



by John Reveles, Ph.D.
January 2023

LAMTCN Enacting Systemic Change in LAUSD

Communities across the U.S. are demanding systemic change. Reveles & Bristol believe systemic change is required to create equitable practices that directly influence current and future generations. This project is enacting change within two systems – the nation’s second largest school district (Los Angeles Unified School District) and the nation’s largest public university system – the 23-campus California State University system (CSU 2020 Fact Book). Together, these two systems impact the fabric of Los Angeles and California society in myriad ways. LAUSD hired 305 CSUN graduates in 2020 alone, and LAUSD’s teachers are preparing students who will become the next generation of citizenry.

Recently, affinity spaces have been appropriated as “Affinity Groups” in educational contexts and can therefore be understood synonymously (Warren-Grice, 2021). Hence, *Affinity Groups* are spaces where teachers can: (a) informally talk about their experiences as new and veteran educators, (b) support one another in both professional and personal ways, and (c) learn about school/district resources and services that are beneficial to their teaching practice. Together, LAMTCN/LAUSD team members have begun implementing Affinity Groups designed to support new and veteran Male Teachers of Color (MToC). As the second largest school district in the U.S., LAUSD can be a daunting place for a teacher to navigate. For MToC, this fact is exacerbated by core reasons male teachers of color tend to leave the teaching profession: (a) isolation based on their under-representation in the workforce; (b) being positioned to serve as school disciplinarians first, and teachers second; (c) limited opportunities to improve their practice alongside a school-based administrator; and (d) a lack of information regarding strategies for future leadership positions.

Initial findings from this effort show that because of participating in these groups, teachers are staying in the profession, choosing to return to work at the same schools, and developing pedagogical and leadership skills to change policies and lead change efforts. This is the kind of change we need!

RELATED RESOURCES

Check out these articles for more information:

- <https://www.k12dive.com/news/male-teachers-of-color-expand-leadership-opportunities/594345/>
- <https://abc7.com/compton-schools-dominguez-high-school-black-students-african-american-student-achievement/5957966/>

References

Gee, J. P. (2018). Affinity spaces: How young people live and learn on line and out of school. *Phi Delta Kappan*, 99(6), 8-13.

Warren-Grice (2021). A space to be whole: A landscape analysis of education-based racial affinity groups in the U.S. <https://www.blackteacherproject.org/research>

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NEW CTL EVENT EDUCATION ON THE EDGE

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California State University, Northridge presents the
Schools First Federal Credit Union
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Speaker Series

"Flourishing through Chronic Too-Muchness"

R. Kelly Crace, Ph.D.

Author of *Authentic Excellence: Flourishing and Resilience in a Relentless World*
Associate Vice President for Health & Wellness at The College of William & Mary
and Director of the Center for Mindfulness and Authentic Excellence (CMAX)



JOIN VIRTUALLY

Thursday,
February 23
4:30-6:00 p.m. (Pacific Standard Time)

Zoom Meeting ID:
861 7934 7809

Passcode:
CSUNCTL

Our relentless world of demands, uncertainty, pace, and noise can be overwhelming. In 2019, our normal was over-worked and stressed; in 2022, it has drifted into overwhelmed and strained. How do we allow for the honesty of being affected by life and still function and perform at a level we hope or expect of ourselves? This workshop explores evidence-based strategies to flourish while managing absurdity and challenge.

American Sign Language interpreters will be provided.

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