

# THE EQUITY LENS

"Not everything that is faced can be changed, but nothing can be changed until it is faced."  
 ~ James Baldwin



## REGULAR FEATURES

### COORDINATOR'S CALENDAR & CORNER

### NEWS FROM TONY LAING, PH.D.

### "THE HAN-ESTY BOX"

### CULTURAL & RELIGIOUS HOLIDAYS

### IN THE NEXT ISSUE:

### STAFF SHOUT OUTS! I NEED YOUR HELP!



Recognize a colleague who has gone above and beyond. Staff shout outs will appear in next month's newsletter!

## COORDINATOR'S CALENDAR

[CLICK BUTTON BELOW](#)

Click on calendar button below to see a schedule of my school visits, office hours, class drop-ins! Please stop by!

### Office Hours in each building:

- I can share info about my background, what coaching for equity means, the work I've been doing in the district, etc.
- Talk, and I'll listen: As a new person in a new role, what would be helpful for me to know? What's your background re. diversity & equity? What does your school do very well? What's one thing that the school could do better?
- Share any suggestions or ideas of how I might be helpful to you, your school in my new role.
- Take a break!

### Classroom Drop-in Visits:

- Are brief - usually 10-15 minutes
- **Are not evaluative.** I know (from personal experience!) that drop-in visits can make teachers uneasy. It may take time for folks to trust what I'll say over and over again, which is: *I am not coming in to evaluate or judge you or your class.* Doing so is antithetical to my role.

### So why am I visiting classes? Visits:

- Enable me to see students in their learning environment.
- Connect me to teachers whom I have not met yet.
- Informally introduce me/the position to Wayland resident students.
- Provide opportunities for me to learn & grow as an educator.



## CAROLINE'S CORNER

Welcome to the 1st issue of *The Equity Lens*, a monthly newsletter about diversity and equity events, initiatives and more happening in the district.

A few weeks ago, a confident 7-8 year-old student asked me a question when I was visiting her class. After I had introduced myself, she raised her hand, looked up at me with the slightest hint of suspicion and asked: "So what is your job?" I could see where she was coming from: If I'm not the principal or a teacher, then what was I doing in her classroom?

### COACHING FOR EQUITY

A Coach for Equity (CFE) helps educators apply a new lens, **an equity lens**, to examine and address barriers so that all students can achieve academic success.



**Who is it for?** One myth is that coaching is for teachers who "need help." Any teacher, even great ones, can benefit from equity coaching. It's not possible for us to know all of the ways that our culture and values unconsciously "show up" in all of the decisions that shape student learning. As a coach, I play the role of neutral observer who can help make a teacher's invisible moves, visible.

**Why coaching?** Research has found that coaching is more effective than one-and-done PDs because it is tailored to the needs of each teacher, and is a sustained, mutual partnership. Teacher and coach agree upon the goal, coaching services, data, meeting frequency, etc.

#### What does a typical coaching cycle consist of?

- 1) IDENTIFY:** Decide on a specific goal framed around a student behavior, attitude or achievement. Develop a strategy to achieve the desired goal.
- 2) LEARN:** T learns a new tool to implement in class. C may teach and model tool, observe class several times, collect data for conversation & reflection, share relevant research/reading/resources.
- 3) IMPROVE:** We dig in, make tweaks as needed, evaluate impact, and so on. If a strategy is not producing the desired result, it's not the teacher or coach's "fault" or "failure." We are working together to improve the outcomes of our students.

It's 100% voluntary, confidential & FREE! ;) I will bring transparency, honesty, and 100% commitment.

### MIDDLE SCHOOL METCO LEADERSHIP GROUP & HIGH SCHOOL METCO STUDENT COUNCIL

Plans are underway to form voluntary leadership groups for middle and high school Boston resident students. Both groups will participate in the IDEAS Multicultural Student Conferences held in Bedford at EDCO. Meeting.

Advisors: JaNae Hood (MS), Mark Liddell (HS), & Caroline Han (MS & HS)



METCO Student Council at Lincoln-Sudbury Regional High School 2016-2017

Always a helpful reminder when doing this work...

### SEPTEMBER HIGHLIGHTS

- Read culturally diverse books to 2nd & 3rd grade classes.
- Participated in a discussion in an English class re. the use of the "n" word in a novel. I was impressed with how thoughtful the students were.
- Met many students in the Diversity Room over the course of regular visits.
- Led PD for K-5 TAs.
- Ate lunch with lively Boston and Wayland resident middle school students, Ms. Hood and Mr. Laing.
- Visited over a dozen classes in all 5 schools.
- Responded to 5 or so staff requests to discuss an issue/concern that come under the "diversity" umbrella. **Please reach out to me if you have a concern you'd like to discuss with me confidentially..**



## NEWS FROM TONY LAING, PH.D.

**Greetings everyone!** I am excited to contribute to *The Equity Lens* Newsletter and to share Wayland METCO updates. As we settle into the new school year, I write you with good news on the academic accomplishments, summer employment, and curricular involvement of our Boston resident students during the 2018–2019 school year.

### Wayland Elementary Schools

Three of our elementary students met academic milestones by completing the Symphony (math) and Lexia (reading) programs: **Joah Bigord**, **Anna Huynh**, and **Sophia Nguyen**. Additionally, **Nathaniel Nigus** completed the Lexia program.



### Wayland Middle School

Four students participated in The Calculus Project (TCP) at Boston University. They were: **Ajahnee Drayton**, **Malachi Dixon-Loatman**, **Laila Hamilton** and **Vaughn Edwards**.

TCP's mission is to dramatically increase the number of students of color and low-income students who enroll in and complete AP Calculus in high school. TCP offers preparatory courses in the summer, and tutoring during the school year, supporting mathematics instruction from grades 8 through 12.

**Jewel Abalaka's** science project was featured at the Boston parents' STEM night in May 2019.

**Kiarra Shouder** broke the Water Warriors' swim record with 500 yards 20 lengths in the pool!

Congratulations to you for your accomplishments!

### Wayland High School

**Congratulations** to Class of 2019 alumni who settled into their new postsecondary institutions! They are as follows: **Leandra Carvalho** (Simmons University), **Karma Freeman** (University of Massachusetts-Dartmouth), **Anthony Huynh** (U.S. Naval Academy), **Torri Roberson** (Bridgewater State University), **Nia Simpson** (Johnson and Wales University) and **Keturah Warner** (Salem State University).

**Shawn Bernier** serves as the 2019–2020 student body president and is busy at work planning events with other Executive Board members.

I learned that several high school students secured 2019 summer employment, an internship, and/or research opportunities. They are as follows:

**Jade Gabriel** and **Daneijah Franklyn** worked at the Franklin Park Zoo.

**Kayla Simpson** and **Cassie Cardoso** were writing coaches/camp counselors at Summer Ink

**Odyssey Reyes** was a camp counselor at Camp Harbor View under the supervision of director METCO alumni Devaughn Cooper (WHS '10).

**Josephina Davis** participated in a rigorous academic/research program for prospective physicians at Emory University in Atlanta, Georgia.

**Donovan Edwards** completed a STEM program at Phillips Andover Academy.

**Allyson Christian** was an intern at the Massachusetts State House.

Please join me in applauding all of our students mentioned in this newsletter. I look forward to sharing additional updates on the METCO Wayland Program in subsequent newsletters.

-Tony Laing, Ph.D. METCO Director



## ADVICE COLUMN #1 - ALL MIXED UP

*Note: The names of the students have been changed for privacy reasons.*

Dear Han-nesty Box,

I was in the cafeteria, and I mixed up the names of two Asian-American students who aren't in my class. One of the girls said: *I'M EMILY. SHE'S RACHEL!*" I apologized to both of them, and they said okay and walked away. I feel really badly about it because one of the girls seemed angry and frustrated. Is there anything else I should have said to the girls? Should I do anything more?

~ Mixed up in Wayland

Dear Mixed up in Wayland,

You are not alone. Everyone does it. I have the unenviable talent for making this mistake in the worst possible situations -- like in front of a child's parent, my evaluator, or during a class discussion about racial micro-aggressions (I'm not kidding!).

It turns out that people have a harder time making distinctions among members of a different race. Cognitive scientists have researched this common behavior and found that the brain sorts people, including family members, into categories. When we mix up names, we're pulling the wrong name out of the same "folder" in our brains.

Some teachers wonder why an innocent mistake is so offensive to many people of color. One explanation is that the latter don't experience it as an isolated incident. The unintentional error takes place in a socio-political context in which the histories, contributions and value of marginalized communities are often rendered invisible. When a student is mistaken for someone of the same race who bears no resemblance to them in height, skin color, facial features and so forth, it reinforces a stereotype that, "They can't tell us apart." When it happens to them countless times throughout their education, it may be easier to understand why feelings of frustration and anger may surface.



Back to your mixup! You offered a sincere apology, which is the key. You don't want to fall all over yourself apologizing ("awkward") nor do you want to brush it off ("Whoops! I do the same thing with my kids, dogs, nieces and nephews. I'm just terrible with names!"). Depending on the age of the student, a follow-up conversation may be helpful for both student and teacher. In most cases, an acknowledgment of the error is enough.

Let's say you froze and didn't say or do anything in the cafeteria! Remember, it is never "too late" to return to the student(s) to set things right.

Keep asking questions, Mixed Up in Wayland.

**Do you have questions for The Han-nesty Box? Submit your questions to [caroline\\_han@wayland.k12.ma.us](mailto:caroline_han@wayland.k12.ma.us).**



[Click here or on photo to read article from PBS News Hour](#)

# Religious & Cultural Holidays

**January**

Poverty in America Awareness

**February**

Canadian History Month  
 America History Month  
 Black History Month

**March**

Developmental Disabilities Month  
 Greek-American Heritage Month  
 Gender Equality Month  
 Developmental Disabilities Awareness  
 Irish American History Month  
 Ethnic Equality Month  
 Women's History Month

**April**

Community Service Month  
 Arab-American Month  
 Hmong History Month

**May**

Asian Pacific American Heritage Month  
 Indian Heritage Month  
 Jewish American Heritage Month  
 Mental Health  
 South Asian Heritage Month

**June**

AIDS Awareness Month  
 LGBTQ Pride Month

**September**

Hispanic Heritage Month (Sept. 15-Oct. 15)

**October**

Diversity Awareness Month  
 Family History Month  
 Filipino American History Month  
 Italian-American Heritage Month

**November**

Latin American Month  
 National American Indian & Alaska Native Heritage Month

**December**

Universal Human Rights Month



Equity & Diversity

## SEPTEMBER

28-29	<a href="#">Erev Rosh Hashanah</a>	Jewish
29-7	<a href="#">Navratri (Begins)</a>	Hindu
23	<a href="#">Mabon</a>	Pagan
30-1	<a href="#">Rosh Hashanah</a>	Jewish
31-1	<a href="#">Al-Hijra</a>	Muslim

## OCTOBER

Day	Event	Religion	Cultural
1	National Day		China
8	<a href="#">Dusseera</a>	Hindu	
8-9	<a href="#">Yom Kippur</a>	Jewish	
13	Passing of King Bhumibol		Thailand
13	<a href="#">Sukkot (begins)</a>	Jewish	
14	<a href="#">Columbus Day</a>		United States
20	<a href="#">Sukkot (ends)</a>	Jewish	
20-22	<a href="#">Shemini Atzeret</a>	Jewish	
21-22	<a href="#">Simchat Torah</a>	Jewish	
23	Chulalongkorn Day		Thailand
26	National Day		Austria
27	<a href="#">Diwali</a>	Hindu	
28-29	<a href="#">Birth of Báb</a>	Bahá'í	
28	Ochi Day		Greek
31	<a href="#">Halloween</a>		United States



“The first step in implementing more culturally responsive instruction is recognizing how our own cultural conditioning is reflected in our teaching: how we set up our classroom, establish relationships with students, even how we design and deliver our lessons....This article offers suggestions that teachers can use throughout the school year, as well as when observing cultural and religious holidays and celebrations”

~ Dr. Cynthia Lundgren and Giselle Lundy-Ponce

[CLICK ON quote](#) to access full article.