



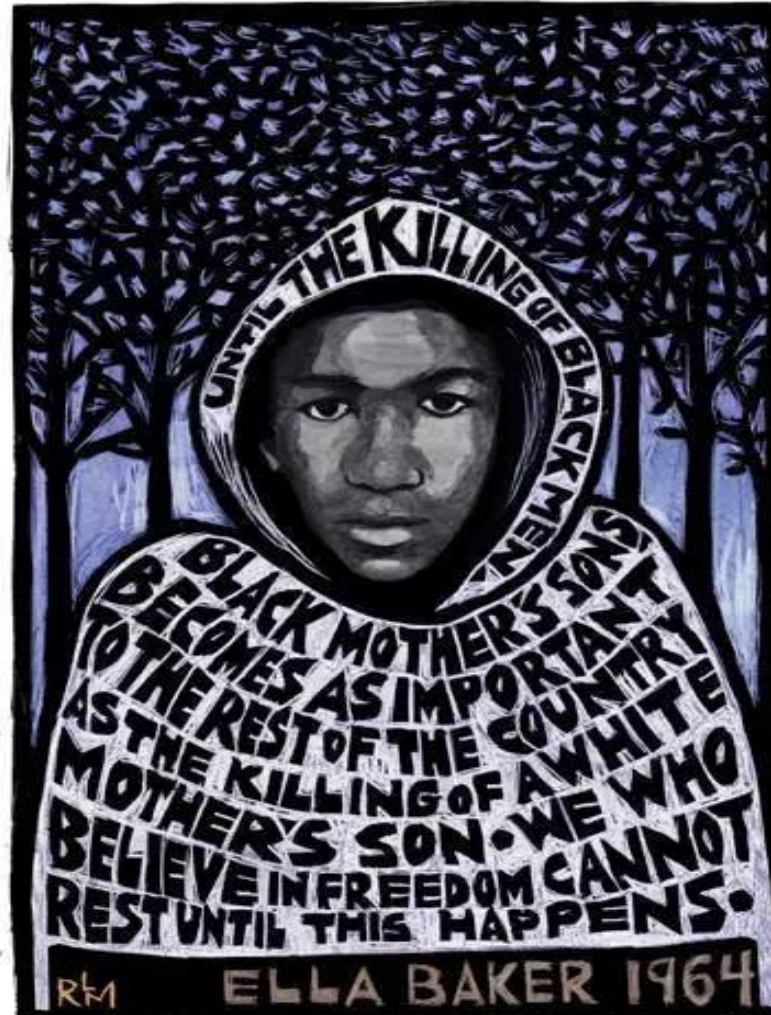
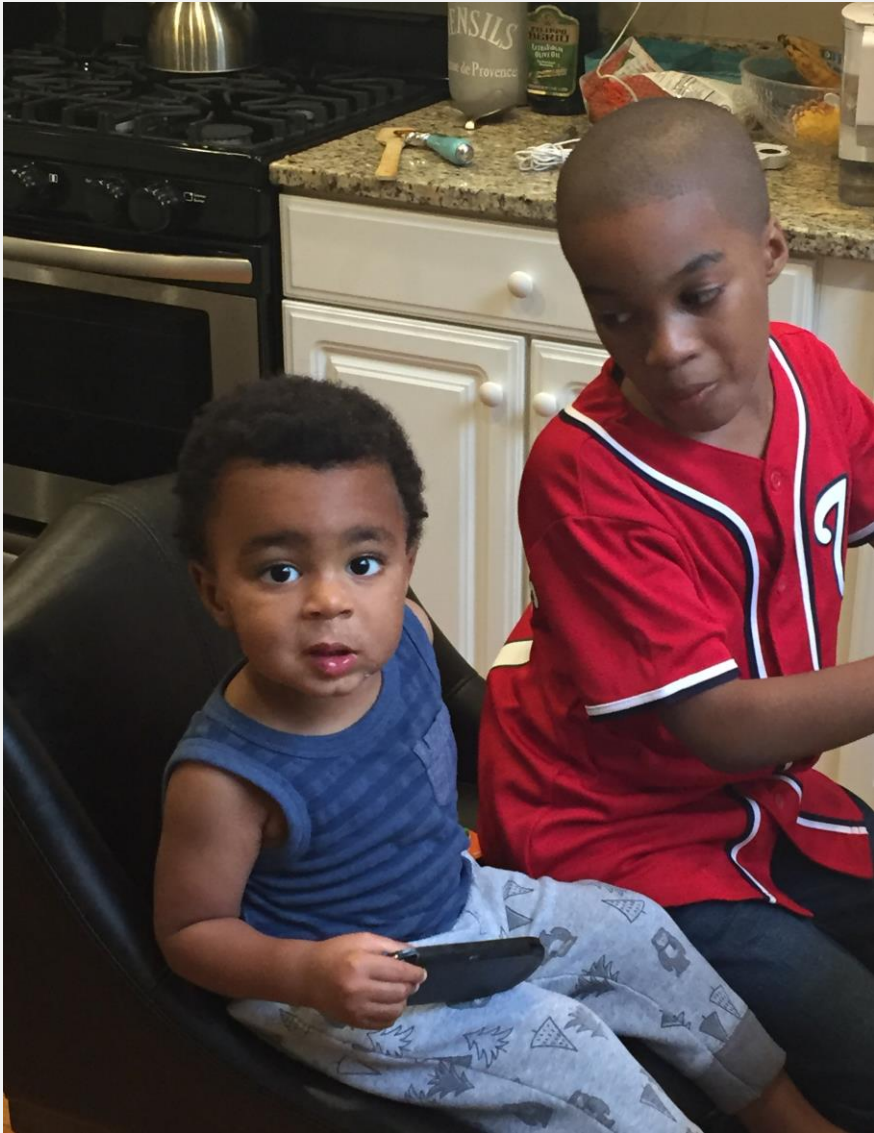
REFLECTING ON MY FATHER'S INCARCERATION: HOW COURAGE, FAITH, AND SERVICE GUIDE MY LIFE

Robert Simmons
Twitter: @robert_simmons3

I AM FROM...

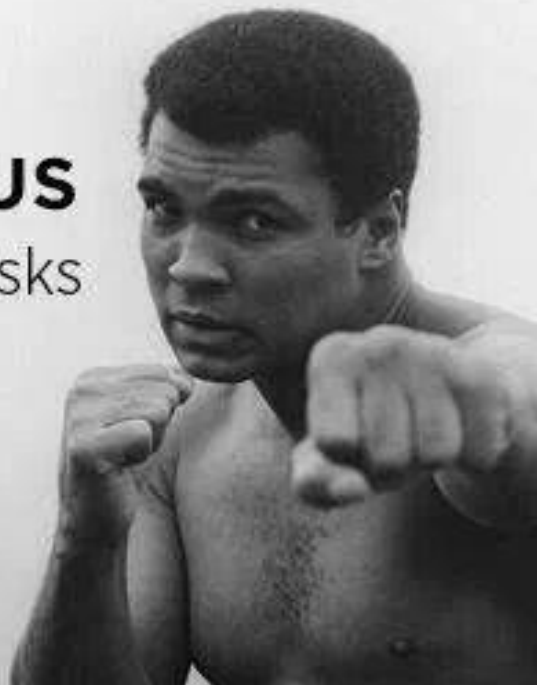
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- I am from a loving mother and grandmother...I am Robert Simmons

WHY IS THIS SO REAL TO ME?



He who is not
COURAGEOUS
enough to take risks
will accomplish
nothing in life.

Muhammad Ali



“FAITH IS TAKING
THE FIRST STEP
EVEN WHEN YOU DON'T SEE
THE WHOLE
STAIRCASE”

-DR. MARTIN LUTHER KING, JR.

SIX CORE PRINCIPLES

| | |
|---------------------|---|
| Confidence | Belief in oneself, one's abilities, and one's future. |
| Conviction | A firm belief that gives one the courage to stand behind that belief, despite pressure to do otherwise. |
| Dedication | The act of devoting all of one's energy, effort, and abilities to a certain task. |
| Giving | To present voluntarily without expecting something in return. |
| Respect | Esteem for, or a sense of the worth or excellence of, oneself and others. |
| Spirituality | A sense of awe, reverence, and inner peace inspired by a connection to all of creation and/or that which is greater than oneself. |

WHAT ARE YOUR CORE PRINCIPLES
THAT GUIDE YOU ON A DAILY BASIS?



LOYOLA
UNIVERSITY MARYLAND

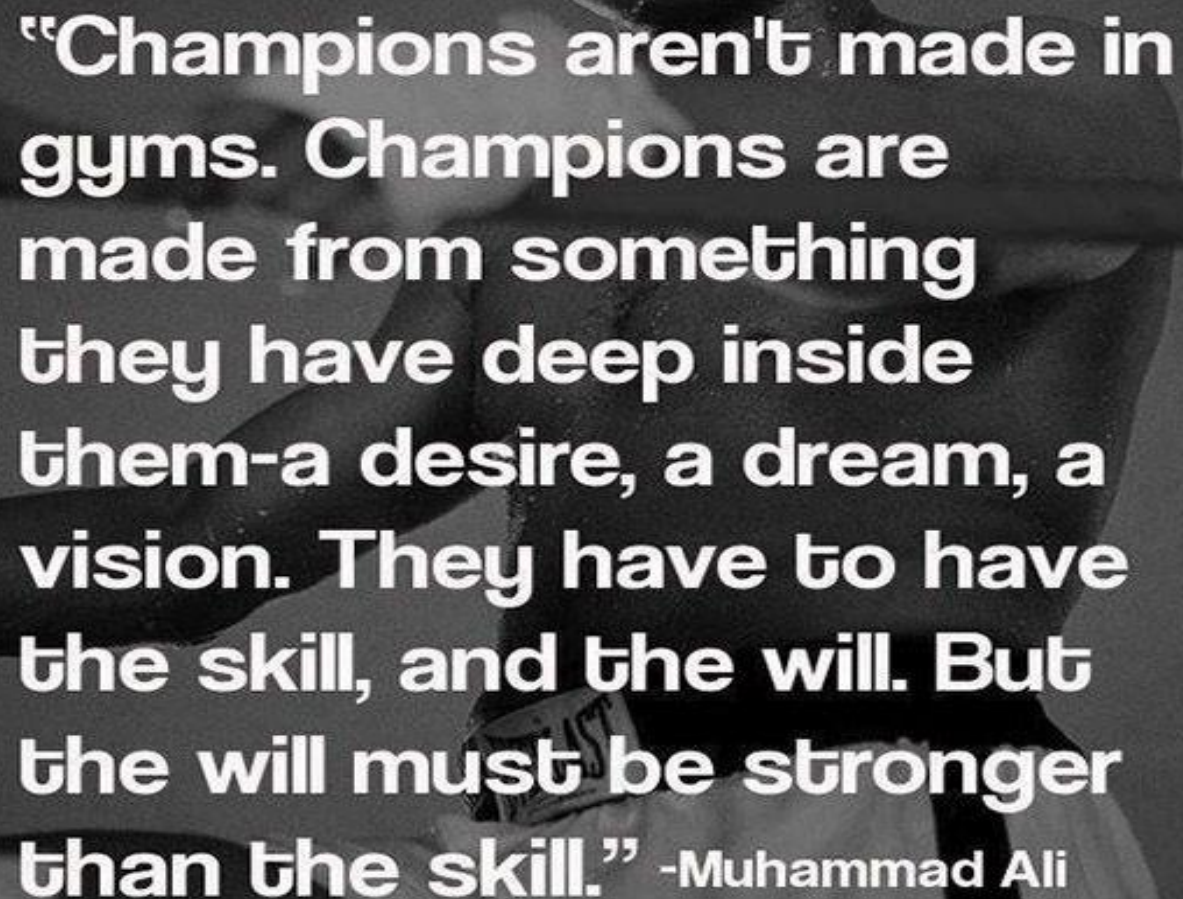


WHAT HAS THIS JOURNEY TAUGHT
ME?



**IF YOUR
DREAMS
DON'T
SCARE YOU,
THEY AREN'T
BIG ENOUGH.**

BLACKLAPEL.COM



"Champions aren't made in gyms. Champions are made from something they have deep inside them-a desire, a dream, a vision. They have to have the skill, and the will. But the will must be stronger than the skill." -Muhammad Ali



“I suppose leadership at one time meant muscles; but today it means getting along with people”.

Mahatma
Gandhi



“A genuine leader is not a searcher for consensus but a molder of consensus.”

Martin Luther King,
Jr.

“Kind words can be short and easy to speak, but their echoes are truly endless”.

Mother
Theresa



Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing **JUSTICE** and fairness within the **PROCEDURES** and **PROCESSES** of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

EQUITY LITERACY

(technical work)

developed by Paul Gorski, PhD (EdChange & Equity Literacy Institute)

| | |
|---|--|
| 1. Ability to Recognize even the subtlest biases and inequities | <u>Equity literate educators:</u> <ul style="list-style-type: none">• notice subtle bias in learning materials and classroom interactions;• show curiosity about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and• reject deficit views that outcome inequalities (like test score disparities) are the result of the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students. |
| 2. Ability to Respond to biases and inequities in the immediate term | <u>Equity literate educators:</u> <ul style="list-style-type: none">• develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school;• cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; and• foster conversations with colleagues about equity concerns in their schools. |
| 3. Ability to Redress biases and inequities in the long term | <u>Equity literate educators:</u> <ul style="list-style-type: none">• advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices;• never confuse <i>celebrating diversity</i> with <i>equity</i>, such as by responding to racial conflict with cultural celebrations; and• teach about sexism, poverty, racism, ableism, transphobia, and heterosexism. |
| 4. Ability to Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures | <u>Equity literate educators:</u> <ul style="list-style-type: none">• express high expectations for through higher-order pedagogies;• consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the Internet; and• prioritize consideration of the needs, challenges, and barriers experienced by students who are from marginalized groups in each discussion and each decision about classroom, school, or district policy and practice. |

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised November 26, 2017.

BUILDING A THEORY OF CHANGE BASED ON SERVICE, COURAGE AND FAITH



How we think about
the families, their
communities,
ourselves, & each
other



What we do
day to day
working in
communities



EXPLORING OUR OWN IMPLICIT BIASES

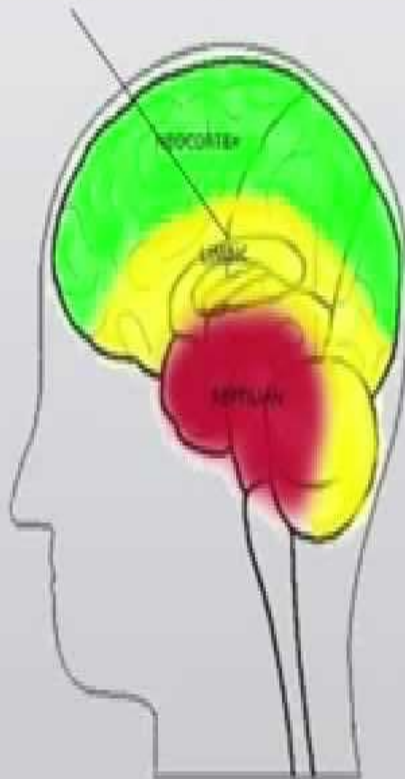
What is implicit bias?

BROADLY SPEAKING, IMPLICIT BIAS IS VARYING DEGREES OF STEREOTYPING, PREJUDICE, AND/OR DISCRIMINATION BELOW CONSCIOUS AWARENESS IN A MANNER THAT TYPICALLY BENEFITS ONESELF OR ONE'S GROUP; **IT INVOLVES LIMITED OR DISTORTED PERCEPTIONS OF OTHERS WITHOUT AWARENESS OR INTENTIONAL CONTROL**

SYSTEM 1 AND SYSTEM 2 PROCESSING

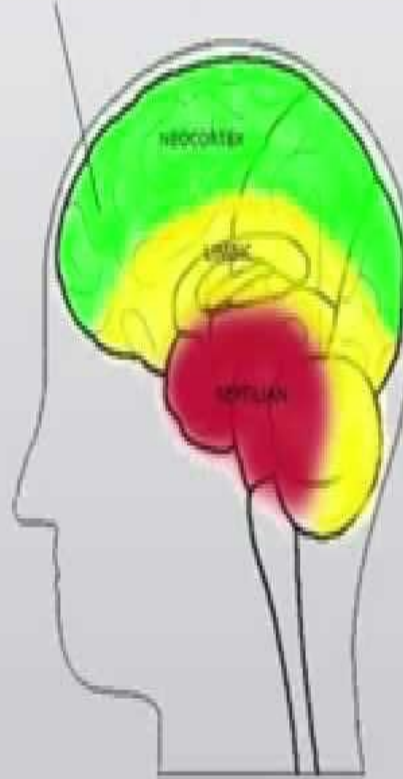
"FIRST REACTIONS"

System 1 ≈ fast, automatic, impulsive, associative, **emotional**, and unconscious processing ≈ limbic.



"THINKING"

System 2 ≈ slower, conscious, reflective, deliberative, analytical, rational, logical processing ≈ neocortex.



Dual Systems Theory

Implicit bias is a product of System 1 thinking. We act on our implicit biases without awareness; thus, they can undermine our true intentions.

MEASURING IMPLICIT BIAS...

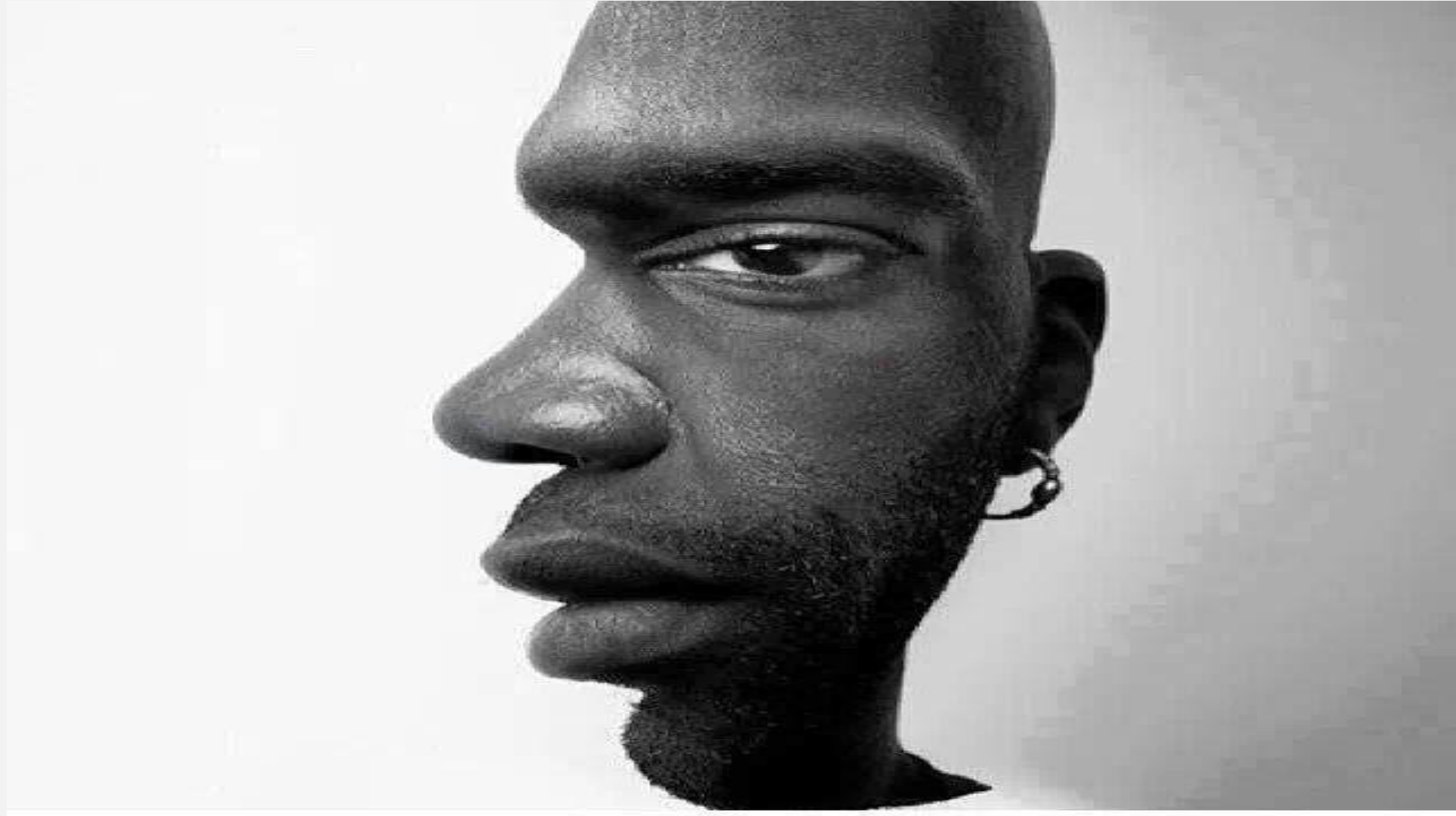
Implicit Association Test

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report.

- **Professionally implicit bias impacts:**
 - **The judgments we form about individuals (students, parents, co-workers), situations, and circumstances that are based on stereotypes**
 - **Interpretation of behaviors and use of discipline measures**
 - **Effective interaction with parents, families, and community members**
 - **Recruitment of a diverse service/volunteer corps and/or staff**

WHAT DO YOU SEE?

Make your observations from two parts of the room. Write what you see from each angle. Talk to a neighbor. Go look from the same spot with a neighbor. Talk to your neighbor—what do you see?



| Question | Reflective Response |
|---|---------------------|
| <p>How does implicit bias animate itself in your life? In your organization/office/department?</p> | |
| <p>Why is acknowledging implicit bias important to our short term and long term success?</p> | |
| <p>Why should we be concerned about implicit bias as it relates to doing service and volunteering in communities? <u>What will you do to challenge your own implicit biases? What will you do when you see implicit bias impacting decisions, processes, practices and policies?</u></p> | |

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WHERE ARE YOU FROM?

WHY IS THIS IMPORTANT?

AMIGA

*Spirit
of
Frida*

Susan Rowe



"Every child deserves a
CHAMPION,
an adult who will never give up on them,
who understands the power of
connection, and insists that they become
the best that they can possibly be."

Rita Pierson



RootsOfAction.com