

We are the **RIGHT People
at the **RIGHT** Time to
CHANGE the **WORLD**!**



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***Planting Seeds: Growing an Inclusive and Informed
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Who is Dr. Sampson?

She/her/hers

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



My sibs & late mother, Annie

- **Social Justice Advocate**
- **Social Worker**
- **Educational Consultant**
- **Mother**
- **Grandmother**
- **Youngest of 10**
- **Born in Pueblo, Colorado**
- **Black Woman**



My companion, Bill



Welcome Everyone

Region of Upbringing

Person w/disability

Socioeconomic Status

Sex

Country of Origin

Gender

Trans individuals

Immigrant

Religion

Language

Body Type

Political Ideology

Ethnicity

Family Upbringing

Skin Tone

LGBTQIA

Class

Social Construct: Race

Education

Age

Birth Order

Some Collaborative Agreements

- **Thinking about changing the educational world (or any world) is not always comfortable**
- **Some concepts discussed today will push and pull you**
- **Presuming positive intentions is essential**
- **Think about saying “hmmmmm” instead of “ouch” to manage challenging topics**
- **We are all on our own journey of self-discovery-each journey is unique**
- **Keeping our most vulnerable, minoritized, and marginalized students and families at the forefront of our consciousness is imperative**



Economic & Land Acknowledgements

Economic

- **Acknowledges that parts of this country were physically & economically built by many BIPOC folx.. and that this wealth was seldom transferred or maintained by those who did the work**

Land

- **Acknowledges that we stand on the land of many indigenous tribes whose land has been taken..and the majority of the indigenous ancestors have been removed as the original owners of the land**

Five Finger Gratitude

**What are
you grateful
for.....??**



Are You the **RIGHT Person at the **RIGHT**
Time to **CHANGE** the **WORLD**?**



Some of the Challenges



- **We are living in a divisive state in which we have great discourse about who we are as a country**
- **Our educational system and educators are stressed beyond capacity and leaving the profession**
- **The challenges of unhoused folx are at an all-time high**
- **The ravages of the pandemic have devastated certain communities and populations**
- **Academic performance is low in many cities particularly in math & literacy**
- **Violence, depression, and visits to emergency rooms have increased**

Today's Focus: The System of Education

Mental Health
Challenges in School

School closures

School Board
Meetings

are contentious!

Student Enrollment Dropped

School Leaders are afraid to
say the word "Equity"

Educators are
Leaving the profession

Educator shortages

Lost instructional time

Did you know....

Average fall 2021 math and reading test scores in grades 3-8 were lower relative to same-grade peers in the fall 2019

This is a sizable drop

For context, the math drops are significantly larger than estimated impacts from other large-scale school disruptions, such as after Hurricane Katrina!

**How we can build the infrastructure toward
being the right people at the right time?
What does the work entail?**



Anchoring Behaviors of the Right People at the Right Time

Where do we begin?

**Being the right person is
intentional...it is not
accidental!**



**Equality is everyone
getting a pair of shoes.**



**Diversity is everyone
getting a different type
of shoe.**



**Equity is everyone
getting a pair of shoes
that fits.**



**Acceptance is
understanding we all wear
different kinds of shoes.**



**Belonging is wearing the
shoes you want without
fear of judgment.**

Most students had Chromebooks during the pandemic

Some kids had Chromebook but didn't know how to utilize them or they had special instructional needs

What if you had a Chromebook but no access to Wifi or the Internet?

What if no one even knew you did not have access?

What if you didn't belong, faced food scarcity, were isolated/ depressed, had special needs & had no "diversity shoes," no internet, Wifi, or a Chromebook?



Are you in the Equity **CAR?**

Committed: Engaged & Conscious Already

Accountable: Not unless I am
forced to & it benefits me

Reflective: I am thoughtfully trying to
understand & respond

Are you the right person at the right time to **CHANGE the world?**

Why?

Of Course You Are!

However—we must anchor many important activities/behaviors first!



Where do we start?
Why do we need to change?



Some Diversity, Equity & Inclusion Terms

Some Common Terms

The Social Context of Race

Inclusivity

Diversity

Cultural Humility

Cultural Reciprocity

Race is not Real-
Racism is Real!

Some Differences that Make a Difference!

- **Age**
- **Athleticism**
- **Criminal background**
- **Disability status**
- **Economic class**
- **Educational level**
- **English literacy**
- **Family status**
- **Gender**
- **Sexuality**
- **Identity/expression**
- **Size & appearance**
- **Skin color**
- **Veteran status**
- **Working style**
- **Years of experience**
- **Others...??**
- **Geographic region**
- **Hierarchical level**
- **Immigration status**
- **Job function**
- **Marital/relationship status**
- **National origin**
- **Parental status**
- **Race**
- **Religion/spirituality**
- **Sex assigned at birth**

Dr. Kathy Obear
Dr. Sampson

**What we
don't always
consider..**

**How we
talk & think
Determines
our
Readiness!**



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Under Resourced

- **IS A WAY OF DESCRIBING THE HISTORICAL EXPLOITATION OF BIPOC COMMUNITIES AS HAPPENSTANCE RATHER THAN AS COORDINATED CAMPAIGNS OF DISENFRANCHISEMENT, MARGINALIZATION, AND CONTROL**
- **IT ALSO POSITIONS THE CURRENT DISTRIBUTION OF RESOURCES AND ACCESS AS SOMETHING THAT CAN BE FIXED WITH SOME SIMPLE POLICY REALIGNMENT IN AN OTHERWISE WELL-INTENTIONED SYSTEM. IT DOES NOT NAME THE INTENTIONS OF SYSTEMS OF CONTROL, CAPITALISM, OR EMPIRE**

(subversive thread)

GRIT

What Grit Can Mean:

A CODED TERM FOR SAYING A CHILD SURVIVED THE CONDITIONS OF SYSTEMIC INEQUITIES, ANTI-BLACKNESS, ANTI LGBTQ+ BEHAVIORS & CAPITALISM WITHOUT HAVING TO NAME THOSE SYSTEMS OF OPPRESSION DIRECTLY — OR THEIR CORRELATIVE EFFECTS.

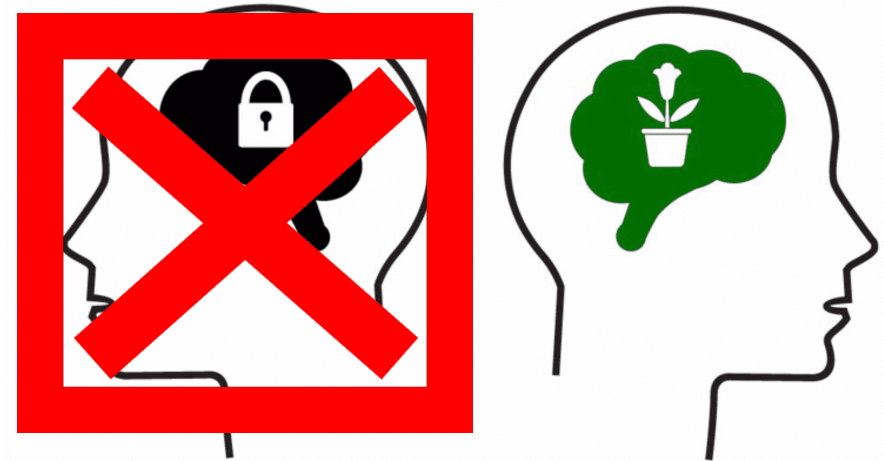
"BIPOC FOLX DON'T NEED TO LEARN GRIT; they are already resilient and resourceful based on navigating inequitable systems.

Fixed Vs. Growth Mindset

**SOMETIMES FAILS TO TAKE INTO ACCOUNT THE ENVIRONMENT
PARTICULARLY OF YOUTH/FAMILIES EXPERIENCING “POWER OVER,”
ANTI-POVERTY BEHAVIORS, PATRIARCHY, ABLEISM, & VICTIM BLAMING**

**AS LEADERS, WE MUST REMEMBER THAT SOME BIPOC FOLX
EXPERIENCE SYSTEMIC OPPRESSION AND ARE MORE LIKELY TO
DEVELOP A “FIXED MINDSET” BECAUSE THEY ARE FAR MORE LIKELY TO
BE PUNISHED FOR THEIR MISTAKES.**

**Pull yourself up
by the bootstraps-
Not everyone has boots!**



FIXED MINDSET VS GROWTH MINDSET

He/She/They Are Angry

Often fails to recognize the cumulative impacts of oppression, discrimination, recognition, lack of resources, connection, or collaboration



Why Diversity & Commitment are Important Student Voices!

1

Many students shared that not having diverse teachers places them in a box in which they aren't exposed to multiple perspectives

2

Students cited the top activities that would change the world: (1) People not being afraid to deal with challenging issues; (2) Connecting the old & new; (3) Schools that support the future and; (4) Being responsible youth



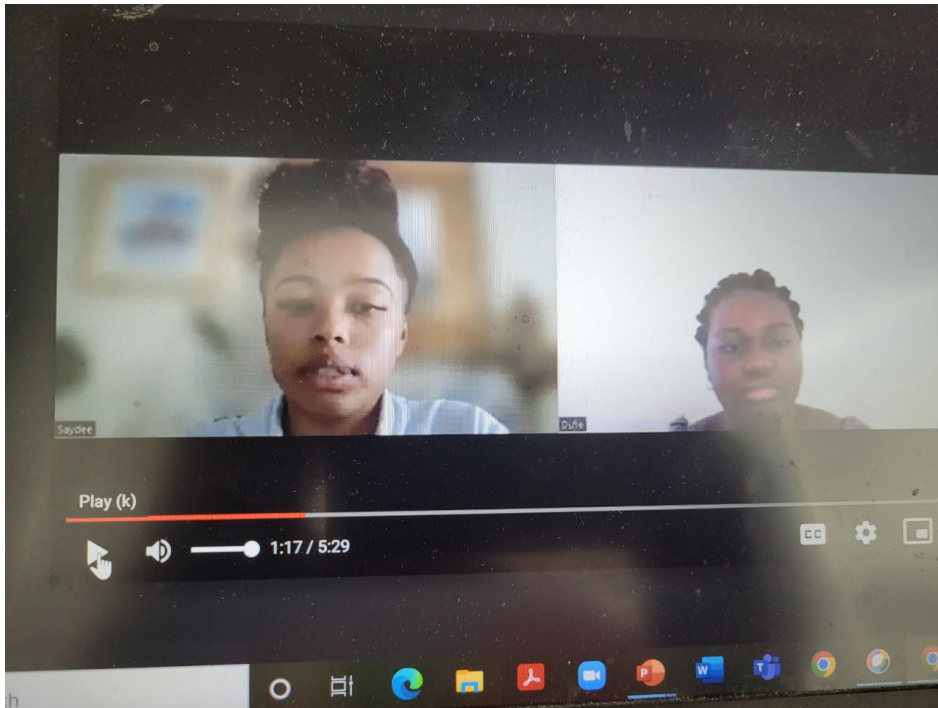
3

Students stated that while they recognize differences- they get along better with each other than people believe..and “we can talk about anything when adults can’t”

4

Students felt that many adults don't believe they care about the state of the world -which creates a divide between youth & older people

Saydee & Duffie

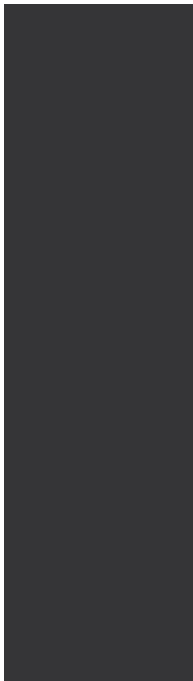


- **Hear Saydee & Duffie talk about the current state of schools**

- **What did you hear that:**
- **(1) Tells you that you are the right person at the right time... AND**
- **(2) How does Saydee & Duffie assist our consciousness?**

We Need to talk...
How do you feel about
Allyship & Social Justice?





The Behaviors/Actions of Folx who push for change

Where do you fall?

Actively Participating: Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members.

Denying: Enabling oppression by denying target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

Recognizing, No Action: Is aware of oppressive actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

Recognizing, Action: Is aware of oppression, recognizes oppressive actions of self and others and takes action to stop it.

Educating Self: Taking actions to learn more about oppression and the experiences and heritage of target group members by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose oppression, attending social action and change events.

Educating Others: Moving beyond only educating self to questions and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

Supporting, Encouraging: Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group.

Initiating, Preventing: Working to change individual and institutional actions and policies that discriminate against target group members, planning educational programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups.

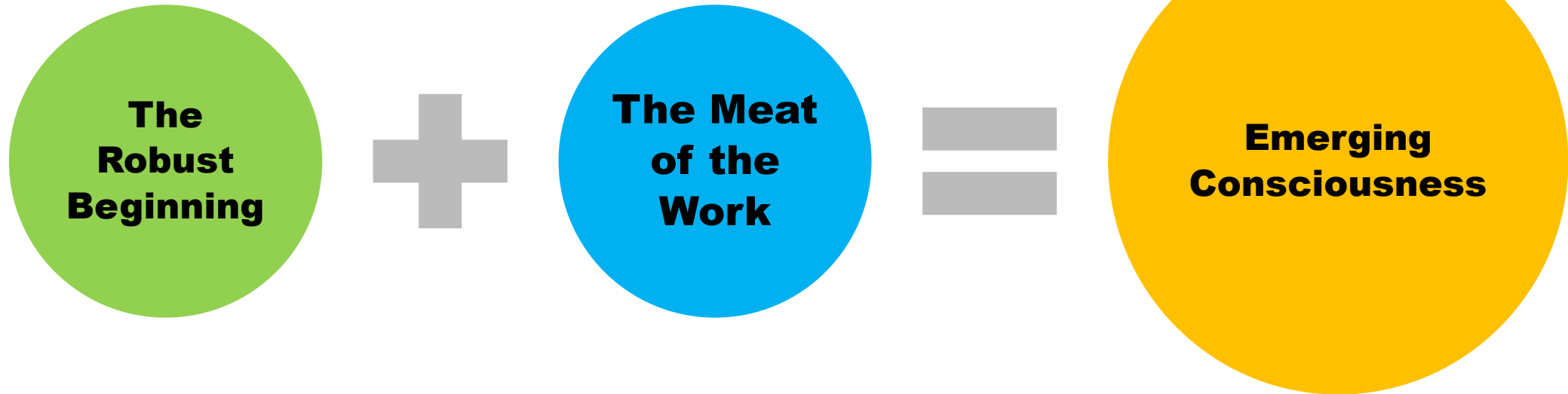
Adams, M., Bell, L., & Griffin, P. (1997). Teaching for diversity and social justice: A sourcebook. New York: Routledge.

Allyship IS:

(from the Anti-oppression Network)

- ***An active, consistent, and arduous practice of unlearning and re-evaluating, in which a person of privilege seeks to operate in solidarity with a marginalized group of people***
- **Not an identity—it is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people**
- **Not self-defined—our work and our efforts must be recognized by the people we seek to ally ourselves with**
- **Intentional in how we frame the work we do**

Specific Starts It's Like A Story!



4

Taking responsibility for ourselves and for change in the system

- Becoming more aware of our roles in the perpetuation of oppression
- Taking stands in our lives; personal, interpersonal, and organizational/institutional structures
- Unlearning misinformation
- Learning correct information
- Consciously working toward change

Watch out for the:

Cycle of Oppression

1 Born into

- Relative status
- Group membership within dominant and subcultures
- History

2

Taught

- Interpretations of history
- Explanations for injustice
- Misinformation
- Myths and stereotypes
- Norms

Maintains the status quo

- Protecting and justifying privileges
- Justifying inequities and unjust treatment
 - Do not make waves; be thankful for what one has
 - Not questioning structures, norms, messages, ideologies, etc.

People “Act Out” Prescribed Roles

3

By significant people in our lives

- Parents
- Teachers
- Brothers, sisters, and other relatives
- Role models
- Religious authorities
- Political leaders
- Reinforced by peers

Internalized oppression
Inaccurate/hurtful information we receive from others about ourselves (our groups), which we take responsibility for (internalize). (e.g. we assume it to be true against our better judgement) This affects our attitudes and feelings about ourselves and other groups, as well as our behaviors.

Externalized oppression

A subordination, exploitation, and/or mistreatment of a person by an attitude, action, or institutional structure because of her/his membership in a ‘target’ group (women, blacks, Asians, Latino/as, native people, lesbians, gay men, bisexuals, transgender people, children, working class and poor, differently abled, etc.)

Reinforced and sanctioned by

- Culture, traditions, family
- Institutions (media, legal system, government, health care, banks, economy, language, religious institutions, etc.)

Examples include: dominant/subordinate behaviors, violence, acting as if some people aren’t “normal,” being in collusion with the oppressive system, & supporting intragroup hostility

Let's Practice:

What would you say?

- **Statement #1:** When you talk equity you are being divisive!
- **Statement #2:** None of us can change the world...the world is the way it is....you are looking through rose-colored glasses to assume that you can change the world!
- **Statement #3:** We can't meet the needs of all students. Some students will always be left behind simply due to resources!
- **Statement #4:** We don't need some kids feeling bad about who they are simply because some populations experienced inequities!



[illegible][illegible][illegible][illegible]

You don't have to be special!

But you do have to be:

- **Committed**
- **Conscious**
- **Unafraid**

Re-Centering the Most Impacted Populations

Who are they in your world?

A

D

M

I

T

- **Acknowledge our Challenges**

- **Deconstruct Our Biases**

- **Modify Ourselves**

- **Invite us to embrace differences & activate**

- **Transform our behavior into the real work**

You can be a “Thoughtful” Whirlwind of Change!



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What Else Do **We** Have to DO?



Policies that are Authentic & Change the Game!



- **A formal racial harm policy - the guidelines and steps to be followed when racialized harm is experienced in your organization**
- **An implementation plan - specific strategies & steps for navigating policy approval & evaluation, staff education, and a organizational & cultural shift towards accountability and repair**
- **Community solidarity & support from colleagues from a variety of fields**
- **Policies that name the disparities and the differences (Tell the truth)!**

You are the Equity Posse!

Key Commitments & Takeaways

- **You**
- **Us**
- **Systems**

Final Question

**Are you the RIGHT
person at the
RIGHT time to
CHANGE the
World?**

**What is your one
Commitment
Word?**



Onward with Equity & Hope!

Thanks

for all that you do!

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Resources

Please see a list
of Dr. Sampson's
favorite
resources
accompanying
this
presentation

