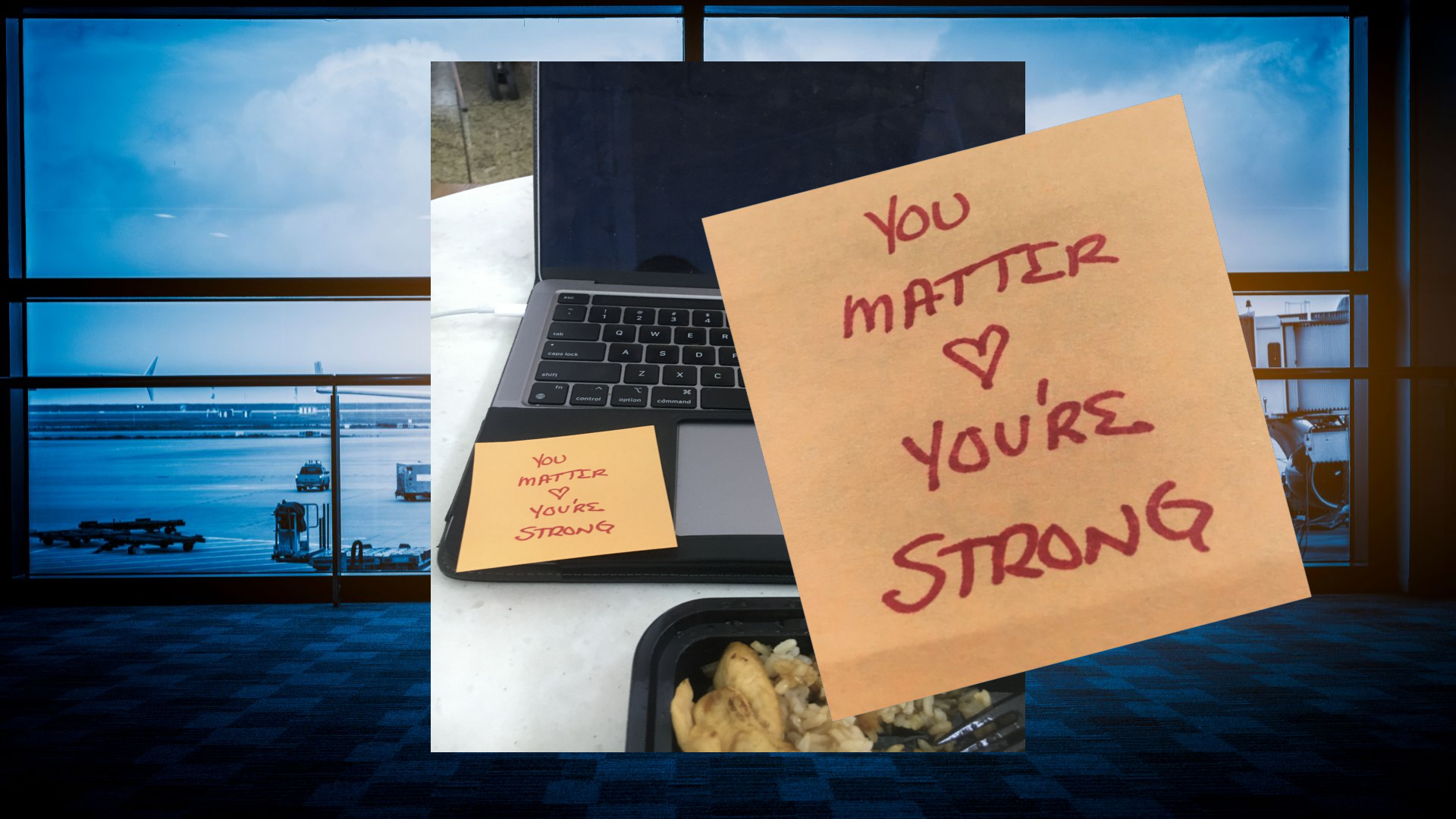




Dr. Kurt Hatch



YOU
MATTER
♡
YOU'RE
STRONG

YOU
MATTER
♡
YOU'RE
STRONG



Aligning **VALUES** and **ACTION** *to* Create Community

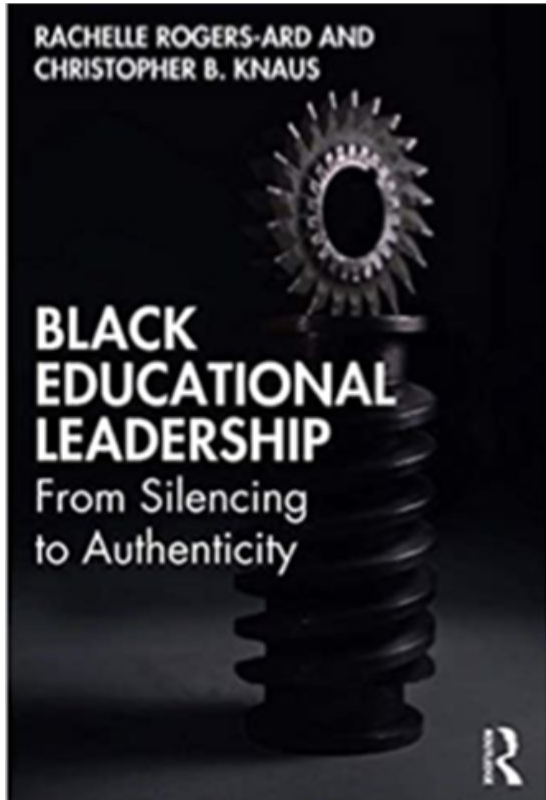
Education
must be
centered on a
LOVE ETHIC.



A BETTER LOVE



kh



“
If you are not
**answering to your
why every day,**
you are out of
alignment.”


Dr. Rachelle Rogers-Ard



To **ELIMINATE RACISM AND
EXCLUSIONARY PRACTICES** by
unapologetically prioritizing the
education and well-being of BIPOC
students, staff, and community.

A handwritten signature in blue ink, appearing to read "Khadija H. H.", is positioned in the bottom right corner of the slide.

**EQUITY
LEADERSHIP
SAVES
LIVES**

A photograph showing a person's legs and feet walking on a yellow tactile paving surface. The person is using a white cane with a red stripe. The surface is a concrete curb with a raised edge. The background shows a road and some greenery.

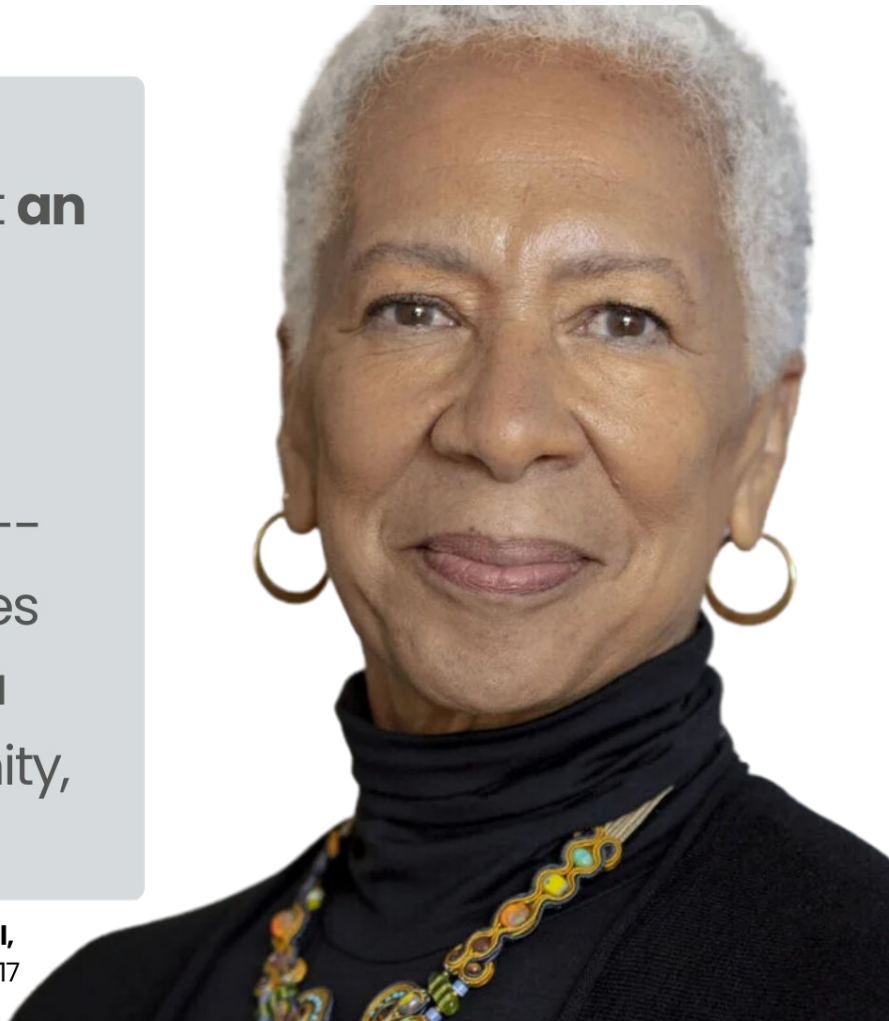
The **CURB CUT** Effect

“

The Curb-Cut Effect asserts that **an investment in one group can cascade out and up** and be a *substantial investment in the broader well-being of a nation* -- one whose policies and practices create an equitable economy, a healthy community of opportunity, and just society.

Angela Glover Blackwell,

Stanford Social Innovation Review, Winter 2017



to be
point of view

Grace [greɪs]

elegance and

short prayer

BIAS

STEREOTYPE THREAT

WHITE PRIVILEGE

MICROAGGRESSIONS

MICROINSULTS

MICROASSAULTS

MICROINVALIDATIONS

VIRTUE SIGNALING

CULTURAL ERASURE

THE MYTH OF
MERITOCRACY



WHITE FRAGILITY

INTERSECTIONALITY


REDLINING

PERFORMATIVE
ACTIVISM

CODE SWITCHING

WHITE SUPREMIST,
NEO-LIBERAL, SETTLER
COLONIALISM

How BROWN V BOARD
was used to DECIMATE
THE BLACK EDUCATOR
WORKFORCE

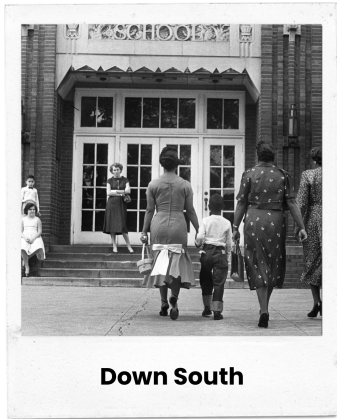
A silver microphone on a stand is positioned on the left side of the frame. The background is a soft-focus bokeh of warm, golden-yellow lights, suggesting an indoor setting with many small light sources. The text 'NEEDS' and 'HOPES' is overlaid on the right side of the image.

NEEDS **HOPES**





NEEDS **HOPES**



Down South



Christmas Eve



First Day...Last Day



**The Biggie Smalls
Breakdown**



RACISM **IS AN A.C.E.**

Dr. Janine Jones

Professor, University of Washington
School of Psychology

1

HARD TRUTH

“Educational
Institutions in this
country **have
historically
incubated systemic
racism and social
oppression.**”

-Dr. Sharif El Mekki

CEO, Center for Black Educator Development

Teaching While Black: An Open Letter to School Leaders, Association of
Supervision and Curriculum Development, Dec. 2020





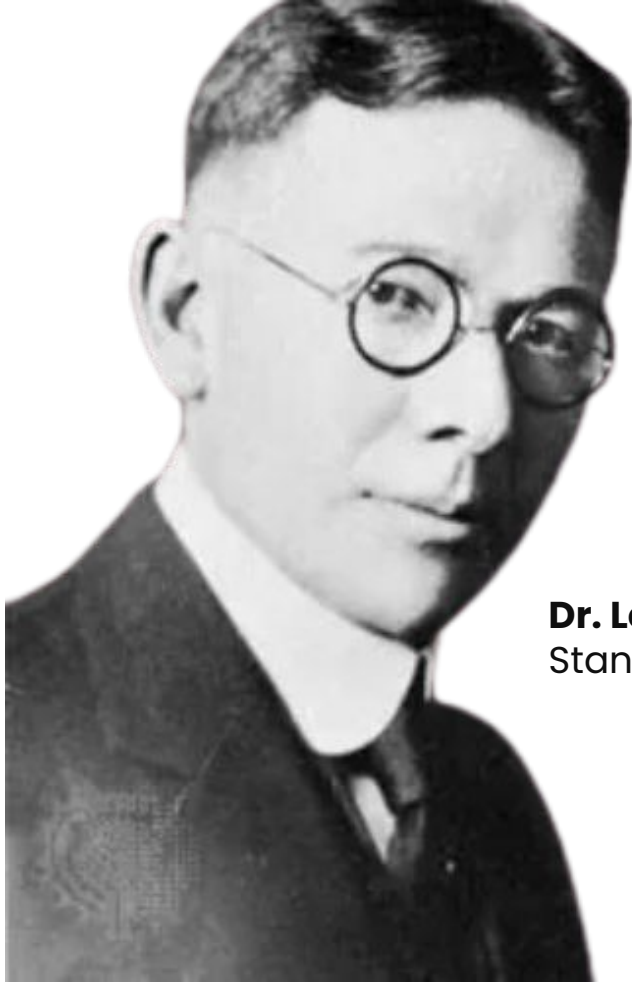
-Dr. Ron Edmonds, 1970

“
“**We can**, whenever and
wherever we choose,
successfully teach all children
whose schooling is of interest
to us.
... Whether or not we do it must
finally depend on **how we feel**
about the fact that we haven't
so far.”

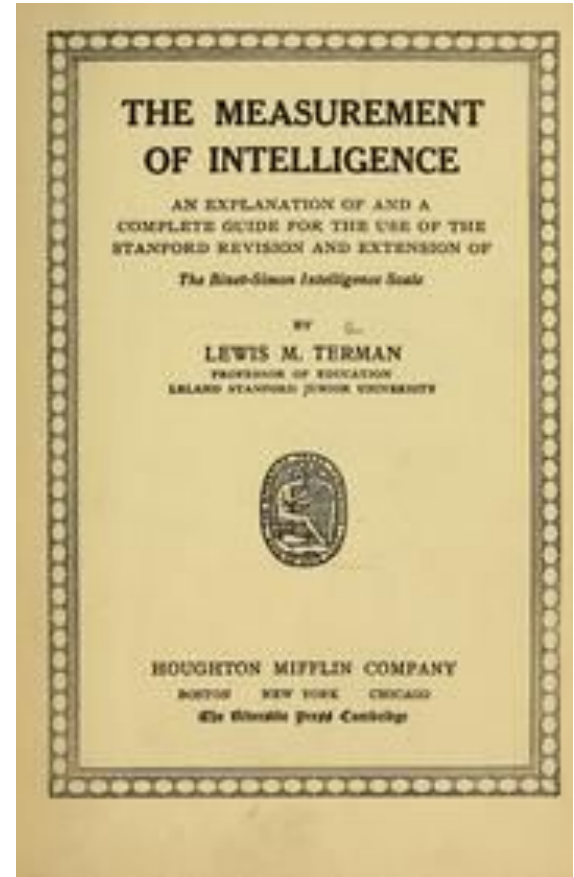


**“He just needs help
learning how to
read.”**

–Marquel’s mom



Dr. Lewis Terman,
Stanford University (1916)



Classification of Types		I.Q. (Intelligence Quotient)
1.	Near genius or genius	140 and above
2.	very Superior	130-139
3.	Superior	120-129
4.	Above Average	110-119
5.	Normal or Average	90-109
6.	Bellow Average	80-89
7.	Dull or Borderline	70-79
8.	Feebleminded, Moron	50-69
9.	Imbecile	25-49
10.	Idiot	0-24

at racial
s in general
e...



Illustration2. Distribution of Intelligence in Normal population.



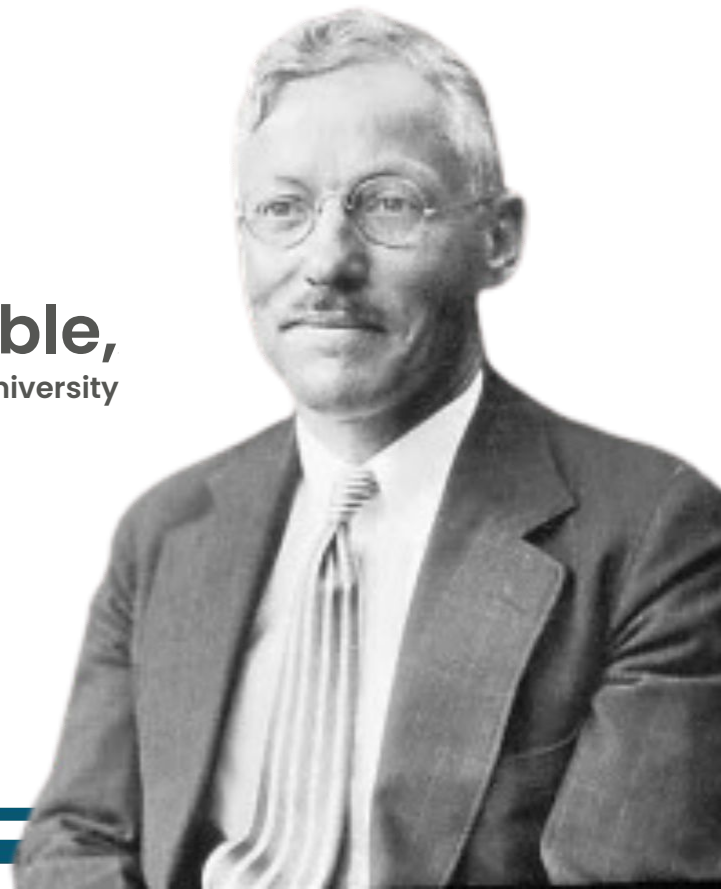
THE PSYCHOLOGICAL CLINIC is indebted for the loan of these up to 225 to the courtesy of Dr. Oliver F. Carpenter, Assistant to the Director of the Psychological Clinic, and Chairman of the Committee on the Investigation. See Report of Committee, Dec. 21, 1915, appendix.

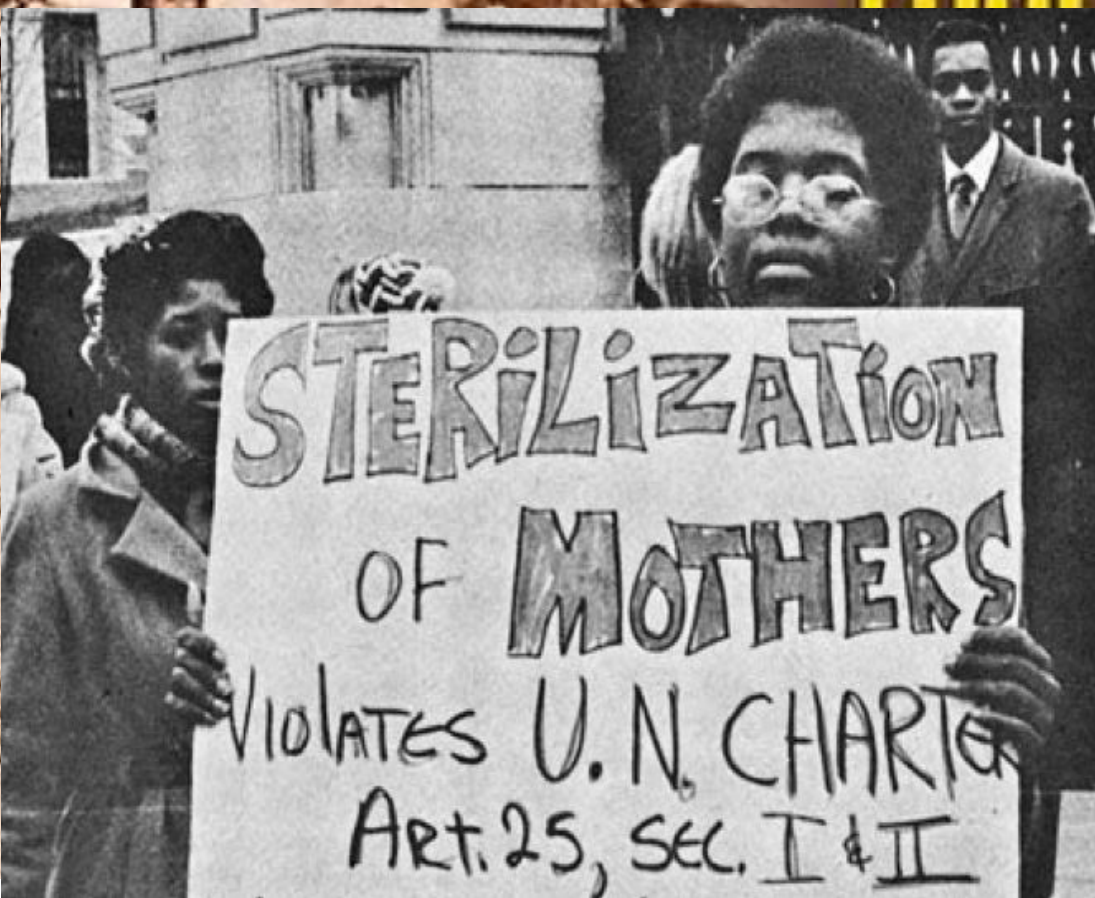


STUDY BY THE EUGENICS SOCIETY 49, ECCLESTON SQUARE LONDON, S.W.



Dr. Clarence Gamble,
Harvard University





EUGENICS AND VICTIMS:

Bell Still Matters





ROSA'S LAW 2010

Named for Rosa Marcellino, a nine year-old girl with Down syndrome who worked with her family to **have the words 'mentally retarded' officially removed from health and education codes.**



Specifically, 60% of white students with Disability (SLD) Only 30% of Black students with Disability are viewed as objective and similar tests.



and similar tests. They derive their statistical validity from the general education classroom for the only of the day. CONTINUE to be used to classify students are more likely to be placed in special education programs. Black students are more likely to be placed in special education programs.

used to classify students as disabled. It has caused millions of children from particular intellectual disabilities in general education to be placed in special education programs. Black students are more likely to be placed in special education programs. Rates for students with disabilities, disabled world.

Clark, J. (2012). August 2012. Rates for Students with Disabilities. Disabled World. -Ortiz, 2008

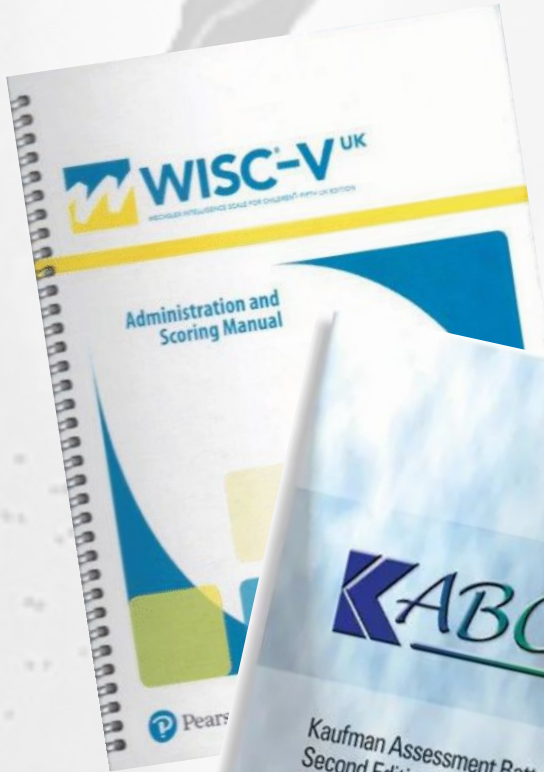


VERITAS
CAPITAL

Houghton Mifflin Harcourt

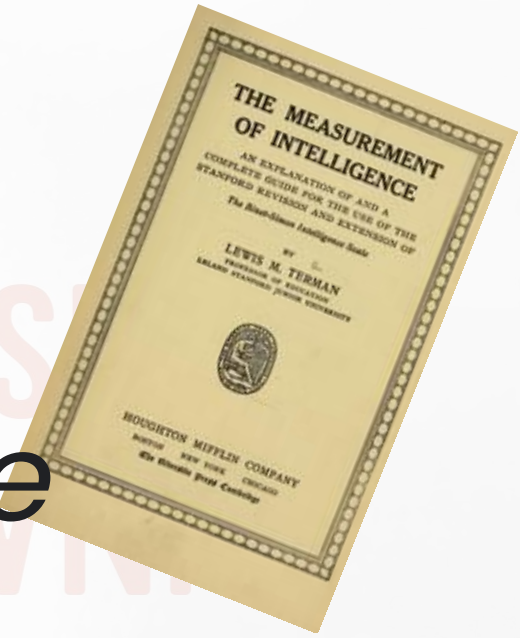
CURRENT

...ing technology company
...g more than 50 million
...and three million educators
...in 150 countries



kh

A seed planted with
bad intentions...
*...will always struggle
to bear fruit.*





Life knows our intent.

Life knows the seeds
we sow.

Sow good seed...
NO MATTER WHAT.

- Staci J. Shelton

How do we shift from **MEASURING STUDENTS' INTELLIGENCE QUOTIENT** to, instead, measuring the **ADULTS' "INCLUSION QUOTIENT"**?

More than a million students are IQ tested every year.

"DISTRICTS SHOULD
implement and provide training
to educators in **Positive**
Behavioral Interventions &
Supports."

-National Center for Learning Disabilities, 2021







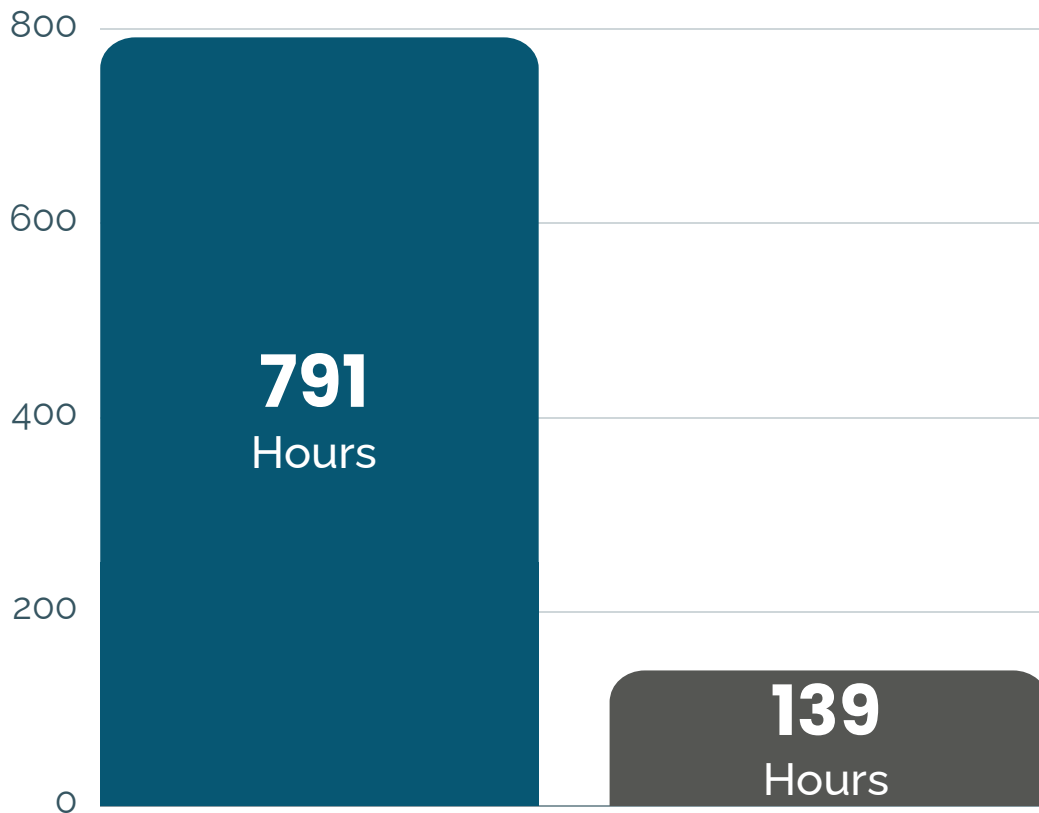
The Miseducation of Larry P.

A BETTER LOVE

For
Matt

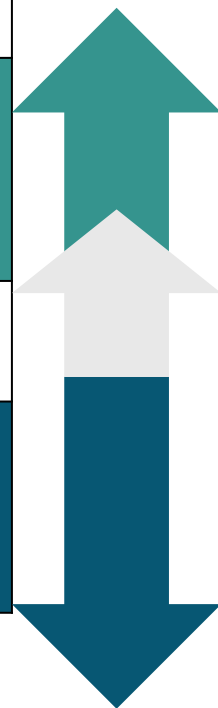


Missed Instruction | The Results



Practices that **DO/DON'T WORK**

Treatment	Effect Size	Effect
Teachers' Estimates of Student Learning MTSS	1.62 1.29	Accelerated
Classroom Management	0.35	Typical Teacher Effects
PUNISHMENT SUSPENSION/EXPULSION	-0.13 -0.20	REVERSE Effects





**Punishment is more likely
to CAUSE OR INCREASE
PROBLEM BEHAVIOR, *rather
than prevent it.***

Dr. Thomas J. Mowen

The Effect of School Discipline on Offending Across
Time, Justice Quarterly (2019)



It is important to understand
**what punishment is, its
psychological impacts, and
WHY IT IS NOT AN EFFECTIVE
TEACHING TOOL.**

PUNISHMENT

activates the
amygdala.

(Fight or Flight)



The amygdala
is a section of
the brain
responsible for
**detecting fear
and preparing
for
emergency
events.**

PUNISHMENT

Punishment is the
arbitrary pairing of
pain/fear with an
unwanted behavior.

"Paying a Penance"

"Pound of Flesh"

**Classroom & School
Exclusions**



Physical pain can be alleviated by morphine, but **the pain of social ostracism cannot be taken away.**

-Derek Jarman

Exclusions **OSTRACIZE** students.

Ostracism is a form of **PUNISHMENT**

Punishment is **NOT** an **EVIDENCE-BASED PRACTICE.**

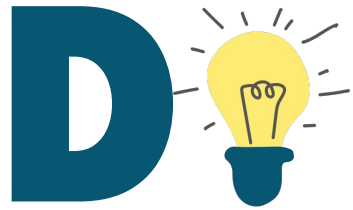
Using punishment as a teaching tool is...
MALPRACTICE!
-.13/- .20

Well Intended PUNISHMENT

PRAISE *can* be PUBLIC...

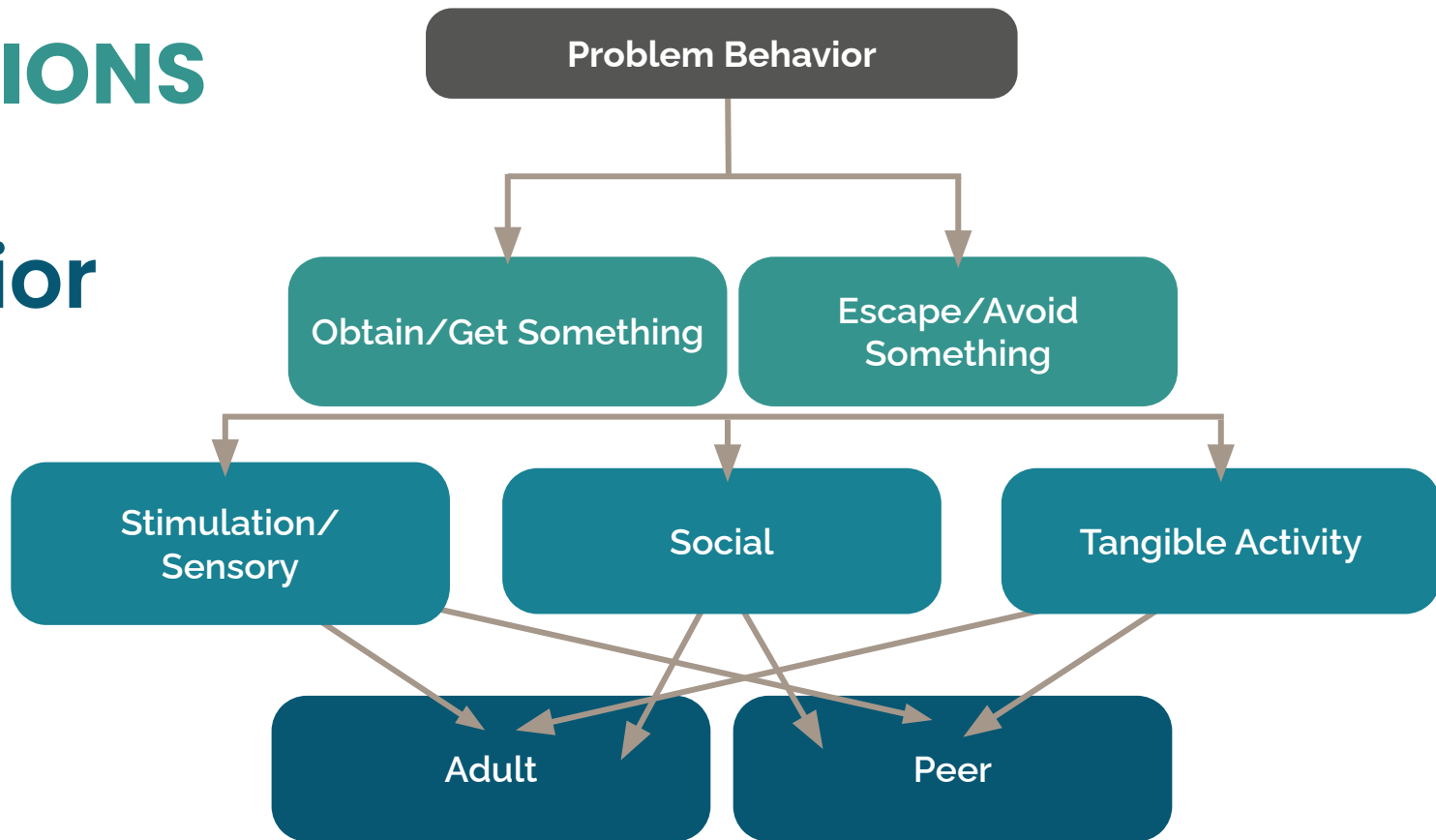
CORRECTIONS should be
PRIVATE!





Punishment
DISCIPLINE

FUNCTIONS that a Behavior Serves



Sheldon Lohman, Ph.D., & Chris Borgmeier, Ph.D., Practical Functional Behavioral Assessment Training manual for School-Based Personnel

Discipline is helping a child **solve a problem.**

Punishment is making a child **suffer for having a problem.**

**TO RAISE PROBLEM-SOLVERS, FOCUS
ON SOLUTIONS NOT RETRIBUTION.**

–L.R. Knost



Every child wants to know:

Am I **ACCEPTABLE?**

CAN I TRUST YOU with my big feelings?

DO YOU RESPECT ME even though I'm little
and/or younger than you?

DO YOU SEE MY LIGHT even when it's not
shining?

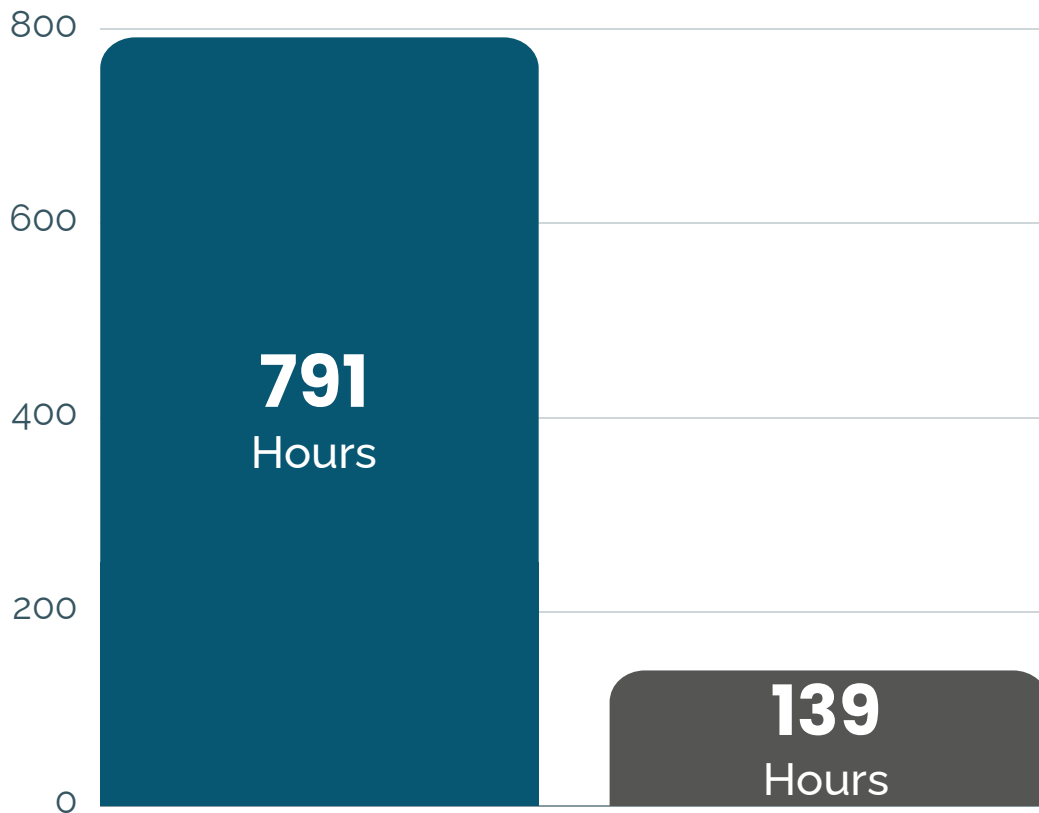
Will you love me through it all?

-Rebecca Eanes

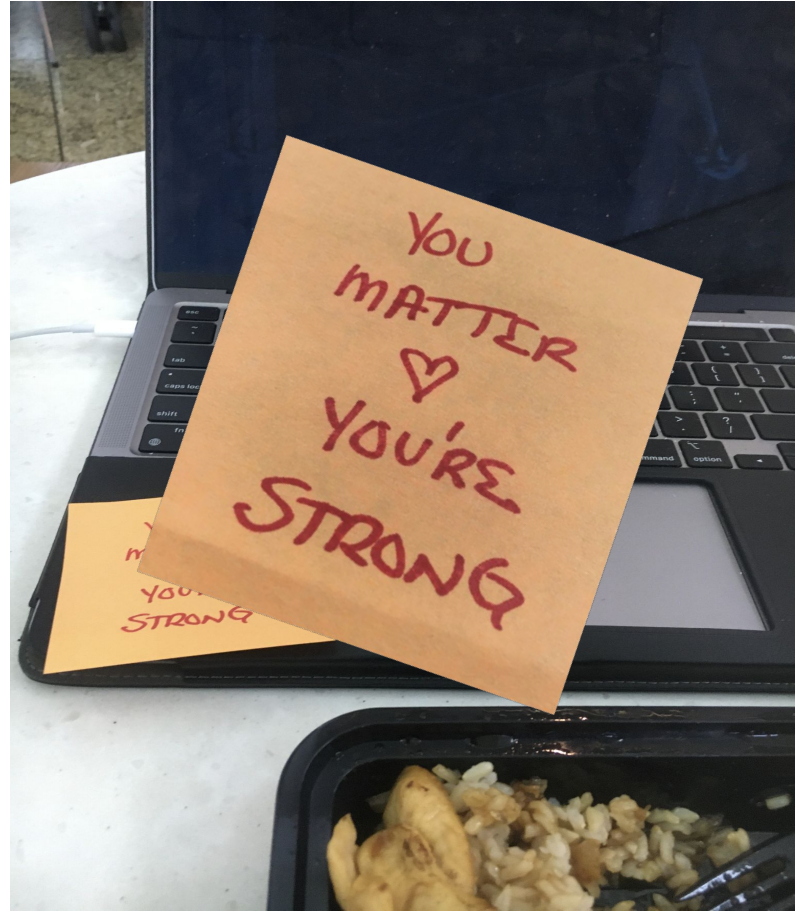


PBIS is THE SYSTEM in which **ADULTS**
adopt evidence-based practices to
build relationships, ensure belonging
and teach students safe and
effective ways to communicate their
needs and resolve conflicts.

Missed Instruction | The Results



Aligning **VALUES** and **ACTION** to *Create Community*





-Dr. Ron Edmonds, 1970

“
“**We can**, whenever and
wherever we choose,
successfully teach all children
whose schooling is of interest
to us.
... Whether or not we do it must
finally depend on **how we feel**
about the fact that we haven't
so far.”

ONE FINAL STORY





A BETTER LOVE

Handwritten signature in blue ink.

A BETTER LOVE

A handwritten signature in blue ink, appearing to read 'Kd Hatch', is written over the word 'LOVE' in the title.

kdhatch@uw.ed | 360.999.6081



END