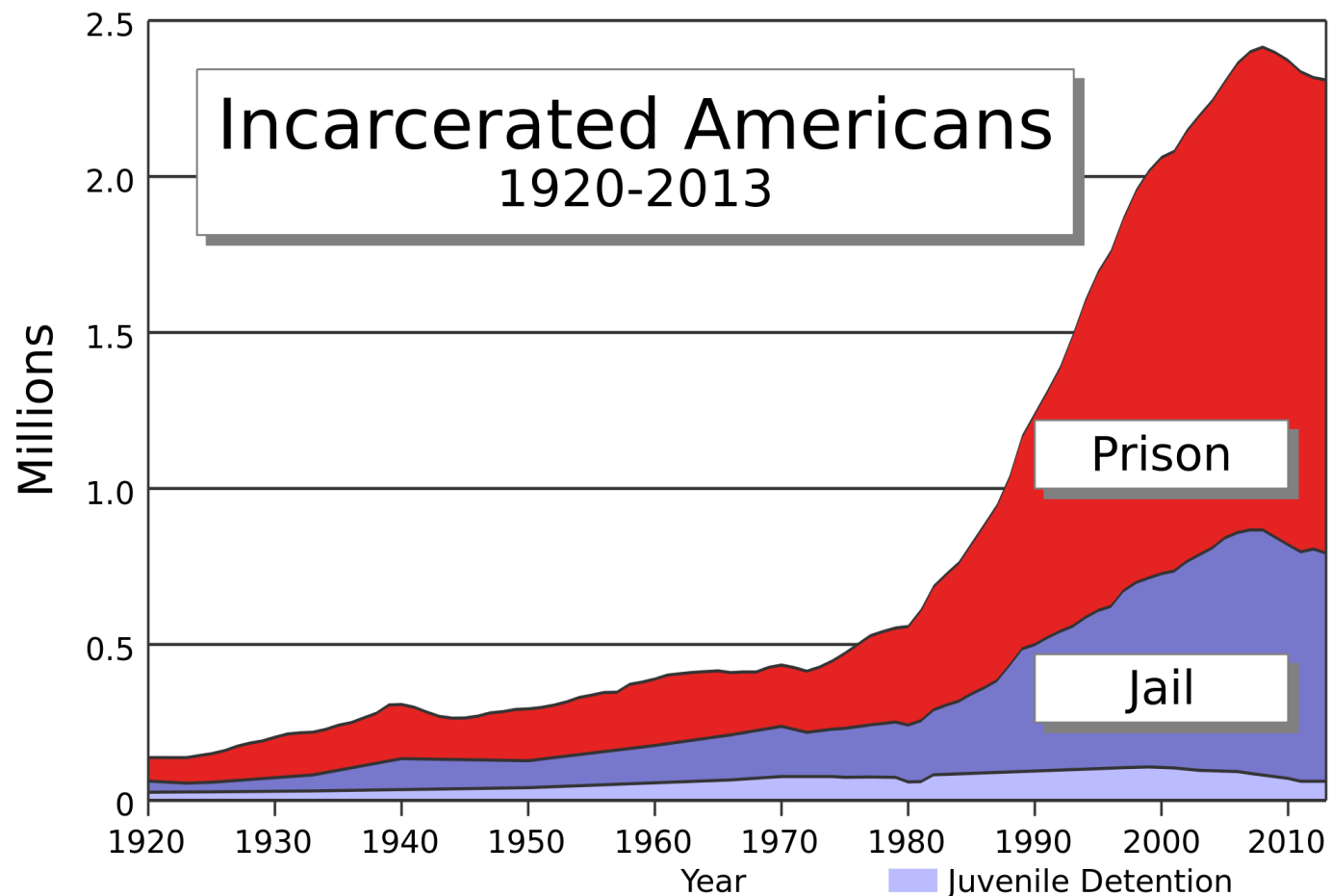
Data: Household Income

Real Median Household Income by Race and Hispanic Origin of Householder: 1967 to 2011



Data: Incarceration Rates

(Pew Research Center)



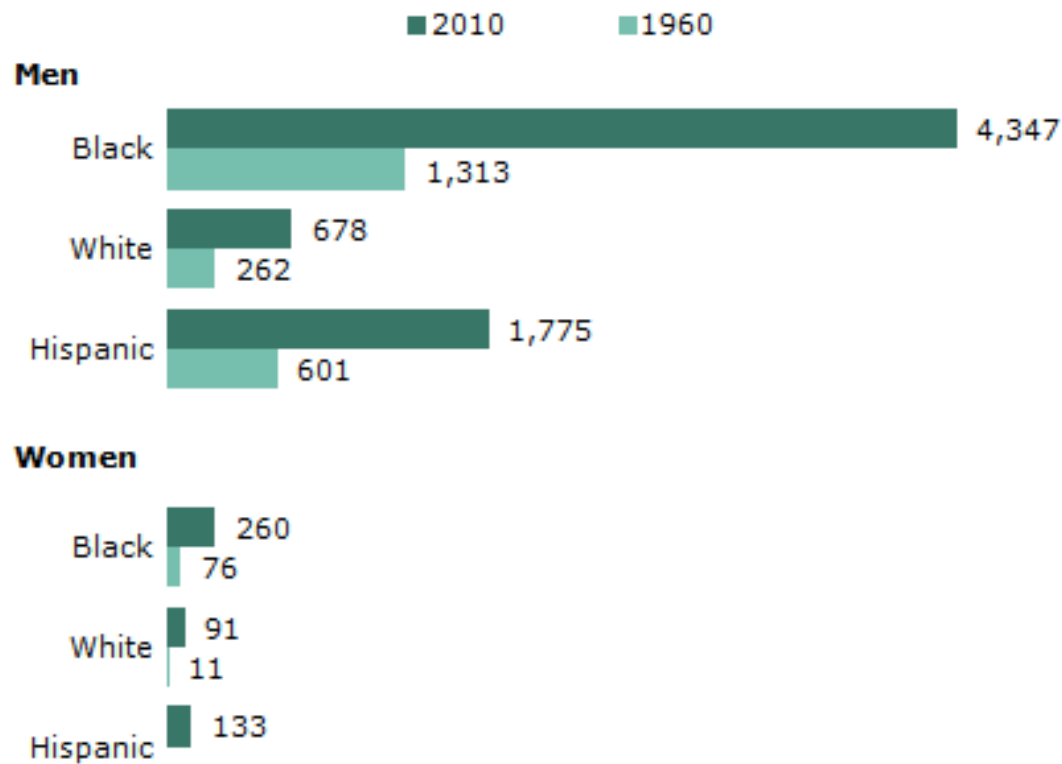
Source: US Bureau of Justice

Data: Incarceration Rates

(Pew Research Center)

Incarceration Rates, 1960 and 2010

Inmates per 100,000 U.S. residents



PEW RESEARCH CENTER

Data: Statewide, 2013-14 Cohort Graduation Rates:

| Race/Ethnicity | Economically Disadvantaged | | | Not Economically Disadvantaged | | |
|----------------------------------|----------------------------|-----------------|-----------------|--------------------------------|-----------------|-----------------|
| | Graduates | Adjusted Cohort | Graduation Rate | Graduates | Adjusted Cohort | Graduation Rate |
| American Indian/Alaska Native | 282 | 560 | 50.4% | 171 | 286 | 59.8% |
| Asian | 726 | 889 | 81.7% | 853 | 950 | 89.8% |
| Black/African American | 504 | 872 | 57.8% | 186 | 274 | 67.9% |
| Hispanic/Latino | 4694 | 7214 | 65.1% | 870 | 1353 | 64.3% |
| Multi-Racial | 752 | 1239 | 60.7% | 811 | 1000 | 81.1% |
| Native Hawaiian/Pacific Islander | 145 | 213 | 68.1% | 62 | 88 | 70.5% |
| White | 9011 | 14098 | 63.9% | 13810 | 16638 | 83.0% |

Courtesy of Isabella Jacoby,
Accountability and Reporting - Research Analyst
Oregon Department of Education

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Courtesy of Isabella Jacoby,
Accountability and Reporting - Research Analyst
Oregon Department of Education

Data: Gresham High School graduation rates

| Graduation Level Cutoffs | | |
|--------------------------|----------------|----------------|
| Level | Four-Year Rate | Five-Year Rate |
| Level 5 | 87.5 & above | 90.1 & above |
| Level 4 | 74.0 to 87.4 | 78.1 to 90.0 |
| Level 3 | 67.0 to 73.9 | 72.0 to 78.0 |
| Level 2 | 60.0 to 66.9 | 60.0 to 71.9 |
| Level 1 | Less than 60.0 | Less than 60.0 |

| <i>Four-Year Cohort</i> | <i>Level</i> | <i>2008-09 Cohort</i> | |
|---|------------------|------------------------|---------------|
| | | <i>Adjusted Cohort</i> | <i>% Grad</i> |
| Economically Disadvantaged | Level 2 | 207 | 62.3 |
| English Learners | Level 1 | 61 | 34.4 |
| Students with Disabilities | Level 1 | 50 | 28.0 |
| Underserved Races/Ethnicities | Level 1 | 121 | 51.2 |
| American Indian/Alaska Native¹ | Not Rated | 7 | 42.9 |
| Native Hawaiian/Pacific Islander¹ | Not Rated | 3 | 100.0 |
| Black/African American¹ | Not Rated | 16 | 50.0 |
| Hispanic/Latino¹ | Level 1 | 95 | 50.5 |
| Asian | Level 4 | 17 | 82.4 |
| White | Level 4 | 276 | 80.4 |
| Multi-Racial | Level 4 | 23 | 82.6 |

Personal Anecdotes: Can I do better?



**Aki Mori, Assistant Principal
Gresham High School**

I didn't provide same level of service to all of my families.



I had underlying biases and prejudices.



Can I do better?

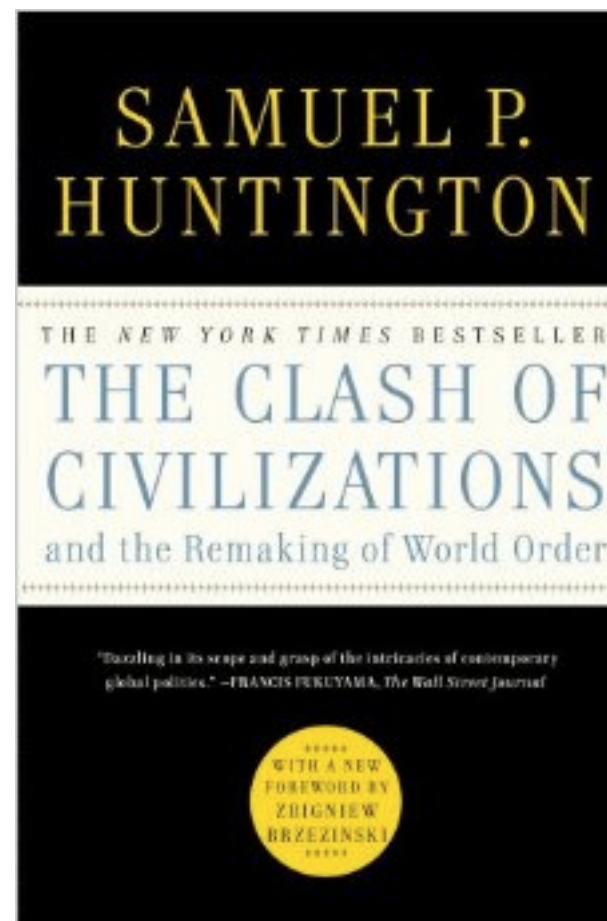
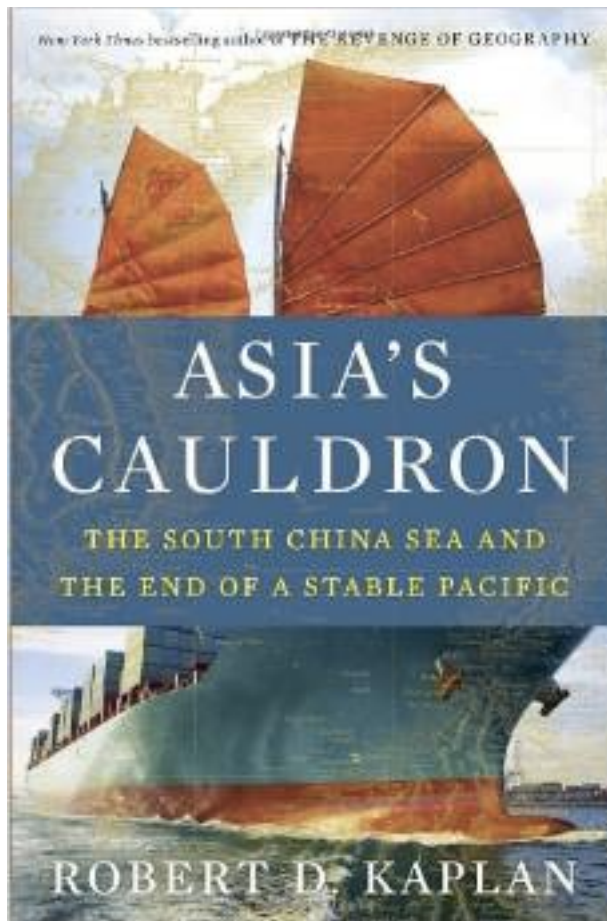


**Aki Mori, Assistant Principal
Gresham High School**

“Yes” I can do better by...

1. Reducing the institutional barriers faced by families of color, and
2. Reducing my own personal biases and prejudices.

Part 5 of 6:
Equity and “American Exceptionalism”





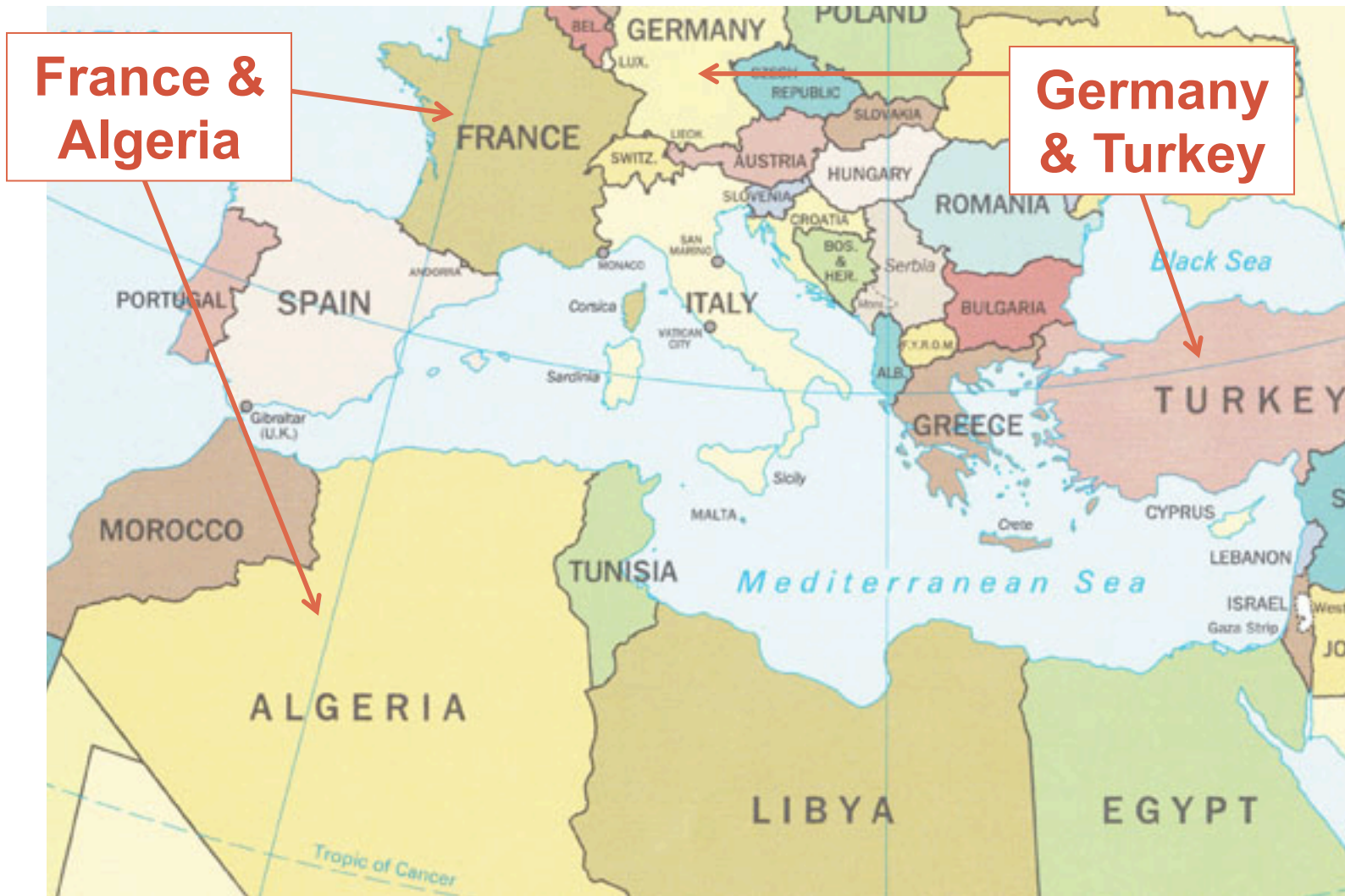
Asia's Cauldron by Robert Kaplan

On Malaysia:

“A novelist and literary traveler noted the ‘casualness of the Malays’ and ‘the energy of the Chinese’. The difference between the old and the new was the difference between Malay and Chinese’...

“The very process of modernization can also lead to ethnic conflict, **especially if some groups advance faster than others**. Between the late 1950’s and 1970, Chinese and Indian incomes rose faster than those of the Malays, one reason for the inter-communal riots of that era.”

(pages 70-72)



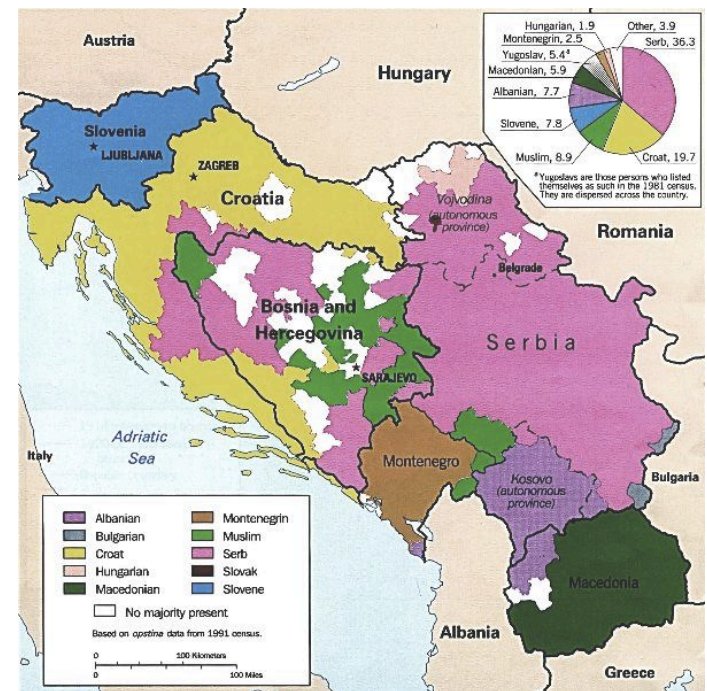
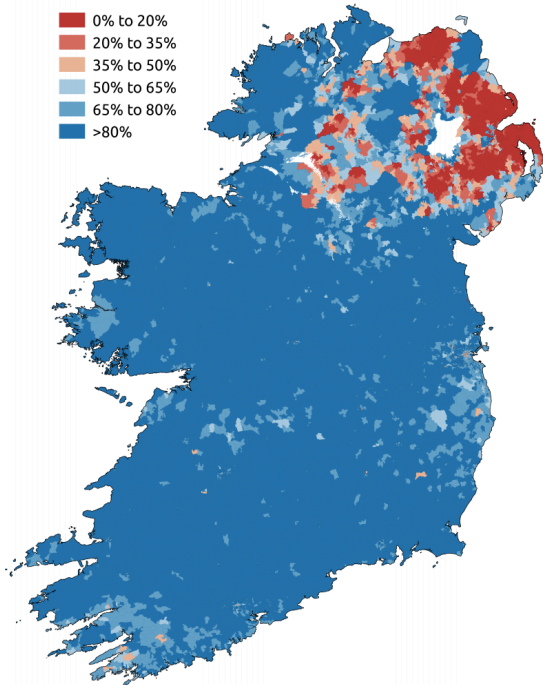
The Clash of Civilizations and the Remaking of the World Order by Samuel Huntington

On the France and Germany:

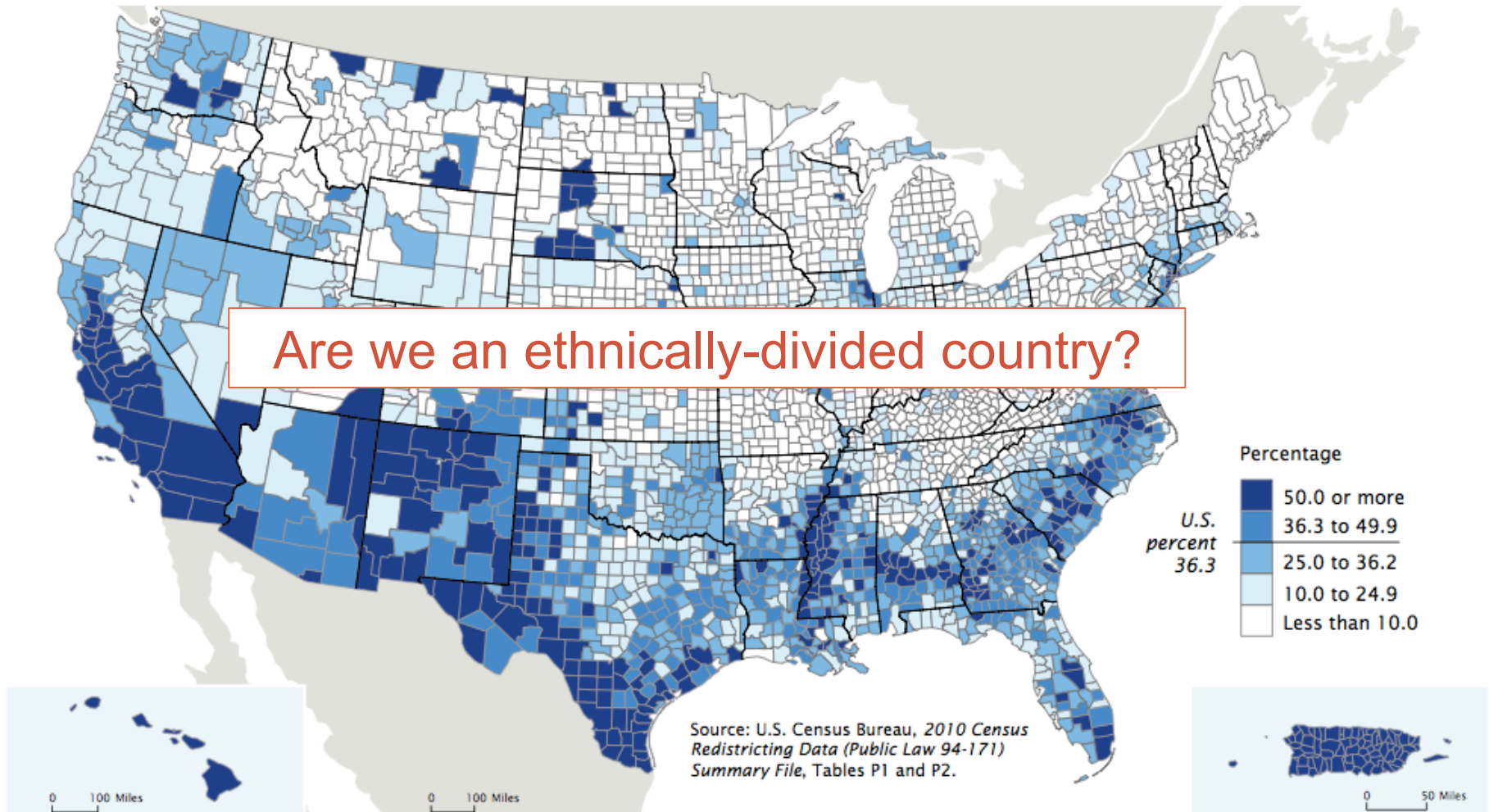
“By the early 1990s two-thirds of the migrants in Europe were Muslim, and European concern with immigration is above all concern with Muslim immigration. The challenge is demographic and cultural. Muslim communities whether Turkish in Germany or Algerian in France **have not been integrated into their host cultures** and, to the concern of Europeans, show few signs of becoming so. There is a fear growing all across Europe of a Muslim community that cuts across European lines.”

(pg. 200)

Ethnically-divided countries are not new to any of us..

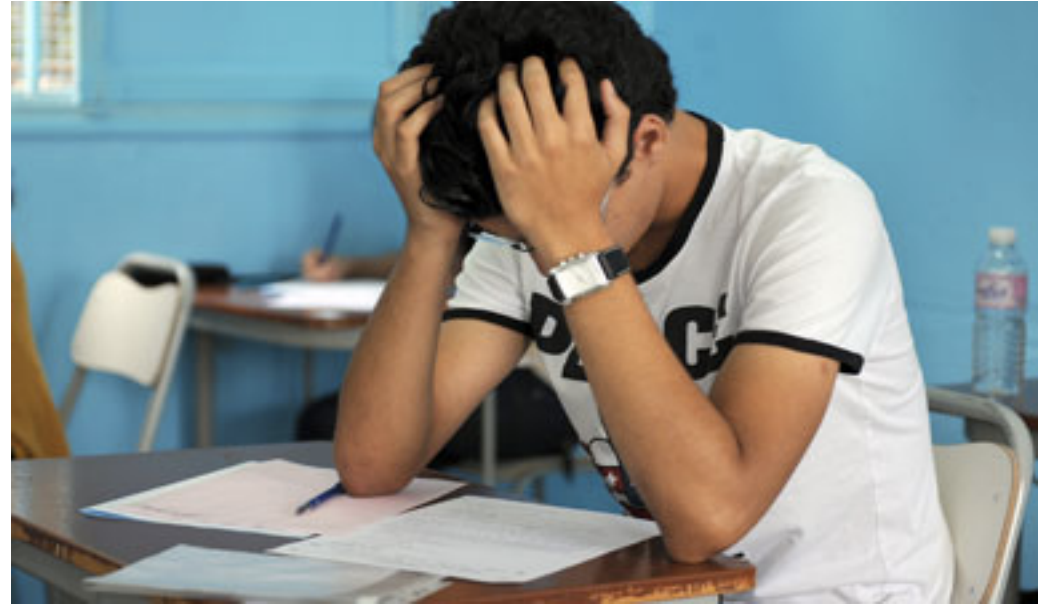


United States: Non-White Population (2010)

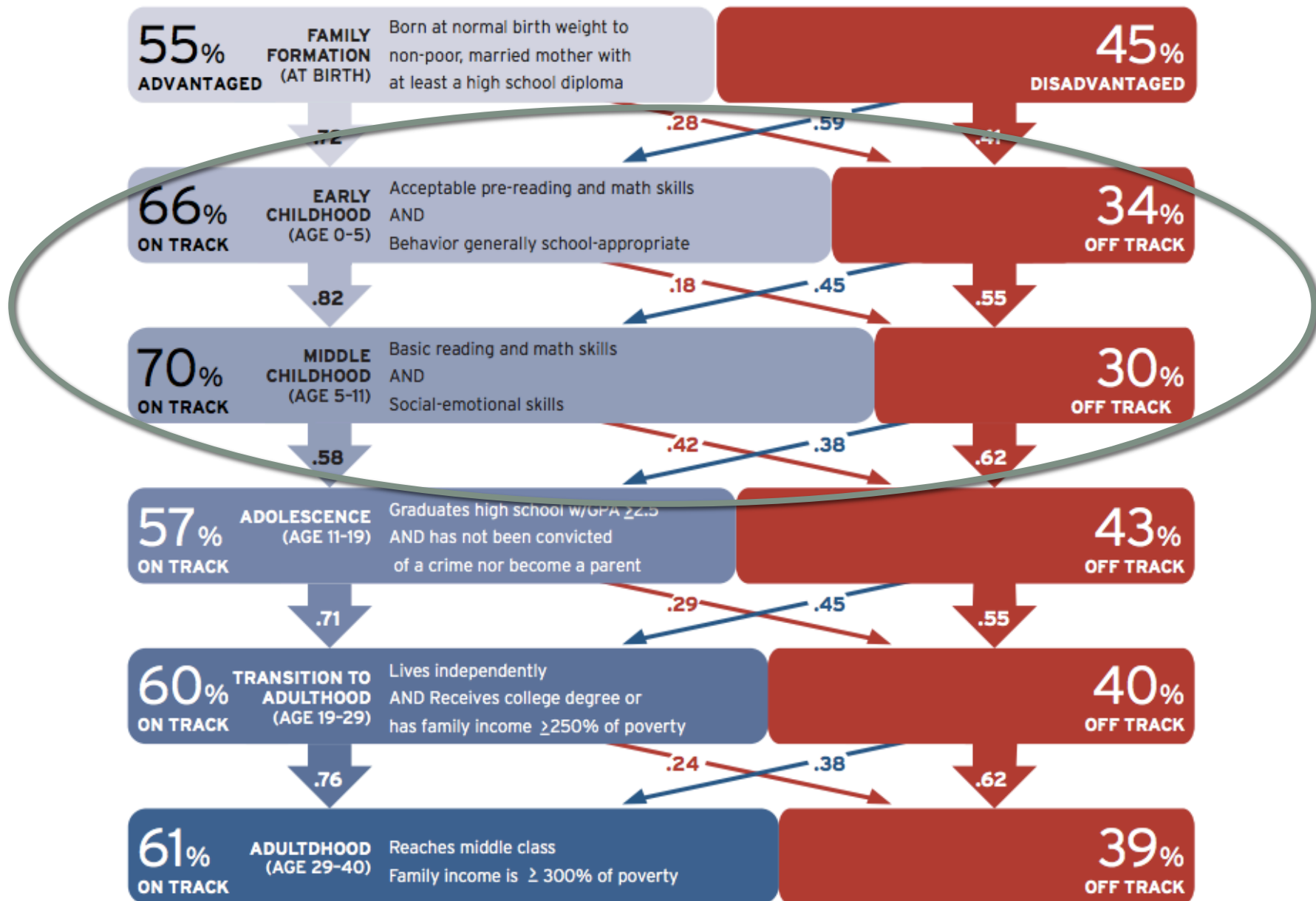


Part 6 of 6

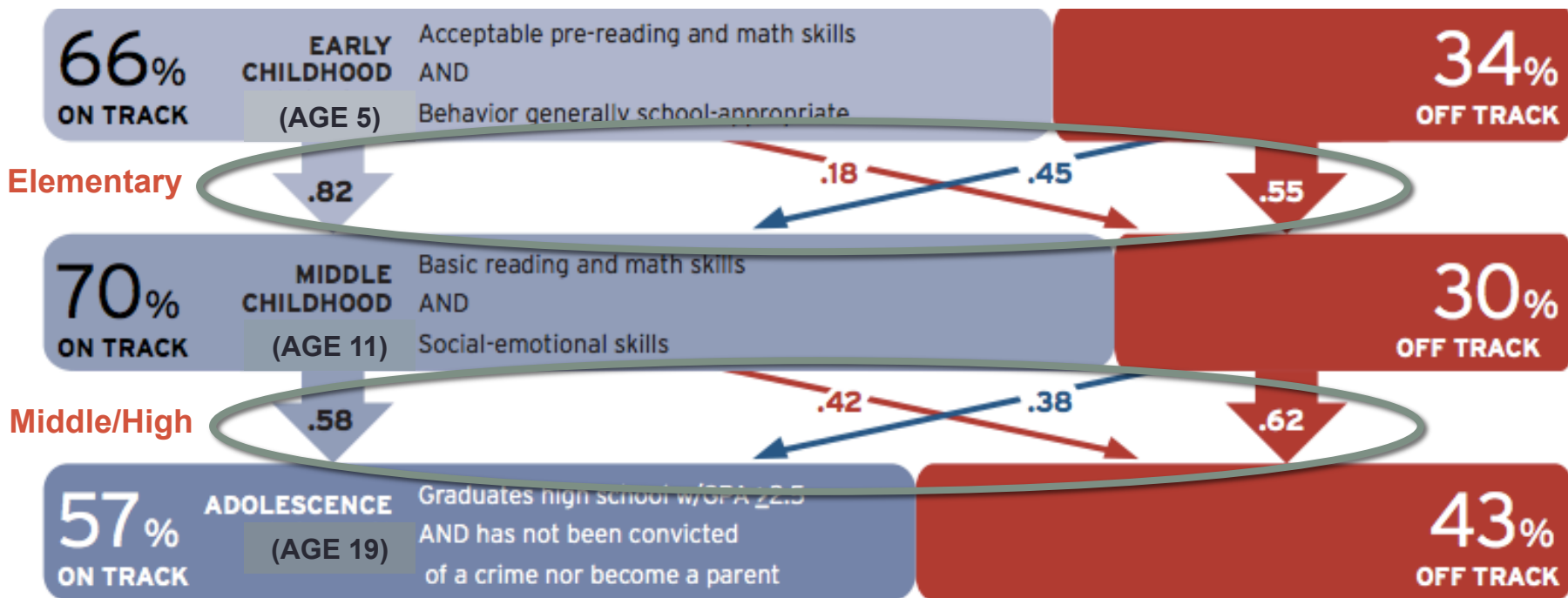
Conclusion: a New Context for Equity



“Pathways to the Middle Class” (2012). The Brookings Institute

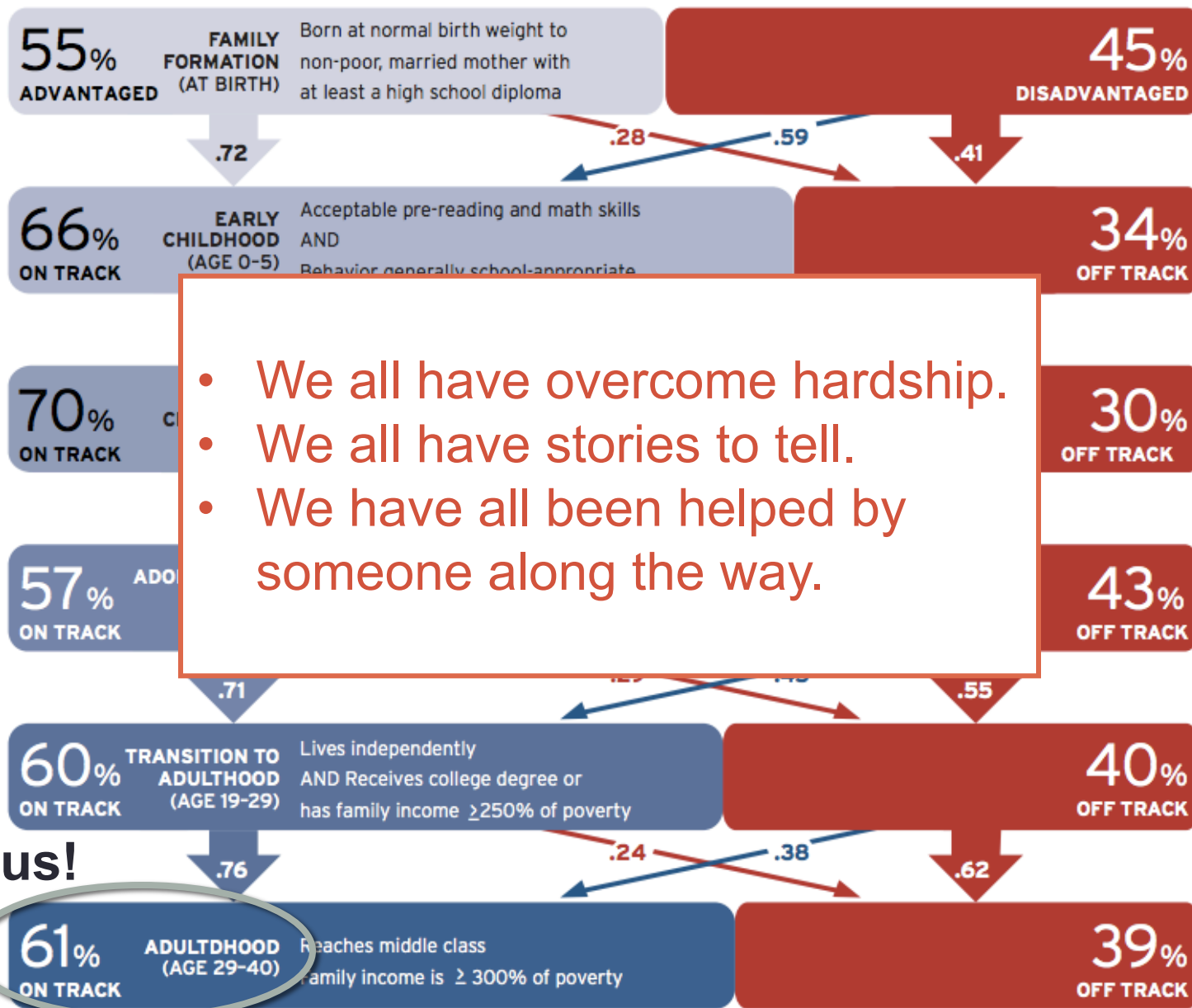


“Pathways to the Middle Class” (2012). The Brookings Institute



“Just because I’m white doesn’t mean that my life has been easy. I’ve had to overcome hardship to get where I am today.”

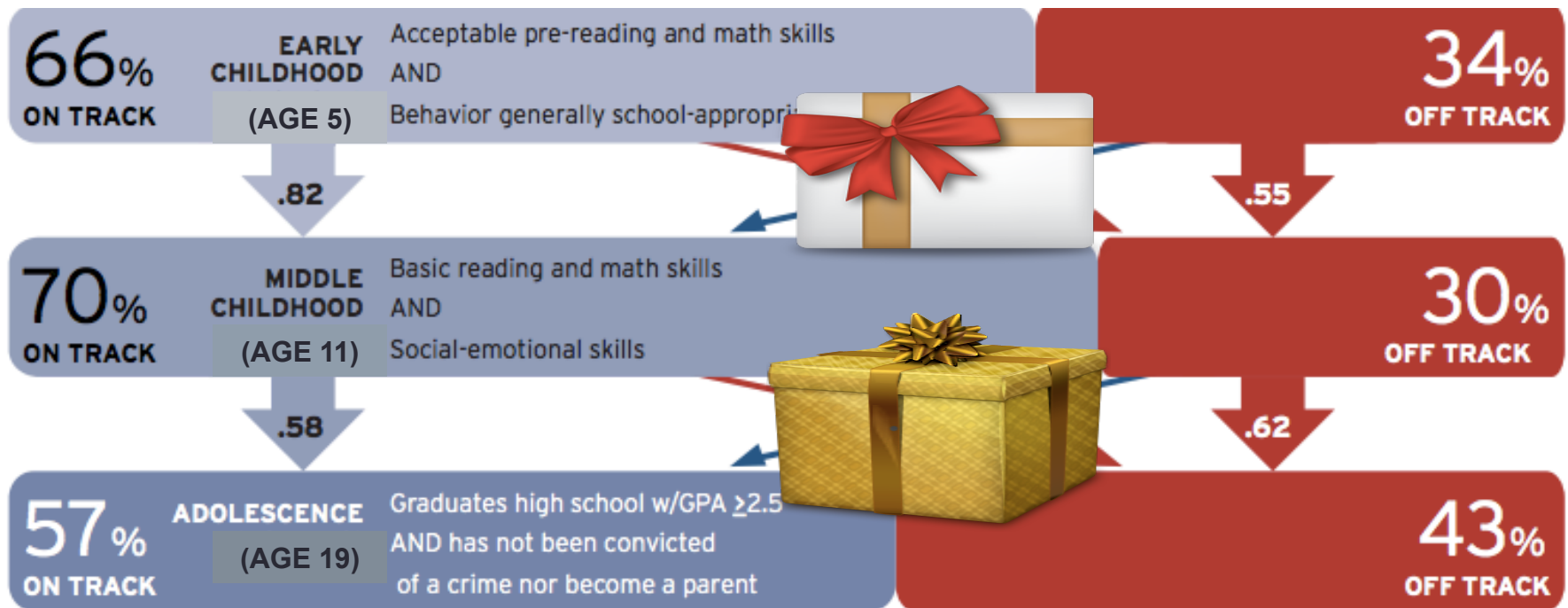
“Pathways to the Middle Class” (2012). The Brookings Institute



- We all have overcome hardship.
- We all have stories to tell.
- We have all been helped by someone along the way.

All of us!

“Pathways to the Middle Class” (2012). The Brookings Institute



Presentation Agenda

1. Resist orthodoxy and dogma.
2. Respect (don't alienate) your audience.
3. Be intellectually honest.
4. Understand that equity is a politically liberal perspective.
5. Make the case for race, without implying that race is more important than other factors.
6. Our national destiny is tied to shared prosperity.
7. When we fell down in life, someone helped us. How many such kids can we help?

The End

Thank You!!

Aki Mori

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Gresham High School

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aki_mori@yahoo.com