

MAASE
OCTOBER 2020

RISING TO OUR RESPONSIBILITY:

THE POWER OF COLLECTIVE EFFICACY TO ADDRESS MICHIGAN'S EQUITY CHALLENGES

Dr. Terah Venzant Chambers
Michigan State University





My Background





Setting the Context for Our Work

Commitments

- Active participation*
- Honoring the space

A joke (from Langston)

- Why are witch triplets a big problem?

Important notes

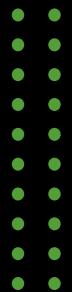
- Ask questions!
- What about technology?
- Taking breaks...



What's going on?



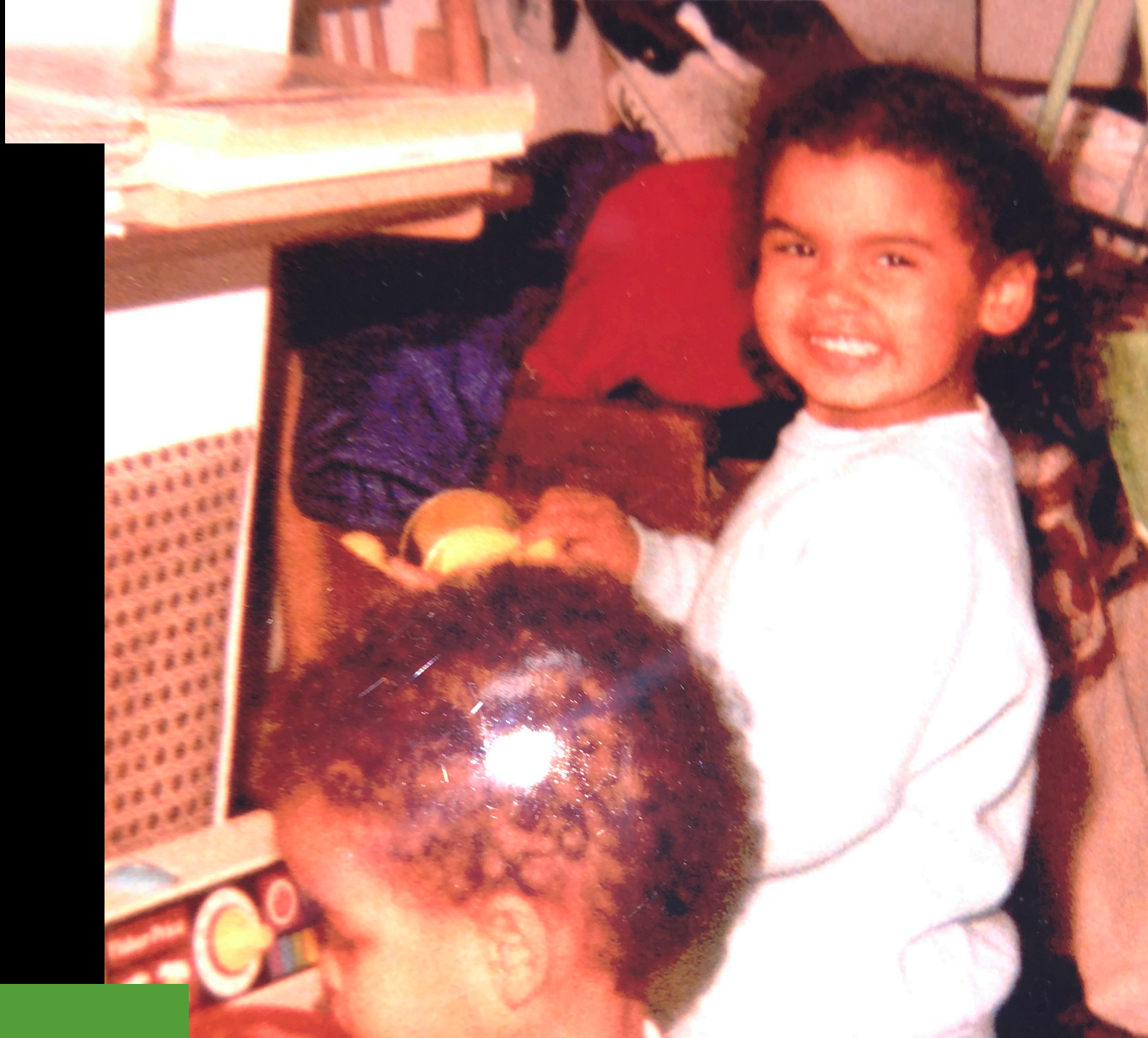
"Unequal Opportunity Race," African American Policy Forum



Part One:

Who are you as a racial person?

For the last
20 years...





DEBBY **irving**

waking up

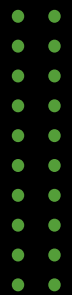
white

AND FINDING MYSELF IN THE STORY OF RACE



Breakout Groups

- How do you connect to the story Irving shared in the video?
 - If you identify as white, how have you thought about these issues? If you *haven't* thought about them...what does that mean?
 - If you identify as a person of Color, how have these issues impacted your life?
 - How do other intersectional identities (ability, social class, gender/gender identity, sexual orientation, etc influence your perspective on race?
- Record thoughts on Padlet ([Link](#) in the chat)

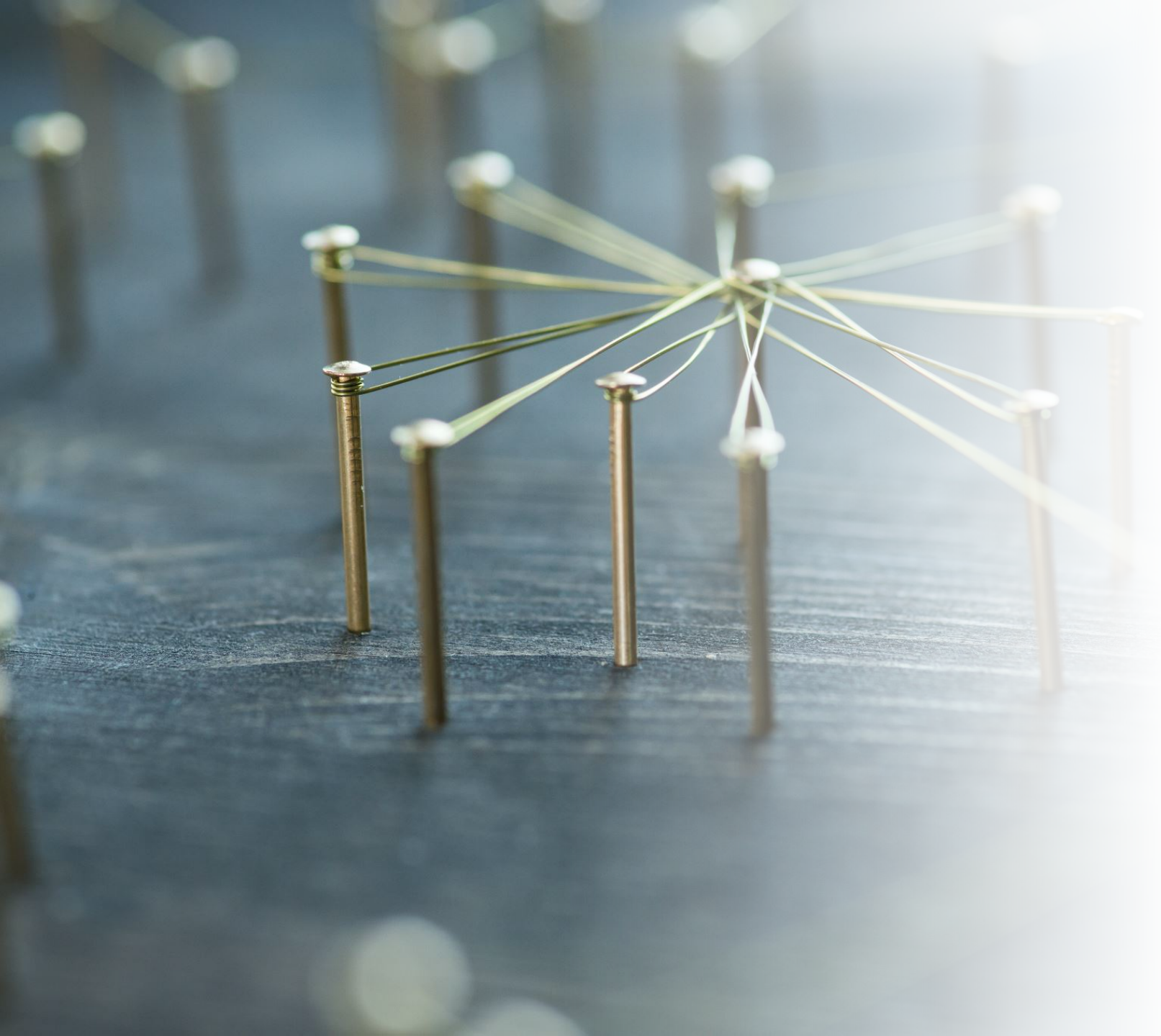


Debrief: Let's look at
the Padlet responses!



Closing Thoughts: Part One





Questions?

Part Two:

The Power of Collective
Efficacy to Address Address
Equity Challenges

Starting on the Same Page

Definitions

Efficacy

Self-Efficacy



Collective Efficacy




What's Missing?

Terah's take on equity



Takeaway:

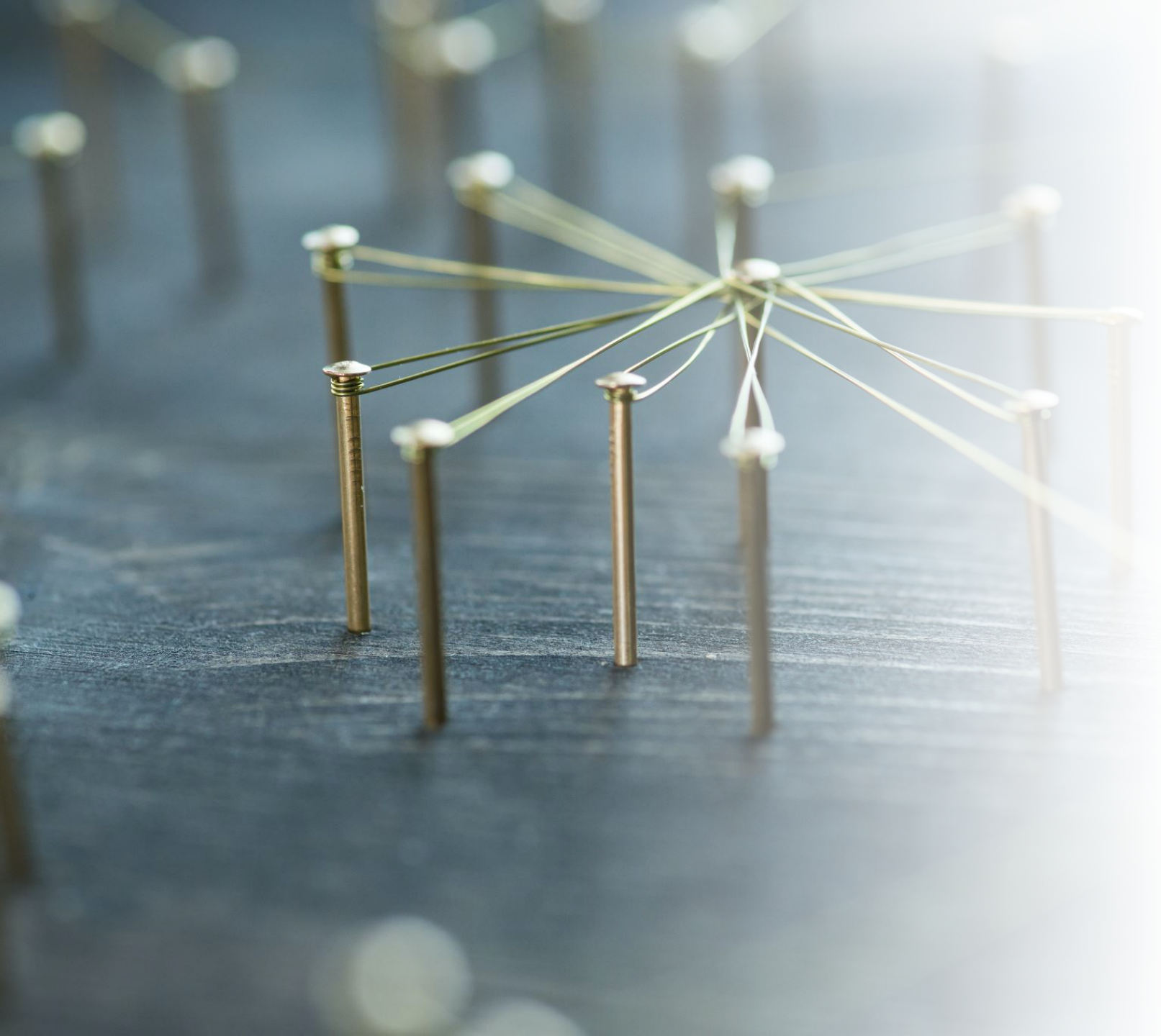
Belief, Together, Impact,
Justice



Quick Take:

Take a moment to
record your
thoughts about
collective efficacy
in YOUR context.

Closing Thoughts: Part Two



Questions?

Break!

PLEASE RETURN AT 11:50AM

Part Three:

Learning from our History –
Collective Efficacy in
Context



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Charles Hamilton Houston

Racial Opportunity Cost (ROC)

- Articulates the price students of color pay as a result of navigating academic success in racialized, dominant-normed spaces.
 - Example
-



Racialized, Dominant- Normed Space?

“

WHAT IT'S GONNA LOOK LIKE, ME
WALKIN' INTO AN AP CLASS WITH MY
WHITE TEE AND JORDANS ON? THEY
WOULD KICK ME RIGHT OUT.

”

Cortez, 17, AA, Alternative-Track student

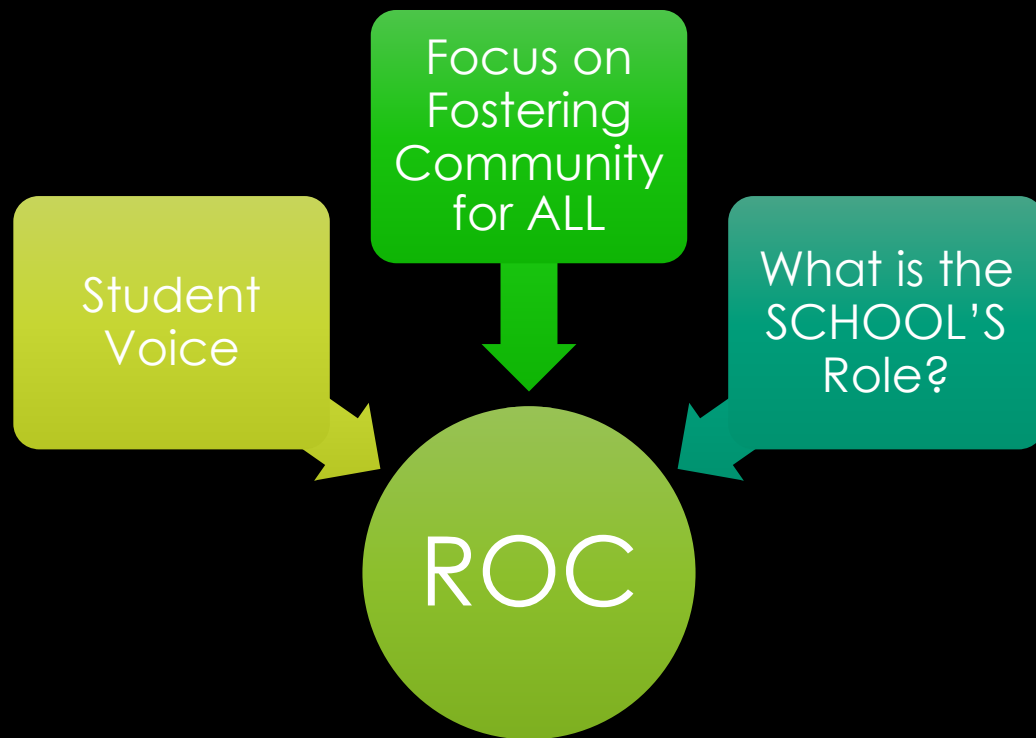
“

*I COULD HAVE TAKEN HIGHER CLASSES
IF I HAD BEEN DRESSED FOR SUCCESS*

”

Darica, 18, AA, Alternative-Track Student

Racialized, Dominant Normed Space
happens as a result of conflating *objective*
measures of academic success with
subjective ones.





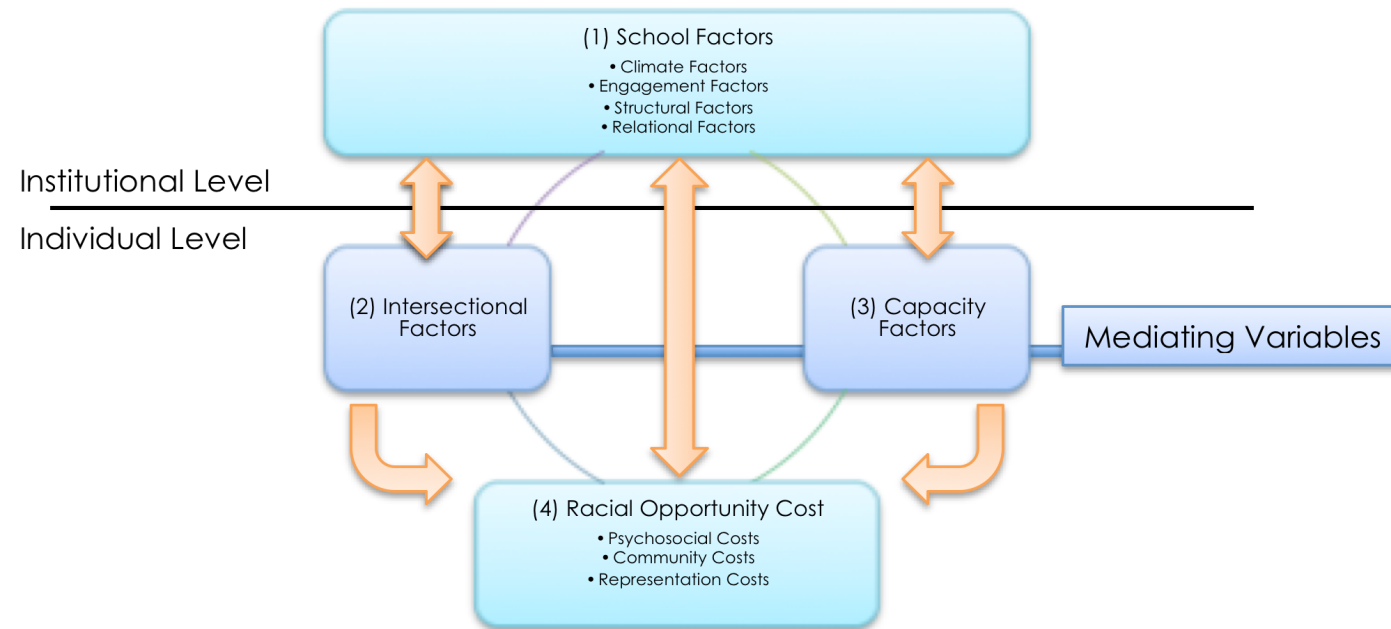
Anti-Deficit Thinking

Culturally Responsive School
Leadership

Enhanced History

Courageous Conversations





Belief (ROC)

- Ice: With the people I know around home, some of their schools make them feel like what they were giving up was something they should give up in the first place...It was like, "You should give up where you come from anyway." Like, "That's not what you should be looking at...Don't worry about that. What's back there. You can do something better. You should do something better. And what you want to do—you know, like be a doctor or a lawyer or whatever—is better than being a mechanic or being somebody who knows a mechanic. Don't settle for people like that."
- Terah: Do you think that message is true? Like, that they should?
- Ice: Oh! Do I think I agree with them? No. No, no, no...Like what they're saying turn your back on, seriously, was home. And I don't agree with that. I mean, you gotta get out of home at some point, but I don't think turning your back on home is necessary to get out.
- Terah: So you think some schools make that, like, a dichotomy. Like, you either leave or you stay and that's—
- Ice: —the ultimate choice.
(Ice, African American, Northern College)



Together (ROC)

And to add on to what Carla is saying—
'cause I understand completely. It just
feels like your family is moving in this
circle...And then, you're growing, and
you're outside of the circle. And as you go
higher in education, you're moving further
away from the circle that's going in this
cycle. And so once you [go] back [home],
it's like...everything remains the same. I
guess it *seems* like everything is the same.
But you just don't fit in that circle anymore.
(Alexa, African American, Northern
College)

Impact (ROC)

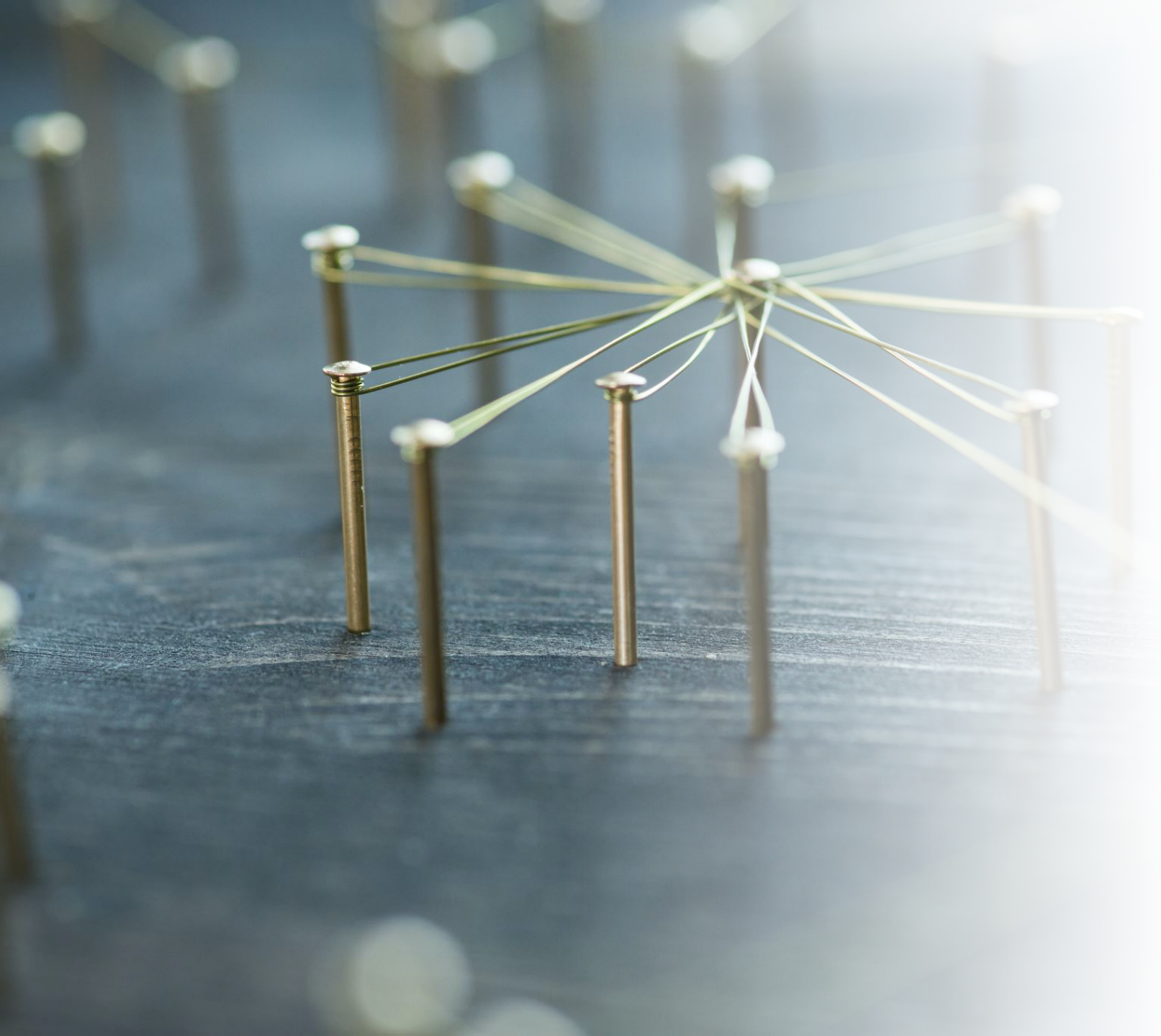
I think more white students tend to have a confidence. . . .Like, you know, at home, "You're going to take advanced classes." And their friends take advanced classes and so it just all kind of falls together that, you know, this group of fifteen people ends up in the same class. People they have grown up with, people they go to church with or they go to synagogue with, and live next to, and ride the bus with, and play soccer with them, and whatever. And so, "You're taking advanced? Sure, I'll take advanced, too." You know, it doesn't seem...I think it's not as daunting. [QUESTION] I think it would be terrifying. I'd never been outside the circle of the white kids in the advanced classes, so it was never a question of whether or not my friends were going to be there. But if I wouldn't have had friends—if all my friends would have been in basic, you know, the regular classes, I probably would have been in regular classes.

(Nicole, African American female, High Track)

Justice (ROC)

*Schools [should not] make make such a distance between students on the regular track and the honors track. Teachers are like, "Oh, look at them. Look at what they're doing with their lives. And like, "You should be like them, and da da da." All that does is tell the other students like, "You suck. What's wrong with you? Why can't you get right?" . . . These are people they've been with since elementary school. It gets worse and worse, and teachers manifest that That's one of the big reasons why students in the regular track feel like they can't cross over—or they don't want to—and why other students feel like they're giving up so much. Because, they're being told that they're different, and they can't really come back to where everybody else is.
(Zion, African American, Northern College)*

Part Three: Closing Thoughts



Questions?

Part Four: Rising to Our Responsibility

Breakout Groups or Quick Take

How does the concept of collective efficacy resonate with you?

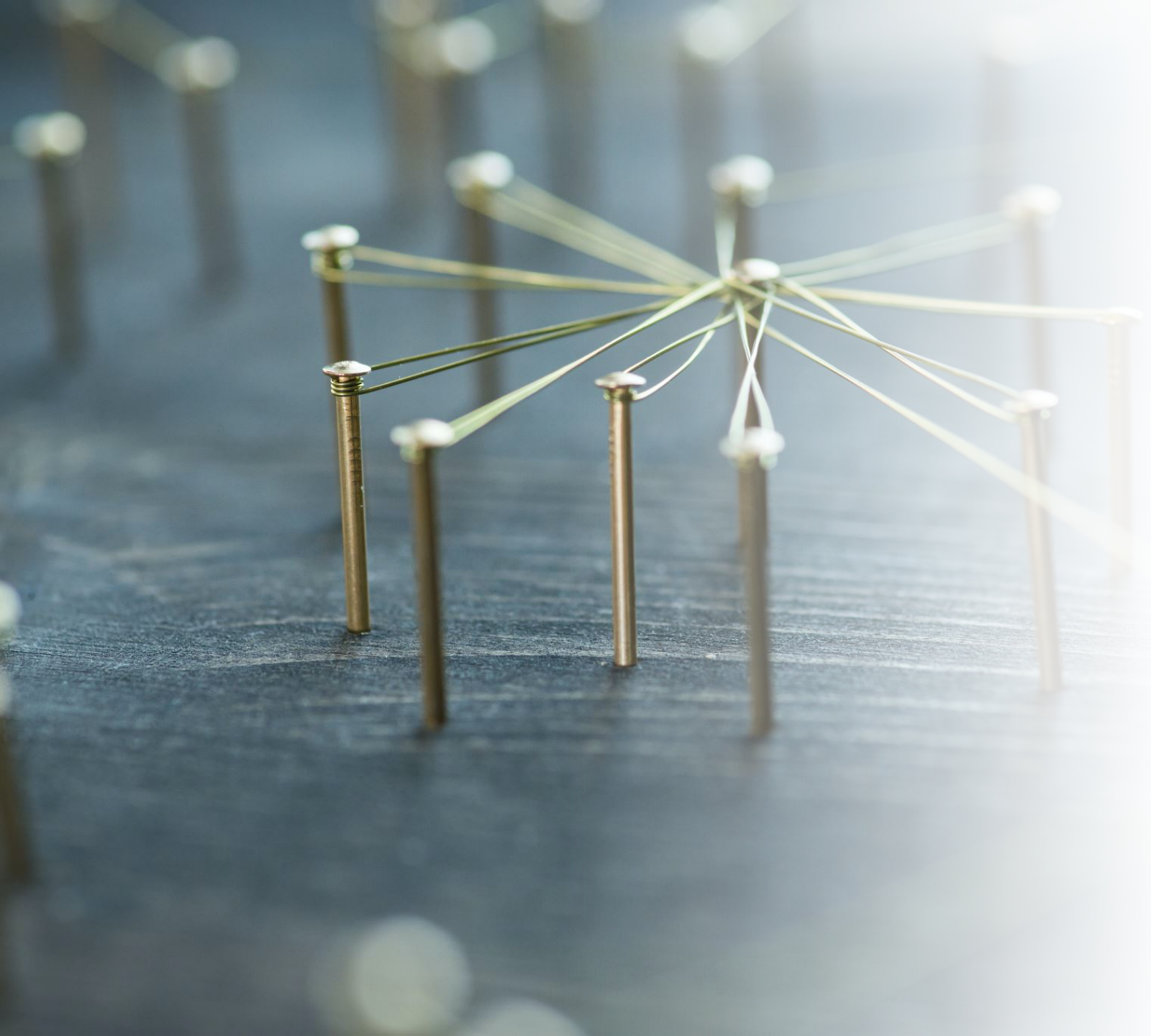
What about the ideas of Belief, Together, Impact, and Justice? Are these useful framing tools?

How can you incorporate these ideas in your local context?

Share on [Padlet](#) and/or in the chat if you have time!



Let's look at the
responses!



Questions and Conversation

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