Integrated Comprehensive Systems for Equity Overview

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

ELIMINATE INEQUITIES FOR ALL STUDENTS

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4 Agreements of Courageous Conversations (Singleton, 2022)

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o Experience discomfort

o Stay engaged

o Speak your truth

o Expect and accept non- closure

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Community Agreements (Continued)

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

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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Equity is:

HIGH QUALITY TEACHING AND LEARNING

ABSENT ANY EXPERIENCE OF MARGINALIZATION OR OPPRESSION:

PERCEPTUAL	CURRICULAR
STRUCTURAL	PROCEDURAL
INSTRUCTIONAL	FINANCIAL

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Integrated Comprehensive Systems for Equity - Four Cornerstones

Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization
Step 2: Shift from Deficit to Assets-Based Thinking, Language
Step 3: Engage in Identity Development
Step 4: Apply Equity Research
Step 5: Develop Equity Non-Negotiables
Step 6: Conduct Equity Audit

Cornerstone 2 - Align Staff & Students

Step 7: Re-Align Staff and Students
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems
Step 11: Leverage Funding
Step 12: Cross-Check Policy and Procedures
Step 13: Create Multi-Year Equity Action Plans

Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage & Develop Community

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ICS 12 Steps to Systematically Implement HQT&L for Schools and District
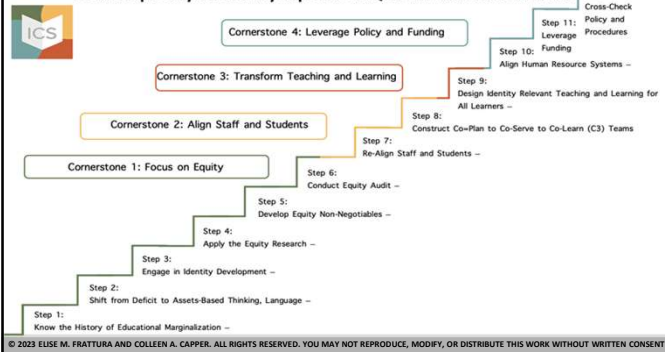
Step 12: Cross-Check Policy and Procedures

Cornerstone 4: Leverage Policy and Funding

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Cornerstone 1: Focus on Equity

Step 6: Conduct Equity Audit –

Step 5: Develop Equity Non-Negotiables –

Step 4: Apply the Equity Research –

Step 3: Engage in Identity Development –

Step 2: Shift from Deficit to Assets-Based Thinking, Language –

Step 1: Know the History of Educational Marginalization –

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The Reality
Persistent Inequities

Schools have a culture of *Marginalization*.

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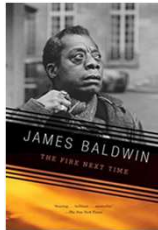◦ Gender
◦ Sexual/Gender Identity
◦ And their intersections

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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)

JAMES BALDWIN
THE FIRE NEXT TIME

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The Fire *THIS* Time

o Students who have historically been marginalized are now enduring more intense (visible and documented) oppression in schools and in society

o More schools and communities are responding to the moral imperatives of inequity and showing up ill-prepared

o Piecemeal approaches to address racial inequities continue to fall short; resulting in more harm being done

o Inequitable systems remain intact while "safe tweaks" occur on the margins

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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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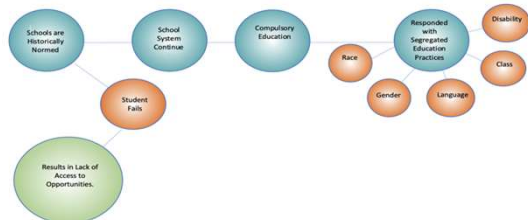
History of Educational Marginalization

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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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History of Educational Marginalization (Continued)
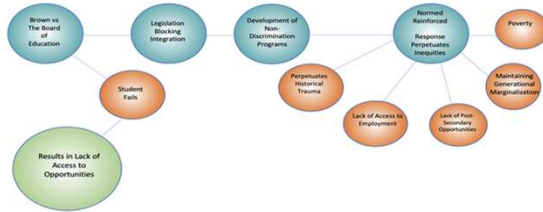
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Two Consistent Factors Over 400 Years, Creates and Maintains Institutional Marginalization

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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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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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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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.
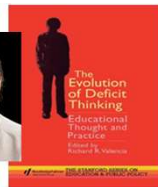
The Evolution of Deficit Thinking
Educational Thoughts and Practice
Edited by Richard R. Valencia

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Elementary Classroom -
Disrupted by Pullout (Theoharis, 2007)
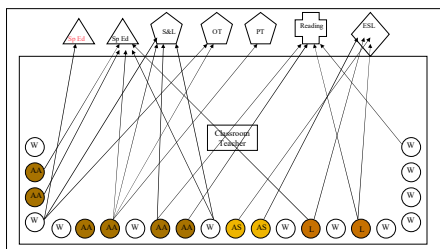
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What Our Educational History Has Taught Us

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

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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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Perceptions Matter

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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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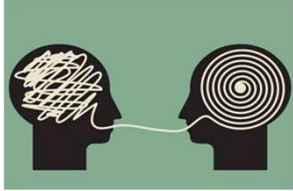
Language Defines How We Think

And how we think informs our practice!

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How Schools Can Perpetuate Poverty

Student Experiencing Poverty → Deficit View of Student & Family → Low Expectations of Student → Label, place student remedial group or tracked program → Remedial Group/Tracked Programs Perpetuate Failure → Blame societal poverty for student failure → Student does not graduate, graduates low skills, low paying job

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How Schools Can Disrupt Poverty

Opportunity to Not Live in Poverty → Student Experiencing Poverty → Assets View of Students, Families, the Community → Engage with, Support, Learn from Student, Family, Community → Advance Our Own Identity Development → High Expectations of Student → Identity Responsive Rigorous Learning → Student Graduates, Workforce, Postsecondary Options
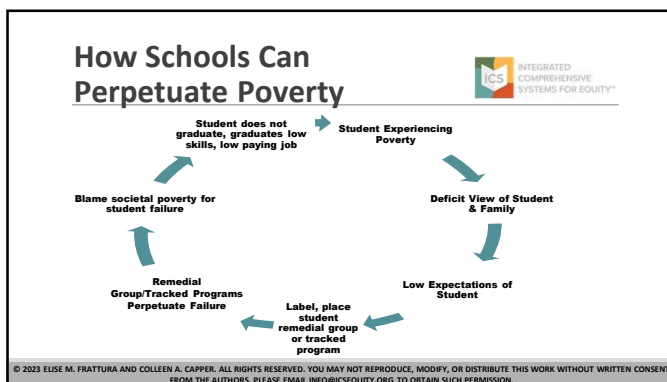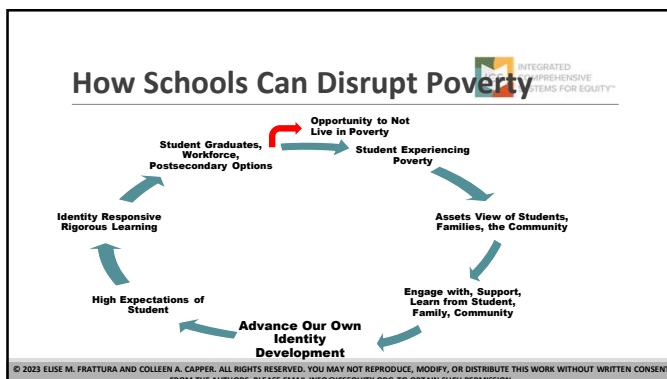
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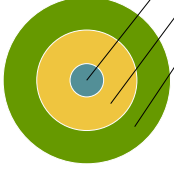
Engage in Identity Development

Levels of Advancing Learning for All Students

Individual
Cornerstone 1

Institutional
Cornerstone 2, 3, and 4

Societal

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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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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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District D - Discipline Outcomes

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

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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: 4th Grade Assessment Data Students Scoring Proficient/Advanced
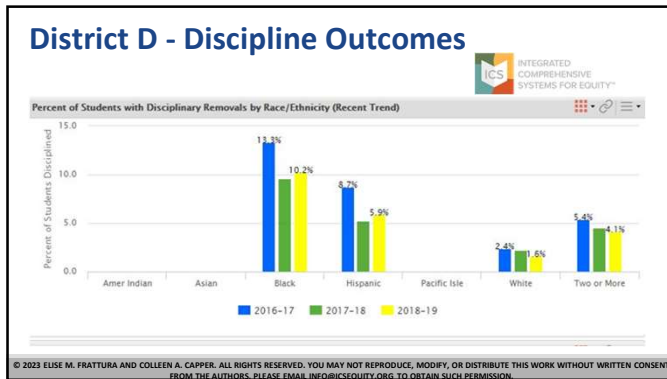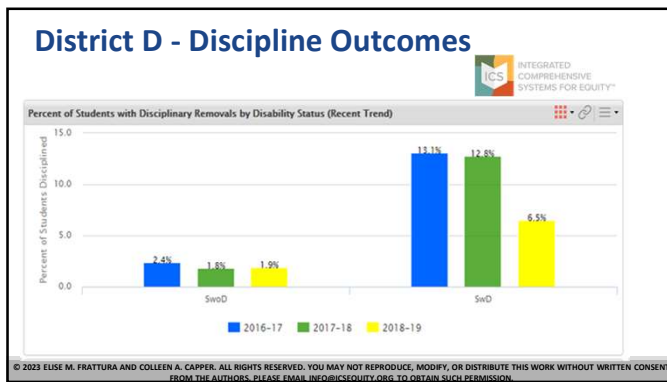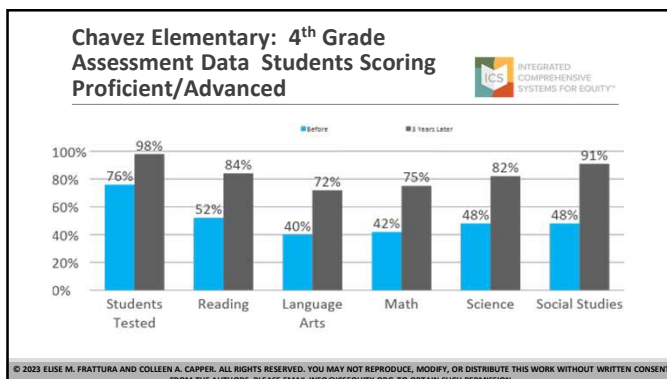
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Chavez Elementary: Reading: Students Scoring Proficient/Advanced
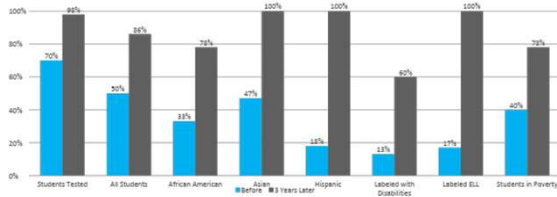
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District C - Equity Outcomes
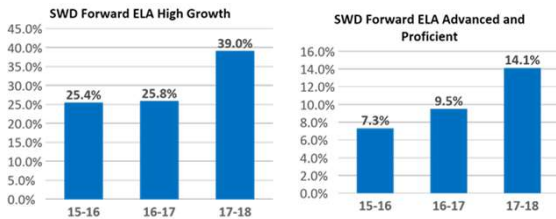
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Equity Outcome: Positive Equity Change in ACT Test Data Across Race
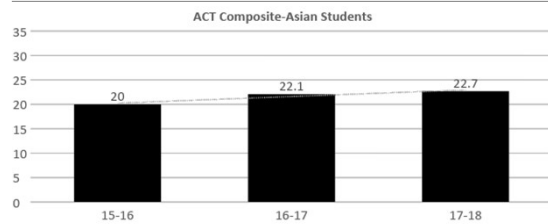
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Equity Non-Negotiables (ENN) Define How we Will Move Forward

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○ 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

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

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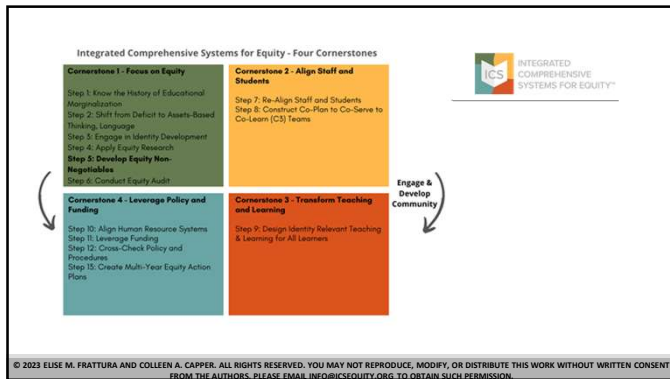
Based on the understanding that educational systems of oppression have been historically created – the educators understand how such systems can perpetuate student failure. Example, tracking and low ability grouping, low expectations, clustered classrooms, etc.

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

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

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 are the Inverse of the Challenges of a Deficit-Based System
INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

Cornerstone 2: Align Students and Staff

Fragments a student's day

Students are proportionally represented in the core of teaching and learning

I AM FRAGMENTED

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
INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

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
INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY™

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

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

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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Lessons and Insights

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

- 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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Preventing the "fire" next time

INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

- 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 be 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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ICS Equity Implementation Process – Implementation Science

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