



Leading for Educational Equity

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North Clackamas Demographics

- 📍 Located just south of Portland, Oregon
- 📍 North Clackamas Schools includes 17,250 students (38 percent economically disadvantaged, 33 percent students of color, 16 percent students with disabilities, 10 percent English language learners, over 65 languages spoken)
- 📍 Seventh largest school district in the state with 32 schools (including traditional, charter, magnet, bi-lingual, and the state's largest professional technical center)
- 📍 1,800 full-time employees - 900 certified staff, 800 classified, 82 administrative

Achievements

- 💧 Student Achievement Results outpace the state at every grade level in English and math
- 💧 Highest attendance rates of the 15 largest districts in Oregon
- 💧 Almost 90 percent of freshmen are on-track to graduate
- 💧 Graduation rate has increased by 18 percent in the past five years and closed the graduation gap for students of color
- 💧 Largest Professional-Technical Center in the state available to all high school students – sixteen, four-year programs (92% graduation rate)

How does equity show up in our schools and classrooms?

Instructional Practices ↔ Equity ↔ Leadership



Principle #1

Bringing equity into our schools and classrooms requires each of us to look at our own racial identity





“We want to hear and learn about the Black experience from Black writers, not from a white person writing about the Black experience.”



“It’s hard going to a school where people don’t look like you. It’s uncomfortable for everyone.”

*“I just keep my head down
so I can graduate.”*



A student's gender, their skin color, their home language, their parents' income level continues to be a predictor of who graduates and who does not graduate from our school systems.

Development of the Human Being

For each student -

- 💧 Ensuring the opportunity for social uplift
- 💧 Giving them a voice in this world
- 💧 Being empowered to claim their humanity

Principle #2:

Our job as educators is to improve our ability to notice, acknowledge, and replicate the use of strong instructional practices.



Culturally Relevant Practices

Barrier:

Mitigate Barrier:

- 🟢 Micro-aggressions.....Interrupt
- 🟢 Stereotype Threat.....Growth Mindset
- 🟢 Implicit Bias.....Reflection
- 🟢 Low Expectations.....High Expectations/Warm Demander

Learning Matters

- 💧 We know that if students are not learning, they are not being afforded powerful life opportunities.
- 💧 Teacher quality matters above all else, including family income and education.
- 💧 The purpose of educational leadership is the improvement of instruction—period.

Principle #3: We must identify and change our practices and beliefs so that each child knows they are expected to succeed.

- 💧 Make standards for evaluation explicit
- 💧 Avoid overpraising for mediocre work
- 💧 Normalize help-seeking behaviors
- 💧 Share with students our views on intelligence

The Growth Mindset

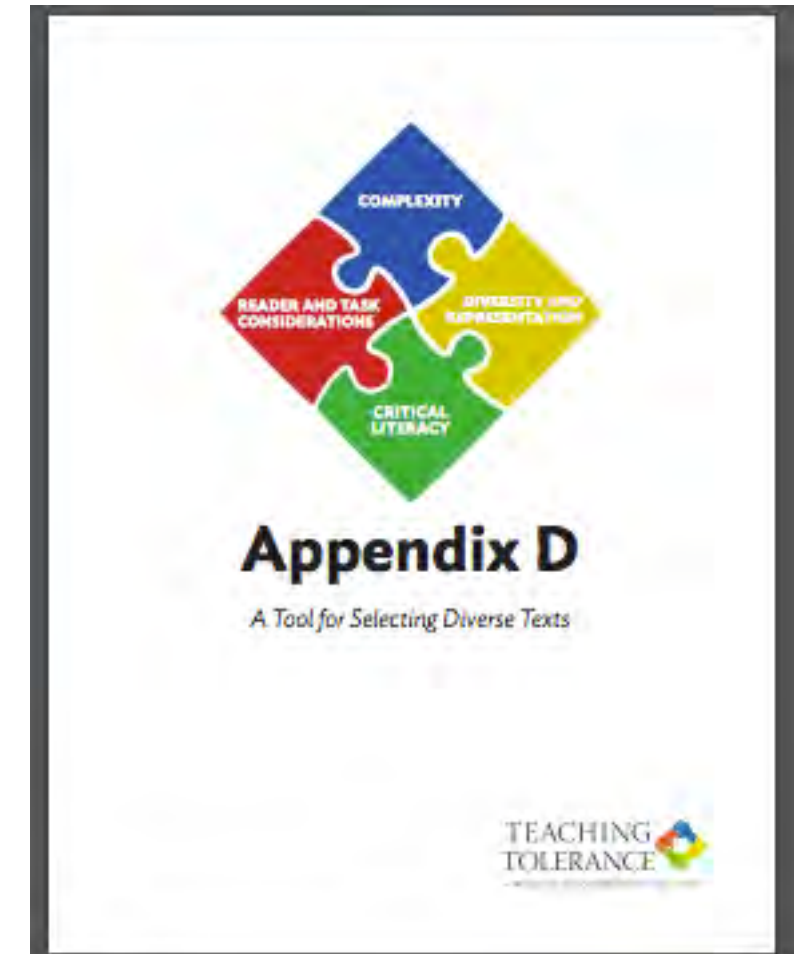
(Mindset by Carol Dweck)

The growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way – in their initial talents and aptitudes, interests, or temperaments – everyone can change and grow through application and experience.



Principle #3: We must identify and change our practices and beliefs so that each child knows she is expected to succeed.

- 💧 Make standards for evaluation explicit
- 💧 Avoid overpraising for mediocre work
- 💧 Normalize help-seeking behaviors
- 💧 Share with students our views on intelligence
- 💧 Include diversity of perspectives



Principle #4: We must learn who our students are and focus on where they want to go.

- 💧 Students can get there through the development of their intellect and their critical capacity to think.
- 💧 Develop relationships with our students and recognize the racial, cultural, and economic differences and the interplay with the growth mindset.
- 💧 We must talk about race and the building of a student's racial identity.

Principle #5: Creating inclusive learning environments for each student takes strong leadership.

District Equity Policy

As each student enters a North Clackamas school, dreams are nurtured, history and cultural heritage are celebrated, love of learning is fostered, educational, physical, emotional and social needs are supported.

The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies or religion.

The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices and resource allocations. All students will have access and opportunity to a high-quality education.

The North Clackamas School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;
2. Maximizing the academic achievement of every child requires allocating resources equitably, not necessarily equally;
3. Everyone in the district will act to eliminate disparities to prepare all students for college and career and;
4. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals.

To realize our beliefs the North Clackamas School District will:

1. Systematically use districtwide and individual school level data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background and mobility to inform district decision-making;
2. Provide students with equitable access to high quality curriculum, programs, teachers and administrators, extracurricular activities and support services, even when this means differentiating resource allocation;
3. Affirm the identity of each student, acknowledge and celebrate differences to create a sense of belonging for each student;

Our Vision for Each Student

Dreams are Nurtured

Sense of Belonging

Access and Opportunity

History and Culture Celebrated

Inclusive

Love of Learning

Success of Each Student

Barrier-free Environment

High Quality Education

High Expectations

Eliminate Disparities

Affirm Each Person's Identity

Move from Hero to Host Leadership

Principle #6



Hero to Host

“For too long, too many of us have been entranced by heroes. Perhaps it’s our desire to be saved, to not have to do the hard work, or our preference for someone else to figure things out. Our yearning for heroes isn’t helped by the constant barrage of politicians presenting themselves as the ones who will fix everything and make our problems go away if we simply follow them. It’s a seductive notion, an enticing promise, and it’s completely unrealistic.”

Why do we continue to hope for heroes?

- We assume leaders have the answers.
- We assume people do what they're told.
- We assume high risks requires high control.



Host Leader Questions

- 💧 Who's in this organization or community?
- 💧 What do people care about?
- 💧 What skills and capacities might they offer if they were invited into the work as full contributors?
- 💧 What do they know and what insights do they have that might lead to a solution to this problem?



Pair Share

Take a moment and think about a time you led as a hero to solve a complex problem and the outcomes were not as you desired – either for you personally and/or for the problem you were trying to solve.

- 💧 How did you feel?
- 💧 How did those impacted feel?
- 💧 Would a hosting leadership model have led to different results?
- 💧 Why do we struggle with this idea of hosted leadership?



Principle #7:
We have an
ethical and
moral
obligation to
take action.

Interim Strategy

“But, you know... that’s the way we’ve always done it.”

Equity Lens

- 💧 Does this decision align with the District mission/vision?
- 💧 Whom does this decision affect both positively and negatively?
- 💧 Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- 💧 Are those being affected by the decision included in the process?
- 💧 What other possibilities were explored?
- 💧 Is the decision/outcome sustainable?

How does equity show up in our schools and classrooms?

Instructional Practices ↔ Equity ↔ Leadership



Supporting equity means taking
responsibility for what matters to you.

A student's gender, skin color, home language, and family's income level are no longer predictors of who does and does not graduate from our schools.



Inclusive Message

KNOW THIS:
YOU ARE IMPORTANT.
WE CARE ABOUT YOU.
WE ARE WITH YOU.
EVERY. SINGLE.
ONE. OF. YOU.

Breakout Session

- 🔹 Identity Activity
- 🔹 Mindsets and Equitable Educational
- 🔹 Equity Policy Development
- 🔹 Hero to Host Leadership
- 🔹 General Question and Answer

Thank You.

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