

# Cultivating an Environment of Collective Equity

# 2

## Creating Culture Through Shared Truths, Purpose, Vision, and Mission

*There are only two ways to influence human behavior: you can manipulate it or you can inspire it.*

—**Simon Sinek**

As long as our differences (race, sexual orientation, gender, socioeconomic status, family dynamics, immigration status, gender identity, physical ability, religion, ethnicity, cognitive ability, and language) continue to impact how we are seen in the world, we must come together for the common good. More specifically, we must create schools and districts that disrupt policies, structures, and practices that perpetuate marginalizations and systemic inequities. To reiterate, collective equity is a shared responsibility for the social, cultural, academic, and emotional fortification of students and adults that allows for everyone to achieve their goals and aspirations on their own terms. It addresses systemic barriers, historic racism, educational disparities, and levels of oppression by fostering culturally fortifying experiences.

In most school districts and schools, developing a mission statement, vision statement, and statements of belief is a common practice for school leaders. This work resides on websites of districts across the nation, and when you enter any school building you will observe a variety of ways these messages are displayed. However, these statements typically don't include an obligation to disrupt and eliminate persistent disparities together with the practices and policies that negatively impact historically marginalized groups. Moreover, these statements typically don't communicate the actions that must be taken to realize collective equity. Often, these statements are created outside the communities that have

committed to “coming together” as defined in Chapter 1. Although many leaders will host sessions to “gain input” from others, they often don’t take the necessary steps to provide the learning community with voice, value, and agency in the process of creating shared vision, mission, and beliefs around the achievement of educational equity.

In this chapter, we aim to disrupt the episodic events of creating mission, vision, and belief statements in silos. We define the necessary guideposts that move us along a cohesive pathway toward transformative equitable learning environments. When learning communities synergize around a shared mission, a shared vision, and shared beliefs, there is a shift in the culture that elevates the passion, purpose, and perseverance to dismantle biased behaviors, educational inequities, and marginalized disparities in the collective. Every journey is unique at the personal and professional levels. As we simultaneously evolve and embrace our shared accountability for equity, this journey becomes a focused pathway that gives us direction, guidance, and clarity to fulfill the promise of collective equity while providing coherence across the organization.

### **From Deficit Thinking to Asset-Based Actions**

In order to become a collective, we have to identify and eliminate the deficit ways of thinking and being that hold us prisoner in siloes and perpetuate negative school environments. This requires some heavy lifting, beginning with critically examine our beliefs about how we co-exist with others in our organization. Many world leaders and visionary thinkers have given us the gift of wisdom with respect to how we should treat and relate to one another. Following are three of our favorite examples:

*We will have to repent in this generation not merely for the hateful words and actions of the bad people, but for the appalling silence of the good people.*

**—Reverend Dr. Martin Luther King, Jr.,  
Letter From the Birmingham Jail, 1963**

*Watch your thoughts; they become your words. Watch your words; they become your actions. Watch your actions; they become your habits. Watch your habits; they become your character. Watch your character; it becomes your destiny.*

**—Unknown**

*Your beliefs become your thoughts.*

**—Mahatma Gandhi**

We know from Hattie and Zierer (2017) that how we think about what we do is more impactful than what we do. This comes to life in *deficit thinking*, which is broadly defined as placing blame on the victim (e.g., “They’ll never learn because they come from bad families”). Deficit thinking paralyzes the collective because it feeds the belief that we don’t have an impact. It propels us into focusing on the perceived weakness, needs, and problems of individuals and members of society—typically, those who are different from us. Deficit thinking is harmful to ourselves and others. The counternarrative to deficit thinking is to focus on our impact and the strengths of the members in our learning community. Deficit thinking influences our actions as we blame students and families for their cultural representations that are expressed academically, socially, and behaviorally. A catalyst for transformation is to challenge our inner beliefs and thoughts in order to shape our actions. Although no individual action is a revolution, the sum of our daily continuous efforts leads to real transformation (Chugh, 2018).

### Shared Truths and Purpose

The collective equity process calls upon the learning community to leverage its resources by actively working to engage all members. We do so by acknowledging and valuing diverse perspectives. The partnerships that we form empower us to develop our vision, mission, and shared truths in the interest of building more equitable environments. Within this process, we shift to creating shared truths that include the identification of beliefs. Too often, merely articulating beliefs isn’t enough to reach and sustain our desired state of collective equity. Figure 2.1 offers examples of how common statements of beliefs can become the basis of shared truths.

Shared truths enable us to embrace a common language and fashion a community of trust that engenders authenticity and esteems equity of voice. Our schools are a lot more than a center of student learning. They also represent a self-contained culture, with traditions and expectations that reflect its mission, vision, and beliefs (Gruenert & Whittaker, 2015). By upholding our shared truths, we dedicate our actions to creating transformative equitable cultures.

An urgent sense of purpose is what makes us relentless. It energizes the very core of who we are as individuals and as a collective. Purpose helps us clarify and direct our priorities in order to reach our most important equity goals. Purpose is not a destination; rather, it is a journey that requires ongoing deliberate reflection as we explore what matters most. When we define and own our purpose in schools, our collective motivation is enhanced, allowing us to persevere in spite of challenges

**FIGURE 2.1 From Mission, Vision, and Belief Statements to Statements of Shared Truths**

**From a Common Mission Statement to a Shared Mission Statement**

Common Mission Statement:	Shared Mission Statement:
Our mission is to develop well-rounded and thoughtful students prepared to cope with a changing postmodern and globalized world.	Our mission is to cultivate environments of trust in order to develop culturally conscious stewards who embrace change in all dimensions of identity in our globalized community.

**From a Common Vision Statement to a Shared Vision Statement**

Common Vision Statement:	Shared Vision Statement:
Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.	Our vision is that we are a learning community where all feel loved, respected, encouraged, and supported to embrace and engage in limitless possibilities.

**From Common Statements of Beliefs to Shared Truths Statements**

Common Statements of Beliefs:	Shared Truths Statements:
Every student experiences challenging and rigorous learning opportunities.	We believe that in order to provide rigorous and challenging learning opportunities, we must know how to use and remove scaffolds to meet the needs of every learner.
Students and staff respect the individual identities of others.	We believe that the learning community is a place where the individual identities of all members are respected by intentionally greeting each member by name, giving specific and individual feedback, and affirming individual and group contributions.
All students acquire skills to become a lifelong learner in a diverse world.	We believe that fostering learning for a diverse world obliges us to create experiences of world consciousness, identifying historical contributions from all cultures, which will result in meaningful cognitive engagement.
All members of the school community are technologically proficient.	We believe that learning engagements require frequent use of technological tools that amplify the instructional experience for everyone in the learning community.

that create equity fatigue and emotional despair. These challenges are often presented as assessment results, disappointing data, unwillingness of others to recognize the need for equity, community push back, lack of skills and knowledge, the belief that equity is “an initiative,” initiative fatigue, superficial equity practices, and feelings of failure. Even in a high-performing school, it is still necessary to define and own our purpose in order to strive for inclusion, equity, and excellence for all members of the learning community.



### Jot Thought

What differences do you notice between the two types of mission, vision, and belief statements in Figure 2.1?

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How do the statements of shared truths create a collective culture?

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**FIGURE 2.2** Considering the Paths



*Image Source:* [istock.com/francescoch](https://www.istock.com/francescoch)

## Vision and Mission Development

The two most important days in your life are the day you are born and the day you find out why.

—Unknown

We believe the traditional methods of writing organizational mission and vision statements exclusive of shared truths and purpose nullifies the ability to come together and engage as a collective. The counternarrative is co-construction of vision and mission statements that emerge from the shared truths and purpose of the learning community. Moreover, when we engage in collective equity, our vision statements must

1. emphasize inclusivity;
2. illustrate a clear picture of where we are going; and
3. promote a mission that inspires the school community to take collective action and identify the steps toward their destination.

In the field example below, a high school principal encourages his team to identify their shared truths. As you read this example, you will observe that the leader comes to a crossroads where he can choose a traditional path of creating a vision and mission in a virtual silo or leverage his expertise to engage the collective in creating a vision and mission.

### Field Example of Creating a Mission and Vision With Shared Truths and Purpose

At Edgewood Academy (EWA), Dr. Flowers leads with a mindframe: “We learn and lead together.” This is his 15th year in leadership but his first year at EWA. The demographics at EWA are 85 percent free and reduced lunch, 55 percent Black, 20 percent Hispanic, 20 percent white and 5 percent Asian. The school is static in its academic performance. However, there is a growing opportunity gap between the Black and Hispanic students compared to the white and Asian students. The district administration placed Dr. Flowers at EWA to make an impact on the culture and achievement of historically marginalized students of color.

Over the summer, Dr. Flowers started his school year working with his new leadership team. The work session included discussing EWA’s existing mission, vision, and belief statements. He wished to honor their past work as well as better understand where they have been. The team started with sharing the common statements of beliefs. Dr. Flowers inquired about the meaning and intent of current belief statements. As the conversation

progressed, it was apparent that the belief statements had no evidence of impact, and some members of the learning community held true to their biased beliefs that inhibited the recognition of who students are and what they can do. One belief that was challenged among the members of the team was "Rigor is for everyone." When this belief was communicated, some members of the team became defensive as they held onto to their biased belief that in order for certain students to experience success, there was a need to lower the expectations and lessen rigor. Misconceptions quickly surfaced, and it became apparent that team members weren't in agreement about which belief statements were shared by all.

At this moment, Dr. Flowers understood the importance of creating shared truths from the existing EWA belief statements. As he listened for understanding, he asked the question, "What does this look like in practice?" The team could not effectively answer the question, and their answers seemed very ambiguous to Dr. Flowers. As he pushed and prodded the team, they were visibly upset and did not know how to (or chose not to) respond to his inquiry. He could see them begin to shut down. Unfortunately, in some schools the vision, mission, and belief statements have little to no impact and feel like mere decorations on the wall. For Dr. Flowers, these reactions were not surprising. At this juncture of the process, Dr. Flowers realized that the team lacked the capacity and the stamina to cognitively or emotionally engage in identifying the meaning of the belief statements and how they look (or don't look) in practice.

In the spirit of perseverance, Dr. Flowers asked the team to individually reflect on each of the belief statements and consider specific actions that might help to actualize the beliefs. The team members shared their individual reflections with each other to identify commonalities and differences in perspectives. This process of sharing created authentic opportunities to build a community of trust in which all voices are honored. The team was now motivated and prepared to reconsider EWA's statements of beliefs and create shared truths to guide their work.

At this stage, leadership teams can adopt the existing vision and mission statements with a few tweaks to the language. However, based upon his experience creating collectives, Dr. Flowers knew that to give the team direction and bring to life their shared truths in daily practices, they needed to include the voices of students and families. Members of the leadership team designed engagement opportunities for each

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of the PLCs for the collective purpose of refining the vision and mission statements. This process was replicated with all members of the school community, including the PTA, local business council, and faculty, to ensure consistent communication and commitments to the collective. Dr. Flowers and the team are now prepared to start the year by dedicating their actions to creating a collective equitable culture.

We have observed schools take different pathways to adopting or enhancing their mission, vision, and belief statements. Dr. Flowers' approach enables the learning community to start the school year by taking action to create a transformative, equitable collective culture:

- Engage the leadership team in dialogue about their collective purpose of leading and teaching for all in the learning community, and emphasize the interdependence of shared truths and the vision, mission, and beliefs statements. This process will bring the language to life and gives the team direction and a common destination aligned to their efforts.
- Encourage leadership team members to reveal individual truths in order to empower them to develop shared truths.
- Design engagement opportunities for each of the PLCs to refine the vision, mission, and belief statements to represent the team's shared truths.
- Adopt and communicate with all members of the school community (e.g., PTA, local business council, faculty meetings) to ensure consistent communication and collaborative commitments to the collective.

Nothing can stop the power of a committed and determined people to make a difference in our society. Why? Because human beings are the most dynamic link to the divine on this planet.  
—John Lewis

In the remainder of this book, you will be introduced to five leaders who have cultivated educational spaces that reflect purpose, passion, determination, and educational outcomes that fortify learning communities. These collective equity voices exemplify the interconnection of pedagogy and practice that can realize the promise of transformative equitable environments. Their humanity is both visible and generative in creating systems that focus on all members in their organizations by attending to intentional ways of being a collective.





## Shared Experience

### Creating Statements of Shared Truths

1. Discuss the language in your current vision, mission, and belief statements and listen for evidence of shared truths.
2. If any statements are void of shared truths and coherence, create shared truths and send them out for the learning community to review and provide feedback, then adopt them with recommended modifications.
3. If there are shared truths in the statements, then adopt them and discuss how the process will be replicated with the greater learning community.



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## Collective Equity Voices

### Principal Dr. Theresa Yeldell's Journey to Collective Equity

Banner Preparatory School is an alternative high school (Grades 9–12) working in partnership with the Milwaukee Public School District in Wisconsin. It is a small program with a student population that is in constant flux over the course of the school year. The students are assigned by the District as a result of a district hearing for serious disciplinary infractions. This is a temporary assignment ranging from one semester to two years. Over the course of 13 years with the District, Banner Preparatory engaged thousands of students and their families, with the primary goal of helping students to get back on track with their educational and personal journeys.

*Banner Prep Mission and Vision:* Banner Preparatory High School embraces a philosophy of lifelong learning. We offer a multi-faceted instructional program to address the varied learning needs of our students in order to facilitate their desire to get back on track with their educational journey. We look to provide every opportunity to position our students for success and to instill positivity and hope.

Their focused goals are to work collaboratively to provide quality educational opportunities; engage supportive personnel within a

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family-oriented atmosphere; identify and support students' academic and personal strengths; and encourage pathways to graduation and post-secondary/employment options as a result of individual student growth and achievement.

Much of who they are is the result of coming together as a group of educators whose beliefs are rooted in the power of knowing and the desire to offer that power to young people whose journeys have been mired in a combination of missteps, personal and institutional. As they developed their focus and purpose, there was a realization that much of their thinking was in alignment with the Principles of Kwanzaa. This was not intentional but is reflective of the collective experiences of the initial planning by the team.

At the heart of the organization are the principles of collective work and responsibility (Ujima), cooperative economics (Ujamaa), and the importance of collective creative energy (Kuumba). Their belief is that successful teaching and learning is the result of bringing shared truths, purpose, beliefs, and visions together in a way that maximizes the opportunities for growth and progress in the education of the whole child. Banner Prep exemplifies a family perspective. Anyone who enters the Banner Prep world becomes a member of the Banner Prep family. Dr. Yeldell shared that successful staff produces successful students, and successful students strengthen the entire family—"theirs at home and ours at school." Failure is a "not yet" achieved opportunity. It is a time to regroup and find another way to support a student's journey forward. Sometimes that "way" is not with Banner.

The school's mission, vision, and goals are reviewed and discussed annually as a contractual requirement; however, they are at the forefront of discussions and planning throughout the school year. They are posted in every classroom and meeting area of the school, and they are included in parent and community engagement documents. An important practice of Banner Prep is inclusive decision making.

There are 19 staff members (teachers, staff, and administrators). Organizationally, Banner Prep meets as a "team of the whole" that makes decisions by informed consensus. This is important because there are always situations that require "all hands on deck" or immediate intervention by the nearest available adult. There is an understanding of shared responsibility as being essential to daily operations. Any staff member will step in where and when needed. Teams (academic,

behavior, and administrative) and subsets of these teams can meet to discuss specific agendas. It is essential to develop practices and procedures that set expectations for the participation of every member of the “family.” How did Dr. Yeldell and team get there?

*Hiring Procedures.* Banner probably has an opportunity that most District schools are not privileged to have. As a contracted school program, they advertise, interview, and hire staff based upon their identified needs. The program components (academic, social, and emotional) guide their decisions, relative to how best to meet the needs of students now and in the future. They chose to include existing staff needs and perspectives in the search for new staff members who will not only fill a curricular need, but will enhance the academic, socio-emotional, and philosophical framework of the school. All staff members are “at-will” hires. There is a mutual understanding that the employee and the school share equal responsibility to determine whether they “fit.” The current team is composed of veteran members (who have been with Banner Prep for 6–13 years) and newer members (who have been with Banner Prep for 1–5 years).

Dr. Yeldell and team build relational trust and motivation as a “family.” Their mantra is, “Whatever can happen in a family can happen here. Let’s deal with it.” They learn, plan, communicate, and celebrate together, singing Happy Birthday and eating cake; exercising together with laughter and encouragement; crying and embracing when life has its way. Former staff members, students, and their family members keep in touch to let them know about life successes and sorrows. That is what family means to Banner Prep. That is what brings them to the work and mission.

**Realizing collective equity in action:**

How did Dr. Yeldell communicate the shared mission, vision, and beliefs to the Banner Preparatory learning community?

How did her passion and focus on inclusionary practices demonstrate collective equity in action?

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How can we really believe that parents and families can come through open doors when the doors of life, equity, opportunities, voice, confidence, security, safety, and justice are never really open to our marginalized communities?  
—Nicole and Sonja

### Essential Components of Collective Equitable Cultures

In transformative collective equitable cultures, the learning community shares responsibility for implementing the components of collective equity, to provide coherence across the organization. The essential components are listed in Table 2.1.

In a commitment to transformative equitable impact, the learning community leverages fundamental aspects of coherence. Coherence involves a combination of ambitious goals and intentional pathways while being vigilant, committed, and consistent to deepen learning for all (Fullan & Quinn, 2016). In collective equity, the only way to achieve

**TABLE 2.1 Essential Components for Creating Collective Equitable Cultures**

1. Mindfulness on dimensions of leadership and how we focus, deliver, and assess instruction
2. Community engagement and involvement where school is accessible
3. Programs that support and accelerate all learners
4. Strategic resourcing that addresses inequities
5. Professional development that aligns to the needs of our learning community
6. Expressions of cultural representation that fortify the collective

#### Shared Experience

##### Embedding the Essential Components in Your Learning Community

In the chart below, describe how each of the essential components for creating collective equitable cultures is reflected in your learning community.

ESSENTIAL COMPONENTS	DESCRIPTION	IN YOUR LEARNING COMMUNITY
Mindfulness on dimensions of leadership and how we focus, deliver, and assess instruction	Leaders purposefully call attention to creating an equitable culture, which requires a focus on the following dimensions: pioneering, energizing, affirming, inclusivity, humility, deliberation, and resoluteness (Sugarman, Sullard & Wilhem, 2011). These dimensions are needed to focus, deliver, and assess instruction.	

ESSENTIAL COMPONENTS	DESCRIPTION	IN YOUR LEARNING COMMUNITY
	<ul style="list-style-type: none"> <li>Focus: leveraging the actions of the learning community on the shared mission, vision and beliefs</li> <li>Deliver: strategizing and aligning actions to outcomes</li> <li>Assess: gathering defined sets of data to conduct an analysis that validates real-time actions of equity</li> </ul>	
Programs that support and accelerate all learners	<p>Programs provide solutions to equity stumbling blocks that hinder transformation of the learning community. Such programs are intended to support and accelerate all learners:</p> <ul style="list-style-type: none"> <li>Support: designing opportunities for the members of the learning community to respond to identified needs with immediacy</li> <li>Accelerate: cultivating an environment to reduce inequities with an intense focus and velocity</li> </ul>	
Strategic resourcing that addresses inequities	<p>The learning community proactively makes decisions regarding resources (people, programs, and professional development) that specifically addresses inequities.</p> <ul style="list-style-type: none"> <li>Addressing inequities: mobilizing the supports for organizational learning by eradicating barriers that oppress the movement of the collective</li> </ul>	
Professional development that aligns to the needs of our learning community	<p>Professional development improves knowledge, attitudes, and skills for systemic transformation.</p> <ul style="list-style-type: none"> <li>Aligns to the needs of the learning community: adjusting actions as a result of intentional scrutiny of organizational disparities that impede learning for all</li> </ul>	
Expressions of cultural representations that fortify the collective	<p>Culturally fortifying experiences are integral to being a collective.</p> <ul style="list-style-type: none"> <li>Cultural representations: Producing and exchanging meaning between members of a culture through the use of language, unspoken rules, unconscious beliefs and norms, and hidden dynamics</li> <li>Fortify the collective: Strengthening and enhancing the individual and the collective by prioritizing the good of the society over the welfare of the individual</li> </ul>	

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ESSENTIAL COMPONENTS	DESCRIPTION	IN YOUR LEARNING COMMUNITY
Community engagement and involvement where school is accessible	All members of the learning community contribute, invest in, and learn from each other. <ul style="list-style-type: none"> <li>School is accessible: providing approaches to reach intended outcomes that are designed to benefit all members of the community</li> </ul>	



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coherence is by providing opportunities for engagement that require a shared depth of understanding of our purpose, monitoring the implementation of our essential components, and being collectively accountable for our results. The only way to achieve coherence in a collective culture is through the interdependence of its essential components, depicted in Figure 2.3.

### Collective Engagement by Design Process

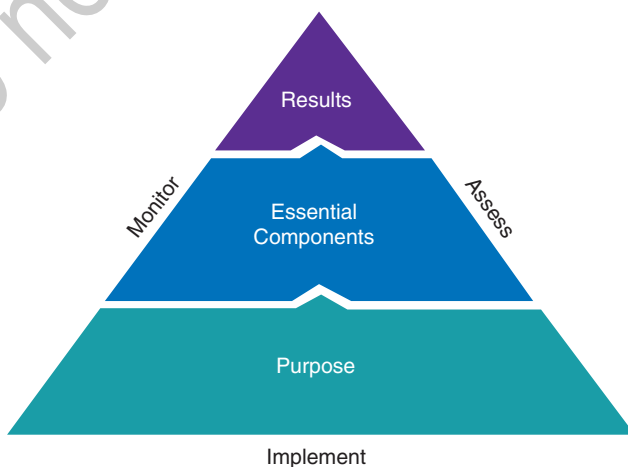
Designing the scope of the work calls upon the collective to have clarity on their purpose; deeply immerse themselves in a cycle of analysis of the essential components; and examine the results that align to the shifts in approaches, actions, and attitudes. When the learning community comes together around this process, they embrace the primary function of collective equity. We call this the collective engagement by design process. Incorporating this three-stage model is the catalyst for organizational transformation and strengthening the collective. Figure 2.4 depicts the design process of implementing, monitoring, and assessing. The purpose of the collective undergirds the essential components and results that show the impact of deep and sustained equitable practices, processes, and structures for the learning community.

Purpose, which is depicted as the foundation of the pyramid, is the driving force that motivates us and reinforces our collective commitment to remove barriers that impede the process. Without a clear purpose this process is null and void. We have observed too many teams that

**FIGURE 2.3 Interdependent Essential Components for Creating Collective Equitable Cultures**



**FIGURE 2.4 Collective Engagement by Design Process**



don't know where they are going, how they will get there, and when they have arrived. This creates divisiveness because there is no equity vision, which results in stagnation that deflates the spirit of a shared mission and well-intended equity goals. The collective engagement by design process gives strength and brings breath to the learning community. When the community is united, we can better analyze each essential component with a shared purpose.

By focusing on the essential components, we can define the course of action to build and sustain collective equitable cultures. Too often the work of creating equity cultures is weakened because there is little to no monitoring and assessing the implementation of the collective's actions. In addition, teams do not dig deep to uncover patterns of inequity; they skim the results when reviewing data without acknowledging who is showing up or not (or whose voice is being heard). Safir and Dugan, in their book *Street Data* (2021), take an equitable stance in the development of an actionable framework for school transformation. Their focus disrupts "fixing" and "filling" academic gaps in order to rebuild the system from the *student* up. *Street Data* reminds us of the importance of including students' brilliance, cultural wealth, and intellectual potential when valuing data that is humanizing, liberating, and healing. In other words, learning communities need to acknowledge their current realities when analyzing data, including who is benefitting and who is not (Fisher et al., 2019). Our moral imperative motivates us to determine the impact of our work on addressing educational inequities and marginalizations.

### Summary

When we come together to create our shared truths and give credence to our purpose, we are then positioned to proclaim a mission and vision that synergizes the work. As we identified in Chapter 1, collective equity is a process in which the learning community works together, sharing accountability and thus shaping a transformative equitable learning environment. In this chapter, statements of shared truths and a shared purpose are the pillars to a unified vision and mission. This instrumental step empowers us to design coherence and depth of understanding around the nature of our work, creating learning cultures that fulfill the promise of collective equity.



## Chapter Highlights

- In most school districts and schools, there is an expectation that school leaders will create vision, mission, and beliefs statements.
- Too often, vision, mission, and belief statements are created without the input of the community that is committed to coming together as defined in Chapter 1.
- In the collective equity process, the learning community leverages its resources by activity working to engage all members. This allows the collective to acknowledge and value diverse perspectives, thus creating a partnership that enhances and empowers the development of a vision, mission, and shared truths.
- Shared truths enable us to embrace a common language, fashioning a community of trust that illustrates authenticity and esteems equity of voice.
- Purpose is what makes us relentless. It energizes the very core of who we are as individuals and as a collective. Purpose gives us direction and helps us to clarify our priorities, creating a tenacity to accomplish what we aim to achieve.
- We believe the traditional method of writing organizational mission and vision statements exclusive of shared truths and purpose nullifies the ability to come together and engage as a collective.
- In equitable school cultures, the learning community shares responsibility to provide coherence across the entire organization.
- The essential components of collective equity build our competence around our purpose; actions, skills, and attitudes frame and reinforce our internal and external shared accountability to the collective, thus resulting in deep equitable impact on the organization.
- When we come together and create our shared truths and purpose, we are then positioned to give life to a mission and vision that can fulfill the promise of collective equity.

## Invitation to Collective Thinking

- How will you pay attention to voice, value, and agency in the systems and structures of your learning community?
- How does your learning community leverage resources by actively working to engage all members of the collective?

- What are the shared truths, purpose, vision, and mission of your learning community?
- Using the collective engagement by design process, identify examples of how you can leverage your learning community’s purpose and the essential components to achieve collective equity.

**Reflection**

The Cultural Consciousness Matrix below outlines the levels of knowing that empower a collective to bridge the knowing-doing gap.

THE CULTURAL CONSCIOUSNESS MATRIX	
<p style="text-align: center;">Level 2</p> <p>Consciously Unskilled</p> <ul style="list-style-type: none"> <li>• You know that you don’t know</li> <li>• Beginning of growth</li> <li>• Crisis of consciousness</li> <li>• Enlightened</li> </ul> <p style="text-align: center;"><b>Being</b></p>	<p style="text-align: center;">Level 3</p> <p>Consciously Skilled</p> <ul style="list-style-type: none"> <li>• You know that you have the skill</li> <li>• Comfortable with being uncomfortable</li> <li>• Focused confidence</li> <li>• Intentional</li> </ul> <p style="text-align: center;"><b>Becoming</b></p>
<p style="text-align: center;">Level 1</p> <p>Unconsciously Unskilled</p> <ul style="list-style-type: none"> <li>• You don’t know what you don’t know</li> <li>• Complete lack of knowledge and skills</li> <li>• Fixed mindset</li> <li>• Oblivious</li> </ul> <p style="text-align: center;"><b>Existing</b></p>	<p style="text-align: center;">Level 4</p> <p>Unconsciously Skilled</p> <ul style="list-style-type: none"> <li>• You know the skill and the skill is second nature</li> <li>• Completely confident</li> <li>• Automaticity, accountability, humility</li> <li>• Graceful</li> </ul> <p style="text-align: center;"><b>Evolving</b></p>

Source: Adapted from Burch (1970).

***In what ways has the information in Chapter 2 closed your knowing-doing gap?***

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***What is your knowing-doing gap?***

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***So what does this mean to you?***

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***Now what are your immediate actions?***

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