

Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research®



University Principal Preparation Initiative

Online Learning Series

Taking Educator Preparation to the
NEXT LEVEL

Session 1: How Can Leaders Use Resources to Support Equity?

June 18, 2020

University Principal Preparation Initiative

Online Learning Series

Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research®

uc
ea

Wallace

Taking Educator Preparation to the **NEXT LEVEL**



How Can Leaders Use Resources to Support Equity?

Karen Hawley Miles
Education Resource Strategies, Inc.
June 18, 2020



Teaming & Engaging in Meaningful Conversations

Ellie Drago-Serverson
Columbia University
July 16, 2020



Partnerships for Sustainability

David Eddy-Spicer
University of Virginia
August 6, 2020



Equipping & Sustaining Equity-Oriented School Leaders for Diverse Contexts

April L. Peters
University of Houston
September 10, 2020

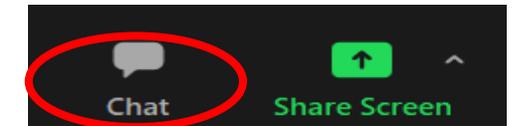
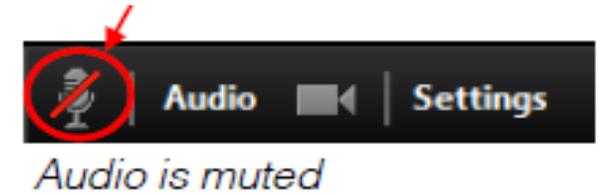


Moving Carefully into the Next Normal: Enduring Leadership Dilemmas and New Organizational Contexts

Mónica Byrne-Jiménez
UCEA, University of Virginia
October 8, 2020

Zoom protocol and post-presentation discussion

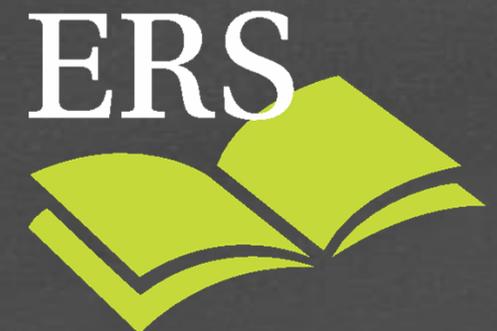
- **Mute your mic.** This helps to minimize audio feedback. Mute your audio by clicking on the microphone icon located in the lower left-hand corner of the menu bar.
- **Use Chat.** Connect with colleagues via private chat or comment to everyone. We will insert important links in chat for you as well.
- **Ask questions.** If you have a content or technical question, leave your message in Q&A pod.
- **UPPI network post-presentation discussion.** Members of the UPPI network have received a link embedded in the registration email to join a special discussion after the presentation. You'll be asked to click the link to join.



School Leaders as Equity Leaders

Karen Hawley Miles, Education Resource Strategies

June 18, 2020



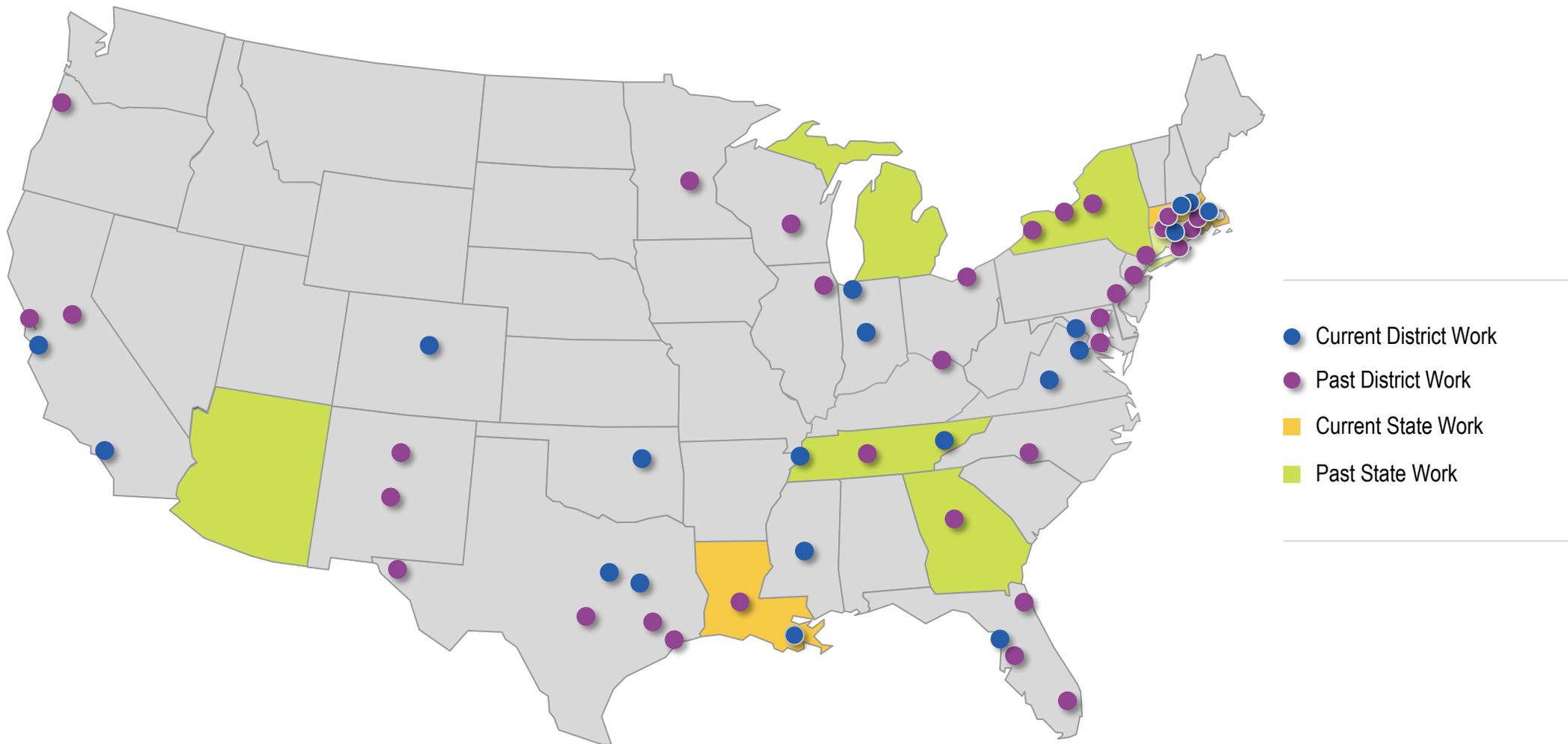
ERS



Every School. Every Child. Ready for Tomorrow.

ERS is a national nonprofit that **partners with district, school and state leaders** to transform how they **use resources** (people, time, and money) so that **every school prepares every child for tomorrow**, no matter their race or income.

We work directly with districts and states nationwide and publish tools and materials based on our own learnings and other experts in the field



Accelerating equitable outcomes requires school leaders to be both “instructional” and “organizational” leaders

Mindsets or Attitudes

Resource Use Leader: My role is to organize people, time and money to address my school’s needs

Choices and Tradeoffs: We can do anything, just not everything

Create Role Flexibility: Job title does not equal role

Reach Outwards: School staff do not need to provide all services

Seek Continuous Improvement: Try new things, monitor progress and adjust course

Areas of Expertise

Strategic Planning: Developing an annual strategic plan that aligns resources to school wide strategy for acceleration

Acceleration & Intervention Strategies: Instructional strategies & models for student- teacher grouping for learning acceleration

Special Ed & ELL Delivery Models: Organizing to meet Special Education students and English learners’ needs

Hiring, Staffing & PD: Effective strategies for supporting professional growth, teacher teaming and managing talent

Master Scheduling: Scheduling Strategies

Budgeting: Funding Sources, Flexibilities and Budgeting

How can preparation programs better prepare school leaders to be organized for equity ?

Make connections between resource use and equity...

- Draw **clear lines** between resource use and academic strategy when designing overall curriculum (especially if content is currently delivered in separate courses)

Translate best practices to resource shifts...

- When introducing research-based instructional practices (like teacher collaboration time), encourage future school leaders to discuss **how instructional strategies “show up” in staffing, schedules and budgets**
- Engage school leaders in **real-world simulations** of resource challenges and potential shifts (e.g. case studies, ERS Hold'em game)

Cultivate equity leader mindsets and skills...

- Facilitate **job-embedded learning** (internships, residencies, etc.) with a focus on roles that allow future leaders to take partial **ownership over resource decisions** (master scheduling, staffing, etc.)
- Continue to provide mentorship & access to faculty **through first years on the job** as ad hoc resource equity questions come up.

School leader preparation programs can...
**Make explicit connections between resource
use and equity**



So, what is Education Resource Equity?



Education resource equity is when schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students.

It is what we need to make sure that school unlocks every child's power to live a life of their choosing — and that race and family income no longer predict a student's life trajectory.



In education, resource equity challenges are often inherited through decades of policy and practice and must be addressed on four levels

States

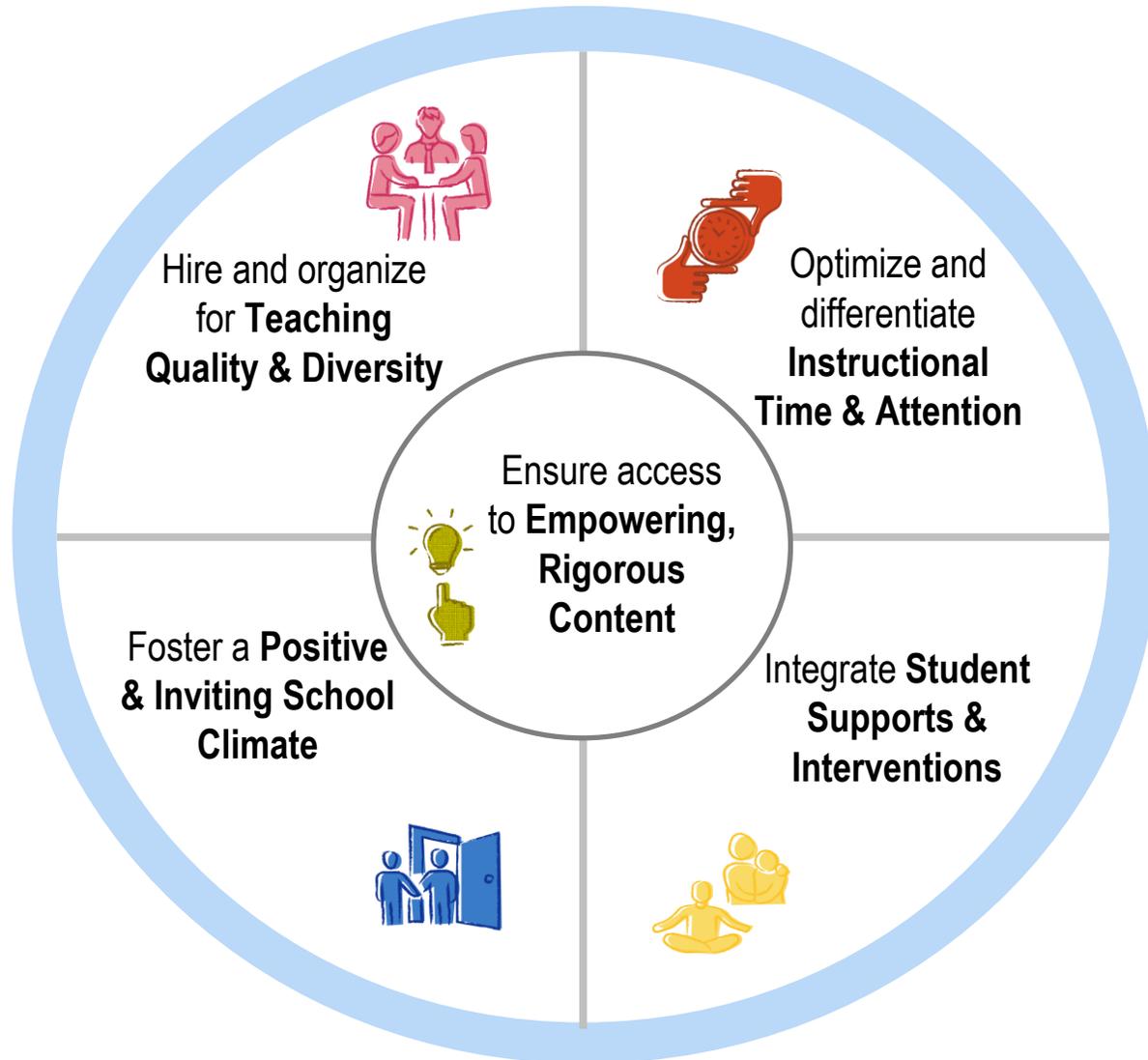
Districts

Schools

Classrooms

School leader preparation programs can...
**Translate best practices for equity and
school design into concrete resource shifts**

Research shows that schools that accelerate learning for all students “do school” differently



For an overview of the research informing this work, see these ERS publications:

1. *The Strategic School (2008)*
2. *Designing Schools That Work (2017)*
3. *The Education Combination (2019)*

Let's watch some resource shifts in action

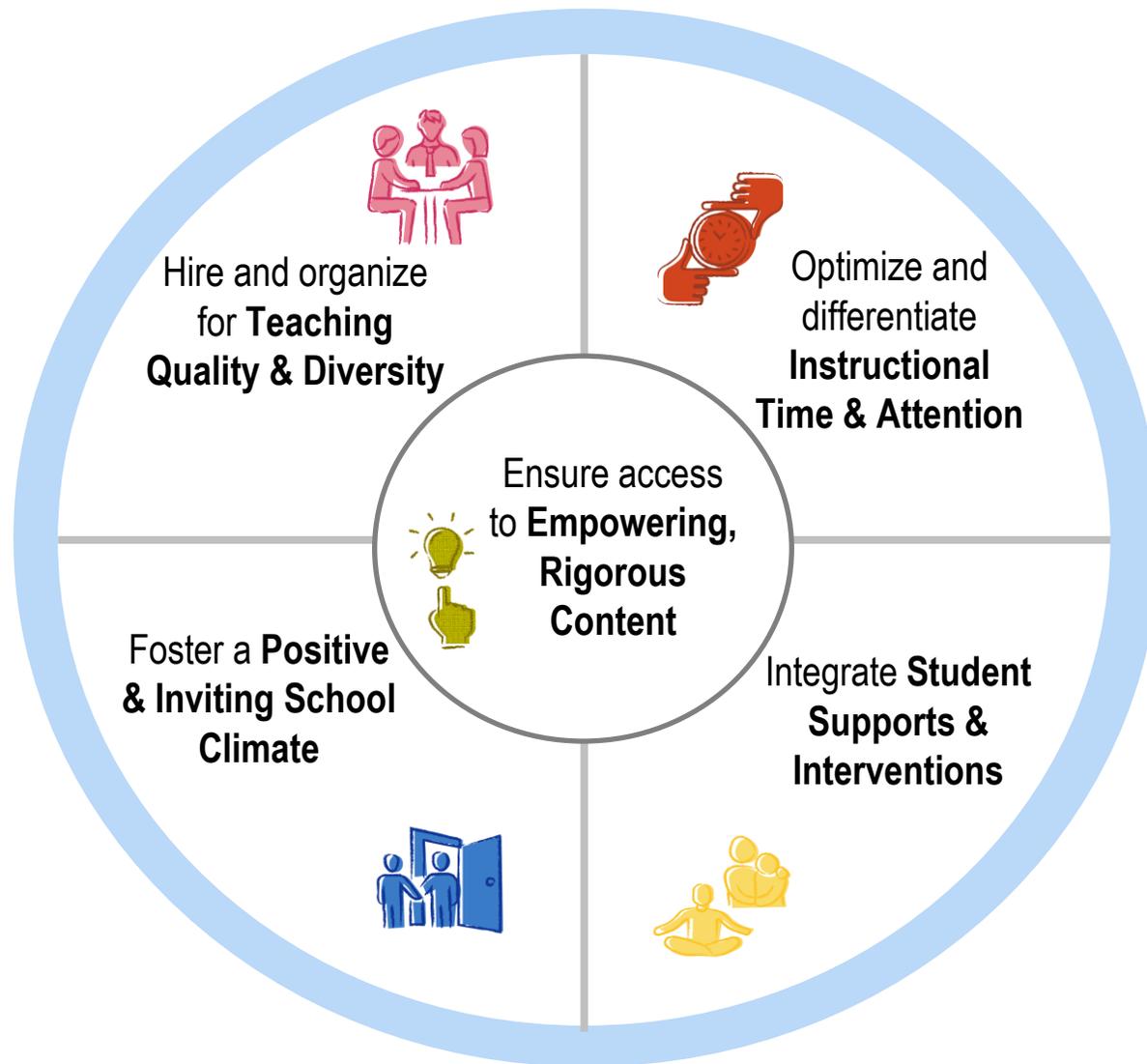
Resource Shifts in Action: Jeremiah Burke High School

As you watch, jot down notes:

- How do you see these five **dimensions of education resource equity** playing out in this school?
- What are the specific **resource shifts** the school leader made to achieve these changes?



POLL: Which dimension of education resource equity most stood out to you in the video?



This fall, school districts cannot – and will not – come back the same as they were before

New challenges facing school district leaders

- **Significant unfinished learning:** According to NWEA, students are likely to retain up to 70% of learning gains in reading, 50% in math and could be a full year behind normal projections in some early grades
- **Increased social-emotional needs:** Many nonprofit service providers will not survive the economic downturn, while many students will be managing loss and other trauma due to the pandemic
- **Intense financial pressures:** Balancing budgets while aiming to return to “the old way” will require massive cuts at a time when students need services most
- **Designing learning experiences for the possibility of long-term social distancing requirements:** Including professional development and new systems and structures for teachers to lead remote learning

I think it's going to be really challenging to go back to a system that ties kids down to a classroom, to a seat, with the same-old, same-old we had in the past.

- Superintendent

Instruction will never look the same again given all we are learning and how we are empowering students, families and teachers with technology and agency over their learning.

- Superintendent

Doing school differently requires big shifts in practice and resource use

	From:	To:
 Empowering, Rigorous Content	<p>Widely varying access to strong curriculum and high expectations</p>	<p>All students experience empowering, rigorous curriculum and instruction to reach high learning standards</p>
 Teaching Quality & Diversity	<p>Teaching as an individual enterprise.</p> <p>A “one-size-fits-all” teaching job.</p>	<p>Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning</p> <p>Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.</p>
 Instructional Time and Attention	<p>Standardized class sizes in “one-teacher classrooms”</p> <p>Rigid time allocations.</p>	<p>Groups of teachers and students that vary across subjects, activities and students.</p> <p>Flexible schedules that allow time to vary with needs of students.</p>
 Positive & Inviting School Climate	<p>Investments in culture and social-emotional support that remove resources from core instruction.</p>	<p>Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.</p>
 Student Supports & Interventions	<p>Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom</p>	<p>School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change</p>

Doing school differently requires big shifts in practice and resource use



	From:	To:
Empowering, Rigorous Content Teaching Quality & Diversity	Widely varying access to strong curriculum and high expectations	All students experience empowering, rigorous curriculum and instruction to reach high learning standards
Instructional Time and Attention	A “one-size-fits-all” teaching job. Standardized class sizes in “one-teacher classrooms” Rigid time allocations.	Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles. Groups of teachers and students that vary across subjects, activities and students. Flexible schedules that allow time to vary with needs of students.
Positive & Inviting School Climate	Investments in culture and social-emotional support that remove resources from core instruction.	Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.
Student Supports & Interventions	Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom	School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change

Doing school differently requires big shifts in practice and resource use

	From:	To:
Empowering, Rigorous Content	Widely varying access to strong curriculum and high expectations	All students experience empowering, rigorous curriculum and instruction to reach high learning standards
 Teaching Quality & Diversity <i>Instructional Time and Attention</i>	<p>Teaching as an individual enterprise.</p> <p>A “one-size-fits-all” teaching job.</p>	<p>Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning</p> <p>Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.</p>
Positive & Inviting School Climate	Investments in culture and social-emotional support that remove resources from core instruction.	Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.
Student Supports & Interventions	Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom	School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change

Doing school differently requires big shifts in practice and resource use

	From:	To:
Empowering, Rigorous Content	Widely varying access to strong curriculum and high expectations	All students experience empowering, rigorous curriculum and instruction to reach high learning standards
Teaching Quality & Diversity	Teaching as an individual enterprise. A “one-size-fits-all” teaching job.	Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.
 Instructional Time and Attention	Standardized class sizes in “one-teacher classrooms” Rigid time allocations.	Groups of teachers and students that vary across subjects, activities and students. Flexible schedules that allow time to vary with needs of students.
Positive & Inviting School Climate	Investments in culture and social-emotional support that remove resources from core instruction.	Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.
Student Supports & Interventions	Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom	School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change

Doing school differently requires big shifts in practice and resource use

	From:	To:
Empowering, Rigorous Content	Widely varying access to strong curriculum and high expectations	All students experience empowering, rigorous curriculum and instruction to reach high learning standards
Teaching Quality & Diversity	Teaching as an individual enterprise. A “one-size-fits-all” teaching job.	Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.
Instructional Time and Attention	Standardized class sizes in “one-teacher classrooms” Rigid time allocations.	Groups of teachers and students that vary across subjects, activities and students. Flexible schedules that allow time to vary with needs of students.
 Positive & Inviting School Climate	Investments in culture and social-emotional support that remove resources from core instruction.	Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.
Student Supports & Interventions	Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom	School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change

Doing school differently requires big shifts in practice and resource use

	From:	To:
Empowering, Rigorous Content	Widely varying access to strong curriculum and high expectations	All students experience empowering, rigorous curriculum and instruction to reach high learning standards
Teaching Quality & Diversity	Teaching as an individual enterprise. A “one-size-fits-all” teaching job.	Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.
Instructional Time and Attention	Standardized class sizes in “one-teacher classrooms” Rigid time allocations.	Groups of teachers and students that vary across subjects, activities and students. Flexible schedules that allow time to vary with needs of students.
Positive & Inviting School Climate	Investments in culture and social-emotional support that remove resources from core instruction.	Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.
 Student Supports & Interventions	Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom	School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change

Doing school differently requires big shifts in practice and resource use

	From:	To:
 Empowering, Rigorous Content	<p>Widely varying access to strong curriculum and high expectations</p>	<p>All students experience empowering, rigorous curriculum and instruction to reach high learning standards</p>
 Teaching Quality & Diversity	<p>Teaching as an individual enterprise.</p> <p>A “one-size-fits-all” teaching job.</p>	<p>Teams of teachers who learn and plan lessons together and adjust instruction to help each student reach high learning</p> <p>Roles, assignments and compensation that match each individual’s unique skills and expertise to needed roles.</p>
 Instructional Time and Attention	<p>Standardized class sizes in “one-teacher classrooms”</p> <p>Rigid time allocations.</p>	<p>Groups of teachers and students that vary across subjects, activities and students.</p> <p>Flexible schedules that allow time to vary with needs of students.</p>
 Positive & Inviting School Climate	<p>Investments in culture and social-emotional support that remove resources from core instruction.</p>	<p>Relationship-building and other SEL investments are embedded within and reinforce the school’s core instructional work.</p>
 Student Supports & Interventions	<p>Students’ additional academic, health, social-emotional or family needs are met outside the regular school day and/or classroom</p>	<p>School personnel and partners ensure each student with additional needs gets support that is embedded in the regular school day and adjusted as needs change</p>

Our current moment raises the urgency for key resource shifts that “strong schools” already employ...

Optimize and Differentiate Instructional Time and Attention

- Rethink rigid class sizes and one-teacher classroom models to target individual attention, especially for struggling students
- Optimize existing time to meet student needs and expand as needed
- Find much more time for teachers to learn and plan together
- Rethink the use of time outside the classroom for new modes of learning

Organize and Hire for Teaching Quality and Diversity

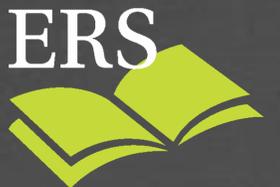
- Create new teaching roles and teaming structures, paying more for jobs that have more responsibility and require more skill
- Change up who does what when for whom by exploring innovative ways of delivering instruction through technology and outside partners

Integrate Student Supports and Interventions

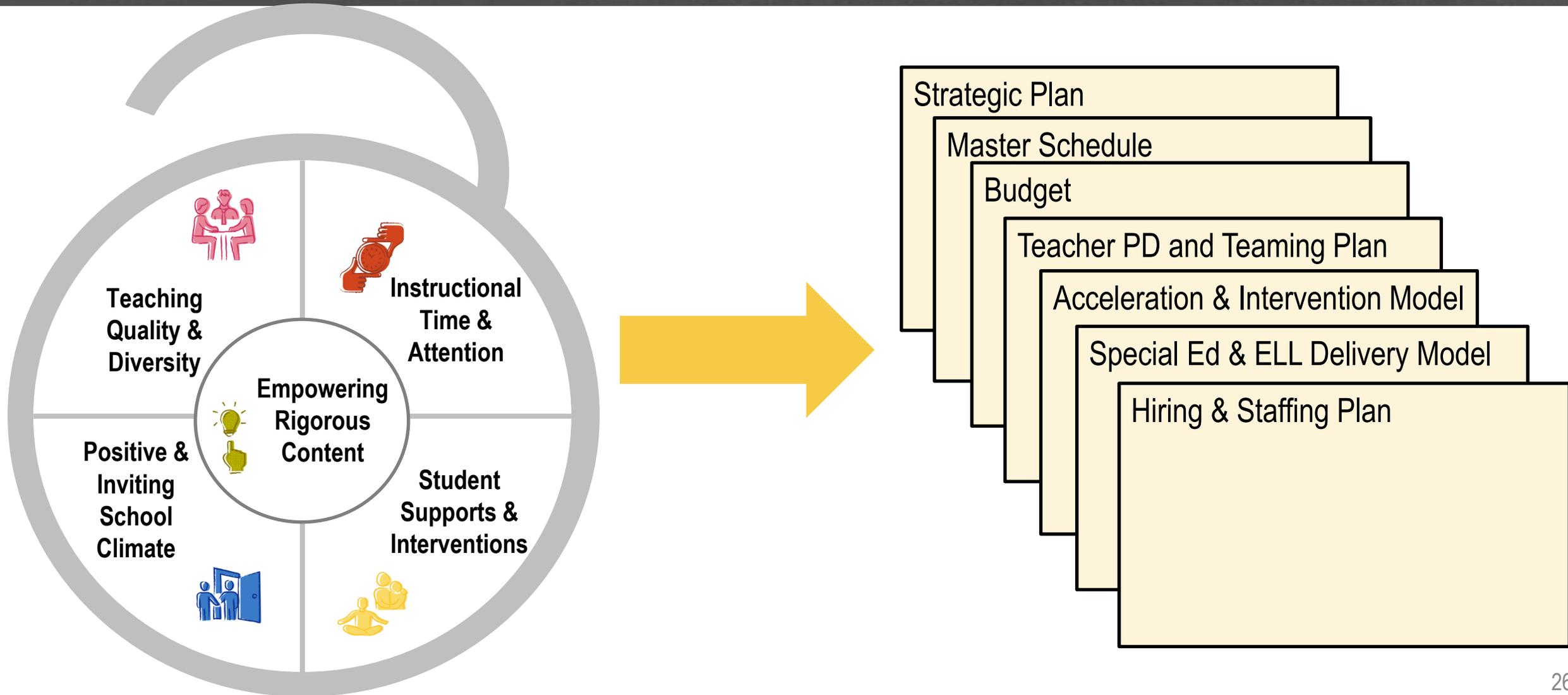
- Create schedules that prioritize time for student connection and wellness
- Organize time and support for student support teams to organize targeted support

School leader preparation programs can...

**Cultivate the mindsets and skills that
resource equity leaders must draw on**



Resource shifts and decision-making result in a set of concrete outputs



Accelerating equitable outcomes requires school leaders to be both “instructional” and “organizational” leaders

Mindsets or Attitudes

Resource Use Leader: My role is to organize people, time and money to address my school’s needs

Choices and Tradeoffs: We can do anything, just not everything

Create Role Flexibility: Job title does not equal role

Reach Outwards: School staff do not need to provide all services

Seek Continuous Improvement: Try new things, monitor progress and adjust course

Areas of Expertise

Strategic Planning: Developing an annual strategic plan that aligns resources to school wide strategy for acceleration

Acceleration & Intervention Strategies: Instructional strategies & models for student- teacher grouping for learning acceleration

Special Ed & ELL Delivery Models: Organizing to meet Special Education students and English learners’ needs

Hiring, Staffing & PD: Effective strategies for supporting professional growth, teacher teaming and managing talent

Master Scheduling: Scheduling Strategies

Budgeting: Funding Sources, Flexibilities and Budgeting

So, how should school systems and universities design programs that train and support school leaders to be **resource equity leaders?**



How can preparation programs better prepare school leaders to be organized for equity ?

Make connections between resource use and equity...

- Draw **clear lines** between resource use and academic strategy when designing overall curriculum (especially if content is currently delivered in separate courses)

Translate best practices to resource shifts...

- When introducing research-based instructional practices (like teacher collaboration time), encourage future school leaders to discuss **how instructional strategies “show up” in staffing, schedules and budgets**
- Engage school leaders in **real-world simulations** of resource challenges and potential shifts (e.g. case studies, ERS Hold'em game)

Cultivate equity leader mindsets and skills...

- Facilitate **job-embedded learning** (internships, residencies, etc.) with a focus on roles that allow future leaders to take partial **ownership over resource decisions** (master scheduling, staffing, etc.)
- Continue to provide mentorship & access to faculty **through first years on the job** as ad hoc resource equity questions come up.

CHAT: Which of these resonates OR what would you add to this list?

ERS offers free, publicly-available tools for preparation programs and school leaders

Make connections between resource use and equity:

- [Alliance for Resource Equity Toolkit](#) (forthcoming brief on how to respond to COVID with a resource equity lens)

Translate best practices to resource shifts

- [Budget Hold Em for Schools](#) – explore resource tradeoffs in a hypothetical school
- Coming soon! Education Resource Equity Action Guides

Cultivate equity leader mindsets and skills

- [School Check](#) – A tool for current school leaders to assess their school's resource use
- [School Scheduling and Staffing Tools](#) – A tool for current school leaders to experiment with how to allocate time and people resources to meet school's needs
- [Connected Professional Learning Diagnostic](#) – A tool for current school leaders to compare teacher professional learning to best practice

Please reach out and tell us what other tools or learning resources would be helpful!

What to do with next?

We want to hear from you. Please take one minute to complete the poll.

For UPPI Network members, please join the post-session discussion by clicking the link in chat or in your email.

For others, please register for other sessions in the learning series.

Connect with ERS by visiting www.erstrategies.org.

Download session resources and recordings at
https://gtlcenter.org/products-resources/UPPI_Learning_Series

Discussion questions for UPPI participants

- To what extent do your programs already address resource equity concepts and skills? Where are the gaps?
- What are the most critical skills that school leaders need in order to create equity within their buildings?
- What barriers exist in preparing school leaders to cultivate these skills or focus on resource equity?
- What additional content or practice approaches could you use to incorporate these concepts and skills into your programs?