

## Integrated Comprehensive Systems for Equity Overview



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## Community Agreements (Continued)



No blame, shame, judgment.

Equity work life-long, never ending, at individual & organizational level.

“Collective Equity Capacity” we are in this with you - mutual learning, challenging, growing together.

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## Questions to guide our reflection



1. In what ways does your understanding about proactively eliminating systemic inequities inform how you can lead and support equity teams in school buildings to facilitate open and respectful discussions about race, privilege, racism, systemic racism and bias with staff, students, and families?
2. How can you leverage your current understanding about the history of educational marginalization to communicate factual information about identity-based inequality and dispel myths about CRT?
3. What is one example of how you can work with administrators and educators to ensure robust engagement and communication about the importance of racial equity, identity affirming education, and culturally responsive teaching and services?
4. Thinking from a proactive perspective, why is it important for school psychologists to participate on school and district teams to identify and remedy disparities?
5. What is one example of how you can leverage your understanding about collective equity capacity to help shift thinking, practices, and systems from reactive to proactive in your current setting?

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## Equity is:



HIGH QUALITY TEACHING AND LEARNING

ABSENT ANY EXPERIENCE OF MARGINALIZATION OR OPPRESSION:

PERCEPTUAL  
STRUCTURAL  
INSTRUCTIONAL

CURRICULAR  
PROCEDURAL  
FINANCIAL



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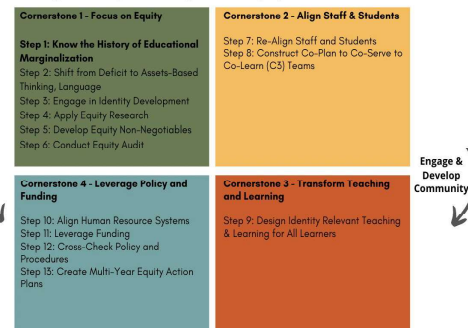
## 4 Agreements of Courageous Conversations (Singleton, 2022)



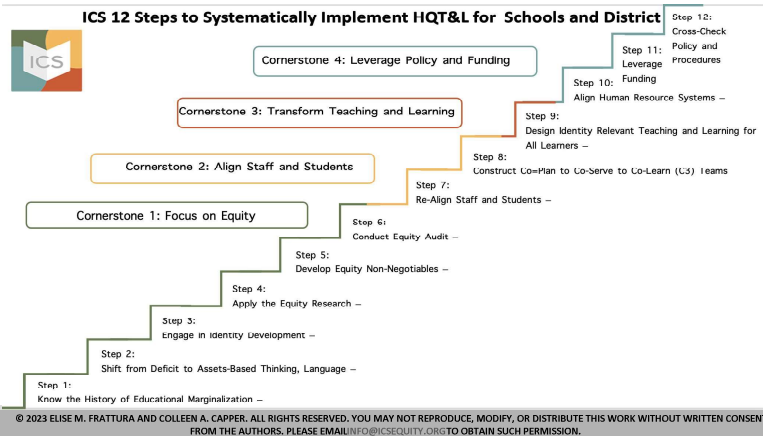
- Experience discomfort
- Stay engaged
- Speak your truth
- Expect and accept non- closure

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Integrated Comprehensive Systems for Equity - Four Cornerstones



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## The Fire *THIS* Time



- Students who have historically been marginalized are now enduring more intense (visible and documented) oppression in schools and in society
- More schools and communities are responding to the moral imperatives of inequity and showing up ill-prepared
- Piecemeal approaches to address racial inequities continue to fall short; resulting in more harm being done
- Inequitable systems remain intact while “safe tweaks” occur on the margins

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## The Reality Persistent Inequities



Schools have a culture of *Marginalization*.

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

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## Historically Speaking



Discuss:

1. Beginning in 1635 (Boston Latin School), which students were educated in U.S. public schools by: race, class, ability, gender, religion?
2. Who was not?
3. How did compulsory education in the early to mid 1800's change that, or did it?

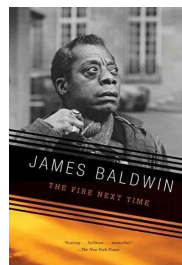


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## How Does Our Educational History Relate to James Baldwin Quote?

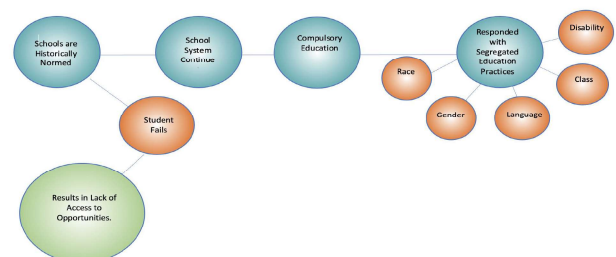


*“An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought.”*  
(1963)



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## History of Educational Marginalization



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## Brown vs. the Board of Education



What were the actual results of Brown vs. the Board of Education?



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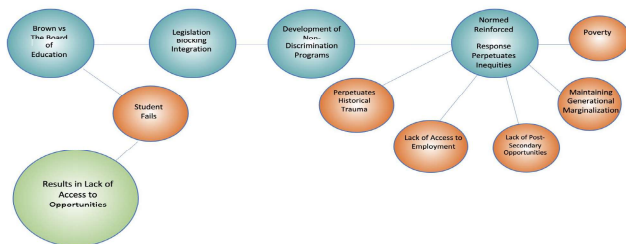
## Where Students Learn Matters



- Students who are pulled-out, ability grouped, or segregated from other students for instruction are taught that they do not belong.
- Students who remain are taught:
  - who belongs and who does not.
  - who is capable and who is not.

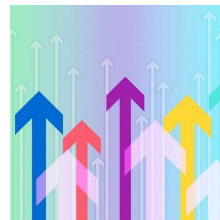
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## History of Educational Marginalization (Continued)



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## What We Now Know



Students who leave the general education classroom receive the **most fragmented, least cohesive education**.

Students with the **most needs**, are expected to **synthesize information across the the most adults and most environments**.

Limits transfer of both educator and student knowledge back to the core of teaching and learning

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## Two Consistent Factors Over 400 Years, Creates and Maintains Institutional Marginalization



We see the student as needing to be fixed

We respond through segregated practices

**When we reinforce or develop such practices, we become complicit in institutional marginalization.**

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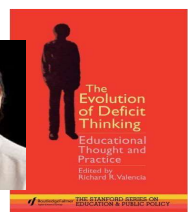
## Cornerstone 1 – Focus on Equity Step 2 – Shift from Deficit to Assets-Based Thinking, Language



**Deficit Perspective/Ideology:**  
We focus on what families and students do not have, what they lack.

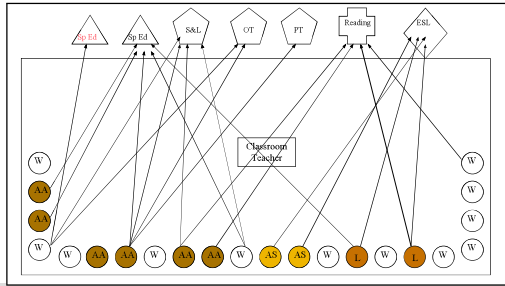
(Richard Valencia)

... deficit ideology is a worldview that explains and justifies outcome inequalities — standardized test scores or levels of educational attainment, for example — by pointing to supposed deficiencies within disenfranchised individuals and communities (cited in Gorski, 2010)... Without taking into account conditions that grant some people access to opportunity more than others.



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## Elementary Classroom - Disrupted by Pullout (Theoharis, 2007)



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## Perceptions Matter



**Stereotype threat** – lowers performance when their marginalized identity is reinforced, and cues can harm performance

**Stereotype lift** – increases performance when others are informed of a negative stereotype of another group

Stereotype lift and threat occurs every day in every school perpetuating societal marginalization...  
(Steele & Aronson, 1994)



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## What Our Educational History Has Taught Us



Such practices **blame and label the students and provides less rigor** by isolating students through the ineffective practice of grouping by ability and limiting access to high quality instruction.

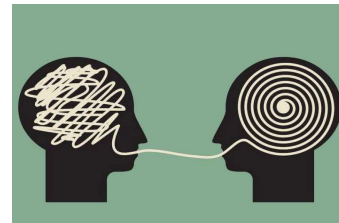
Some students receive support – while others are denied.

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## Language Defines How We Think



And how we think informs our practice!



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## Cornerstone 1 – Focus on Equity Step 2 – Shift from Deficit to Assets-Based Thinking, Language



Assets-based perspective/"funds of knowledge":

Focus on the assets, positives of students and families and what they bring to school and their learning.

**Funds of Knowledge:** The cultural resources that students bring to the classroom.

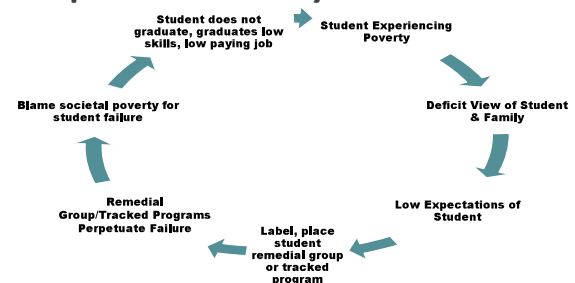
**Funds of Knowledge:** It is the **knowledge** and expertise that students and their family members have because of their roles in their families, communities, and culture.

(Luis Moll, Latinx Scholar, University of Arizona)



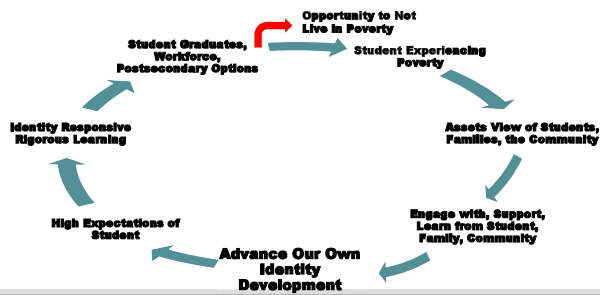
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## How Schools Can Perpetuate Poverty



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## How Schools Can Disrupt Poverty



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## 8 Observations of Identity:



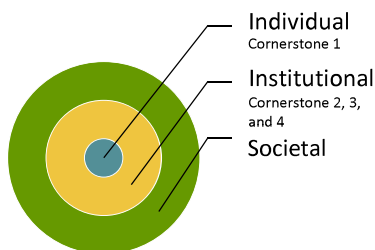
1. All of us have multiple identities – identities of privilege and marginalization
2. We often experience contradictory urges about when we want to fit/ be recognized.
3. Some identities pay a “higher price”.
4. Some people have a choice as to whether their identity stays hidden.
5. Individual identities are always changing and developing.
6. The development of an individual identity does not preclude the development of shared goals.
7. The more one understands their own identities – the more they can understand the identities of others.
8. The more one understands identities and the construction of marginalization – the more one can lead to intentionally close opportunity, belonging, and access gaps.

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## Engage in Identity Development



Levels of Advancing Learning for All Students

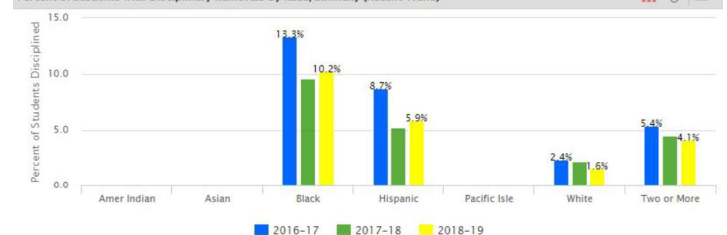


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## District D - Discipline Outcomes



Percent of Students with Disciplinary Removals by Race/Ethnicity (Recent Trend)



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## ICS Equity Digital Module 3/Step 3 - Engage in Identity Development



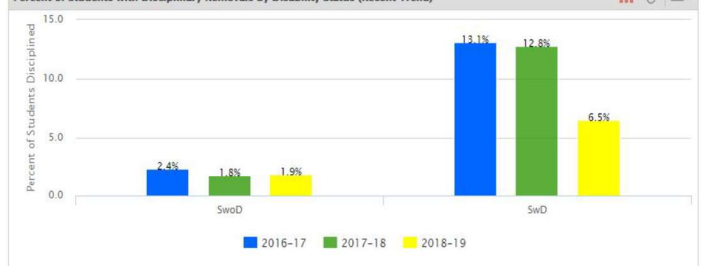
Race	←	→
Class	←	→
Gender	←	→
Ability	←	→
Sexual Identity	←	→
Gender Identity	←	→
Language	←	→
Ethnicity	←	→
Religion	←	→
Intersections	←	→

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## District D - Discipline Outcomes



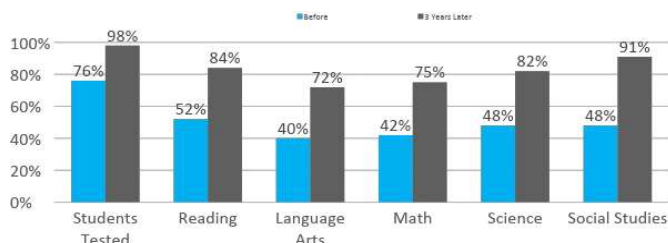
Percent of Students with Disciplinary Removals by Disability Status (Recent Trend)



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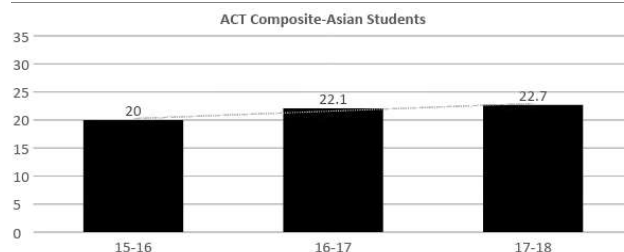


## Chavez Elementary: 4<sup>th</sup> Grade Assessment Data Students Scoring Proficient/Advanced



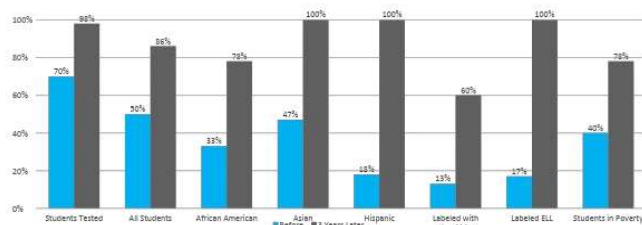
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## Equity Outcome: Positive Equity Change in ACT Test Data Across Race



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## Chavez Elementary: Reading: Students Scoring Proficient/Advanced



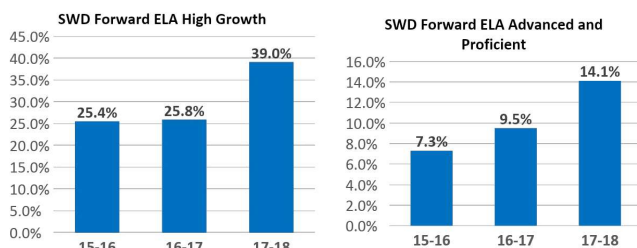
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## Integrated Comprehensive Systems for Equity - Four Cornerstones



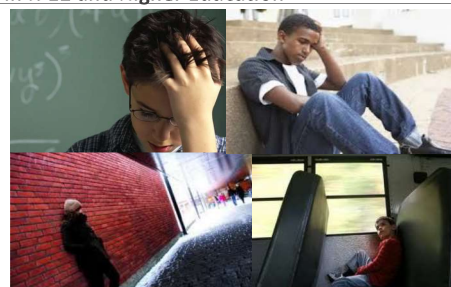
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## District C - Equity Outcomes



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## To Interrupt the Cycle of Marginalization... We Create Equity Non-Negotiables to Define Our Work in K-12 and Higher Education



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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 1: Focus on Equity

Blames/labels the students

Eliminating inequities begins with ourselves



Any change in the system begins with our own understanding of how educational systems of oppression were created and perpetuated. Thus, educators participate in ongoing learning opportunities about their own identity development (and those of others) through reading and participating in identity development work to assist in shifting from a deficit to asset-based lens.

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 2: Align Students and Staff

Isolates students by ability, limits access to high quality instruction

All staff are aligned to Co-Plan to Co-Serve to Co-Learn Teams (C3) to support cohesive instruction



Educators support the move from a deficit based to asset based system, through the re-alignment to Co-Planning to Co-Serving to Co-Learning Teams (C3 Teams). Through these teams cohesive and integrated instruction is supported with high expectations.

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## Equity Non-Negotiables (ENN) Define How we Will Move Forward



- Inverse of our current challenges
- Operationalize equity for the District
- Leverages the work toward the District Mission and Vision
- Guide all decisions forward
- Cross check for all policies and funding practices
- Create sustainability of equity
- Define equity – through a board policy
- Relocate the problem (Kunc)
- High quality teaching and learning for all learners

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 2: Align Students and Staff

Fragments a student's day

Students are proportionally represented in the core of teaching and learning



Educators understand and advance the importance that all students are proportionally represented in core instruction as well as in all school environments and activities.

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 1: Focus on Equity

Tracks & marginalizes students of color, poverty, language, disability, and ability

The system is responsible for the prevention of student failure.



Based on the understanding that educational systems of oppression have been historically created – the educators understand how such systems can perpetuate student failure. Example, tracking and low ability grouping, low expectations, clustered classrooms, etc.

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 3: Transform Teaching and Learning

Prevents transfer of educator & student knowledge back to integrated environments

C3 Teams intentionally develop each other's capacity



All educators develop their expertise as members of C3 Teams.

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 3: Transform Teaching and Learning

Some students receive support while others are denied

Instruction is based on Identity Relevant Teaching and Learning (IRTL) and created for each learner the first time the concept/skill is taught through heterogenous small group instruction.

All C3 Teams provide identity relevant instruction that is based on research and practices through heterogeneous small group instruction. Heterogeneous practices are used 80% or more of the student's day to increase learning.

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## Preventing the “fire” next time



- Systems, mindset, practices, and policies are leveraged to proactively serve all students so that all students, and students who have historically been marginalized, will thrive schools and in society
- Schools and communities collectively commit to the ongoing work of eliminating inequities. Administrators, psychologists, and educators are better prepared to collectively and systematically engage in equity work.
- Sequential and comprehensive approaches to address inequities are leveraged to guide the work of school and districts overtime in practical and measurable ways.
- Systems, practices, and ways of thinking that contribute to inequities are transformed or replaced with proactive and equitable systems, practices, and ways of thinking

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## Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



### Cornerstone 4: Leverage Policy and Funding

Policies and funding often result in mixed messages

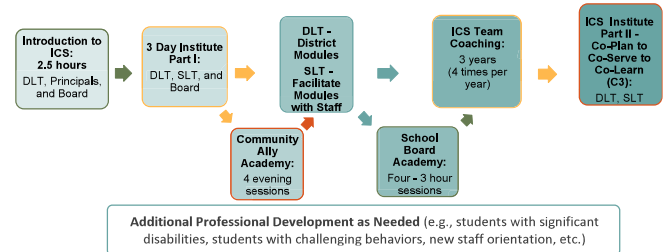
All district policies, and funding are aligned with these Equity Non-negotiables



All school policies and procedures and funding are cross-checked with the above Equity Non-Negotiables (ENN) to sustain the work of the system from a deficit based to asset-based system. Specifically, if funding was being used for professional development that supported low segregated ability grouping, such expenditures would be challenged.

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## ICS Equity Implementation Process – Implementation Science



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## Lessons and Insights



- Ongoing communication and transparency about the process and progress is key
- Equity work is an urgent and ongoing marathon, there are no “quick fixes”
- Equity work must be prioritized in meaningful ways (meeting agendas, professional learning, etc.)
- This work must be lead collectively, not by a “lone ranger” or the charismatic “hero”
- This work pushes against the status quo

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