



From Starting to Sustaining

Strand 4 Equity
December 1, 2021



As everyone is signing in, please change your name to: division - name (ex. Radford - Tracy).

To do this...

1. Click on PARTICIPANTS on the bottom bar.
2. Go to your name and click MORE.
3. Select RENAME from the drop down menu.
4. Type in your name - division.

Heart and Mind

1. Introduce yourself! Share your name, division/school, and position.
1. Jot down your partner's name, as they will be your CHAT PARTNER throughout today's session.
3. Briefly discuss what's on your heart and mind. There's a lot going on in the world and in your life. What's front and center for you right now?
(WB 2)



Five-year-old Savannah Angel Harris picks up a sticker reading "Future Voter" while accompanying her mother to vote at the Fairfax County Government Center on Tuesday. Virginians are voting in a gubernatorial race that pits businessman, Republican candidate Glenn Youngkin against Democratic gubernatorial candidate, former Virginia Gov. Terry McAuliffe. Chip Somodevilla, Getty Images

Guiding Questions for Equity Strand

- How does awareness, knowledge, and understanding of one's own racial and cultural identity influence effective teaching, leading, and learning?
- How does awareness, knowledge, and understanding of the racial and cultural identity of students and staff promote effective teaching, leading, and learning?
- How do we design systems and practices to establish learning environments that are conscious of race and culture to ensure implementation of culturally responsive practices, policies and procedures?

Learning Intentions for Session B

- Continue building understanding of how individual and collective experiences and biases impact decision-making and outcomes.
- Build consensus around division's equity challenge
- Identify potential strategies and tools to explore initial understanding of the equity challenge and refine the areas of need as necessary.

You Spoke, We Listened

More Time	We have built in more time with your teams to discuss and plan. Details on VTSS Community Conversations coming soon!
Explicit Instruction for Breakout Rooms	Slides 2, 13
CRT- How to talk about?	Slides 7-9
Examples from other Divisions	Slides 42-43

CRT and CRT: How Do We Manage ?

Know the difference between **Critical Race Theory** and **Culturally Responsive Teaching**

Critical Race Theory (CRT) is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.

(Education Week May, 2021)



CRT and CRT

Culturally Responsive Teaching (CRT) is about improving instruction and helping students of color who've historically been deprived due to structural inequities in our education system become better learners. (Z. Hammond Nov 1, 2019)

What are you doing where you work? Are you really teaching Critical Race Theory or are you providing culturally responsive instruction? Are the naysayers playing on the acronyms and causing confusion about what is really happening in classrooms?

Knowledge is Power

Workbook and Workspace

Your **workspace** is a community virtual space for you to work collectively with your division. Click on the WORKSPACE link in the chat box that corresponds with your division. No need to make a copy, you should be able to type directly in each page.



Assumptions



We are all well-intentioned good people who want to see all of our children succeed in school.



No one of us has all of the answers to the many complex questions about difference in a multi-racial, ethnic, and linguistic society.



Some of us would much rather not talk about cultural differences such as race, but we agree to enter into this conversation under the agreement of trust and good will.



Seeking safety in equity dialogues involves being heard, discussing our uncomfortable topics, making room to not know and seek understanding.



We must embrace the inherent risk within the conversations and actions to address disparity.



BEHAVIORS THAT HELP TAKE CONVERSATION TO A DEEPER REALM:

We acknowledge one another as equals.

We try to stay curious about each other.

We recognize that we need each other's help to become better listeners.

We slow down so we have time to think and reflect.

We remember that conversation is the natural way humans think together.

We expect it to get messy sometimes.

VTSS Matrix Connections

<p>3.C Continuum of Supports that is Culturally Responsive</p> <p>(Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive)</p>	<p>The DLT maps the current reality of existing practices and programs and reviews them for evidence of effectiveness.</p> <p>The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments.</p>	<p>Upon completion of the review, the DLT seeks stakeholder input, investigates practices for which needs are identified, and makes purchases and/or withdraws programs as appropriate.</p> <p>The DLT and SLT use a selection tool, which prompts analysis for cultural context.</p>	<p>The DLT maintains an inventory of EBPs and materials in a continuum of supports.</p> <p>A clearly defined continuum of supports is maintained in tier definition or separate document.</p>	<p>All instructional staff and stakeholders are aware of and able to utilize the continuum of supports for the purpose of providing an appropriate instructional match to meet the needs of all learners.</p>	<p>DCA: 6, 7</p> <p>TFI: 1.6, 1.10, 1.11, 2.5, 3.6</p> <p>A-TFI: 1.3, 1.4c, 1.8, 1.9, 2.1, 2.4, 2.5, 3.1</p>
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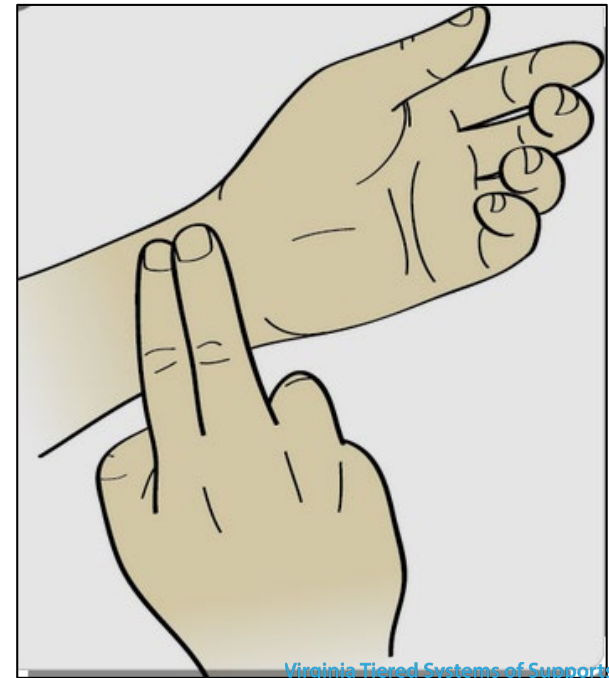
Equity applies throughout the VTSS Matrix: 1B, 1C, 1D, 1F, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 4B, 6A, 6B.

You can also find it in the DCA Items: 5, 6, 10, 11, 14, 15, 18, 19, 21

Pulse Check

What is the current climate regarding equity within your division? Schools? Community?

What CAN you do right now? What are some of the limitations you have right now?



Directions on Workspace Page

Remember the 20/20/20

We tried to time our breakouts about 20 minutes apart. Before joining the breakout rooms today, practice the 20/20/20 eye care practice.



EducationWeek. | WEBINAR

Cultivating a Climate of Care and Connection in Schools

Addressing Disparities of Black Students with Disabilities

Centering Student Identity: Learning Partnerships and Teaching for Equity

No Turning Back: Towards an Abolitionist Teaching Future

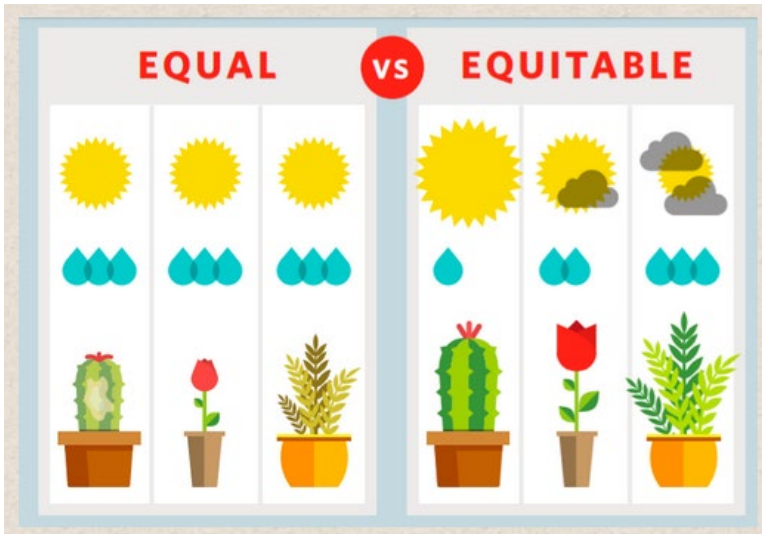
Teaching with an Anti-Racist Lens

Education Equity in Virginia



Education Equity is achieved when we ***eliminate the predictability of student outcomes*** based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.

Which one of these images (if any) do you think best represents your understanding of educational equity? How about your division's vision of educational equity?





Directions on Workspace Page

EdEquity Audit

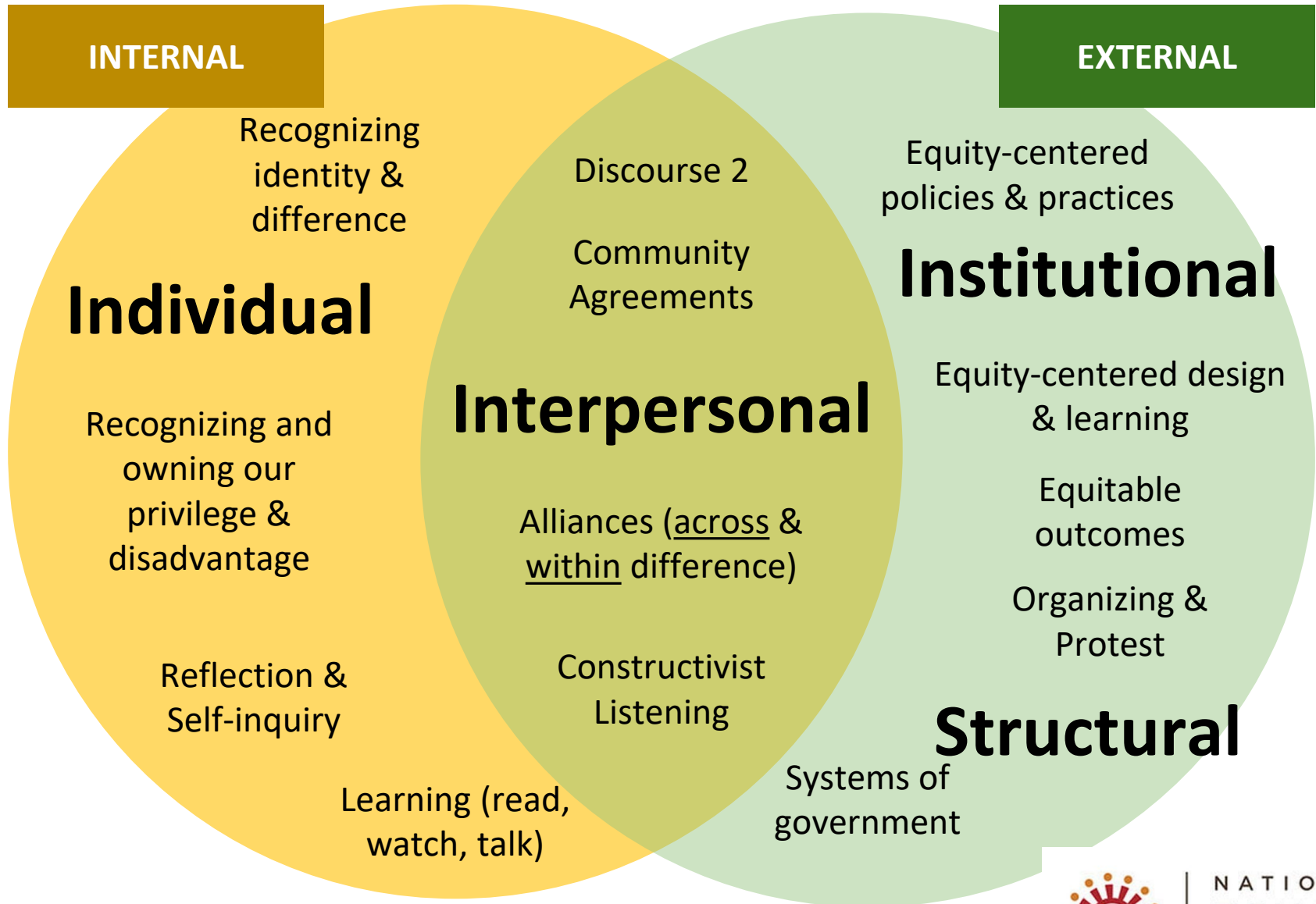
Do we have a mission that clearly articulates our equity goal?

Does our mission statement articulate equitable outcomes for all students regardless of race/ethnicity, gender, native language, ability/disability, gender identity, sexual orientation, and socioeconomic status?

Is the mission statement shared regularly with: Staff? Students? Families? Community Stakeholders?

Did all component groups (the staff, parents, students, and community stakeholders) participate in the development of the mission statement?

National Equity Project's (partial) "map" of Liberation...



Awareness of the reality of systemic oppression - and agency to interrupt it...



NATIONAL
EQUITY
PROJECT

Notice and Reflect

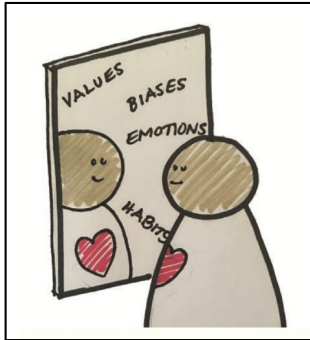


- Practice **self-awareness** (own identity, values, emotions, bias, power, assumptions)
- Collectively build **situational awareness** (context, people, power, history, current state)



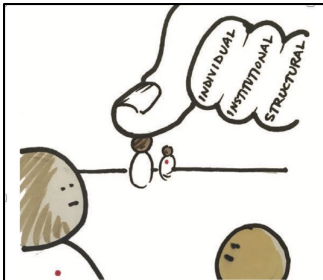
- **Pause midstream to reflect on actions, impact, emotions, relationship**
- **Adjust our intentions, presence, direction**

Mindsets to Be Aware of...



Practice Self Awareness

who we are shapes what we see,
how we relate, and how we design



Recognize Oppression

we need a clear "window" to see
how oppression may be at play
in our context

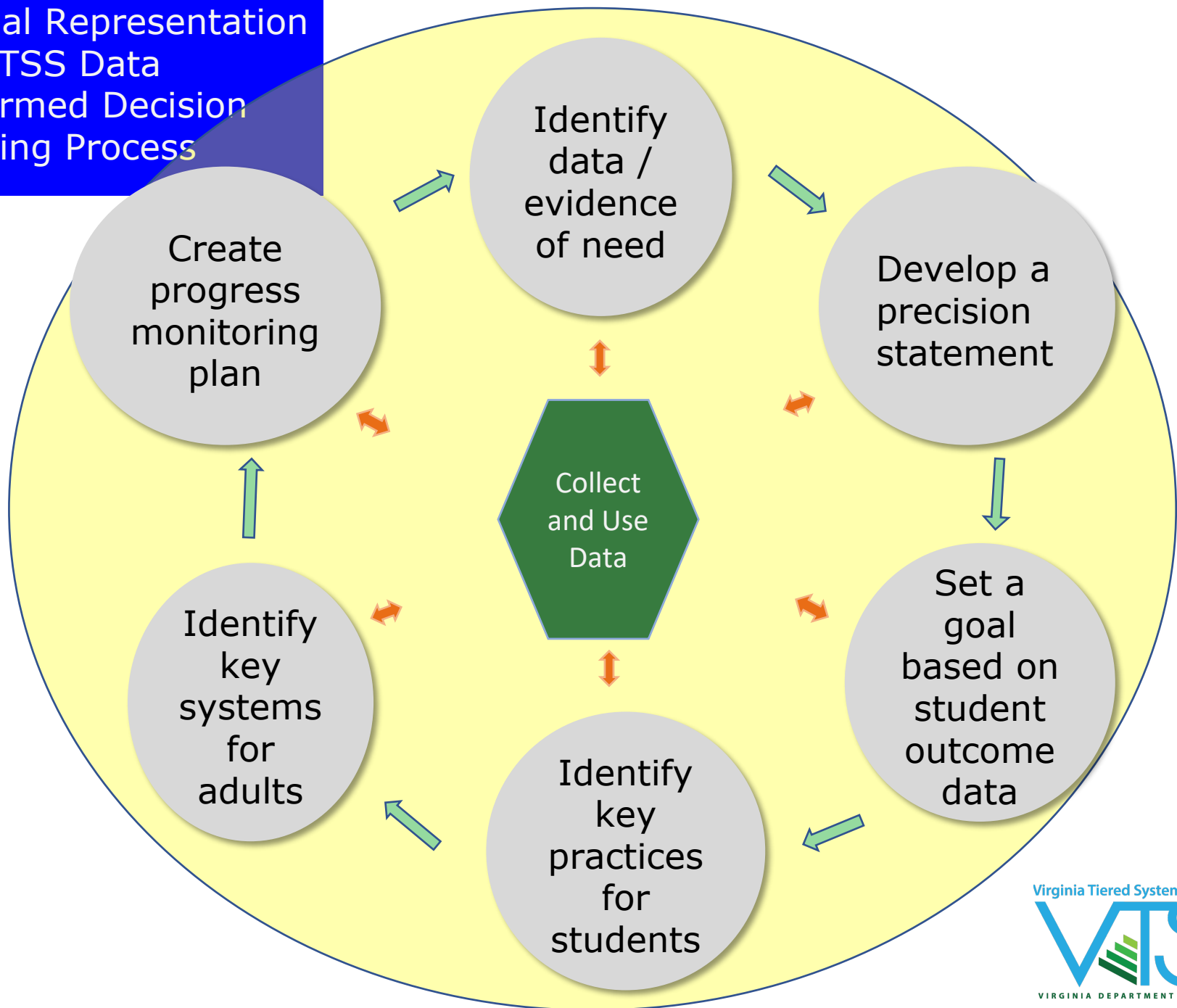
VTSS Data-Informed Decision Making

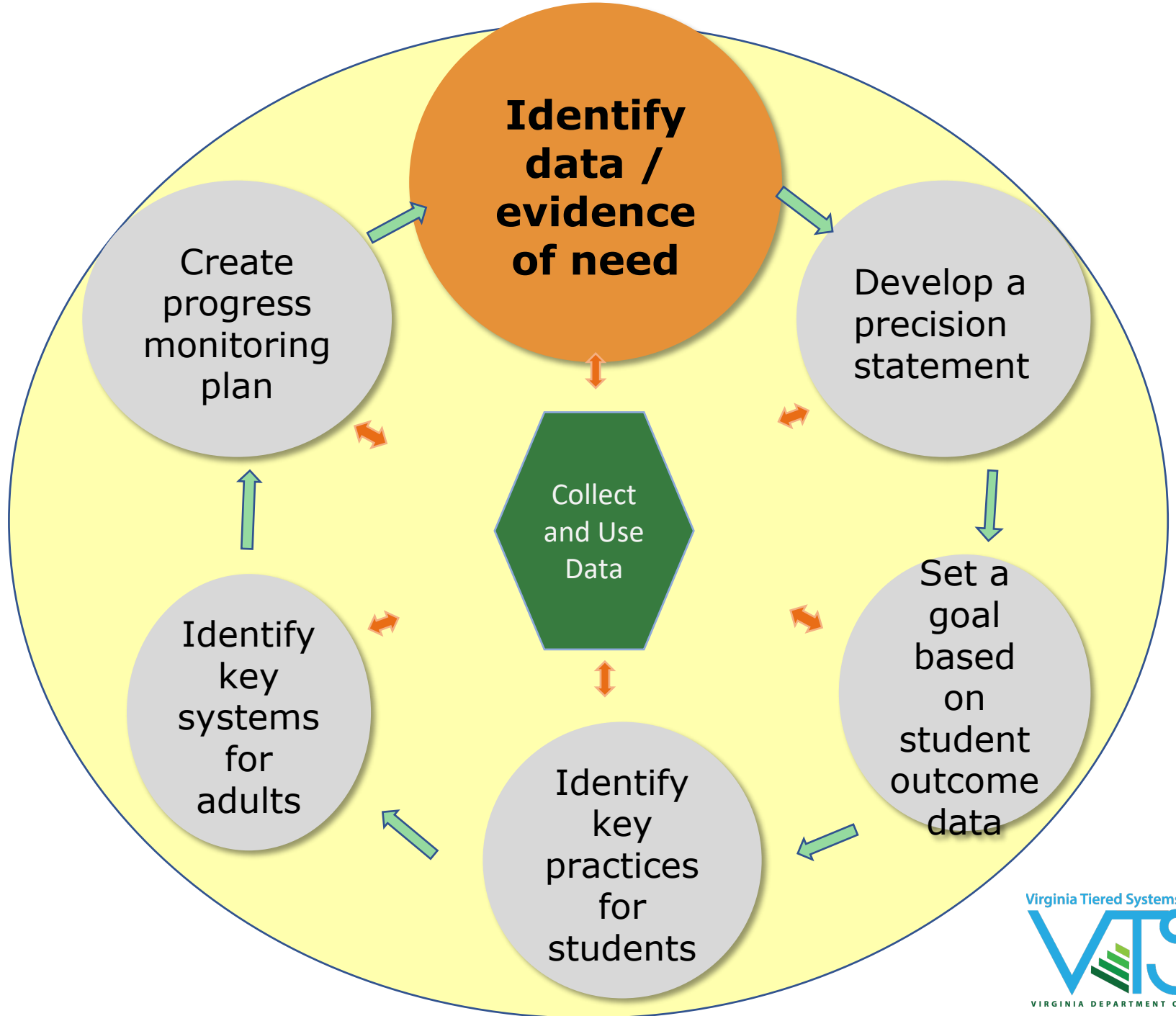


Data-Informed Decision Making: Division

DATA/Evidence of Need:			
Using the data, develop a precision statement. Who? What? When? Where? Why? ▼			
Outcome (Set a goal):			
Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.			
Action Plan	Who?	When?	Fidelity Measures
Key Systems: How will the division support the school in the implementation of new practices?			
Action Plan	Who?	When?	Fidelity Measures
Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?			

Visual Representation
of VTSS Data
Informed Decision
Making Process





Identify data / evidence of need

Create progress monitoring plan

Develop a precision statement

Collect and Use Data

Set a goal based on student outcome data

Identify key practices for students

Identify key systems for adults

DATA/Evidence of Need:

Do we have an equity problem/challenge?

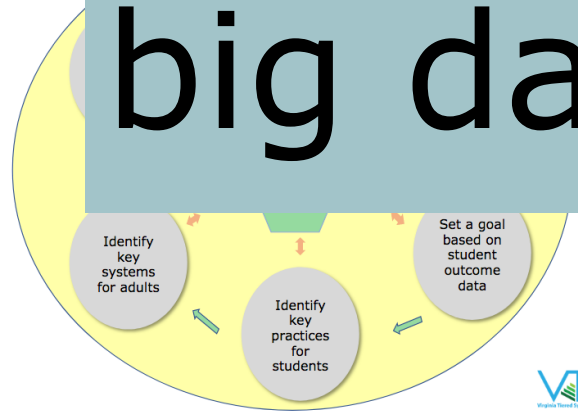
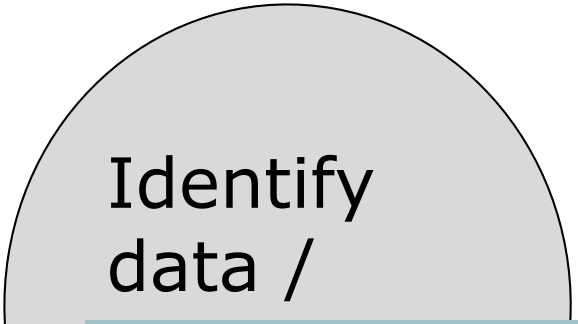
Compare your subgroups with...

- your entire student population and/or that of the dominant group.
- the same subgroups within your

Identify data /

What equity challenges did your big data reveal?

happening?



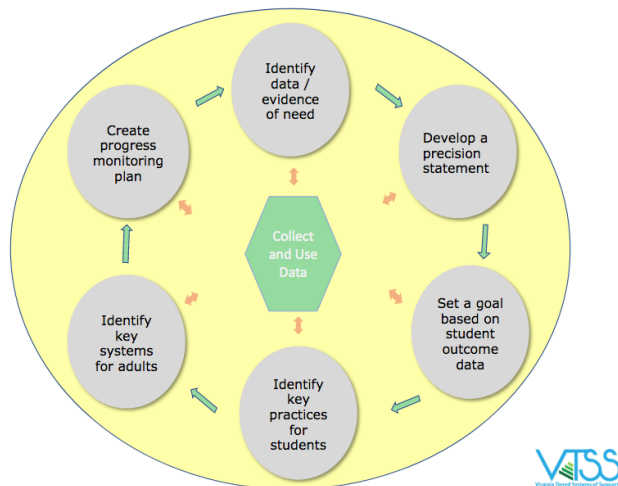
Identify
data /
evidence
of need

DATA/Evidence of Need:

Do we have an equity problem/challenge?

Compare your subgroups with...

- your entire student population and/or that of the dominant group.
- the same subgroups within your region, the state and/or nationally.
- regional / state / national preferred/expected status.



**Hint: It is NOT the kids
or their families.**

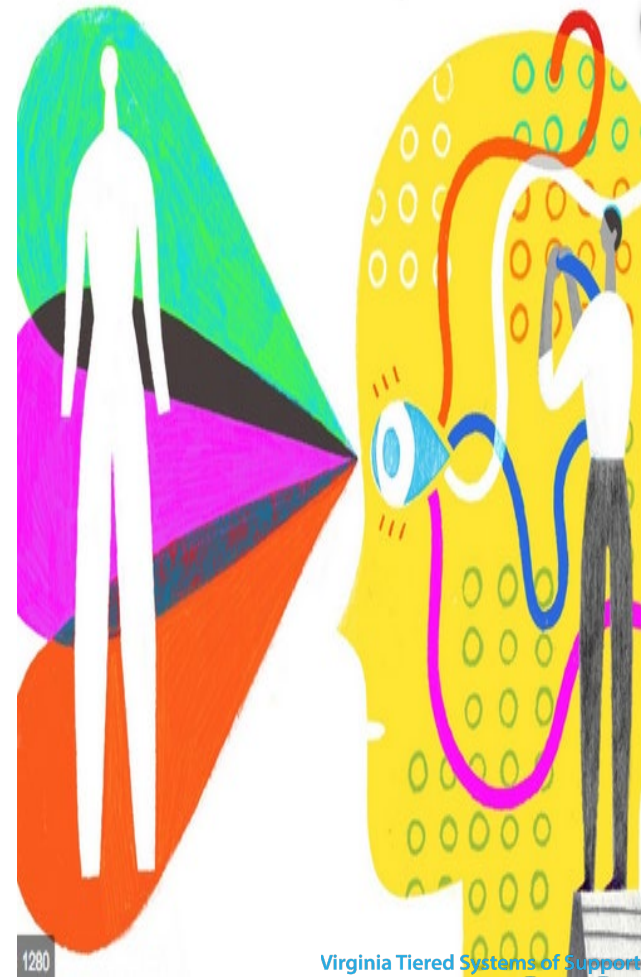
What gets in the way of educational equity?

Biased Based Beliefs

Color
Blindness

Deficit
Thinking

Poverty
Disciplining



Color Blindness

racial "colorblindness" — the idea that ignoring or overlooking racial and ethnic differences promotes racial harmony

Scruggs 2009

- does not recognize the systemic inequities that hinder students of color
- assumes an equal playing field

Deficit Thinking Ideology

Discounts the presence of systemic inequities as the result of race-based processes, practices, and policies

Blames a group for the conditions they find themselves experiencing

Poverty Disciplining

Assuming that students and families from low socio economic backgrounds lack the motivation, desire, and social emotional skills to change their financial situation.

Discounts the systemic barriers that impede them obtaining financial solvency.



What are examples of biased based beliefs (color blindness, deficit thinking, poverty disciplining) that you've seen or heard in your school / district?

Directions on Workspace Page

How are they linked?

We know from prior research that teacher ideologies and beliefs about the student population they serve can have a positive or negative effect on the student outcomes via the actions and behaviors teachers choose to employ in the classroom.



Madon, Jussim, & Eccles,

Madon et al., 1998; Madon et al., 2001; Proctor, 1984

Microaggressions:

Brief and common daily verbal, behavioral, and environmental communications, whether intentional or unintentional, that transmit hostile, derogatory, or negative messages to a target person because they belong to a stigmatized group.

Microaggressions are the physical manifestation of biases.

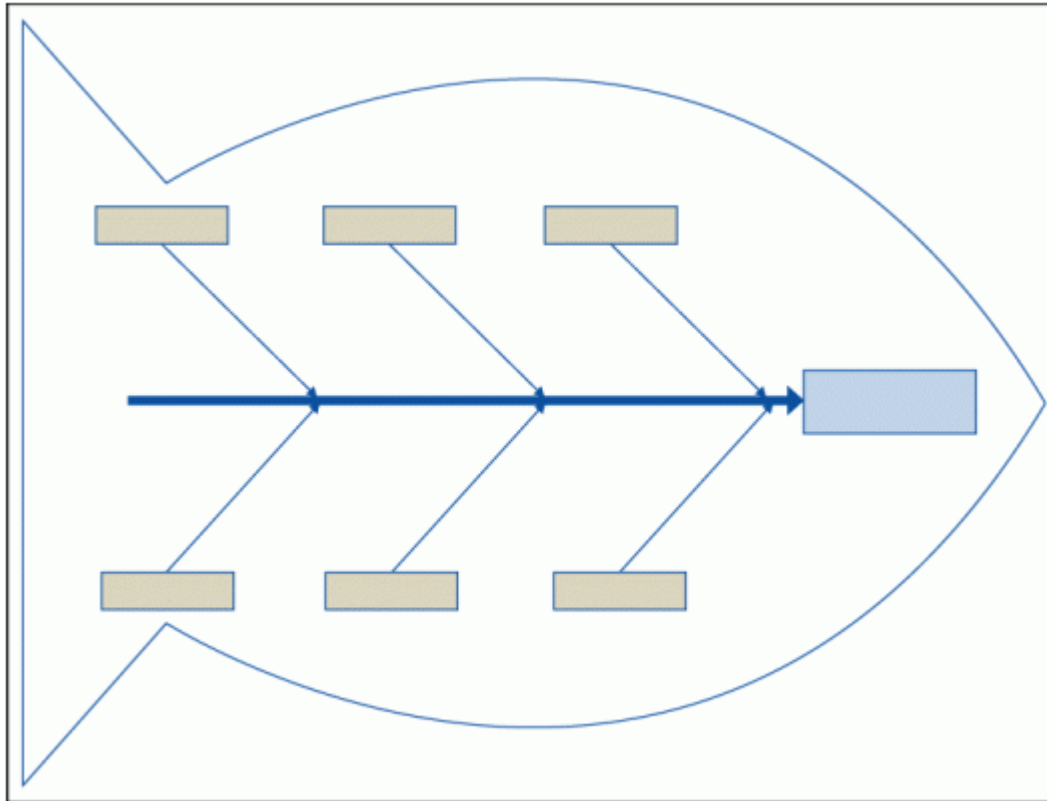


WE MEAN MICROAGGRESSIONS.

How might students' responses to microaggressions lead to black students having a 3.1 risk ratio for being chronically absent or a 2.7 risk ratio for # of ODRs?



Fishbone Diagram



House Bill 2305



- Requires BOE to provide guidance to assist Academic-Year Governor's Schools (AYGS) to increase access for historically underserved students.
- Passed in House on January 19, 2021
- "Passed by indefinitely" in Senate on February 18, 2021

Applicants to Governor's School

	Am. Indian/ Alaska Native	Asian	Black	Hispanic	White	Multi	Total Population
Total # of students	22	123	636	1290	4152	373	6600
% of students	.3%	2%	9.6%	19.5%	63%	5.6	
# of students who applied	0	12	6	4	44	3	69
% of students who applied	0	17%	8.6%	5.70%	63.70%	4.3%	

Awareness/Communication

Misconceptions/Perceptions/Attitudes
(Positive/Negative)

Recruitment Processes

Parents/guardians

Misinformation/Technology

Students

Why? Purpose

Community/Outreach

Students/peers

Parents

Base School
Teachers/Counselors

Work load/Time/Effort

Cultural (ethnic, religious,
socio-ec) Norms

Money

Support

Self/Others

Transportation

Basic
Needs (lunch/breakfast)

Time (commitments)

Base School

Internal/External
Student Barriers

Measurements

Goal Setting/Value

Timeline

Support/Process

Accessibility

Application Process

**Disproportion
ality of Black
and Latinx
students
applying**

5 Whys



**One of the simplest and fastest
problem solving ways to get to
the root of the problem**

There's a disproportionality of Black and Latinx students applying to GS.

Why?

Black and Latinx students don't know about GS.

Why do Black and Latinx students not know about GS?

GS is only advertised in the higher level math classes, so it misses a lot of students.

Why is GC only advertised in higher level math classes?

Schools believe that only students in higher level math classes can be successful at GS.

Why do schools believe that only students in higher level math classes can be successful at GS?

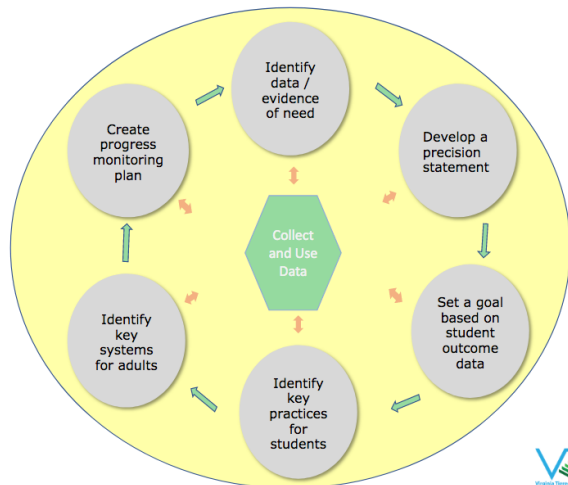
Schools equate ability and desire to take higher level math classes with the same abilities and desires of GS students.

Identify
data /
evidence
of need

To truly understand the problem/challenge we have to gain insight from those affected by the problem/challenge.

They can help us understand:

- *What* does this problem look/sound/feel like for them?
- *Who* is this problem affecting and in what way?
- *When* is this problem affecting them more? the least?
- *Where* do they experience this problem the most?
- *Why* do they think this problem is occurring?



Key Takeaways...

“I think if there had been a little more help to know the dates and reminders - I know it's great for kids to be responsible, but they're also younger, so they're not as responsible.”

“I got some help from my English teacher for the essay. She helped to guide me through it and it was really helpful.”

“I was applying with a group of friends, so we were all editing each others papers and just kind of reading them over. So it really wasn't too bad.”

“in my French class a peer of mine was interested in applying, but he had never heard of it and by the time the application process was done, it was too late for him.”

Exposure to Governor's School (information, connection to Governor's School students, site visit) and having the skill to complete the application seem to be more of a determining factor of applying than the application criteria itself.

Key Takeaways...

“I’m the president of a club at my school, I work a job two or three days a week, I’m on the Executive Board of this international program. I think that it's fine. I've got tons of time to still be my friend. I have watched literally countless Netflix shows, so I don't think that it has gotten in my way at all. I’m still maintaining all A's.”

“It is not too much more work than similar classes at X school, but it is definitely a different experience and the environment has people that tend to be more stressed or conscious of what they need to do and get it done.”

Governor’s School is perceived by both GS students and their base school peers as a time intensive, driven, academically focused place to be, but there are a lot of supports to make it manageable (which non-GS are not aware of).

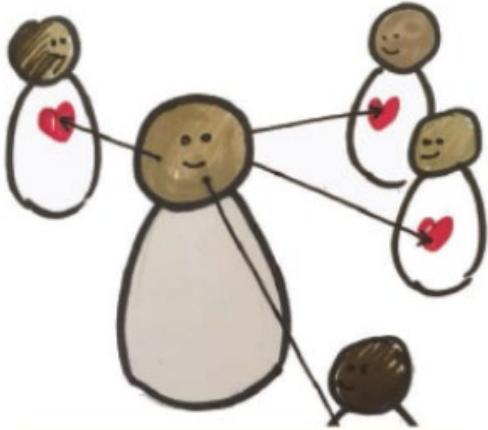
“People think Governor’s School is only for the ‘smart kids.’ But anyone can succeed here, they just have to want to. It takes time and effort, but Governor’s School teachers will stick with you until you get.”

What are the underlying factors influencing why our data looks the way it does?
How are those being affected by the problem experiencing it?

Tools we could use to figure it out...

- **Equity audits (curriculum, policies, budget, etc.)**
- **Empathy interviews**
- **Focus groups**
- **Observations**
- **Surveys**

Focus on Human Values



Seek as many ways as possible to get to know your end users including immersion, observation and co-design.

Seek Liberatory Collaboration



Recognize differences in power and identity. Design “with” instead of “for”.

Share, Don't Sell



Practice transparency of process and non-attachment to ideas.

Next Steps...

1. Choose at least one tool to utilize to dig deeper into your problem.

1. Create a plan to determine:

How will the tool be utilized?

Who will be responsible for collecting data with the tool of your choice?

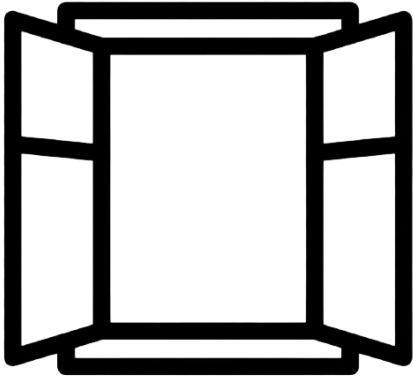
When will they collect data?

When will that data be shared with the group?

1. Complete a fishbone diagram for your potential problem. Add any additional ideas you gleaned from the data collected.

1. Create a plan to construct or revise an equity vision / mission / We Believe statement

Notice and Reflect



- Who are we as a team, relative to those whose needs we're designing for?**
- How are we seeing power here?**
- What emotions are up for us in this design situation?**
- What mindsets feel important now?**



- How did we experience this process?**
- What cultural norms and biases may have been at play?**
- What do we want to adjust?**

Spotlight on Youth Voices

What are some things that are impacting our students in a positive way?



Please complete the Exit Ticket for today:
<https://forms.gle/wwxA6gdCcneH9sXEA>



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