

Building Educational Systems that Anchor Trust: It's more than just a Vision Statement!

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LCSW**



Who is Dr. Sampson?

My son, Tristen, granddaughter, Lyric & Grandson, Zyrel



My sibs & late mother, Annie

- Social Justice Advocate
- Social Worker
- Educational Consultant
- Mother
- Grandmother
- Youngest of 10
- Born in Pueblo, Colorado
- Black Woman
- Pronouns: She/Her



My companion, Bill



What is the WEEAC?

The Western Educational Equity Assistance Center is housed at MSU Denver—it is one of four EAC's across the country

- We provide training and technical assistance to K-12 school districts in 13 states and 3 territories
- Our Focus is on civil rights issues of race, gender, religion, and national origin, as well as bullying
- Our services are free or very low cost



Our Agreements Today



Dr. Sampson's Disclaimers

1. I will be transparent & honest regarding our topic today
2. I will push you to make a commitment upon leaving here
3. Building trust is never easy..and is complex... particularly in regard to minoritized or vulnerable populations

Opening Reflection



What specific systems and/or behaviors do you think build educational systems that anchor trust?

Same or Different

Are the systems and/or behaviors you discussed anchored or operationalized differently with minoritized or vulnerable populations?

The Typical Vision Statement!

Vision: The _____ School District will be a premier educational institution, source of pride and innovation, and the cornerstone of emerging economic opportunities producing a twenty-first century workforce.

What is unsaid?

- Only certain students graduate who have access to mentorship, generational power & wealth
- We are disproportionately disciplining a specific group of children
- One gender is gaining in performance over another gender
- This group of parents is engaged and another group of parents receives no outreach at all

- **How can we tell the truth, yet still be visionary?**

Other unsaid challenges

**Only certain populations are enrolled in IB/AP,
Gifted programming & Concurrent enrollment**



Only this zip code has access



**Bullying is rampant
toward _____ populations**



**Teachers are exhausted & need specific
supports**

Reflection #2

How is trust depicted in this video?

“Be a Mr. Jenson”

The Full Picture

How was trust operationalized differently in this video?

What is An Educational Trust?

What Is An Legal Educational Trust?

An educational trust...is a trust where the money and/or property contained within goes towards supporting someone's education, or to establish or finance schools for a heir.

Do we treat our kids as educational heirs?

What Builds Educational Trust within Educational Systems

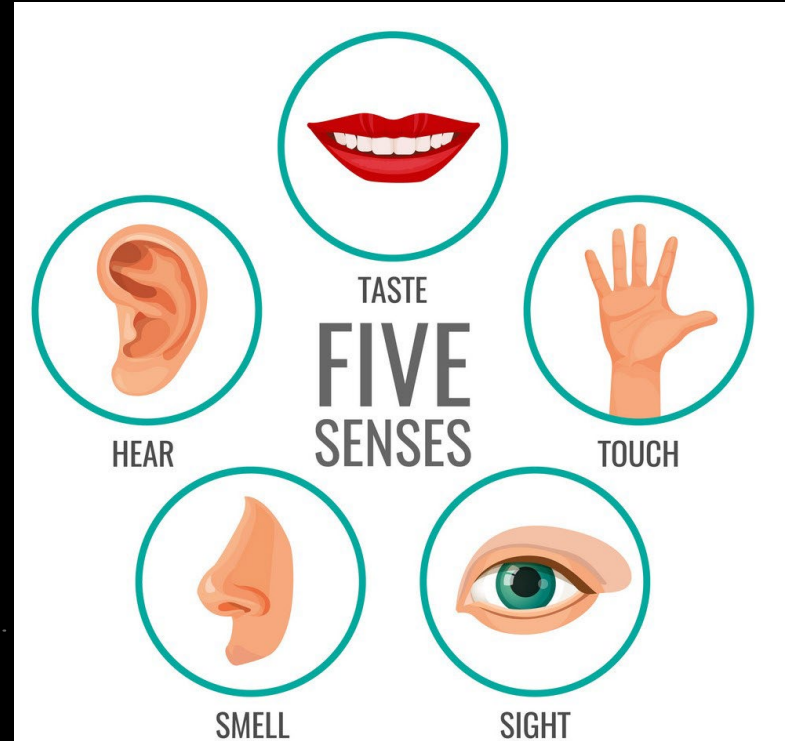
Trustworthiness is dependent on several character traits in education such as:

- Benevolence
- Reliability
- Competence
- Honesty
- Openness
- Communication
- Regard for and embracing differences
- Empathy

Equity, Inclusion & Diversity are the Wraparounds!

A Humorous look at Empathy

**What did you
see, hear, and
feel?
How does
this relate to
building trust?**



TRUST BUILDING IS NOT:

- A MISSION Statement**
- An antiracism poster**
- A LGBTQ+ School Club**
- An Equity Checklist**
- Rosa Parks Afternoon/Cinco de Mayo Afternoon**
- Donuts for Dad Club**
- A data dig without an authentic plan & acknowledgement of the disparity**

Performative Trust (Makes us feel better-but doesn't change systems!)

- **Aligning
what we say
with how we
act!**





Trust Builders For **ALL** Students!



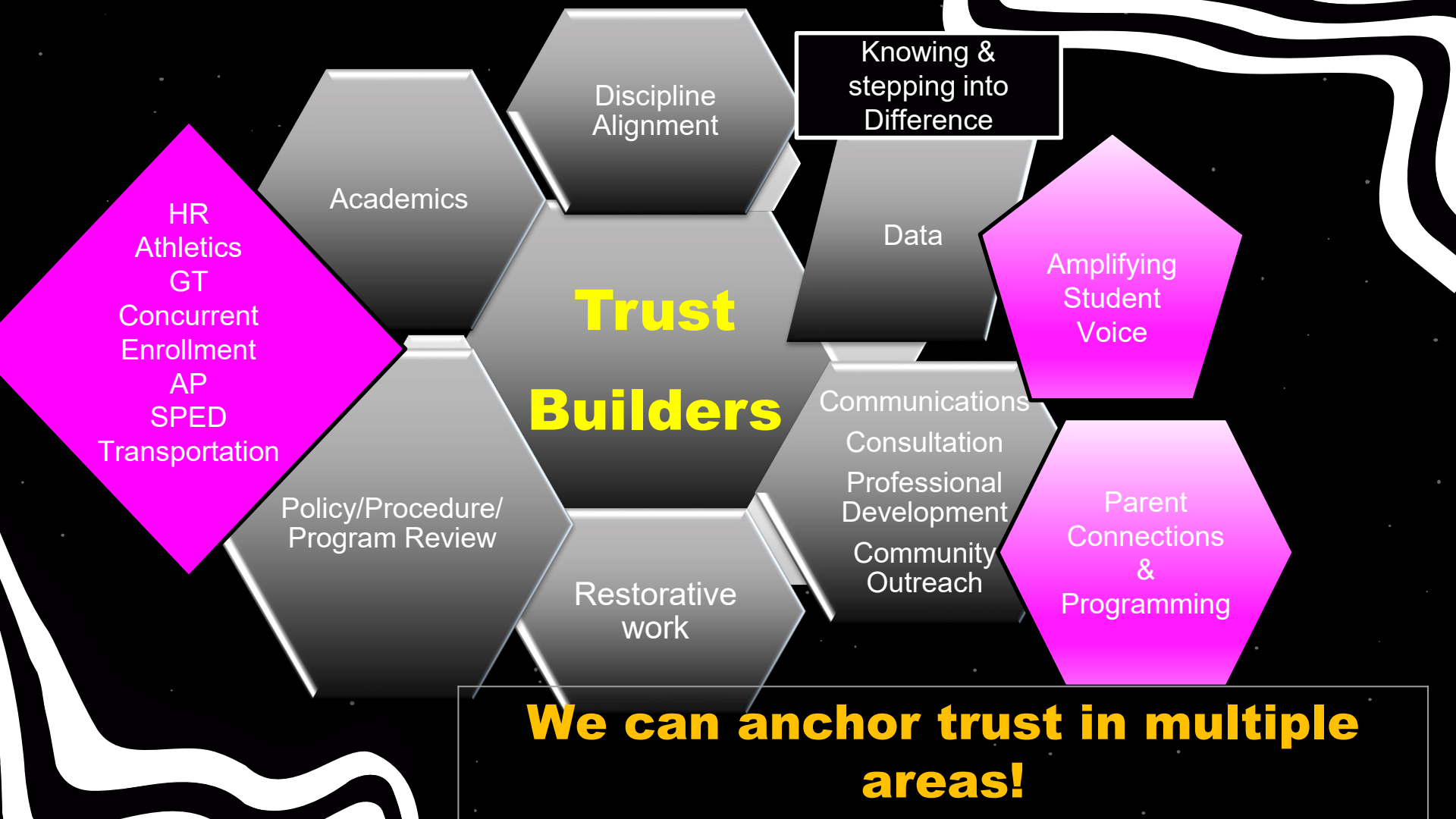
Trustability#1

1. **What was the greatest trust builder you experienced when you were in school?**
2. **What was the greatest trust buster when you were in school?**

Dr. Gloria Ladson-Billings to Dr. Sampson

- So, you know you won't be liked if you are really doing the work?





**Trust
Builders**

- HR
- Athletics
- GT
- Concurrent Enrollment
- AP
- SPED
- Transportation

Policy/Procedure/
Program Review

Restorative
work

- Communications
- Consultation
- Professional Development
- Community Outreach

Amplifying
Student
Voice

Parent
Connections
&
Programming

Knowing &
stepping into
Difference

Data

Discipline
Alignment

Academics

**We can anchor trust in multiple
areas!**

Trust **Busters** / Trust **Builders**!

1. In Dispute Resolution
2. In Data
3. In Curriculum
4. On a School Board
5. In Leadership
6. In Regard to Discipline
7. In Regard to Access
8. In student expectations
9. In Regard to Students & Families

The steps

Inside

Outside

Questions

Let's test our "Trustability" #2

At Work

- We spoke up in a meeting when a colleague of difference and/or color was deemed invisible or their perspective was discounted
- We acknowledge disparities and talk about the consequences of inaction
- We develop and find like-minded people to act as advocates

In our communities

- We have substantive information about the lives of those who are "otherized," and we have shared our lives with someone who is different from us (We asked, researched, & listened to voices)
- You have pushed back against the current backlash against equity and authentic stories being told

As Parents

- **Our kids know about differences & diversity, and have engaged in activities beyond school that expose them to others**
- **We know our rights and seek out others to help us access them**
- **We don't coddle our kids from the realities (even though not always fair) but utilize these realities to change systems and people**
- **Our kids of difference have ways in which to deal with life's challenges- and the truth is provided developmentally & consistently**
- **We don't expect to choose spaces in which our kids aren't represented without also providing context and diversity knowledge**
- **We have normalized talking about differences in our homes**
We talk history & connect the old and new



Scrutinizing our Districts & Schools Checklist

What some Schools & Districts are Doing

Acknowledging

Acknowledging Disparities, Access & Disproportionality

Placing

Placing indicators of equity in school plans

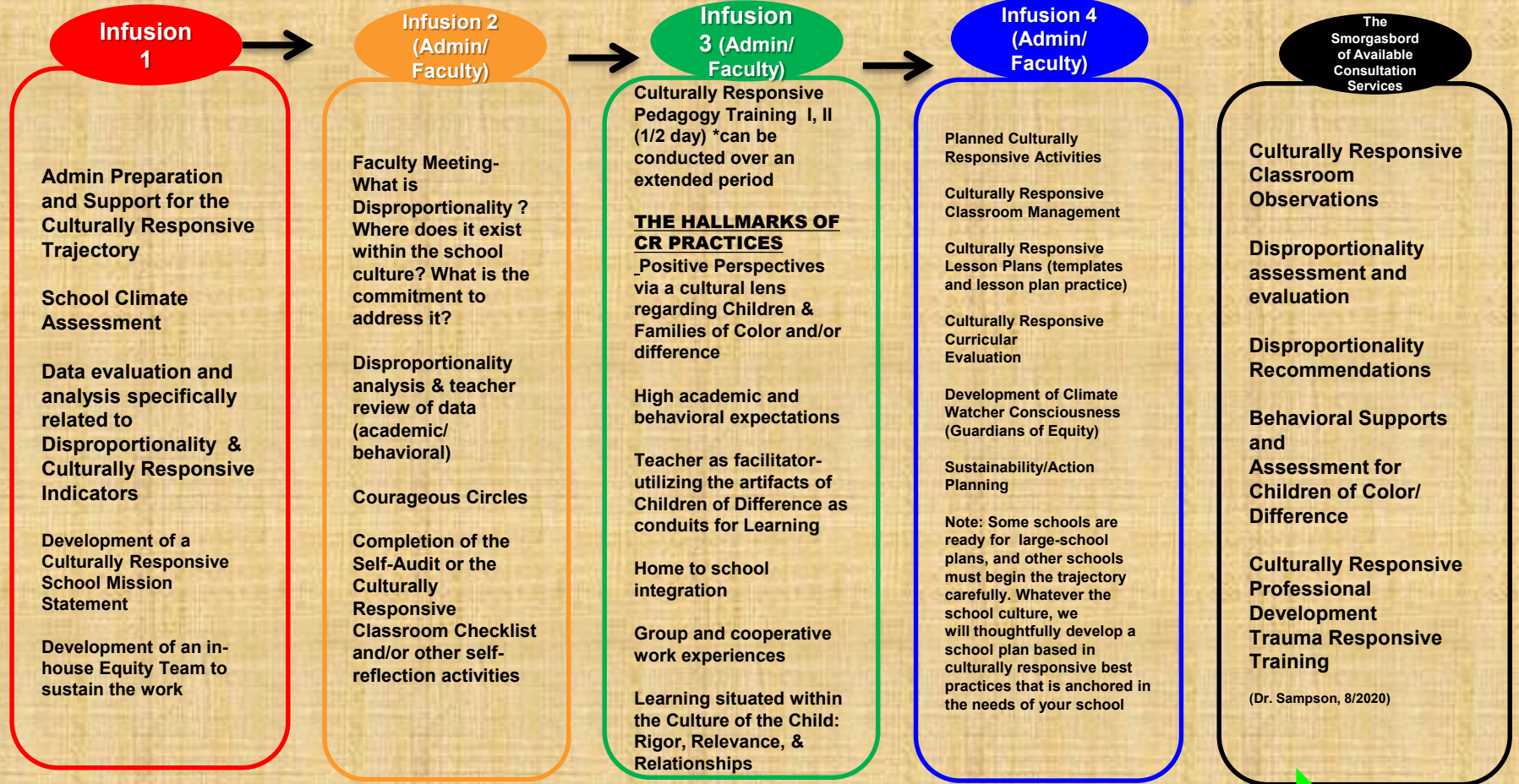
Creating

Creating Equity Coalitions with Authentic Power

Creating

Creating Inclusive Mission Statements that do define some of the challenges

CULTURALLY RESPONSIVE 4-PART SERIES (One-Three School Years)



Infusion 1

Admin Preparation and Support for the Culturally Responsive Trajectory

School Climate Assessment

Data evaluation and analysis specifically related to Disproportionality & Culturally Responsive Indicators

Development of a Culturally Responsive School Mission Statement

Development of an in-house Equity Team to sustain the work

Infusion 2 (Admin/ Faculty)

Faculty Meeting-
What is Disproportionality? Where does it exist within the school culture? What is the commitment to address it?

Disproportionality analysis & teacher review of data (academic/behavioral)

Courageous Circles

Completion of the Self-Audit or the Culturally Responsive Classroom Checklist and/or other self-reflection activities

Infusion 3 (Admin/ Faculty)

Culturally Responsive Pedagogy Training I, II (1/2 day) *can be conducted over an extended period

THE HALLMARKS OF CR PRACTICES

Positive Perspectives via a cultural lens regarding Children & Families of Color and/or difference

High academic and behavioral expectations

Teacher as facilitator-utilizing the artifacts of Children of Difference as conduits for Learning

Home to school integration

Group and cooperative work experiences

Learning situated within the Culture of the Child: Rigor, Relevance, & Relationships

Infusion 4 (Admin/ Faculty)

Planned Culturally Responsive Activities

Culturally Responsive Classroom Management

Culturally Responsive Lesson Plans (templates and lesson plan practice)

Culturally Responsive Curricular Evaluation

Development of Climate Watcher Consciousness (Guardians of Equity)

Sustainability/Action Planning

Note: Some schools are ready for large-school plans, and other schools must begin the trajectory carefully. Whatever the school culture, we will thoughtfully develop a school plan based in culturally responsive best practices that is anchored in the needs of your school

The Smorgasbord of Available Consultation Services

Culturally Responsive Classroom Observations

Disproportionality assessment and evaluation

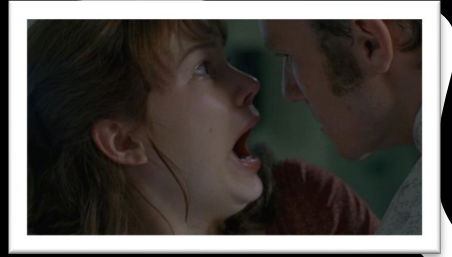
Disproportionality Recommendations

Behavioral Supports and Assessment for Children of Color/Difference

Culturally Responsive Professional Development Trauma Responsive Training

(Dr. Sampson, 8/2020)

Data - Individual Reflection - Systemic Change - Sustainability



Scrutinizing Organizations Some Considerations

What some organizations are doing

Hiring DEI & JEDI leaders	Not expecting Folx of Color to always take the lead
Investing in an equity audit and resulting plan	Gathering voices in the community being served to drive programming
Ensuring diverse perspectives and planning in budgets, outreach, activities, fundraising, etc	Scrutinizing vendors for equity and inclusion behaviors
Developing an advisory Board of the population they are serving	Training for Boards to Lead for Equity as a part of service



**There is so much to do!
Final Considerations!**



**What's the Average Time
Commitment
Dedicated to various Trust
"Initiatives?"**

We can't easily throw up our hands & gi

The Challenge Trustworthy Leaders & Staff Face!

- ❑ We know that doing the work comes with pushback, disregard, minimization, and disdain
- ❑ We often battle “diversity & trust fatigue” as we are asked to say what everyone should be saying
- ❑ We know that embedding trust in schools & organizations is in competition with many areas
- ❑ This work can take a toll on our mental wellness

But we also know that we are called to do the work!

Why we never get there

1. Lack of resources
2. Lack of support from senior leaders
3. Minimization/Dilution of the real work
4. Lack of system acknowledgement of the authentic challenges in schools & organizations
5. We are in name only
6. Refusal to value the role
7. Various “isms”
8. No budget
9. Lack of entry points into multiple divisions
10. Because we can't tell the truth!

Equity & Trust Leaders usually have
25 jobs-
but no power!

Don't talk trust consciousness if you really don't want it!

- Do create an infrastructure where leaders can sit and be-fit is work is isolating & can be traumatic
- Stay conscious of the minimization of trust language, activities and behaviorssimply because they don't feel comfortable
- Do include all levels of staff and leaders in the mix
- Strategically place equity leaders visually & physically on the org chart where they can be supported and can provide messaging
- Provide for a "trust budget"

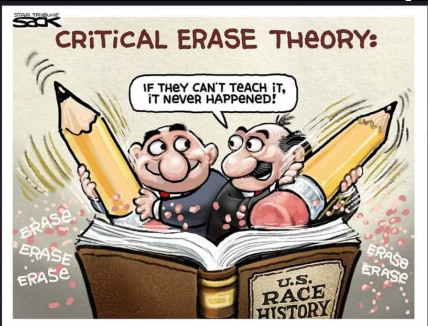
Doing the work Continued

- Name & anchor trustworthy behavior in multiple spaces
- Provide professional development ongoing for equity/trust leaders simultaneously as the whole world around them is receiving professional development
- Give them time to breathe!
- Don't measure change in "traditional" ways

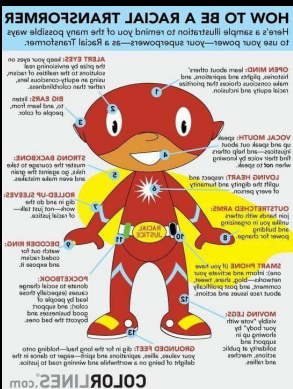
The Benefits of Trustworthy Spaces

WHO BENEFITS?

**All systems
All Students & Parents &
Communities
Ultimately Academic
Proficiency, diversity
consciousness and
Empathic Regard are normed**



**WHO SUFFERS
when we don't
embed equity
Everyone/Every
System/Our
Kids**




The Data is Clear


Trustworthy spaces increases academic performance




Equitable & inclusive spaces reduces bullying & disregard of differences



Parents/Guardians who feel respected engage more & communicate more



Linguistically diverse communications say, "you are valued & respected"



School Leaders & Educators feel supported when they can discuss the challenges right in front of their faces!

The image features a black background with several white, wavy, parallel lines that create a sense of depth and movement. These lines are arranged in two main sections: one on the left side that curves downwards and inwards, and another on the top right that curves outwards and downwards. The overall effect is reminiscent of a topographical map or a stylized, abstract landscape.

Commitments

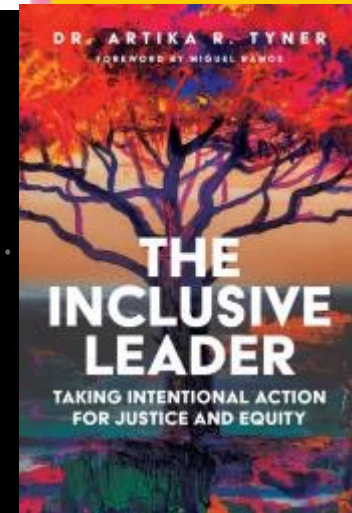
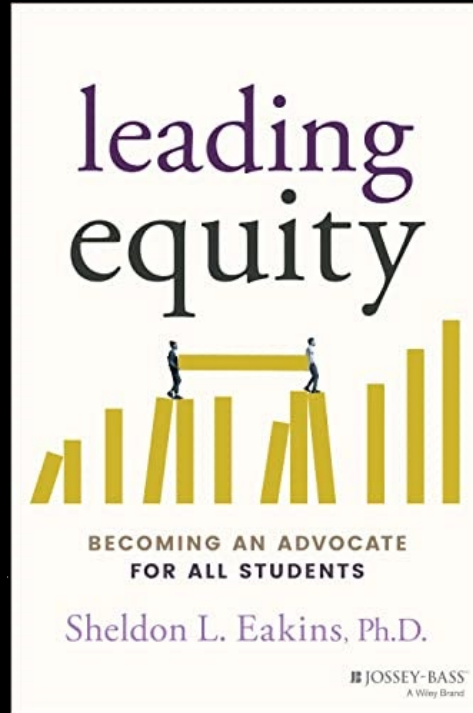
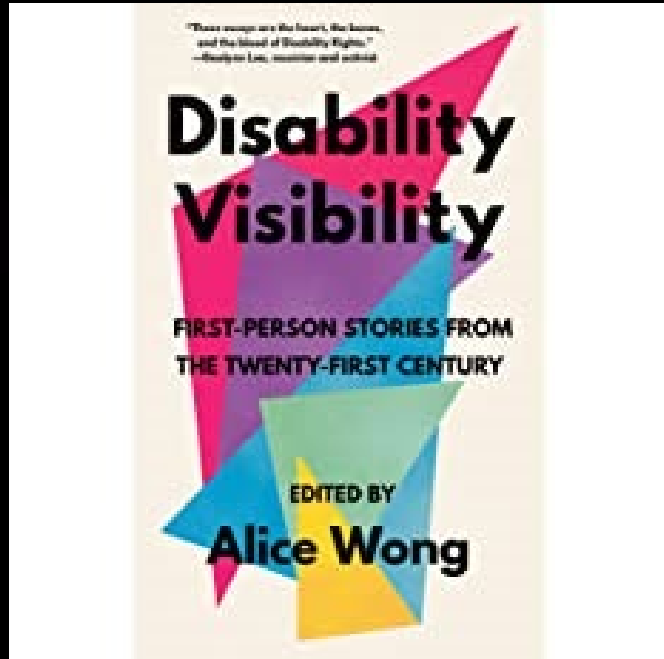
THANKS!

**Keep On Building,
Pushing & Thriving!**

Dr. Sampson
DarleneSampson.com

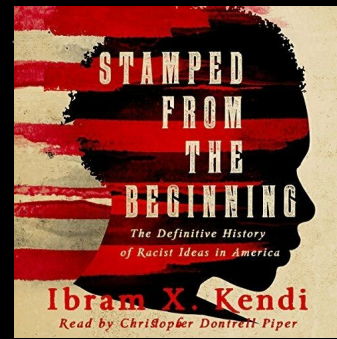
CREDITS: This presentation template was created by Slidesgo,
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Resources



Resources

- **How to be an Antiracist (Kendi)**
- **So you want to talk about Race (Oluo)**
- **White Fragility (DiAngelo)**
- **Erasing Institutional Bias (Jana & Diaz Mejias)**
- **Not Quite Snow White (children's book)**
- **Me and White Supremacy (Saad)**
- **Why are all the Black Kids Sitting Together in the Cafeteria (Tatum)**
- **Stamped from the Beginning (Kendi)**
- **White Rage (Anderson)**
- **The Possessive Investment in Whiteness (Lipsitz)**





= EQUITY in = SCHOOL-PARENT PARTNERSHIPS

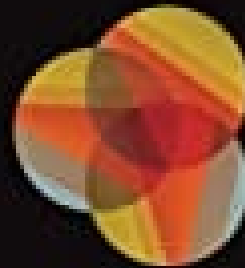
Cultivating Community and Family Trust
in Culturally Diverse Classrooms

SOCORRO G. HERRERA
LISA PORTER
KATHERINE BARRO ALVA

Foreword by Luciana C. de Oliveira



Multicultural Education Series
James A. Banks, Editor



RECKONING WITH RACISM IN FAMILY-SCHOOL PARTNERSHIPS

Centering Black Parents'
School Engagement

JENNIFER L. MCCARTHY FOUBERT

Books for Students

