

Equity-Driven Leadership

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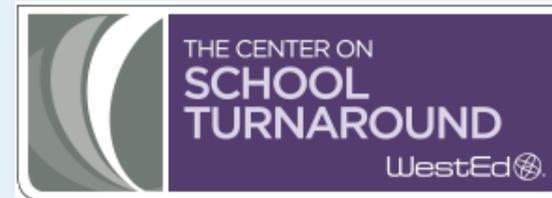
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November 15–16, 2018

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Session Objectives

- Understand the difference between *equality* and *equity*.
- Explore equity definitions.
- Examine Fisher's equity framework.
- Experience a leader's pathway to addressing equity.
- Assess and redefine school goals as equity goals.
- Review equity assessment tools.
- Learn with and from one another through peer-to-peer consultancies to sharpen and establish action plans.

Session Agenda

- Introductions of Presenters (5 min)
- What is Equity? (10 min)
- What Does Equity Leadership Look Like? (20 min)
- How Can You Start to Address Equity in Your School? (20 min)
- Questions & Answers (15 min)
- Connect-and-Reflect Activities (15 min)

What Is Equity?



Equality

doesn't mean



Equity

Equity

- **Recognizes** that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.
- **Occurs** as a result of sensitive, courageous, and creative conversations and actions.
- **Requires** the distribution and redistribution of resources and initiatives based on individual and group needs derived from multiple sources of qualitative and quantitative data.
- **Leads** to engaged, inspired, and successful learners.

Equity Definitions

Council of Chief State School Officers, 2018

“Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.”

Leading for Equity: Opportunities for State Education Chiefs
(<https://ccsso.org/equity>)

Tennessee Equity Playbook

A leader for equity works to eliminate achievement gaps and ensure success for all students by identifying and addressing personal and institutional bias and barriers, and by providing strategies to ensure all students have equitable access to:

- effective educators;
- rigorous and engaging learning opportunities;
- social, academic, and community supports; and
- resources to ensure success;

Oregon

Effective leadership for equity urgently and thoughtfully addresses fairness, opportunity, and sufficiency of resources to ensure the following outcomes:

- Eliminating the predictability of failure in learning conditions, student achievement, and student success;
- Interrupting and eliminating inequitable practices, policies, and biases to create a socially just environment; and
- Creating effective educational conditions, learning, and outcomes in which all students are able to achieve and realize their definition of success, regardless of their national origin, race, gender, sexual orientation, ability, first language, civil rights protected class, or other distinguishing characteristics.

EQUITY TAXONOMY

Engaged, Inspired, and Successful Learners

*Student voice and aspirations
Assessment-capable learners*

Instructional Excellence

*Gradual release of responsibility
Compensatory and adaptive practices
Professional learning*

Opportunity to Learn

*Structural access to curriculum
Human and social capital*

Social-Emotional Engagement

*Cultural proficiency
Welcoming climate
Restorative practices
Attendance*

Physical Integration

*Race/Ethnicity, Ability, Gender, Class, Sexual Orientation:
Broadening the lens*

Inputs



Outputs



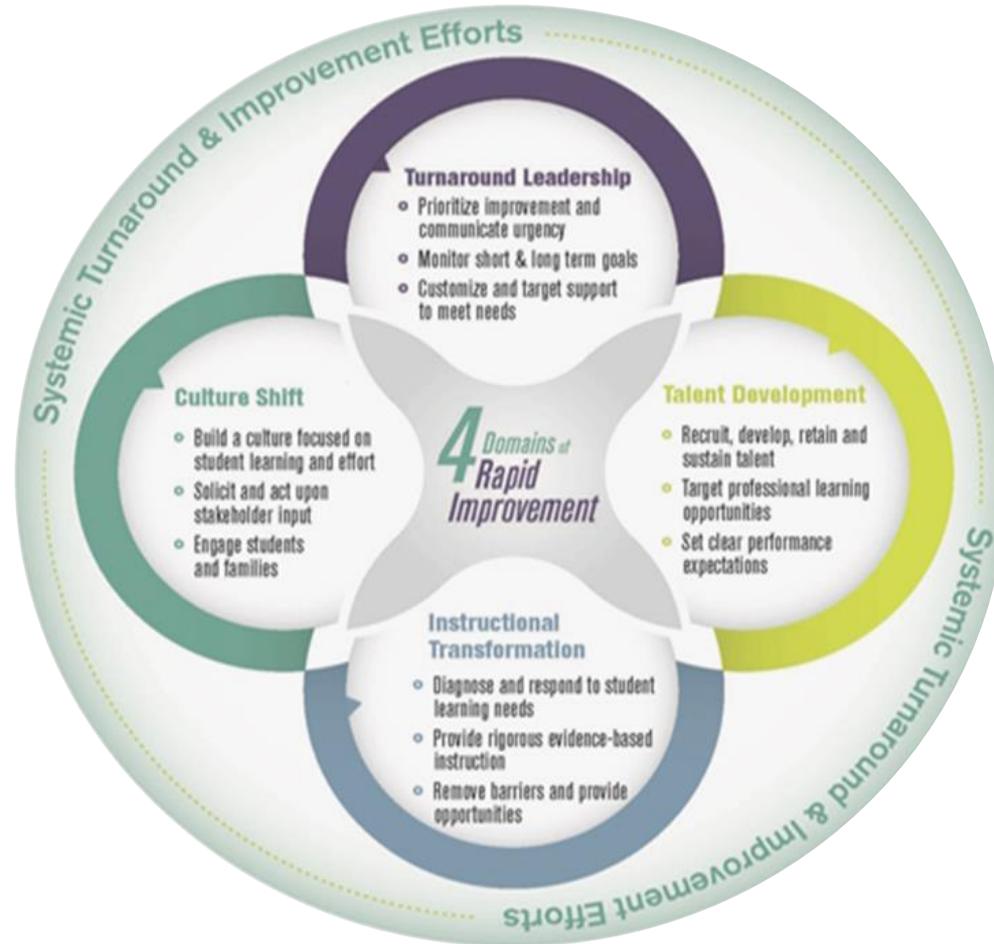
TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

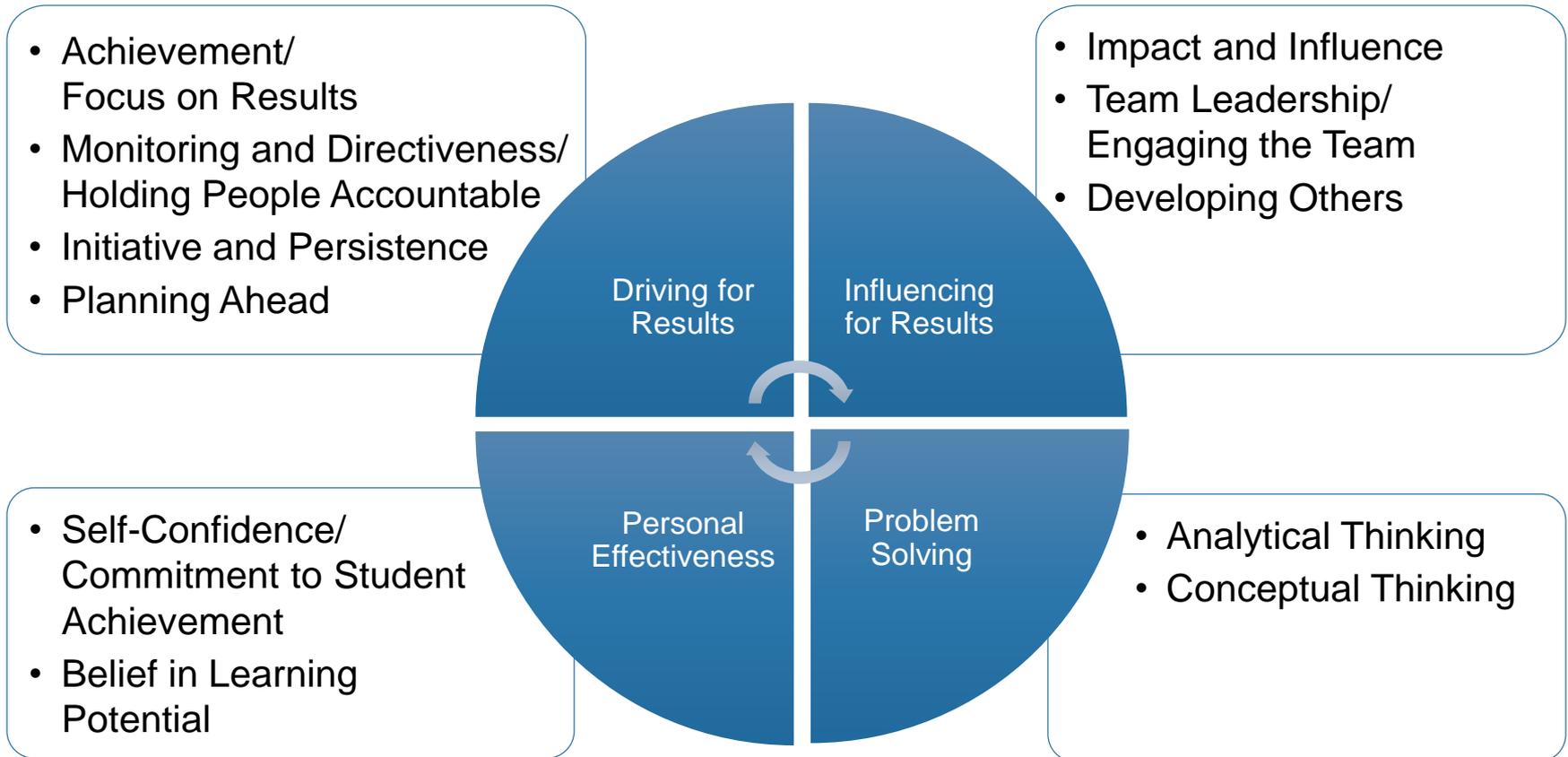
Source: Fisher, 2017.

What Does Equity Leadership Look Like?

The Four Domains for Rapid School Improvement



Turnaround Leader Competencies



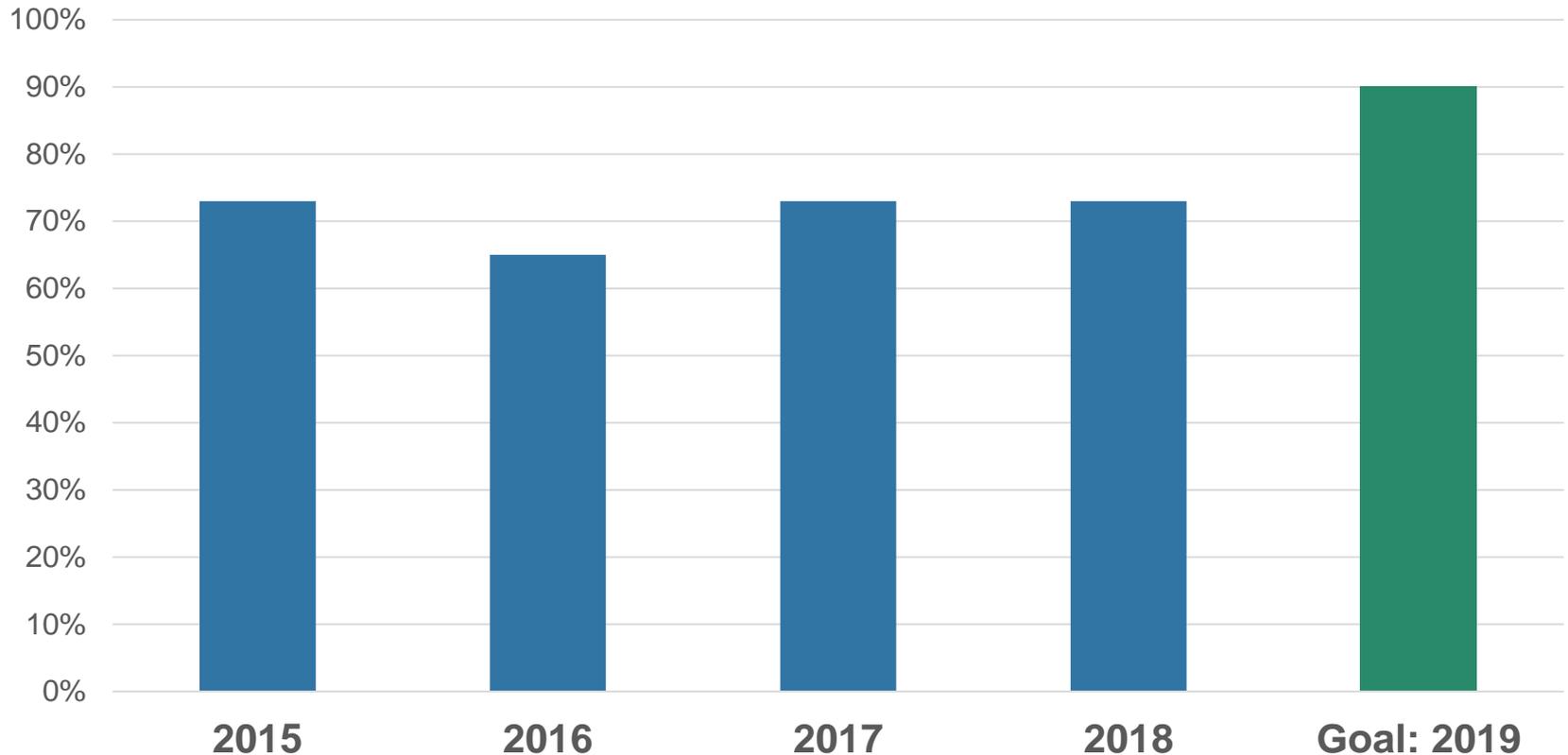
A Leader's Equity Journey

The High School of Language and Innovation

- Founded in 2011
- Public school
- Newcomer English language learners: Dominican Republic; Yemen; Bangladesh; Albania; countries in Africa, Vietnam, China

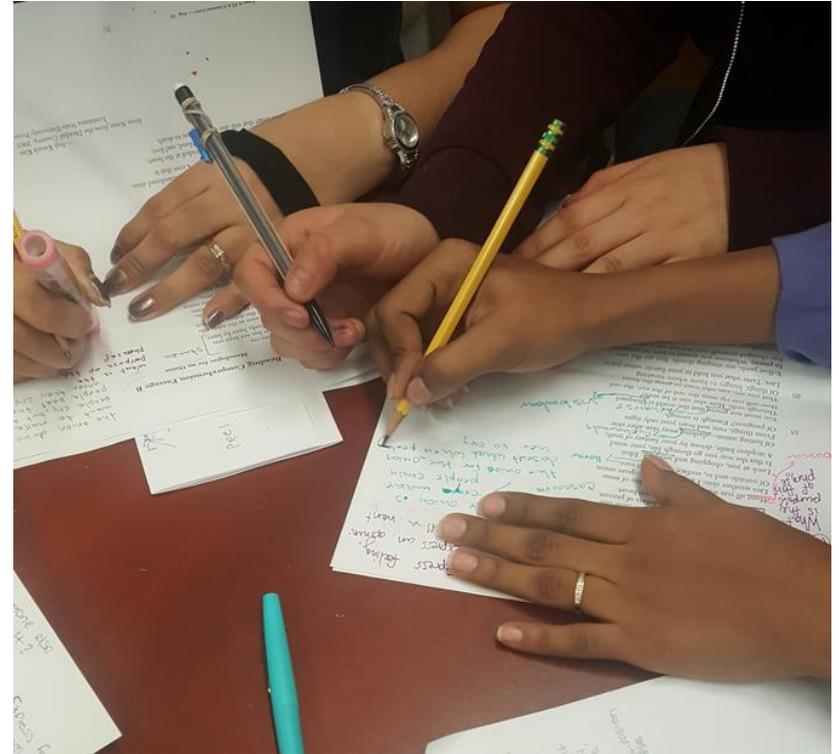


High School of Language and Innovation Graduation Rates

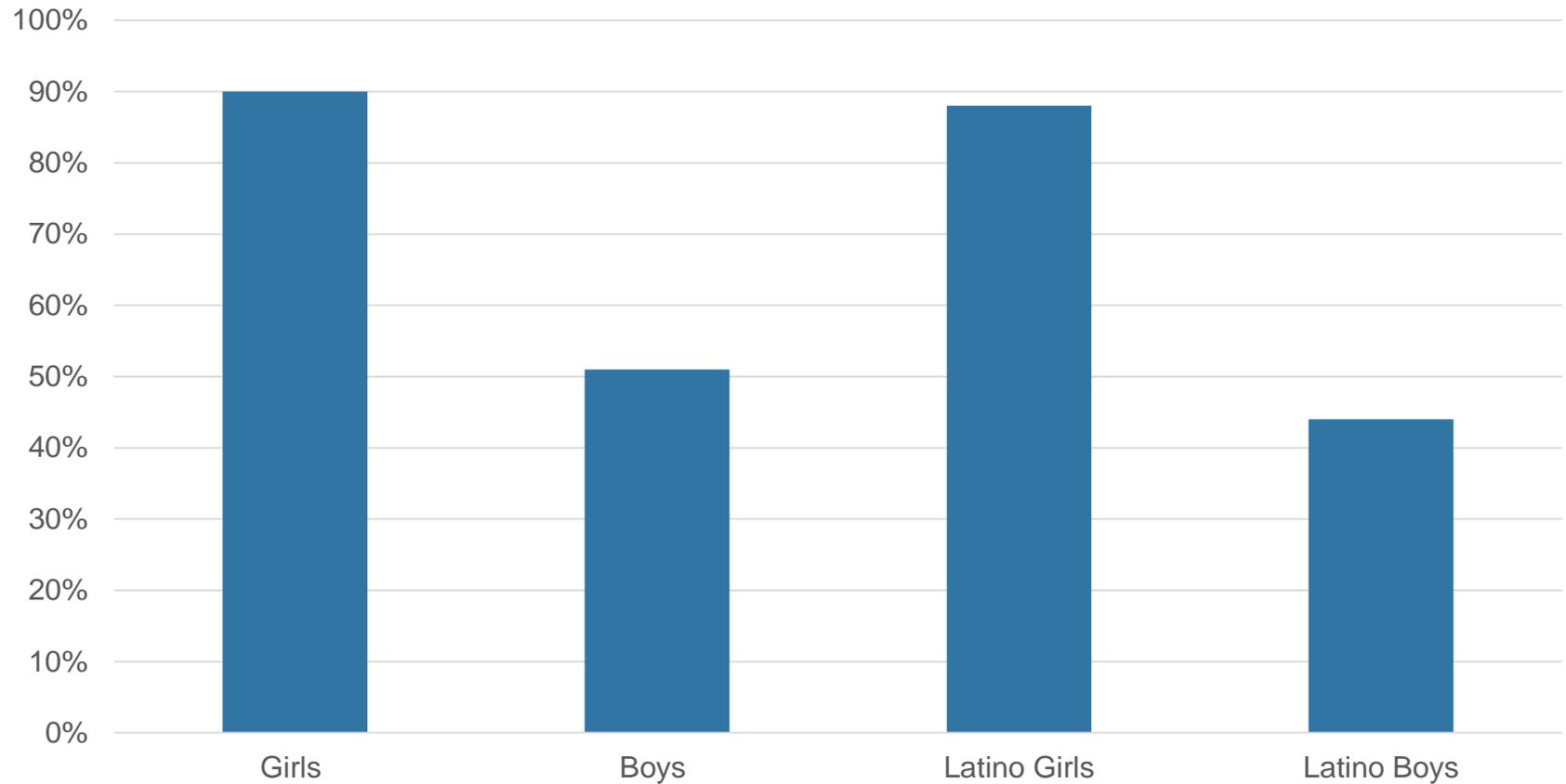


Julie's Equity Journey in 2017–18

- Founded in 2011
- District workshop on implicit bias
- Advanced classes: Where are the Latino students?
- Coaching for equity workshop and the “aha” moment

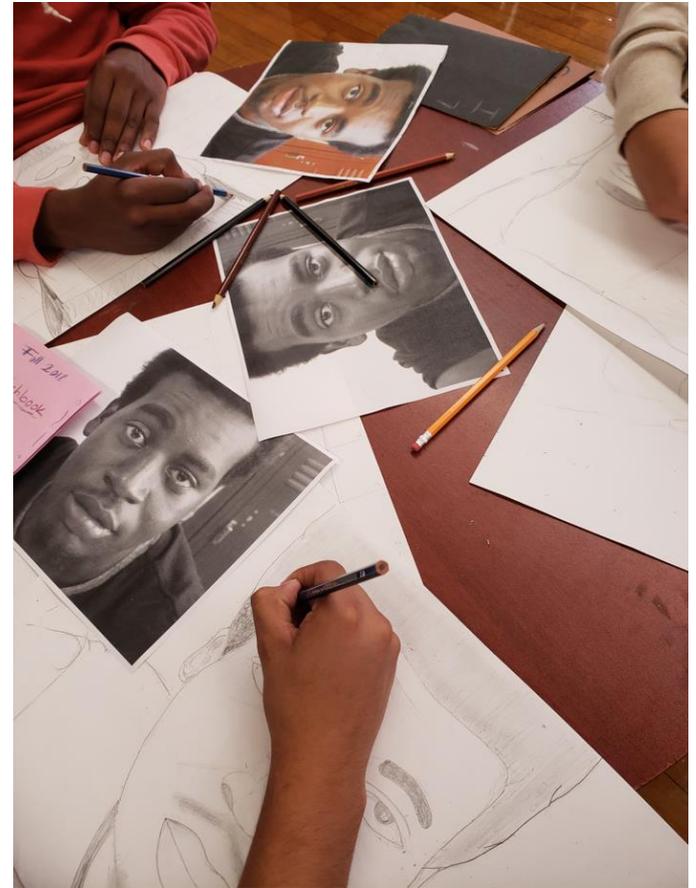


June 2018: The Big “Aha”



More “Aha”s

- Discipline referral rates for Latino and Middle Eastern boys outnumbered all other populations



My Original School Goals for 2018–19

- Teachers will increase mixed review, or spiraling, of content to increase Regents Exam passing rates.
- Teachers will implement responsibility-centered discipline to decrease disciplinary referrals.

My Thinking Before an Equity Lens

Student achievement will increase if:

- we have high-quality instructional initiatives, and
- all teachers implement the initiatives with fidelity.

My Equity Lens Thinking

When teachers implement a high-quality instructional initiative with fidelity . . .

- Founded in 2011.
- The students who already are achieving more—and we use their results as “proof” that things are working.
- Our struggling students improve slightly or not at all.

Goal Makeovers

- Teachers will increase mixed review, or spiraling, of content to increase Regents Exam passing rates.
- Teachers will implement mixed review **to increase Regents Exam passing rates of Latino students.**

Goal Makeovers

- Teachers will implement responsibility-centered discipline (a restorative approach to discipline).
- Teachers will implement responsibility-centered discipline **to reduce the discipline referral rates of Latino and Middle Eastern male students.**

Summer Mindset Shifts in Teachers

- Zero disciplinary referrals.
- Five out of six boys who had not graduated in June did graduate in August 2018.



Introducing the Goals to Teachers

- Here's our data: It's "great news" because our results with girls are great, and now we know where to focus.
- Let's learn strategies that can support us with teaching boys more effectively.
- We can feel inspired instead of feeling guilty about our past results.

Changing Our Disciplinary Structure for Equity

- Principals and assistant principals are “first responders” to disciplinary referrals; teachers and kids get coaching
- Weekly practice on responding effectively to misbehavior in a way that supports kids and builds rapport

How Mindsets Are Changing

- Teachers: “Instead of just telling kids to stop something, I first engage with them.”
- Minimizing the micro-aggressions that erode relationships
- Mixed review: seeing the impact of how mixed review reveals the “truth” of what students learned

Changing Mindsets Is Free

- Founded in 2011.
- Weekly practice using responsibility-centered discipline is changing mindsets.
- Teachers and kids report a stronger sense of well-being.
- The power of the person.

How Can You Start to Address Equity in Your School?

Equity Assessment

www.ascd.org/ASCD/pdf/books/smith2017BEAstaff.pdf

Password: Equity117031

New York Leaders Academy free online equity assessment

<https://www.nycleadershipacademy.org>

Connect and Reflect

Connect-and-Reflect Activities

- How are you supporting the development of equity-driven turnaround leadership?
- How does your district/school define equity? What key words, phrases, and components are important in your definition? Why?
- How do your school goals address equity? What equity shifts could you make to refine your school goals?
- Reflecting on Fisher's framework for equity, what area(s) would you select for an equity self-assessment? Why? What would be your action steps as a result of the assessment?

References

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