



INTEGRATED
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SYSTEMS FOR EQUITY™

2022 Annual National Integrated Comprehensive Systems for Equity Virtual Institute Part I: Advancing Equity For All

WHEN:

3-Day Virtual Institute from
July 26 - 28, 2022,
virtually from
8 a.m. - 3 p.m. CDT each
day.

WHAT:

Each School/District Leadership Team
(of 8-10 people per team) will:

- strengthen your understanding and implementation of the framework and process of Integrated Comprehensive Systems for Equity;
- engage in plentiful team time throughout the event to engage in a deep equity analysis of your setting;
- complete an Equity Action Plan for your school, district, region, or state to advance equity systems change for all.

HOW TO REGISTER:

Visit <https://www.icsequity.org>
to register and for information.

Scan this QR code with your phone
to go directly to [icsequity.org](https://www.icsequity.org).



Exploring Inclusion, Integration, Segregation, De-tracking, and Heterogeneous Classrooms



ELIMINATE INEQUITIES FOR ALL STUDENTS



Integrated Comprehensive Systems for Equity

DR. ELISE M. FRATTURA
DR. COLLEEN A. CAPPER

Oppression, Marginalization - Historical,
Structural, Cultural, and Systemic

Requires Equity Systems Change

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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The Reality: Persistent Inequities



Schools have a culture of **Marginalization**

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

ICS Equity Step 1: History of Marginalization and Current Educational Structures

Stepping Back to Move Forward

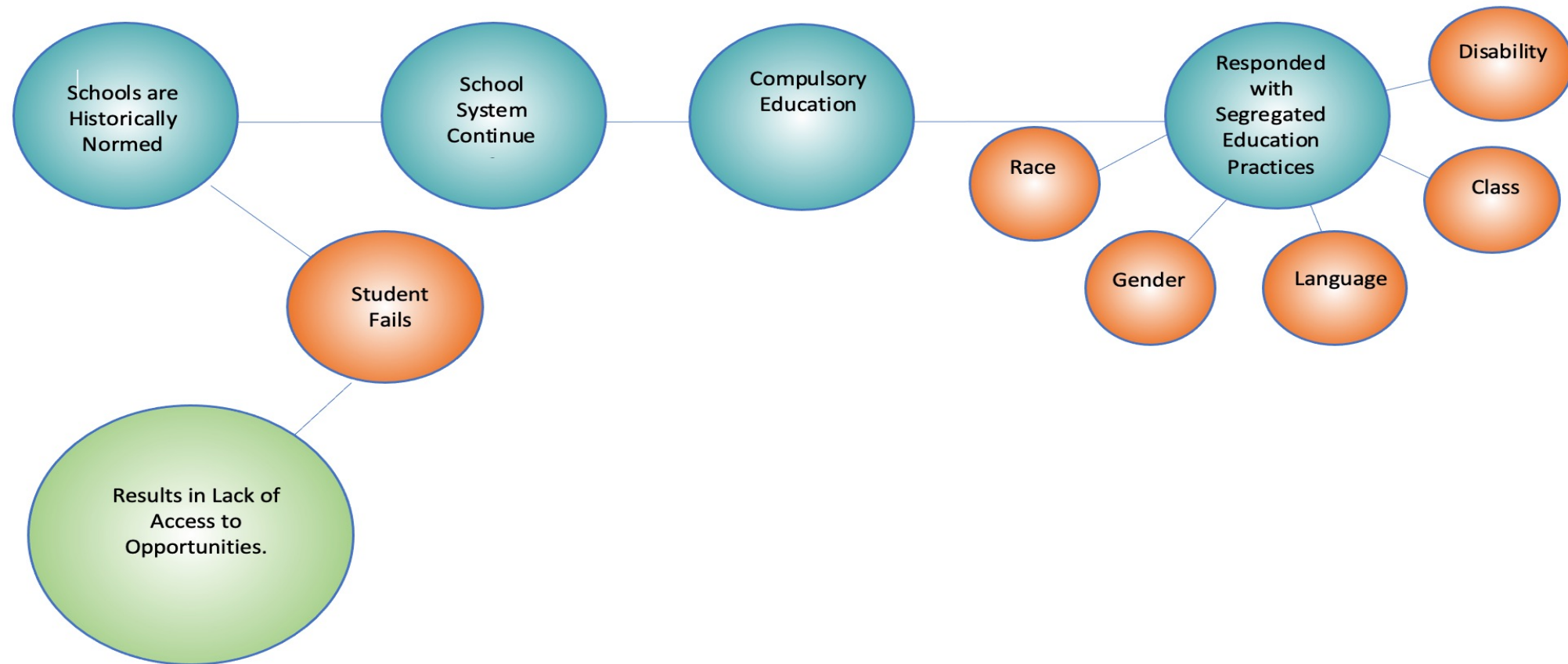


“History is not just facts and events.
History is also a pain in the heart
and we repeat history until we are able
to make another's pain in the heart our own.”

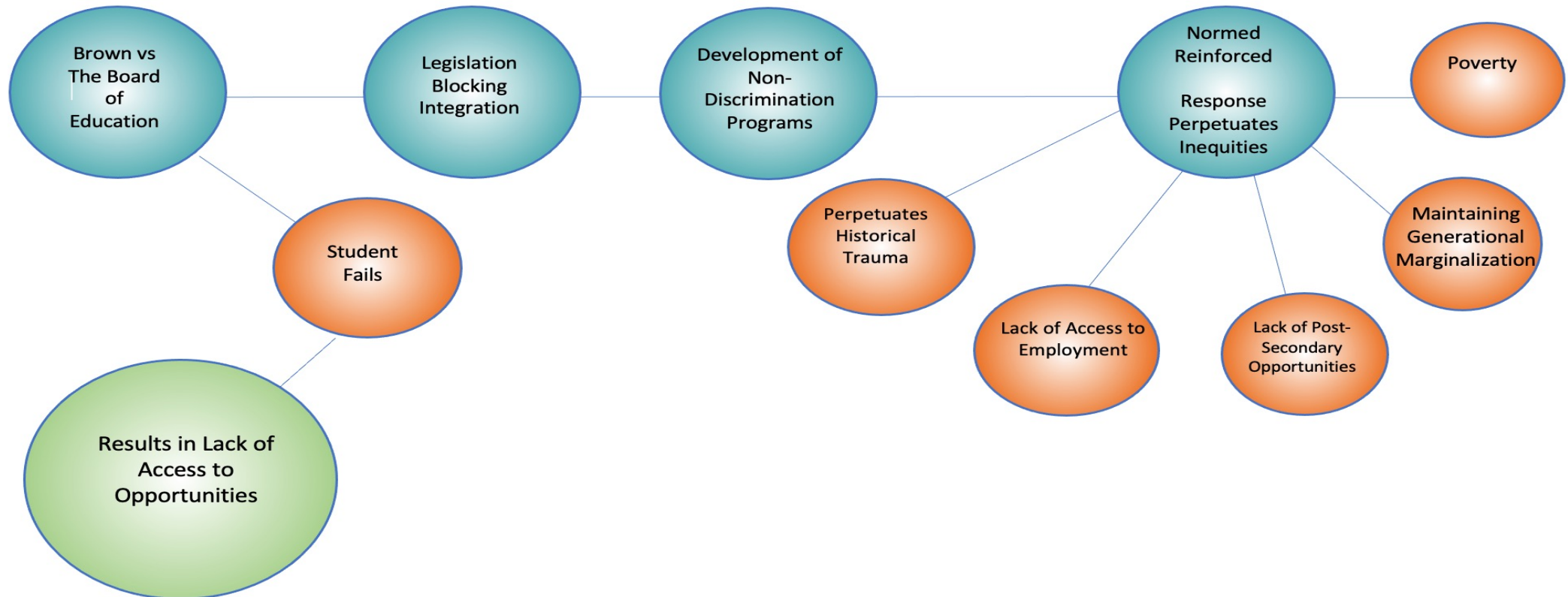
Julius Lester, Author, Poet Musician
(1939-2018)
Professor Emeritus
University of Massachusetts



History of Educational Marginalization



History of Educational Marginalization (Continued)



Two Consistent Factors Over 400 Years

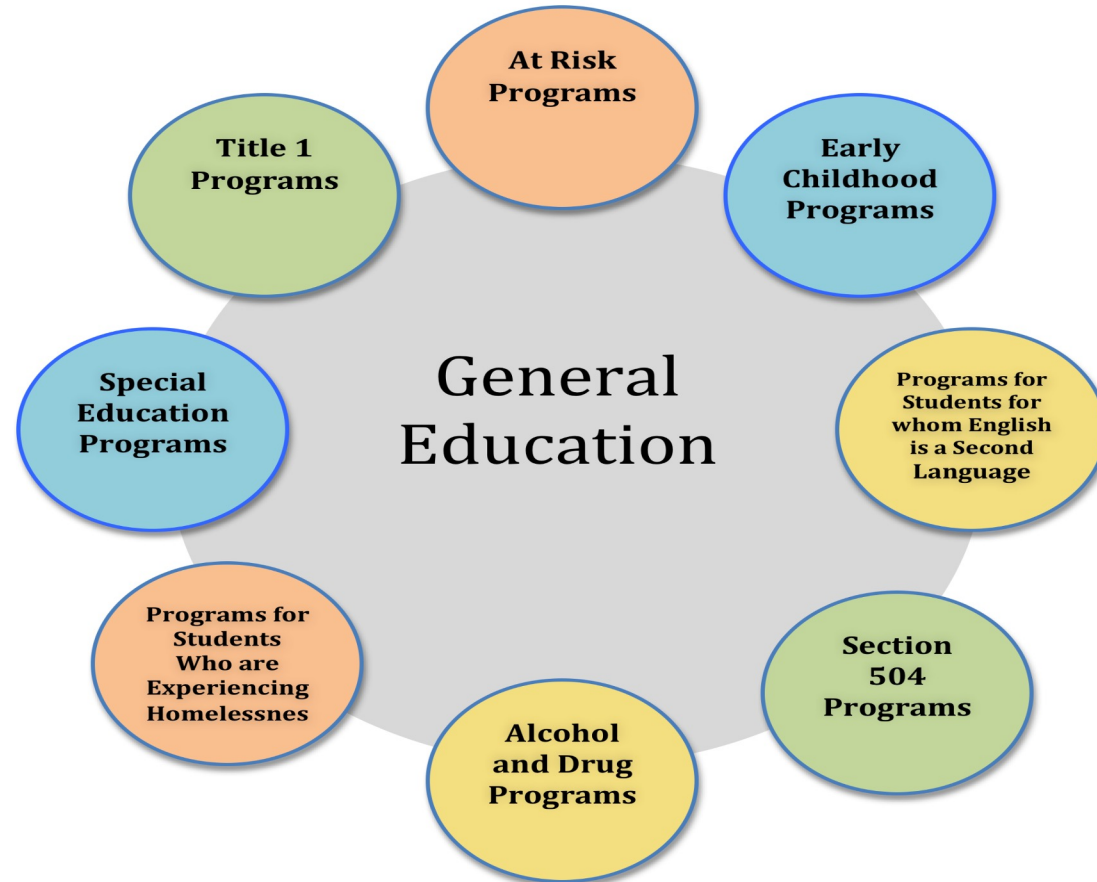


See the student as
needing to be fixed

Respond through
segregated practices

Creates and Maintains Institutional
Marginalization in the K-12 System and
Higher Education

... We have created a Deficit-Based System.



What Our History Has Taught Us

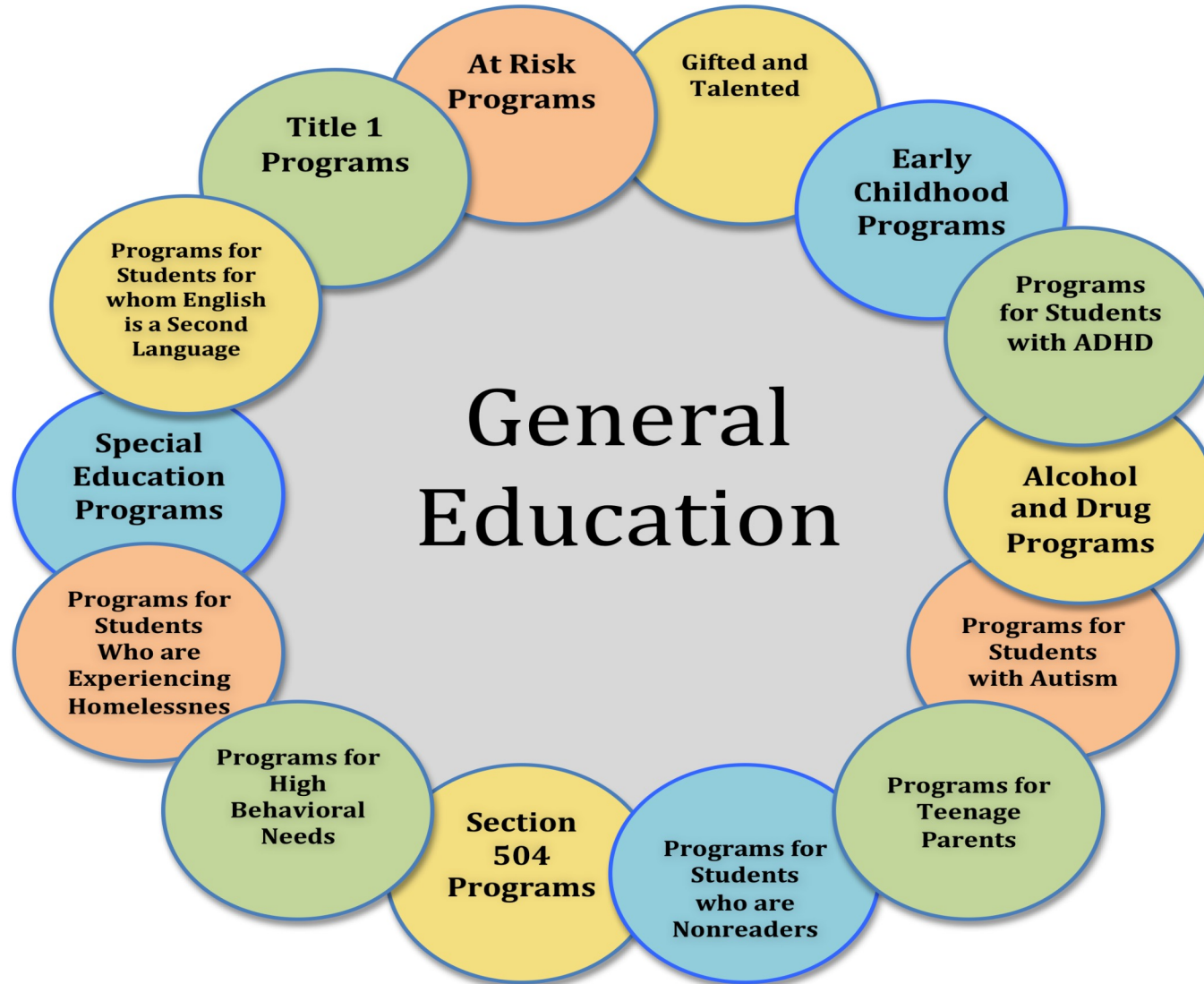


The expectation was and remains: Assimilation to a Normative.

Setting in motion a deficit-based educational system, from higher education teacher education programs to K-12 schools, that perpetuates the gaps in achievement within the areas of:

- race
- poverty
- (dis)ability
- linguistically diverse
- gender and their intersections

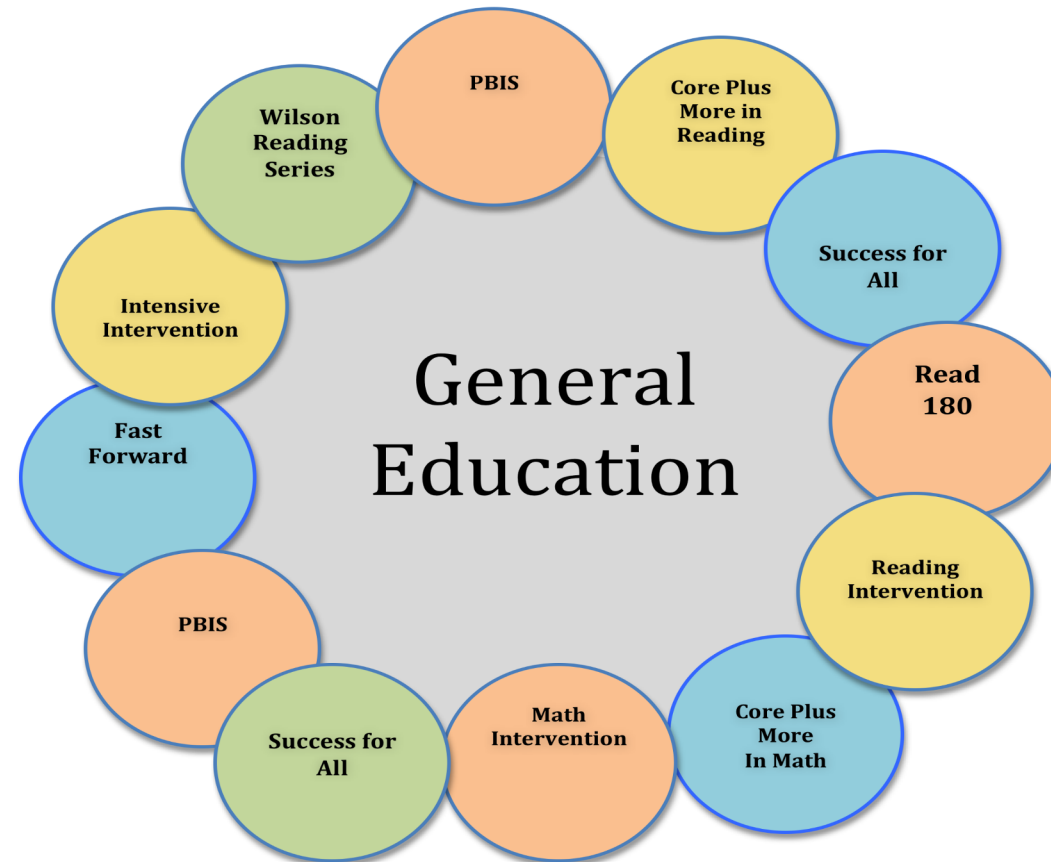
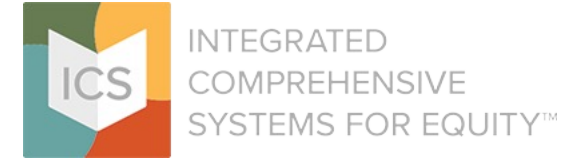




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Maintaining a Normed Group of Students

Create More Programs Under Rtl



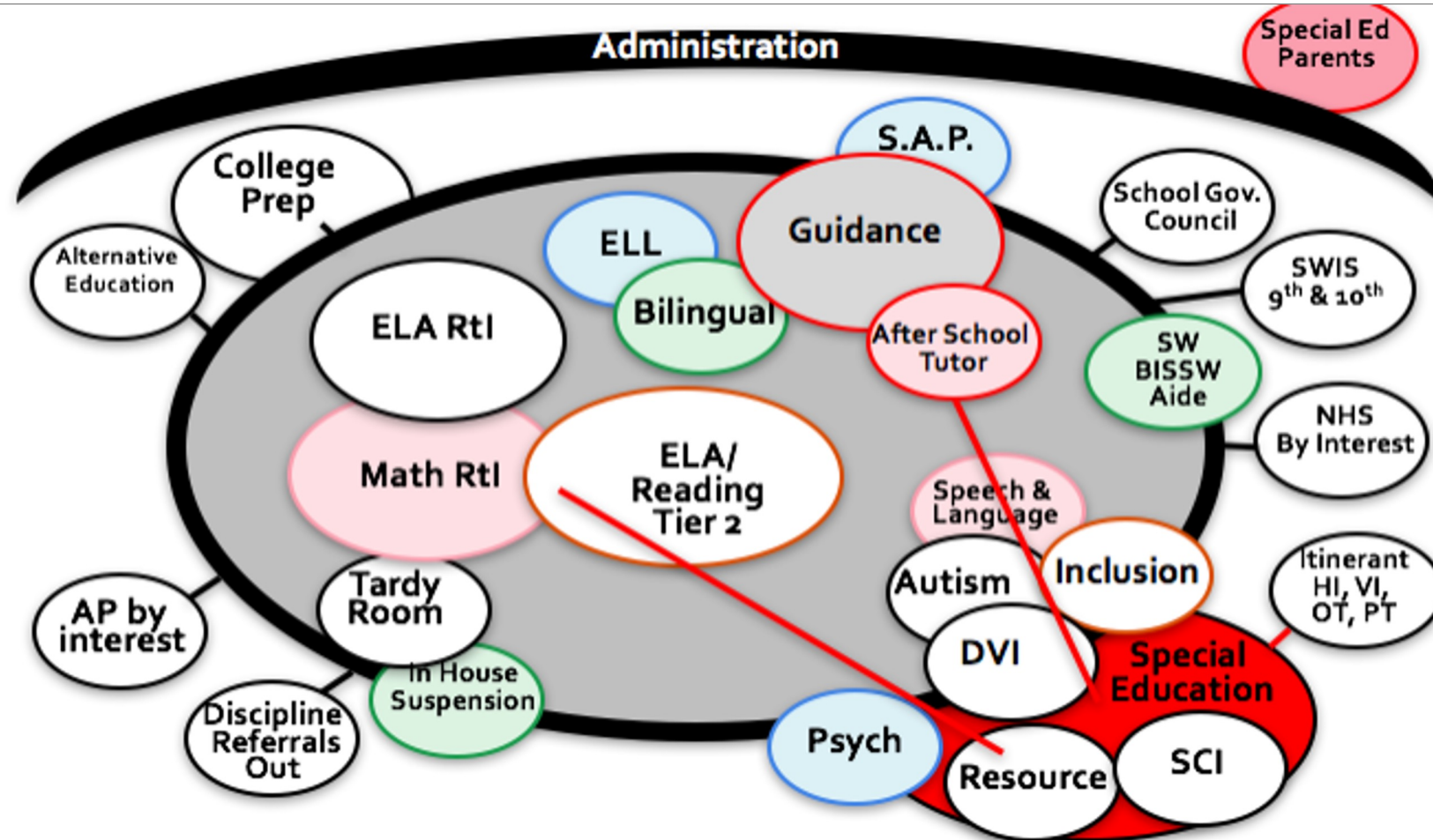


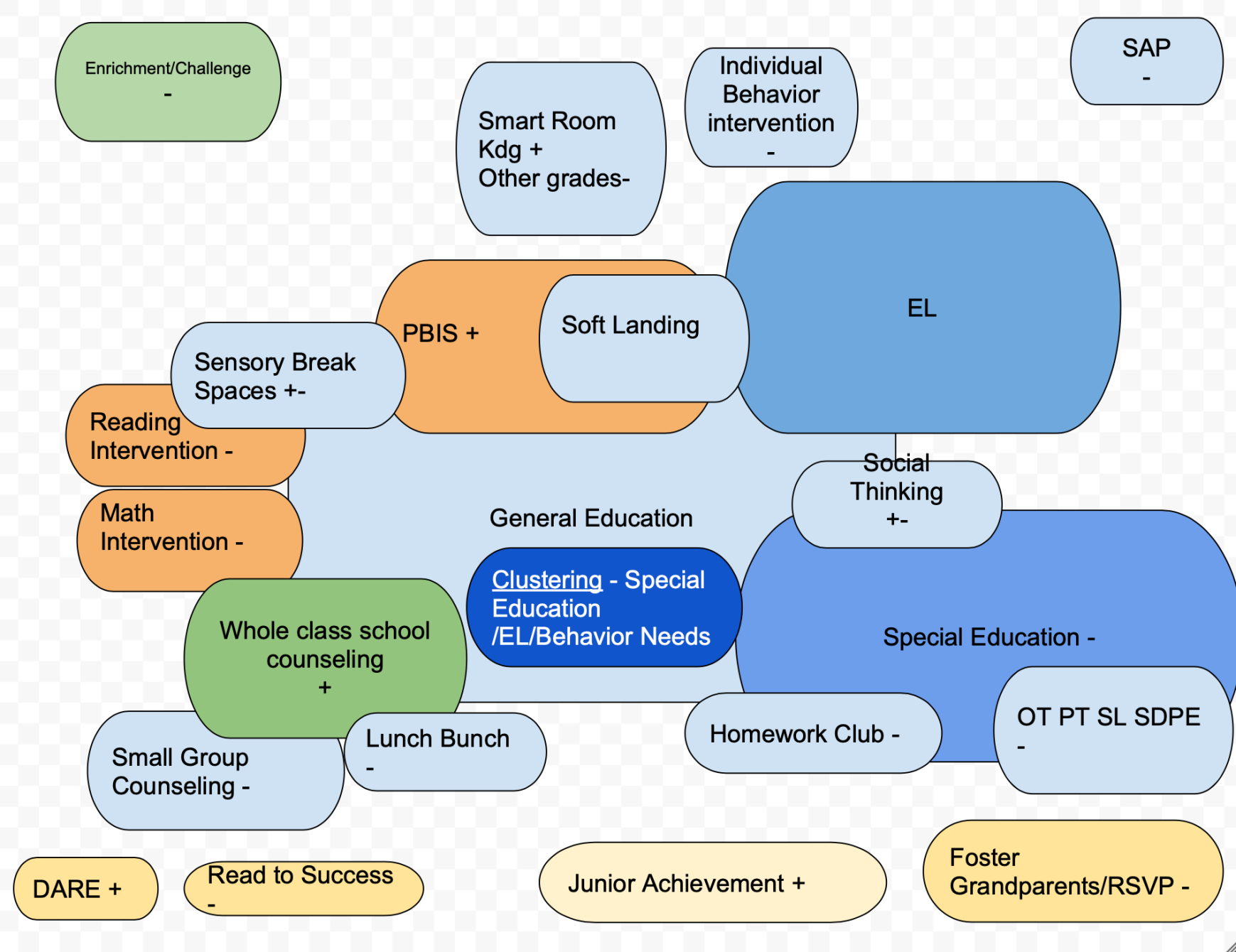
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Sample High School Current Educational Structure



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Student Challenges of the Current Structure

- Don't have access to general education classroom
- Core curriculum is missed
- Other students feel left out "Why can't I go?"
- Students tell themselves "I'm dumb." or "I'm smarter than you."
- Students begin to identify themselves
- Students with the highest needs have the most fragmented education - most environments/adults
- Adults sitting right next to a student

Staff Challenges of the Current Structure

- We feel like the pull out instruction is helping-- best of intentions-- need to compare/contrast this with student perspective
- Ownership of specialist for the expertise they are delivering
- Lack knowledge of what is happening in general classroom
- EL and others needing to support across classrooms - how to do without clustering or pull out
- Comfort level for co-teaching
- Trusting one another

Today the Same Historical Points are Repeated:



historically we have seen the
STUDENT as broken,
and not the **SYSTEM**

the more ***diverse*** our
educational institution (by race,
ability, language, social class), the
greater the ***pervasiveness***
of segregation...

perpetuating a narrow normative
we do not represent

In Small Group



Discuss your own school experiences related to separate programs, grouping and other experiences?

- a. Make a list on large paper of the different types of grouping and programming
- b. What is proactive and reactive -/+
- c. What are the challenges for students in such a model



Where Students Learn Matters

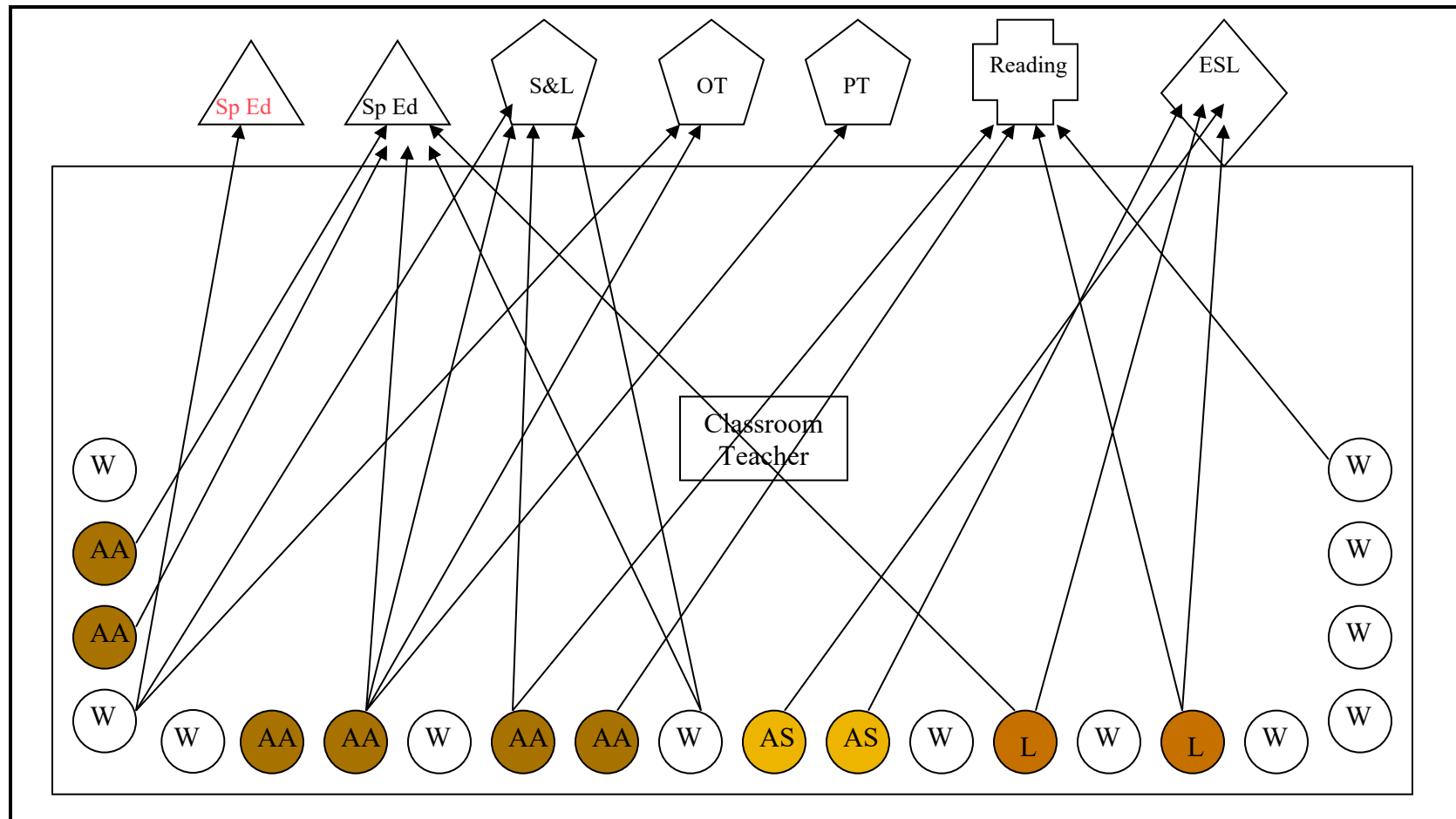


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- Students who are pulled-out, ability grouped, or segregated from other students for instruction are taught that they do not belong.
- Students who remain are taught:
 - who belongs and who does not.
 - who is capable and who is not.

Elementary Classroom - Disrupted by Pullout

(Theoharis, 2007)



Perceptions Matter



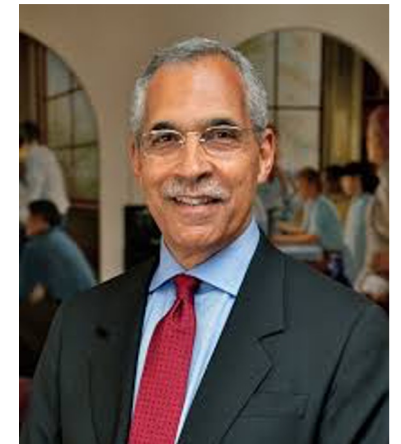
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Stereotype threat – lowers performance when their marginalized identity is reinforced, and cues can harm performance

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)



Claude Steele: Stereotype Threat



Where Have you Experienced a Stereotype Threat or Lift



In your small group, think about and then if you feel comfortable share about when you experienced a Stereotype Threat or Lift.

If you experienced a Stereotype threat –

- what was the setting?
- why did it occur?
- who experienced the Stereotype Lift?

If you experienced a stereotype Lift –

- what was the setting?
- why did it occur?
- who experienced the Stereotype threat?

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.

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

Results of Systemic Marginalization



- Who is and who is not in defined as gifted, eligible for special education, MTSS, etc.
- Who is and who is not in our advanced placement classes
- Who is and who is not in our graduation classes
- Who is and is not reflected in the access gap
- Who is and is not in our higher educational programs
- Who is and who is not part of our teaching staff
- Who is and who is not... in our communities, neighborhoods, etc.

“Do I really want to be integrated into a burning house?”

James Baldwin: *The Fire Next Time*

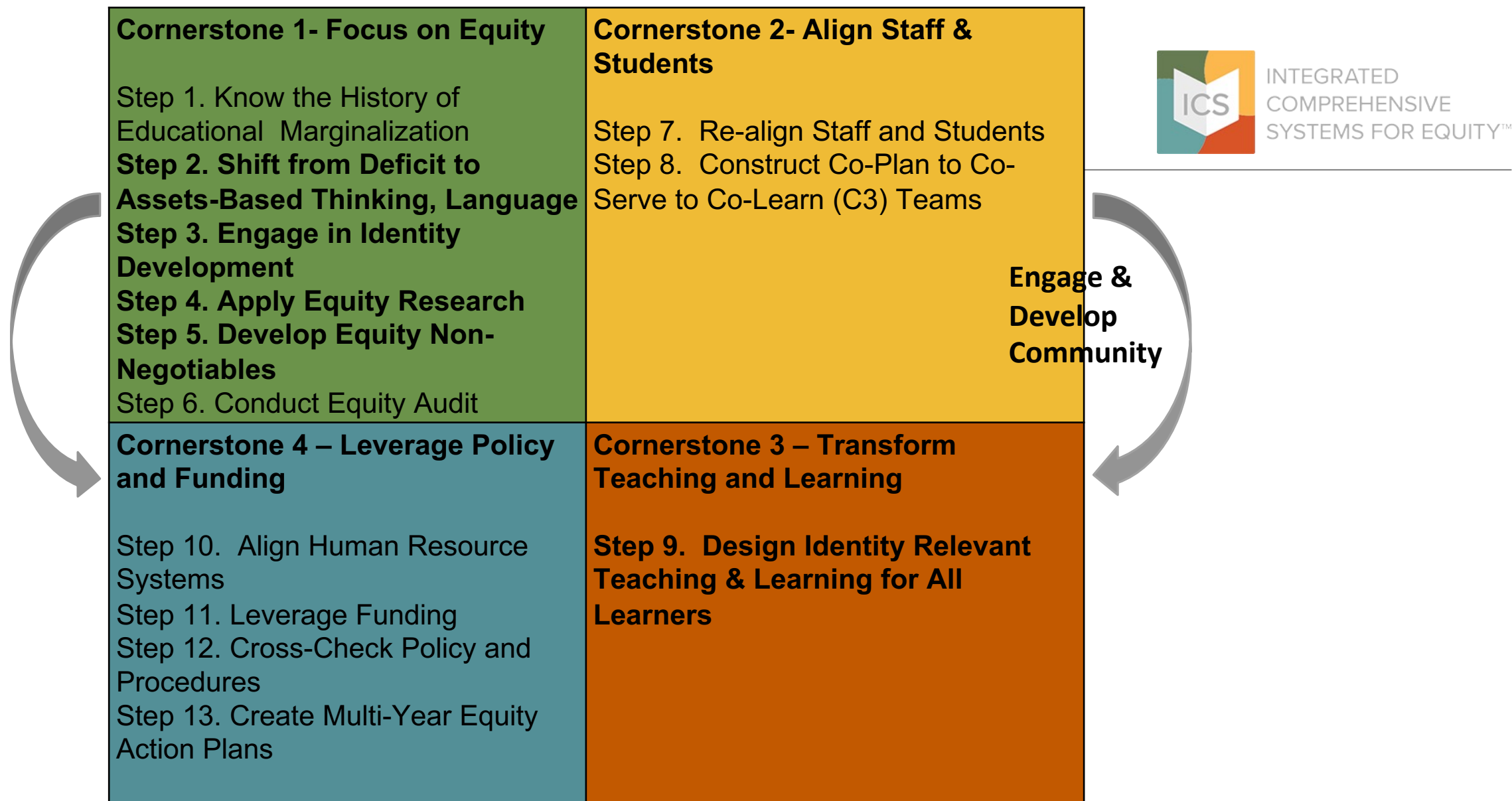
The Fire *THIS* Time



- 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 continue to fall short; resulting in more harm being done
- Inequitable systems remain intact while “safe tweaks” occur on the margins

Sam Coleman, Director of Curriculum and Instruction

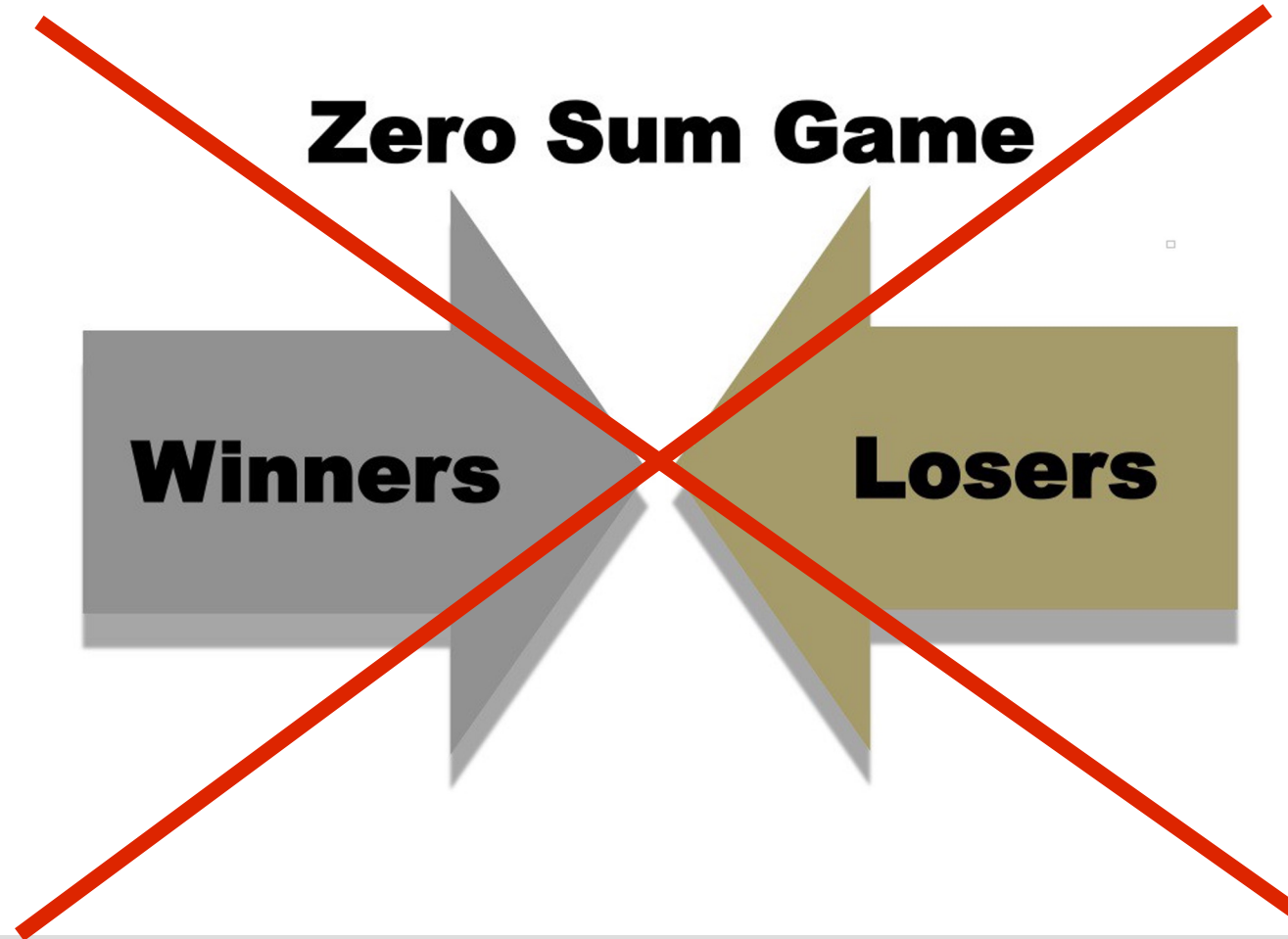
Integrated Comprehensive Systems for Equity – Four Cornerstones



Equity Not a Zero-Sum Game Advances Learning for All



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System Change Advances the Learning of All Students/Staff and Faculty Across Identities and Their Intersections!

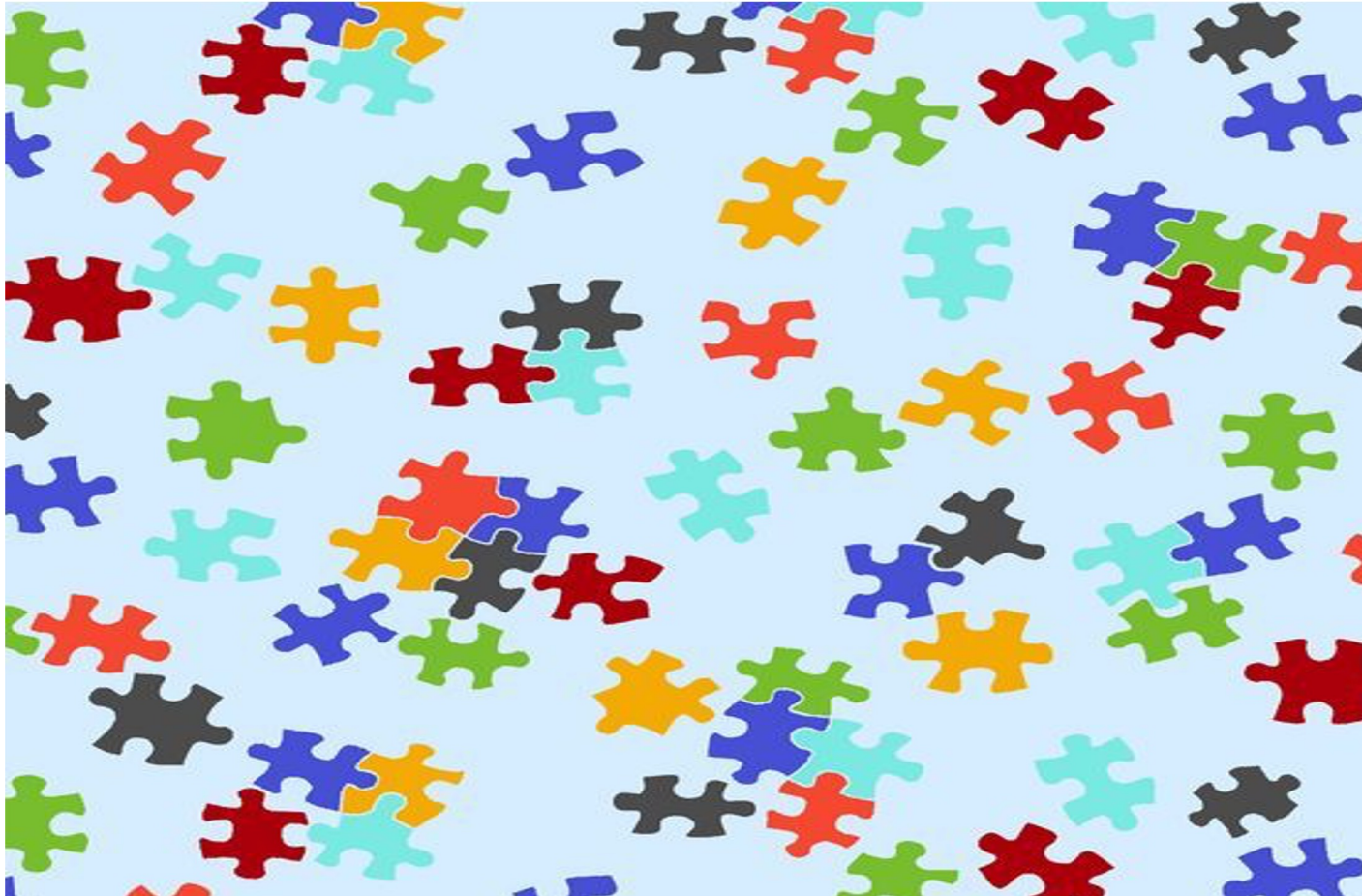


- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

ICS System Change is a Framework To Bring Together District/School Equity Work



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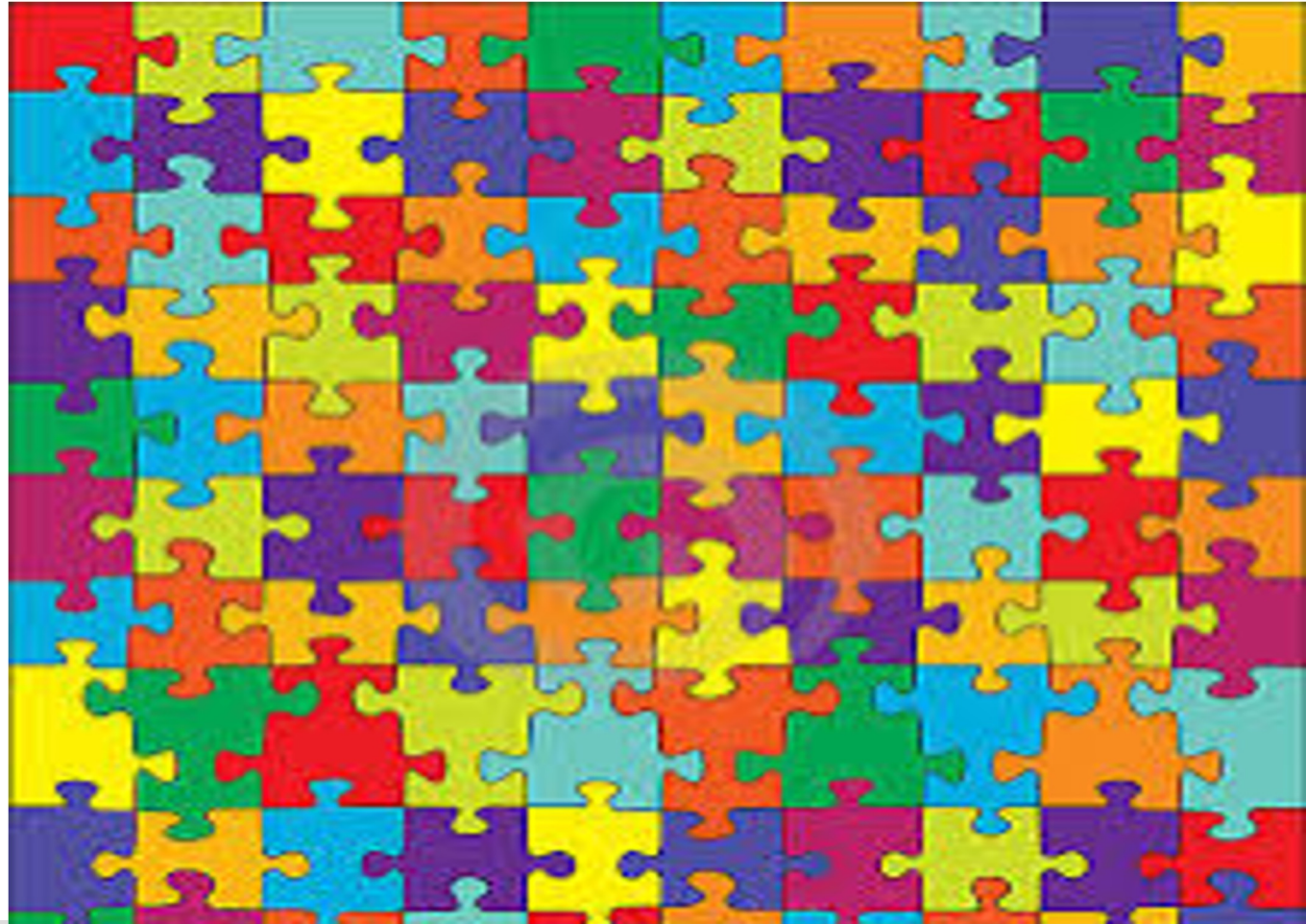
At your Tables Discuss:



What efforts has your district/school engaged in to address inequities?



Do you have a complete puzzle?

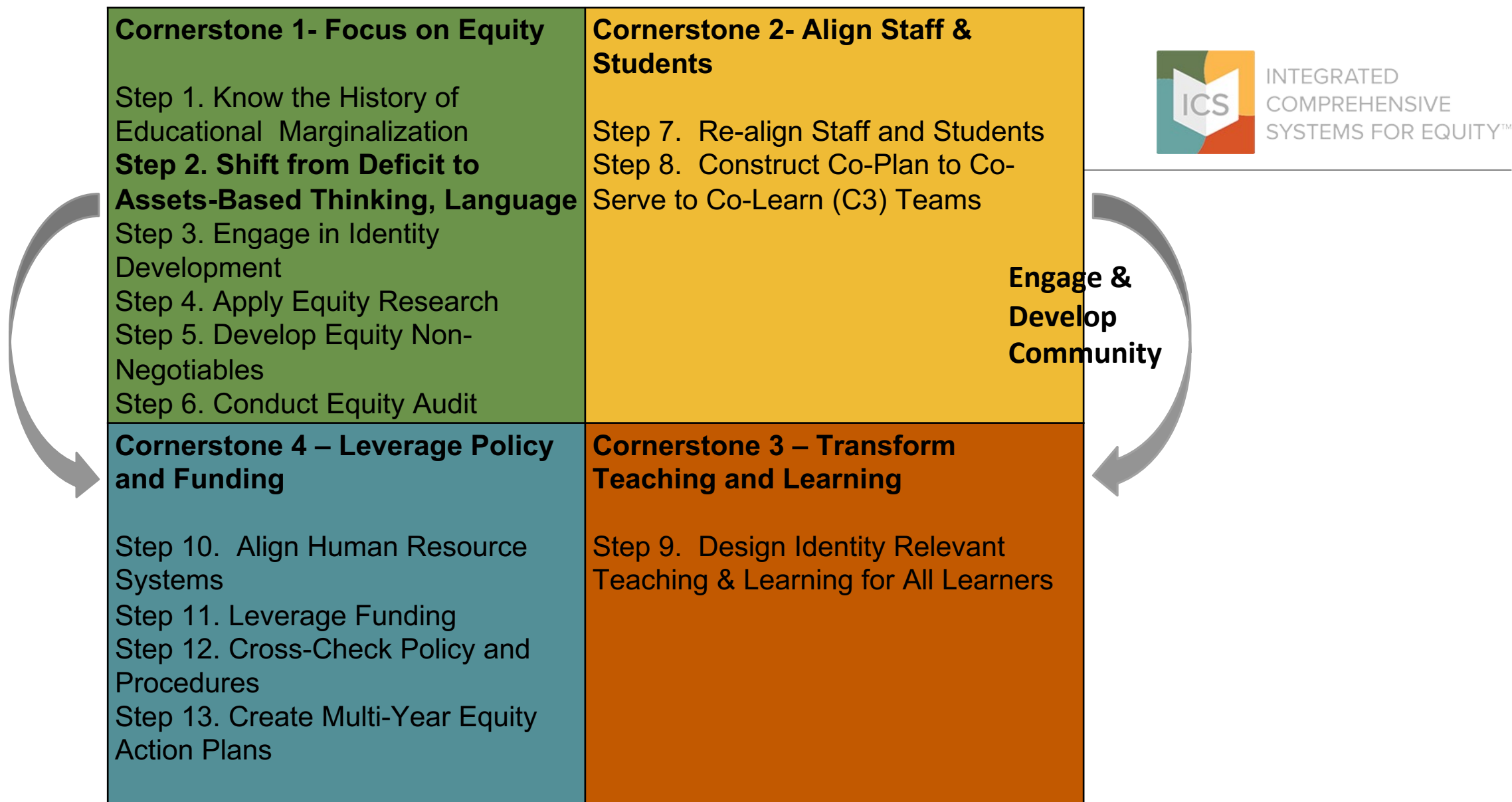


Important Aspects of Equity System Change



- A proactive framework and process – not an initiative or piecemeal
- Must Develop Collective Equity Capacity
- Researched Based – Across all disciplines –Interdisciplinary
- Alignment with the community, school board, district administration, and teachers, high education
- Coordinated -Bottom up and top down in all institutions to combat acts of institutional marginalization
- Accountability: a) Equity audit data b)Up-dated annually c)Expect measurable progress to eliminate inequities – No single hero
- Equity is framed as “high-quality teaching and learning for all students”.

Integrated Comprehensive Systems for Equity – Four Cornerstones

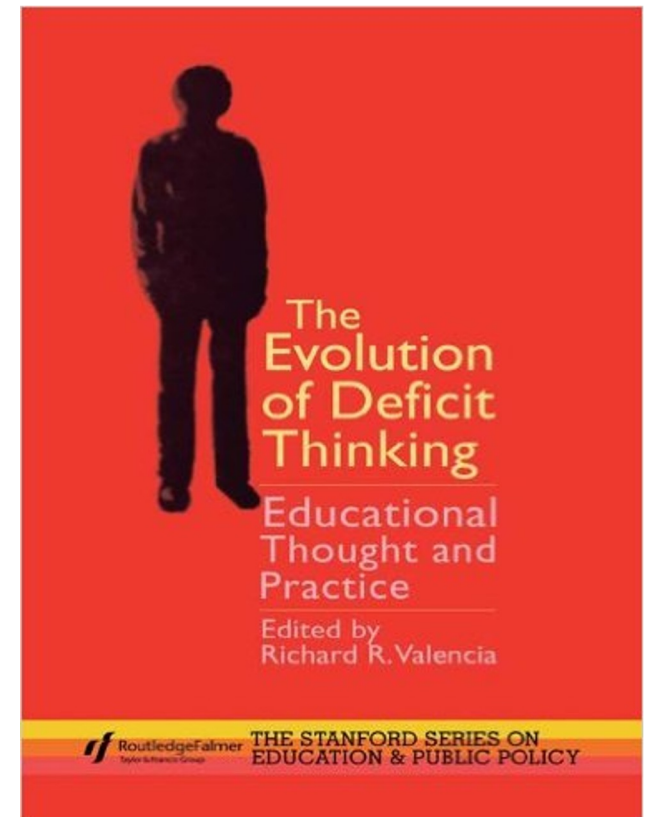


Shift from Deficit to Assets-Based Systems



Deficit perspective/ideology (Richard Valencia)
We focus on what families and students do not have, what they lack

..... 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



Shift from Deficit to Assets-Based Systems



Assets perspective/”funds of knowledge” (Luis Moll, Latinx Scholar, University of Arizona)

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.



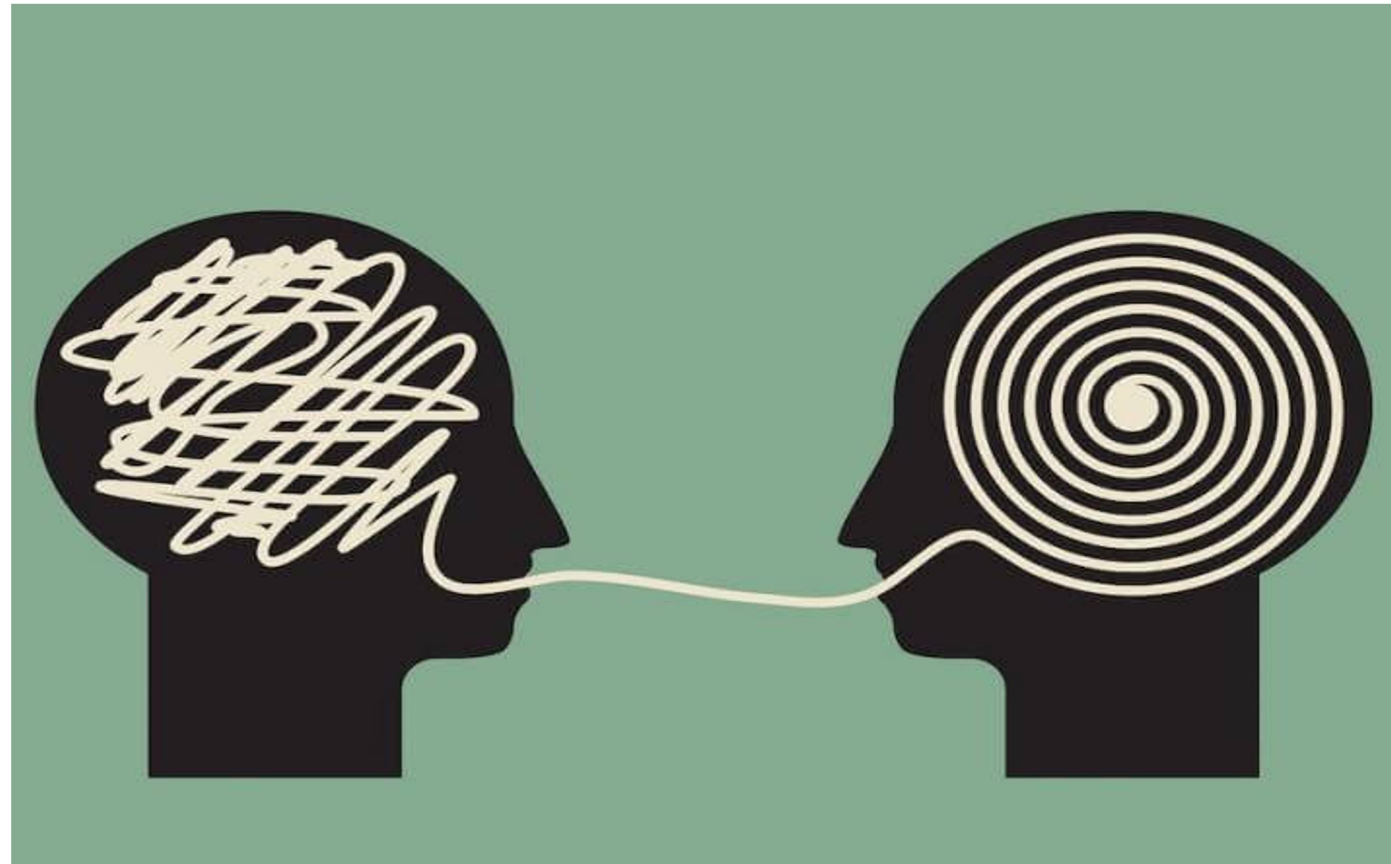
Language Defines How We Think



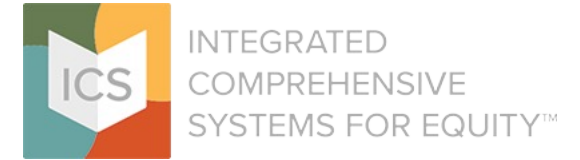
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And how we think informs
our language and practice...

the expression of *biases*
based on stereotypes, can
result in *microaggressions*,
and impact one's *identity*...



Shift from Deficit to Asset-Based Thinking/Language



Avoid Labels/Deficit-Based Language

- "intervention kids"
- "Tier 1 kids" "Tier 2 kids"
- "Extension kids"
- "inclusion classrooms"
- "inclusion kids"
- "push-in"
- "Minority"
- "economically disadvantaged"
- "subgroups"
- "low kids"

Shift from Deficit to Asset-Based Thinking, Language



Person-First, Non-Bias Language

Person First, Inclusive, Asset-Based Language



Deficit Language

Special education student,
“spec ed”

English learner

Wheelchair Bound

Autistic students

Homosexual

Person First/Inclusive/Asset- Based

Student labeled for special
education

Student who is bilingual,
multilingual

Student who uses a wheelchair

Students with Autism

Person who is LGBTIQ+ (or
e.g. Gay, or Lesbian, etc.)

Shift from Deficit to Assets-Based Thinking/Language



At your tables-

What Deficit Thinking/ Language Do You Experience/Hear in Your Setting?



Shift from Deficit to Assets-Based Thinking, Language



At your table list stereotypes, myths, assumptions of

1. Families who Identify as Experiencing Poverty
2. Families who Identify as Middle Class
3. Families who Identify as Affluent



Shift from Deficit to Assets-Based Thinking/Language



What did you notice about your lists?



Assets View of Families Experiencing Poverty – List all the assets you --



Table Discussion:



1. Share your lists of assets you saw/heard.
2. Refer to the list of stereotypes, assumptions you wrote for families who identify as experiencing poverty--- cross out the items that did not pertain to this family in the video.



Shift from Deficit to Assets-Based Thinking, Language



What does the research say relative to our frequent assumptions about students from families who identify as experiencing poverty?



Shift from Deficit to Assets-Based Thinking, Language



“Low Income Stereotype: Laziness

A vast majority of people who are poor do work (CDF, 2008). According to the Economic Policy Institute (2002), adults who are poor and working *spend more hours working per week on average* than their wealthier counterparts.”

(Stereotypes Are Us , Gorski, 2018)

Shift from Deficit to Assets-Based Systems



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Stereotype: Don't Value Education

“Parents who are low income have the exact same attitudes about education as parents who are wealthy (Compton-Lilly, 2003; Lareau & Horvat, 1999; Li, 2010; Leichter, 1978; Varenne & McDermott, 1986).”

(Stereotypes Are Us , Gorski, 2018)

Shift from Deficit to Assets-Based Systems



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Stereotype: Substance Abuse

“Alcohol abuse is far more prevalent among people who are wealthy than people who are low income (Galea, Ahern, Tracy, & Vlahov, 2007; Humensky, 2010). And drug use equally distributed across poor, middle class, and wealthy communities (Saxe, Kadushin, Tighe, Rindskopf, & Beveridge, 2001).”

Stereotypes Are Us (Gorski, 2018)

Shift from Deficit to Assets-Based Systems



Stereotype: Crime and Violence

“People who are low income do not commit *more crime* than people who are wealthy—they only commit *more visible crime* (Dunaway et al, 2000). Furthermore, white collar crime results in much greater economic (and life) losses than so-called “violent” crime. “

Stereotypes Are Us (Gorski, 2018)

Shift from Deficit to Assets-Based Systems



Stereotype: Language Deficient

“Linguists have known for decades that all varieties of English (such as “Black English vernacular” or Appalachian varieties) are equally complex in structure and grammar (Gee, 2004; Hess, 1974; Miller, Cho, & Bracey, 2005; Terry et al, 2010).”

Stereotypes Are Us (Gorski, 2018)

Shift from Deficit to Assets-Based Systems



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Stereotype: Bad Parents

“Research has continued to show that parents who are low income care just as much about their children, and work just as hard—or harder—to advocate for their children, as parents who are wealthier.”

Stereotypes Are Us (Gorski, 2018)

Shift from Deficit to Assets-Based Thinking, Language

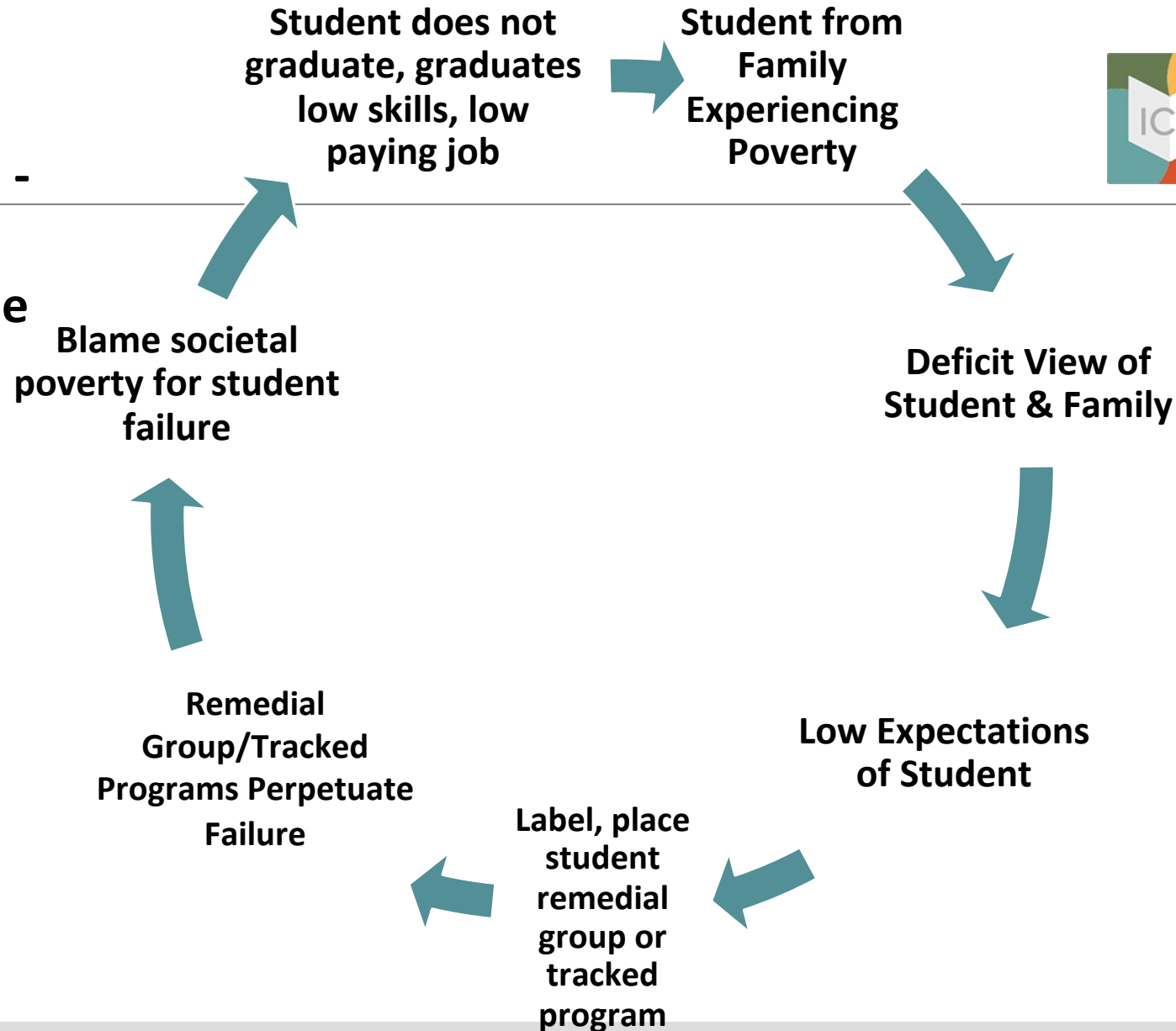


We often hear:

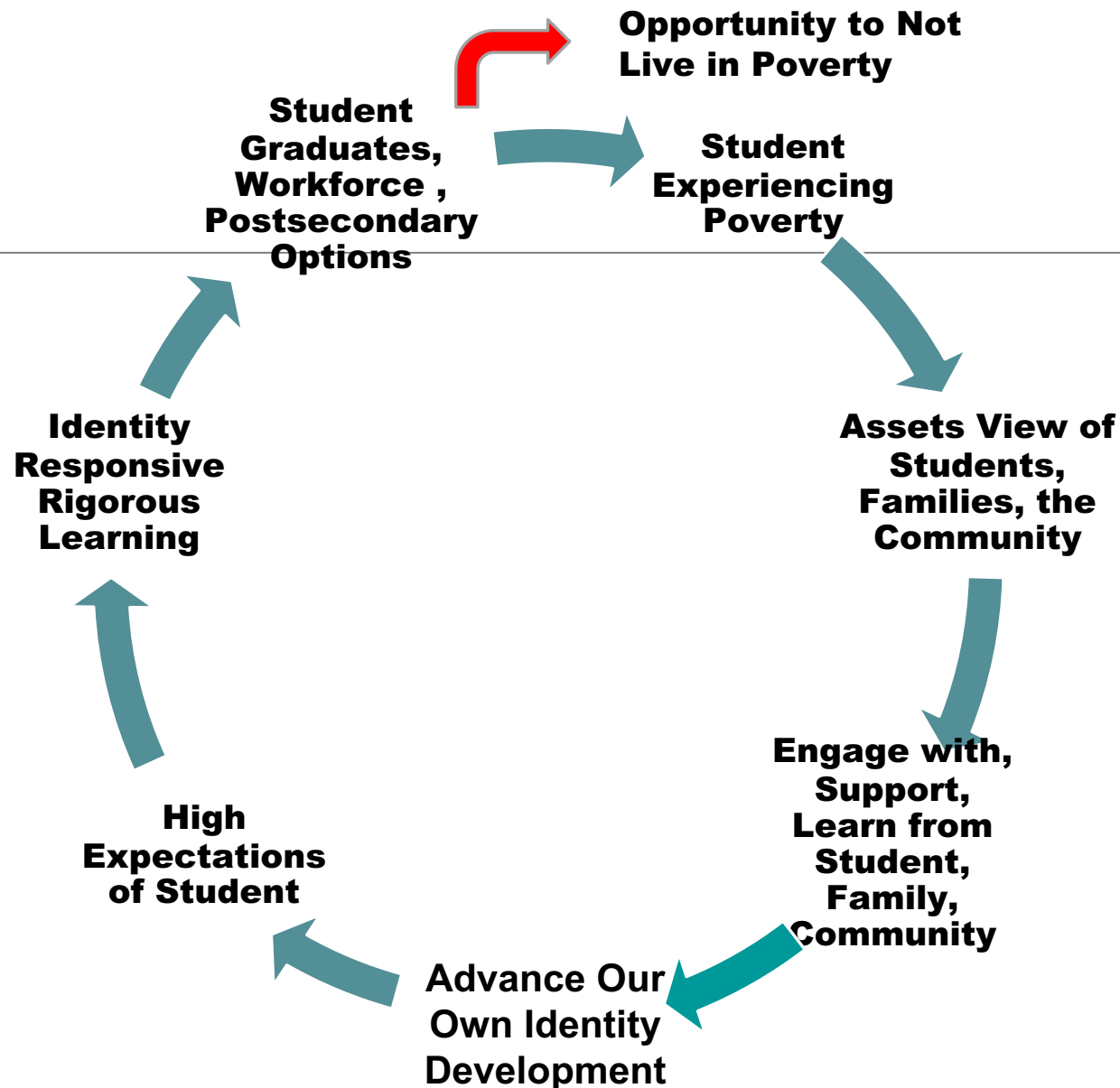
“We cannot fix schools until we fix poverty.”

What if marginalization is not something outside of schools and higher education... but an outcome of our practices?

How Schools Can Perpetuate the Cycle of Marginalization - Poverty as one Identity Example



How Schools Can Disrupt the Cycle of Marginalization-Poverty as one Identity Example



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Shift from Deficits to Assets-Based Thinking/Language



As we discussed on Friday:

1. What aspects of our current institutions are reactive and thus could be perpetuating the cycle of poverty?
2. What aspects are proactive and thus provide opportunity to disrupt the cycle of poverty?



Integrated Comprehensive Systems for Equity – Four Cornerstones



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Cornerstone 1- Focus on Equity

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Cornerstone 3 – Transform Teaching and Learning

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

Engage & Develop Community

Step 3: Engage in Identity Development





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What Is Identity Development?

Engage in Identity Development



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Race

Class

Gender

Ability

Sexual Identity

Gender Identity

Language

Ethnicity

Religion

Intersections

8 Observations of Identity:



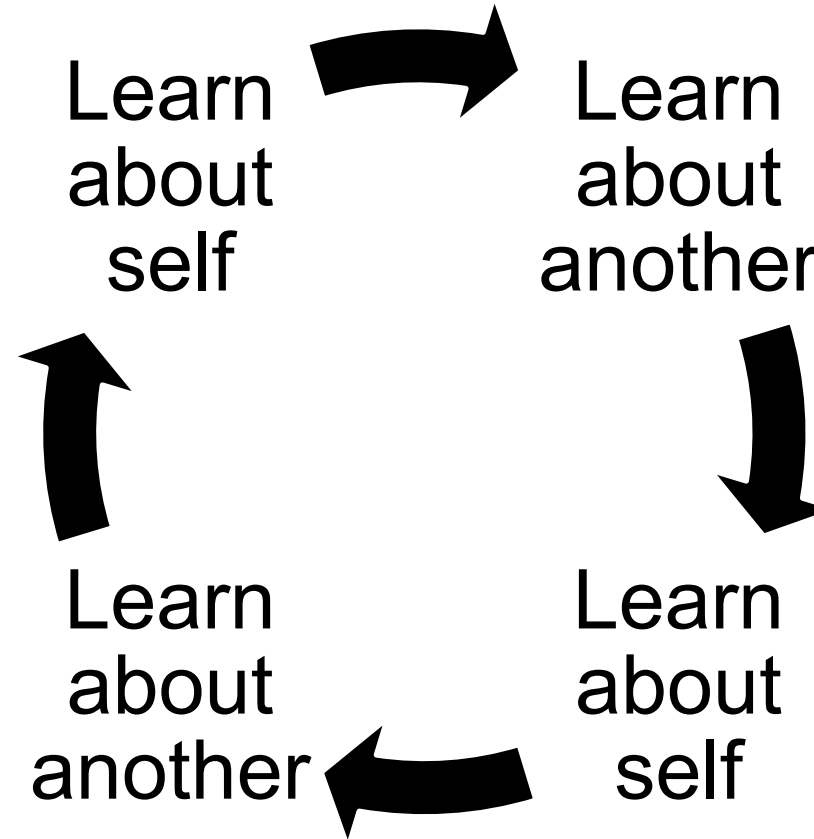
1. All of us have multiple identities – identities of privilege and marginalization.
2. We often experience contradictory urges about when we want to fit/ be recognized.
3. Some identities pay a “higher price”.
4. Some people have a choice as to whether their identity stays hidden.
5. Individual identities 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 achievement gaps.



Our own understanding of ourselves and people different from ourselves = identity development



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Why is Identity Development Important?



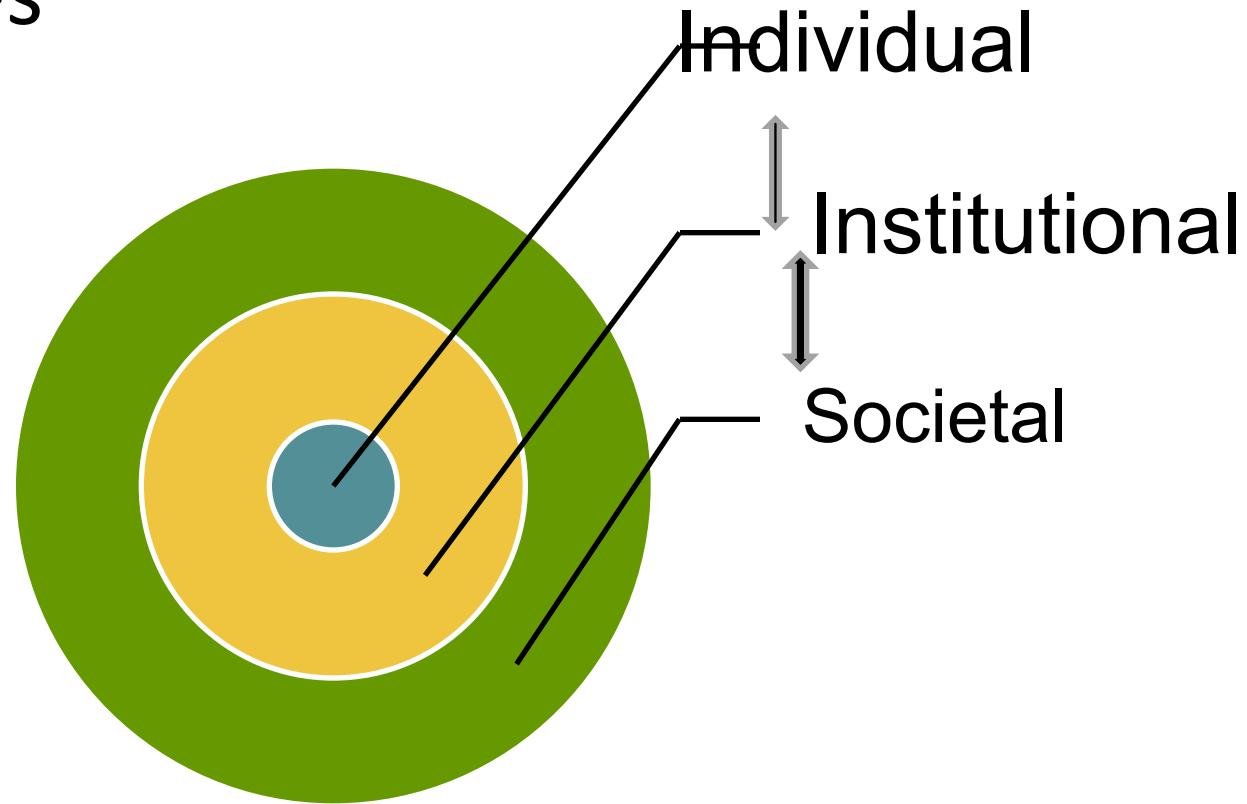
Partner Share – 5 minutes



ICS – Step/Module 3 - Engage in Identity Development - What are examples of each?



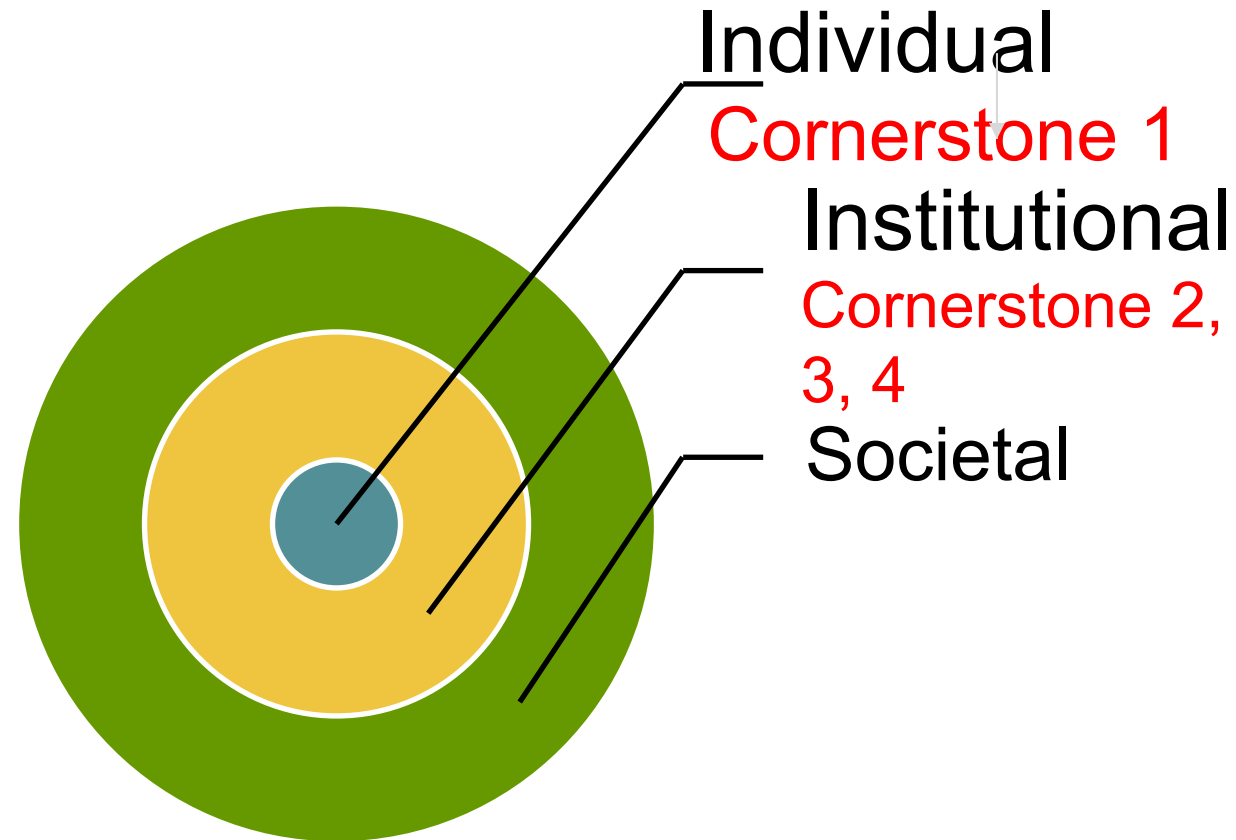
Levels of Inequities



ICS – Step/Module 3 - Engage in Identity Development



Levels of Advancing Learning for All Students



Nearly all of us have identities that are marginalizing and of privilege...



Think about the identities that you have, if any, for which you may experience privilege at times (related, to gender, social class, language, sexual identity, etc.)

Think about the identities that you have, if any, for which you may experience a marginalization at times (related, to gender, social class, language, sexual identity, etc.)

We all have multiple, or intersecting identities (e.g., race, social class, gender, etc.)



Think about the multiple or intersecting identities that you have.

And these intersecting identities can impact the marginalization and privilege that we experience in different spaces...

depending on who those spaces were created for...

All identities can go through a process of identity development because of societal socialization



E.g., just because I identify with a disability, does not mean that I do not have more learning and growing to do around my disability identity.

Another example, all races go through a process of racial identity development.

Identity Development – Painfully SLOW! VERY DIFFICULT to see the slow pace if you are a person of a marginalized identity



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Identity Development Inventory of Yourself, Your Teaching or Immediate Sphere of Influence, and Your School/District/Organization

Adult Version

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Directions:

1. First, read through the description for each item on the rating scale 1-6.
 2. On the following pages, mark your identity for each area:
 - Mark in the box where you are in your own identity development.
 - Mark in the box for that identity area where you believe you are in your own teaching/immediate sphere of influence.
-



Identity Development Inventory of Yourself, Your Teaching/Immediate Sphere of Influence, and Your School/District/Organization Adult Version

	1 Repulsion/ Fear	2 Pity	3 Neutrality	4 Acceptance	5 Admiration	6 Ally
Race						
My view of persons of color						
My view of white persons						
How I address race in my teaching/immediate sphere of influence						
How race is addressed in my school/district/organization						
Social Class						
My view of individuals of poverty						
How I address poverty in my teaching/immediate school/district/organization						

- Mark in the box where you are in your own identity development.
- Mark in the box for that identity area where you believe you are in your own teaching/immediate sphere of influence
- Mark in the box for that identity area where you believe your school/district/agency to be in its own identity development.

Please note:

1. This scale measures only one identity at a time, such as race, gender, ability, etc. Yet, all of us are comprised of multiple identities based on our gender, race, social class, ability, sexual identity, gender identity, language, and their intersections. Thus, for example, we may be further along the identity development scale for race, yet may not be as far along the identity development scale for African American transgender females. Thus, though the scale only measures one identity at a time, it may be possible to also consider our identity development along intersecting identities by combining identities on the scale.
2. As noted in Module 3, nearly all of us have identities of advantage and of disadvantage.
3. Just because we are of a particular identity does not mean we are automatically an ally to that identity
4. To be an ally is not something that we name ourselves. Allyship is conferred to us by someone of a marginalized identity. Thus, please only mark yourself an Ally on the scale only if someone of that marginalized identity has named you as such.

1 = Repulsion or Fear

Identity is seen as a crime against nature. For example, someone who is gender non-conforming or transgender is considered sick, crazy, immoral, sinful, psychologically unstable. There is a level of fear at times with this identity based on stereotypes (e.g., fear of Black males), fear/discomfort interacting with someone with a significant intellectual disability, etc.

2 = Pity

This identity is to be pitied and felt sorry for. Education is viewed as charity. For example, students experiencing poverty are considered less fortunate and to be felt sorry for. Students with physical disabilities are pitied or felt sorry for, seen as weak. A focus on deficits and lower expectations

3 = Neutrality/Ambivalence

Not repulsion, fear, or pity. A feeling of distance from this identity, that it does not really have anything to do with you. Live and let live. Do the best you can. Treat all the same. All are equal. All are human.

4 = Acceptance

A respect and celebration of differences/diversity. The “it’s a small world after all” view. Emphasis on getting along. Still implies that there is something to accept. The existing societal history and systems of inequities are ignored or believe there is nothing really that can be done about these systems. This view ensures the comfort of someone in the majority.

5 = Admiration

It is acknowledged that being any of the particular identities and their intersections takes strength. People at this level are willing to examine their own conscious or unconscious biases, stereotypes, or assumptions, yet unsure at times how to make a difference or question their ability to do so. Easy to fall back into comfort of any of our identities that give us advantages at times and timid about taking on the task of making a difference for all students by shifting from deficit to proactive practices. Not a sense of urgency.

6 = Ally

Understand that one can never fully stop work on their biases, stereotypes, assumptions, and behaviors, that it is a life-long task. Diligently and urgently work as an ally with typically marginalized individuals toward equity for all. Do whatever it takes to work toward shifting from a deficit to assets-based system. Clear at the core of being about the critical importance of making the world a better place and one's role in it.

Process



Complete the Inventory including the last two questions (10-12 minutes)

Partner or small group of 2-3 – share what you feel comfortable sharing about what you learned about yourself in completing the Inventory (12 minutes).

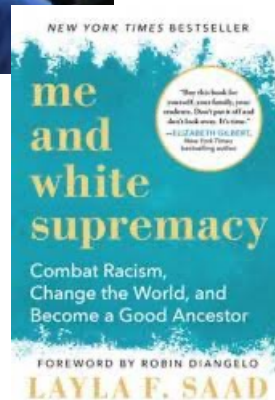
Large group share out – Share what you feel comfortable sharing about what you learned about completing the Inventory or from your small group discussion.

Two Examples of Identity Work



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1. Race/Privilege Discussion



2. Gender Identity Discussion

KIDS MEET

A GENDER
NON-CONFORMING PERSON



1. Race/Privilege Discussion

Two Definitions:



BIPOC

Black, Indigenous People
of Color

White Privilege

“White privilege describes the unearned advantages that are granted because of one’s whiteness or ability to “pass” as white. It is very important to note that white privilege is not a concept of the natural order of life (Saad, 2020).”

Race/Privilege Discussion In Small Group



As a white person or
BIPOC

Share Out in Small Group

The First Time you
Experienced White
Privilege –

1 Minute of Silent Time
10 Minutes of Small Group

Gender Identity Definitions



Biological sex – sex assigned at birth

Gender identity

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender expression

External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender Non-Conforming

How I express my gender is different from my biological sex.

Transgender - Body/Brain Mismatch - - biologically, genetically determined. NOT a Preference!

An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Kids Meet a Gender Non-Conforming Person (7 min)



Gender Identity Discussion (10 minutes)



1. What has been your experience with someone who is gender non-binary?
2. What new learnings or understandings did you take from the video?



Things to Remember Regarding Gender Non-Binary



1. Don't assume you know someone's gender identity.
2. It's kind, loving, respectful, caring to use the pronouns the person wants you to use.
3. It's OK to ask a person what pronouns they want to use. Don't ask what gender the person is.
4. If we say in a situation (e.g., classroom) "line up boys and girls" or "the girls over here, the boys over there" there may be some students who don't identify as either boy or girl, or they identify as both boy and girl. It's best to use gender neutral terms "line up friends." "let's count off by 2's" . . .

The inspiring story of
transgender actor-activist
Nicole Maines and her
extraordinary family

NEW YORK TIMES BESTSELLER

BECOMING NICOLE

Amy Ellis Nutt

WINNER OF THE PULITZER PRIZE

"If you aren't moved by
Becoming Nicole, I'd
suggest there's a lump of
dark matter where your
heart should be."

—*The New York Times*



Nicole appears as TV's first transgender superhero
on **CW's SUPERGIRL**



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A suggested book. A religious family realizes their child is transgender.

ICS – Step/Module 3 -How Can I Advance My Own Identity?

“Encounters”



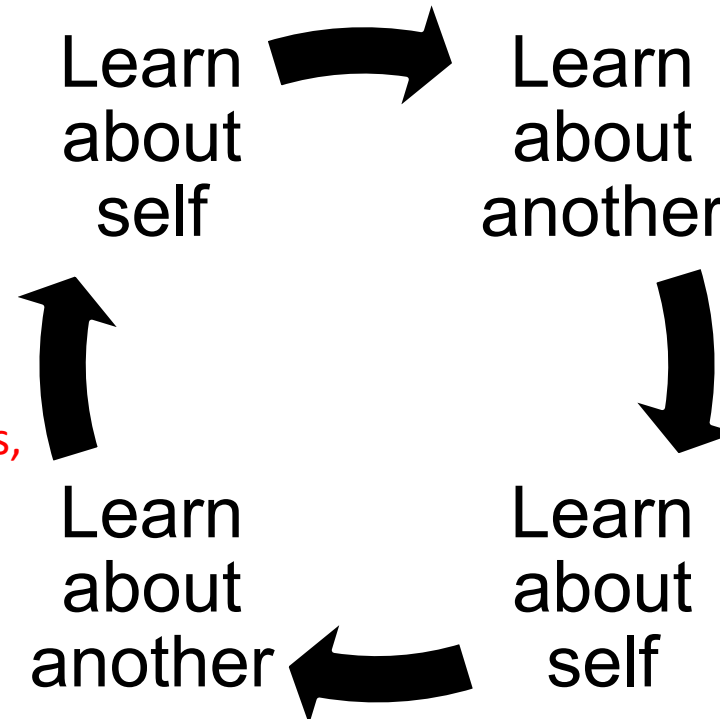
1. Relationships With Others

Different from Self including

- students
- families
- community members

Through

- Home visits
- Community/neighborhood walks
- Proportionally represented classrooms, environments



Caution: Just because I have a friend or know someone who is different from me, does not mean I “get it”.

Not up to people different from us to “teach” us about difference, need to educate ourselves

How Can I Advance My Own Identity? (Cont)





2. Books, Movies, Media

3. Workshops

4. Regular, frequent conversations about identities

5. Teaching an identity relevant curriculum – activities, experiences that value students, their families, and communities (ICS Equity Cornerstone 3)

ICS for Equity Recommended Identity Development Resources

Title	Cover	Author/Producer
Race and Intersections		
Anger is a Gift (Fiction)		Mark Oshiro
Between the World and Me		Ta-Nehisi Coates

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 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 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 3 – Transform Teaching and Learning

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



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**Engage &
Develop
Community**

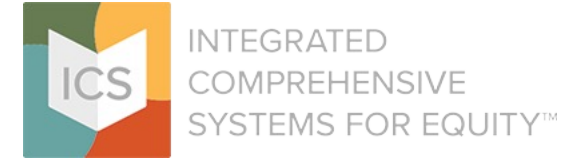
Equity Non-Negotiables (ENN)

Define how we will move forward!

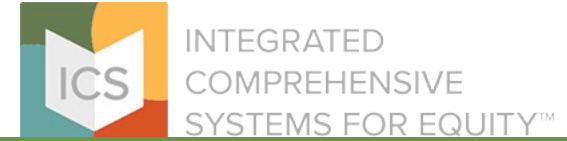


- ... are the inverse of the challenges of a deficit-based system
- ... operationalize equity for the District
- ... leverages the work toward the District Mission and Vision
- ... guide all decisions forward
- ... cross check for all policies and funding practices
- ... create sustainability of equity
- ... define equity – through a board policy
- ... relocate the problem (Kunc)
- High quality teaching and learning for all learners

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



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.

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 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.

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.

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

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.

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

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.

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

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.

Table 2. Examples of How to Use District Equity Non-Negotiables by Cornerstone

Cornerstone 1: Focus on Equity	Cornerstone 2: Align Students and Staff	Cornerstone 3: Transform Teaching and Learning	Cornerstone 4: Leverage Policy and Funding
Arrangement of District and Building Leadership Teams to complete the work of ICS by setting agendas according to the Equity Non-Negotiables	Proportional Representation of All Students in General Education Classes	Professional Development on <i>Identity Relevant Teaching and Learning™</i> for all students (IRTL). as a framework and practices to replace ability grouping.	All staff and faculty evaluations are aligned to the Equity Non-Negotiables
Realignment of committee work in support of the shared Equity Non-Negotiables	Returning students from other locations than the schools and classrooms they would attend if not identified.	Professional Development on the changing expectations of All roles.	Interview questions for All district positions (superintendent, teacher, human resource, etc) are aligned to the Equity Non-Negotiables
Vetting out of the Non-Equity Non-Negotiables through All staff	Realignment of All Staff to proactively serve in Co-Plan to Co-Serve to Co-Learn (C3) Team.	Professional Development on C3	Position Descriptions are aligned to Equity Non-Negotiables

Living the Equity Non-Negotiables

MCPASD Equity Non-Negotiables 2019-20 DRAFT

Our District Language	Based on the ICS Model Lang	Examples	Non-Examples
Self Identity Work 1. Changing our system to eliminate inequities begins with exploring our own identities.	1. Changing the system to eliminate inequities begins with ourselves	<p>Reflecting on how your identity has been shaped by the way you have been privileged and disadvantaged and how your implicit bias has developed as a result before looking at others</p> <p>A personal example might involve understanding one's habit of following rules (as they relate to one's values, e.g. being on time, wearing a hat..).</p>	<p>Blaming others or blaming the system; ignoring one's role within the system.</p> <p>Telling students to follow a rule just because it's a rule or because I said so, without considering who made the rule and for whom. Accepting a rule because "we've always done it that way."</p>
Responsibility 2. The responsibility for learner success (and failure) lies with all (or every?) adults in our system.	2. System is responsible for prevention of student failure	<p>Standing up, speaking up when you notice an inequitable practice takes place (or policy is in place).</p> <p>"I see you!"-Ensuring students feel seen in buildings.</p> <p>A bus driver greets every student with a smile and their name every morning.</p>	<p>Being aware of a problem and not saying anything, letting the problem exist. (ex: A student makes an anti-Semitic comment in the hallway and a teacher hears it but does not address it.)</p> <p>The classroom teacher expects the interventionist, specialist, or coach to work with some students in the classroom and does not co-serve</p>

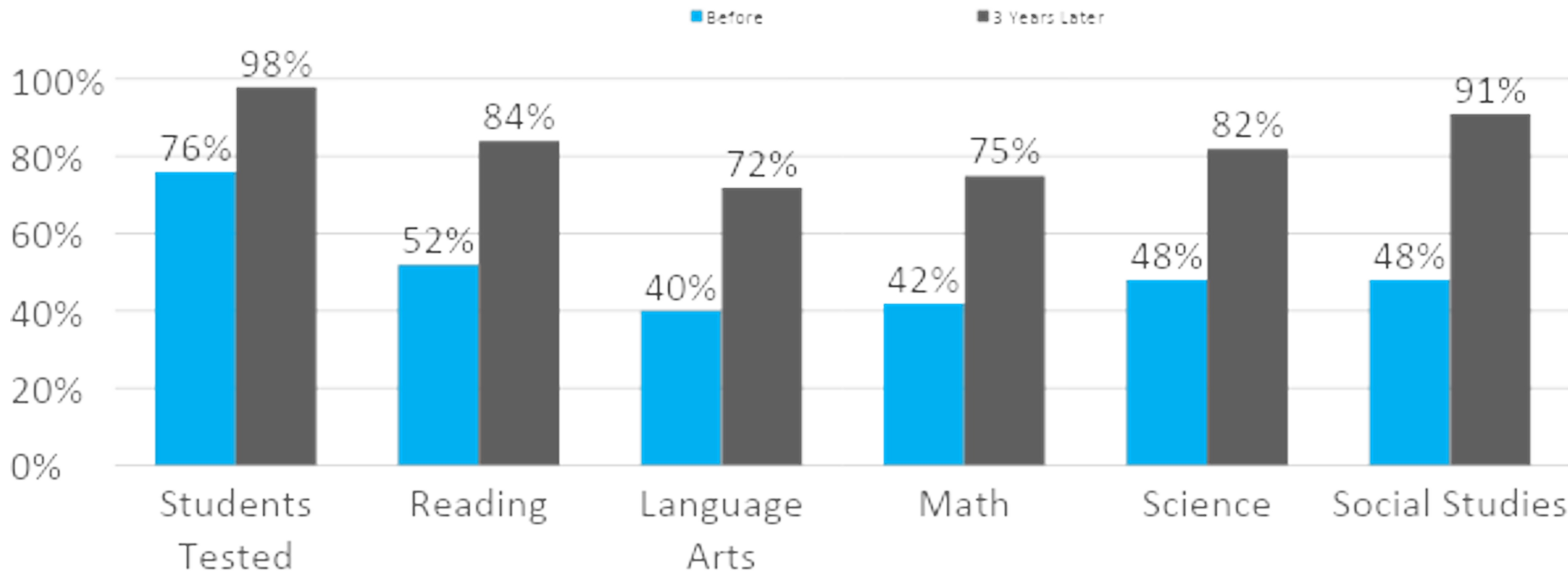
Equity Non-Negotiables



How would the development of Equity Non-Negotiables impact your ability to create systemic system change toward equity?



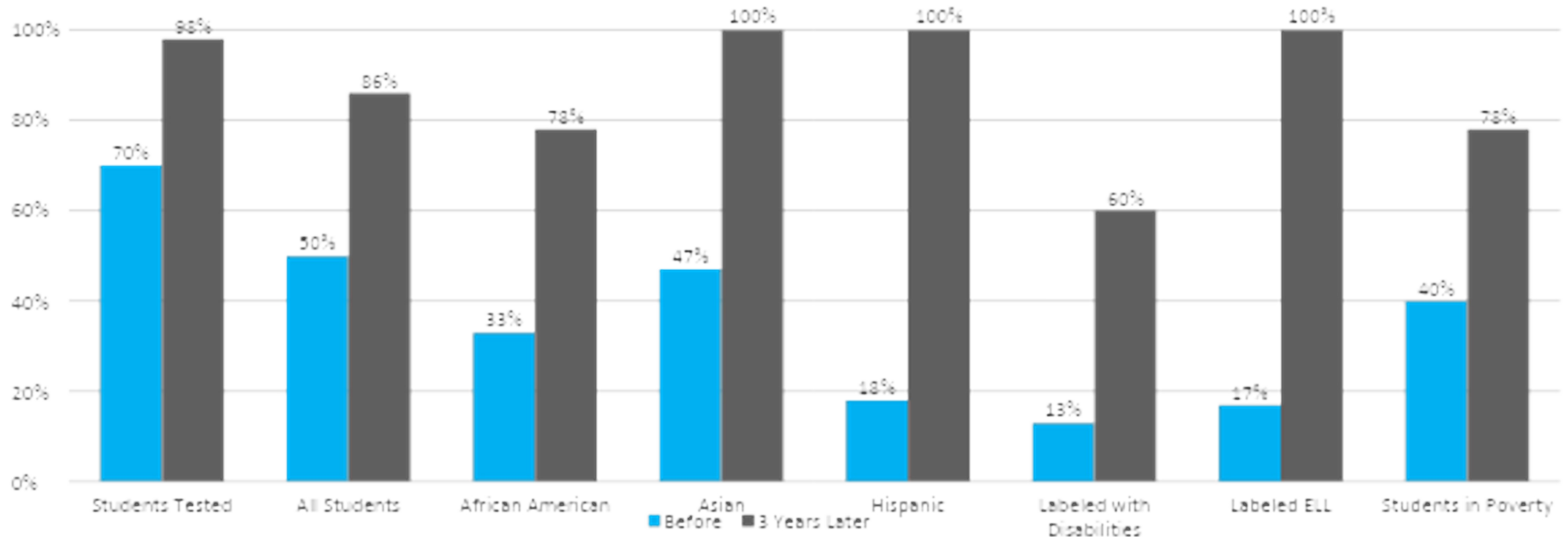
RESULTS of Our Equity Non-Negotiables: 4th Grade Assessment Data Students Scoring Proficient / Advanced



RESULTS of Our Equity Non-Negotiables: Chavez Elementary: Reading: Students Scoring Proficient / Advanced

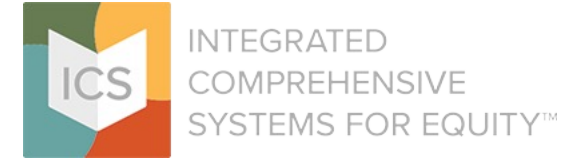


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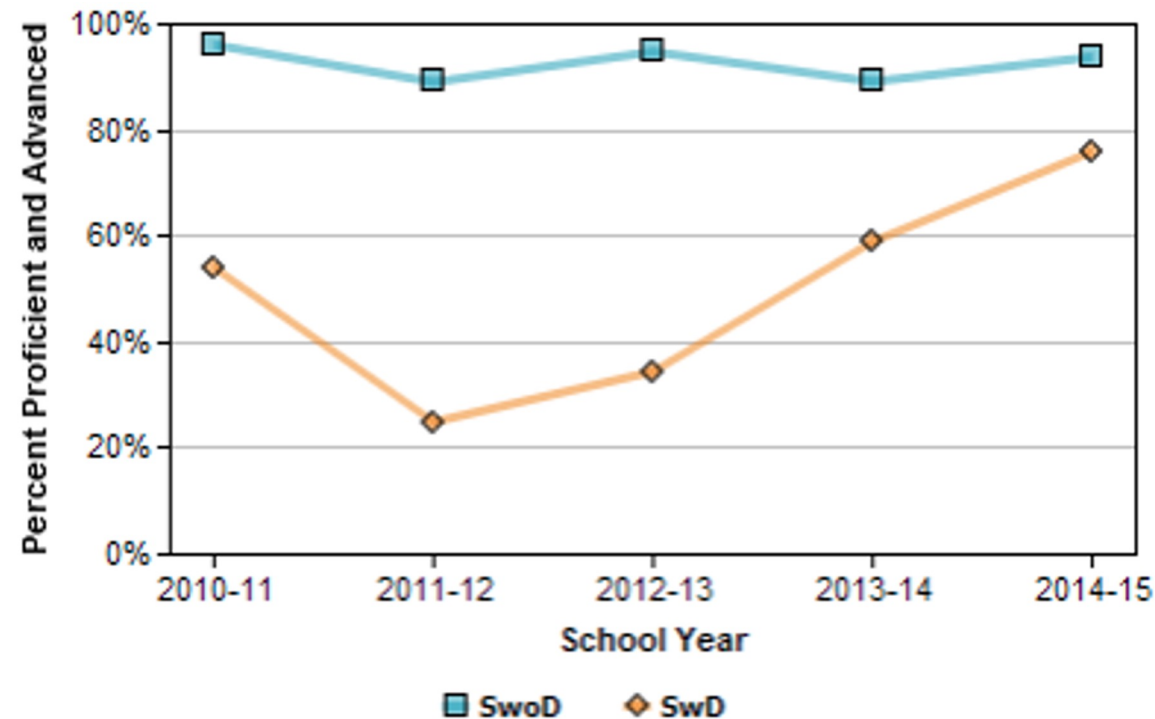


RESULTS of Our Equity Non-Negotiables:

Year 1 - Leveling Up at High School A



WSAS Proficiency by Disability Status
(Social Studies)

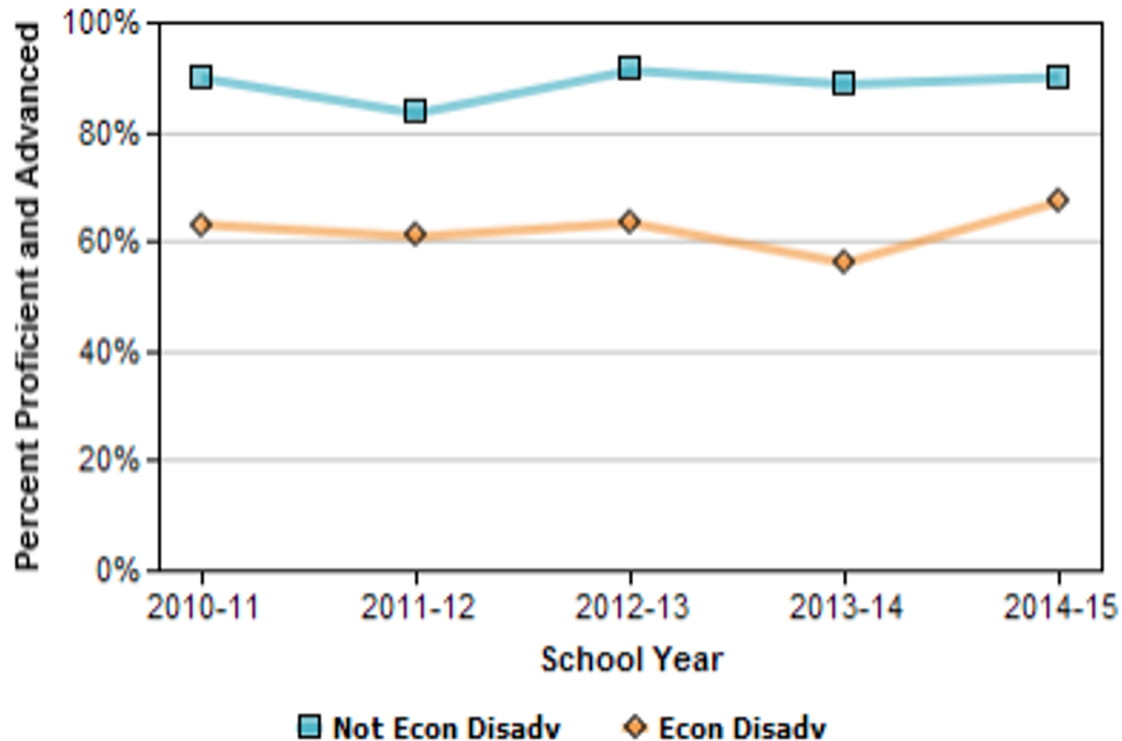


RESULTS of Our Equity Non-Negotiables:

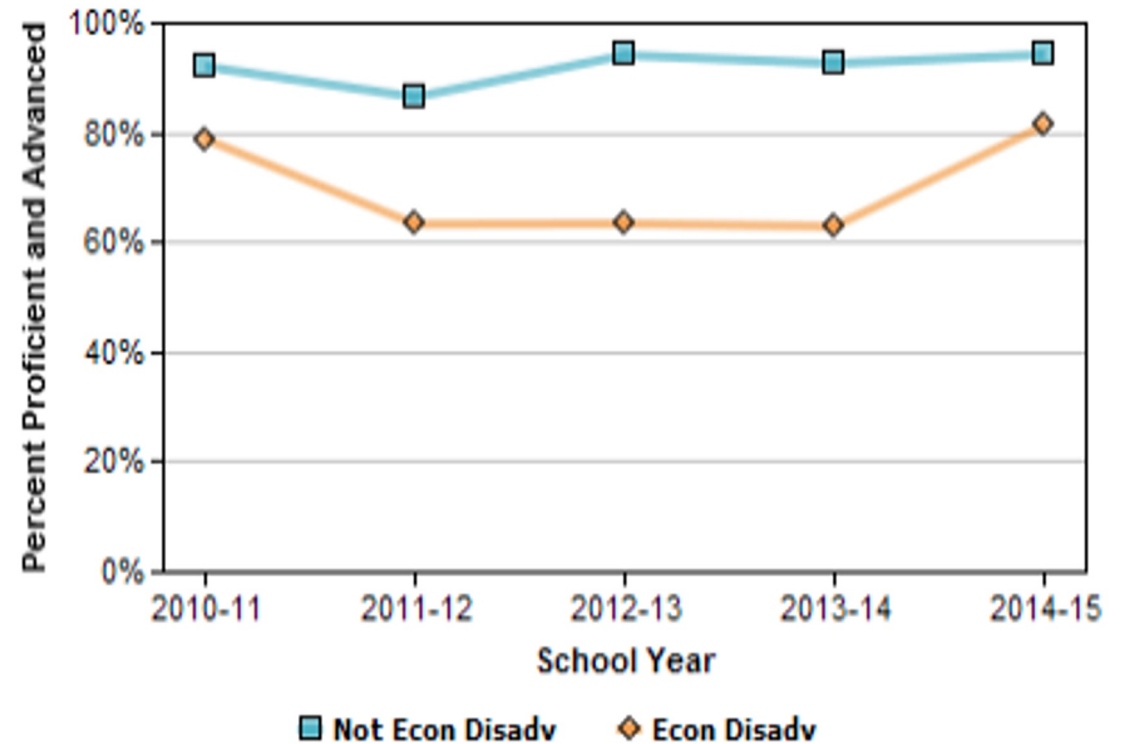
Year 1 - Leveling Up at the High School A



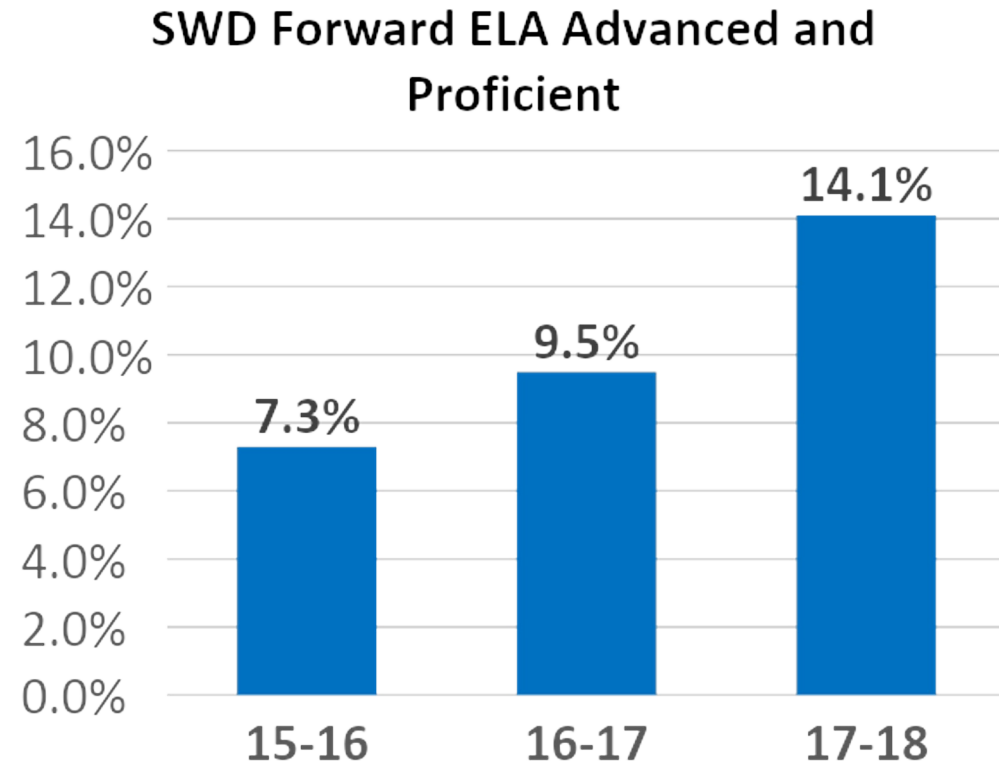
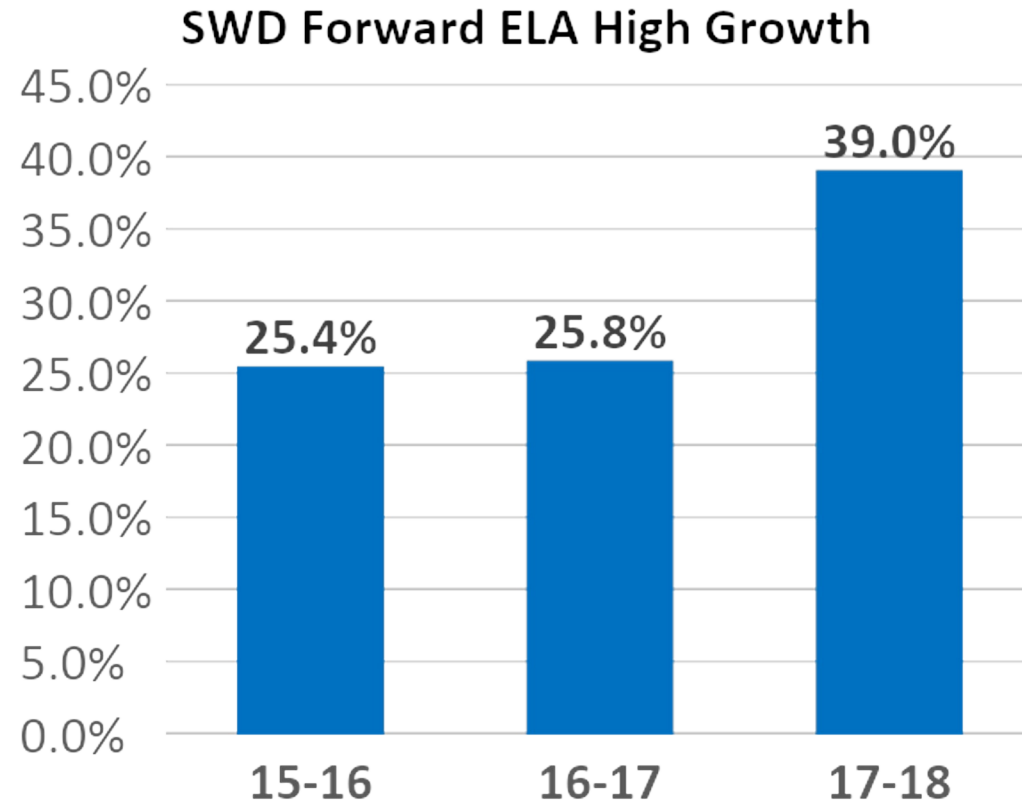
**WSAS Proficiency by Economic Status
(Science)**



**WSAS Proficiency by Economic Status
(Social Studies)**



RESULTS of Our Equity Non-Negotiables: District C - Equity Outcomes

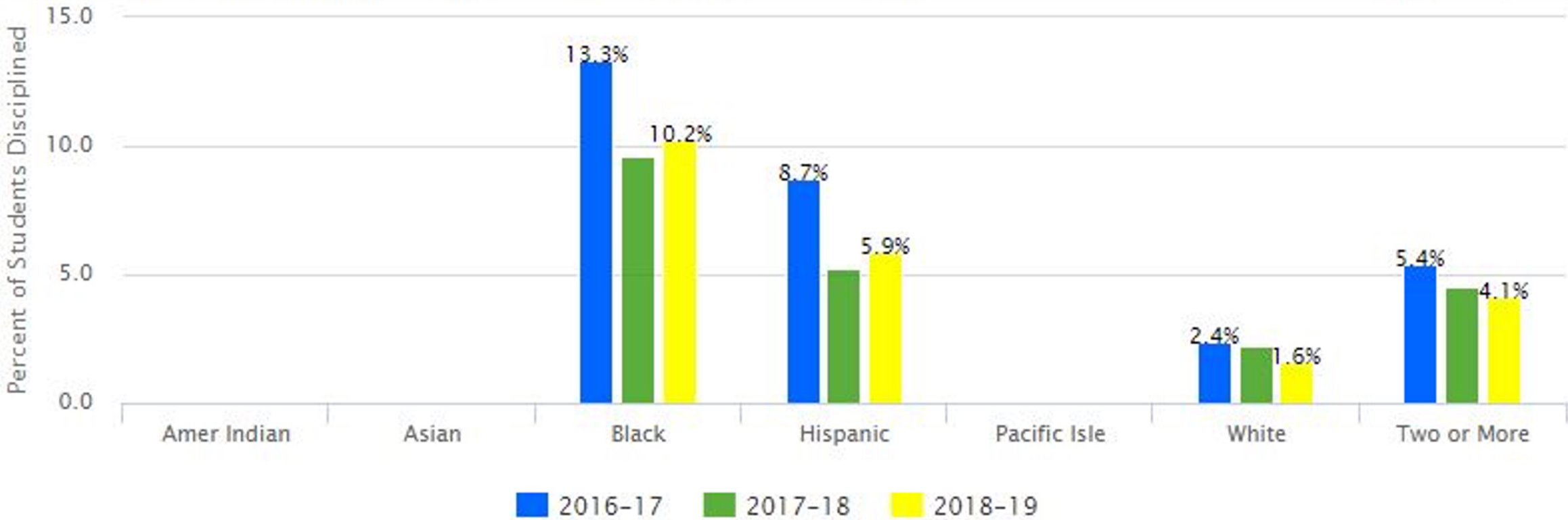


RESULTS of Our Equity Non-Negotiables: District D - Discipline Outcomes

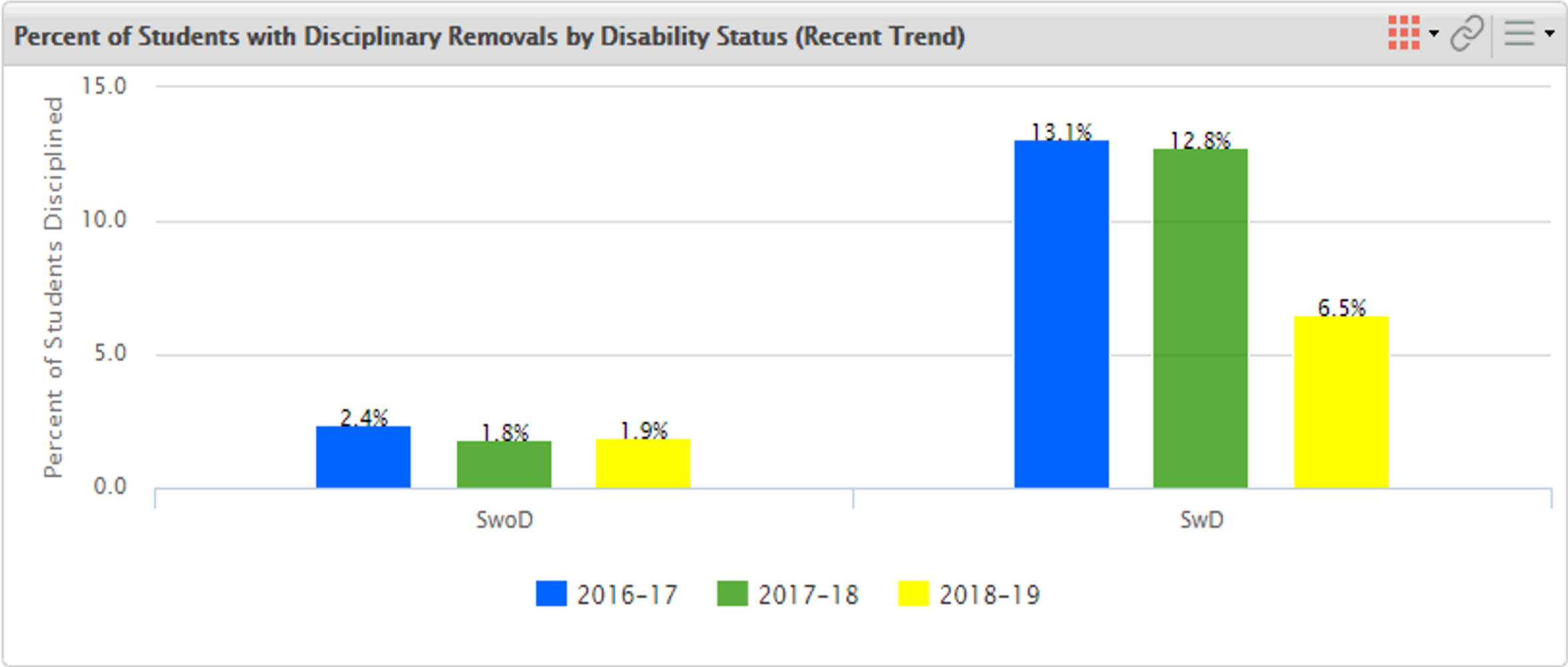


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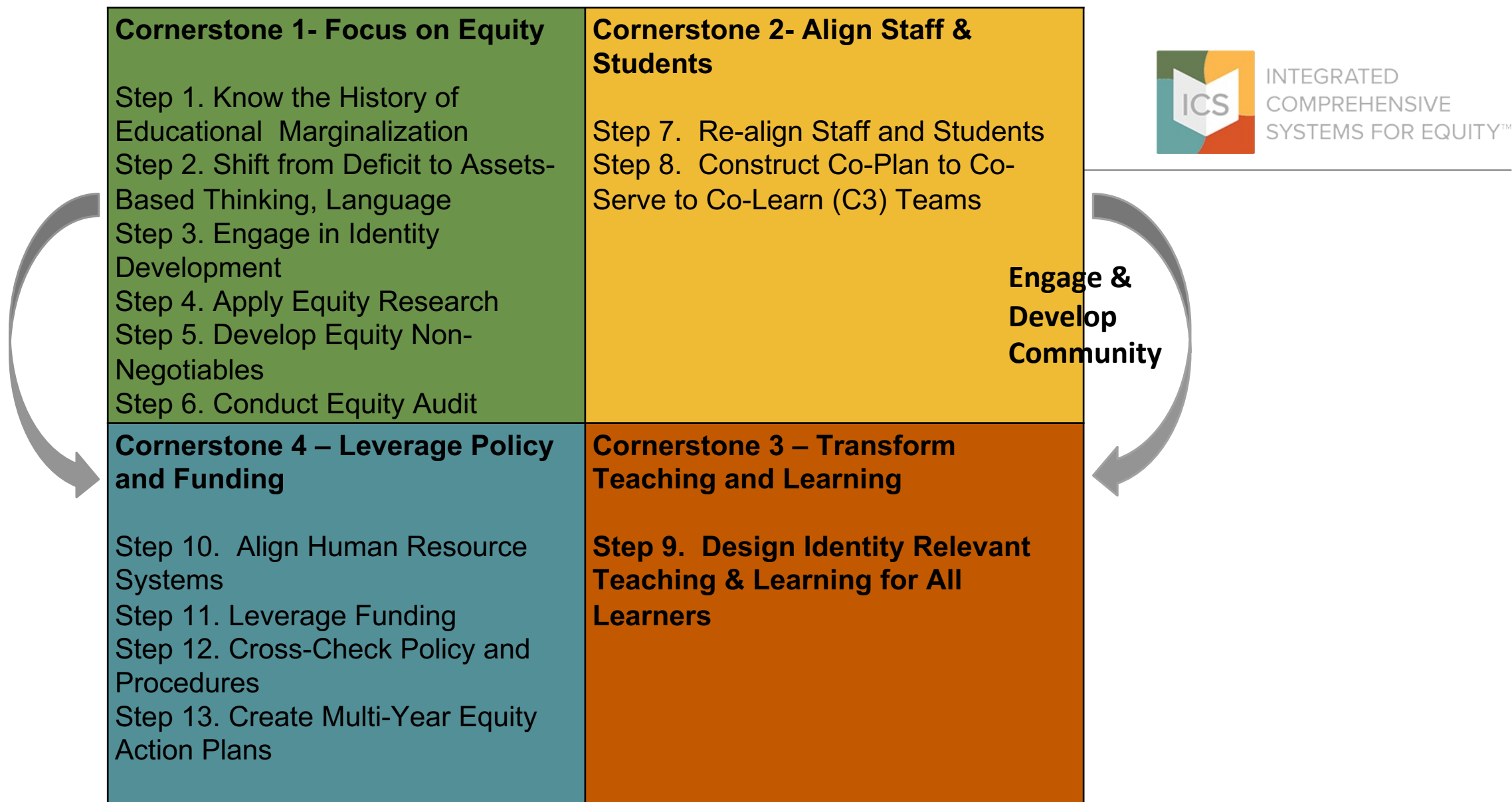
Percent of Students with Disciplinary Removals by Race/Ethnicity (Recent Trend)



RESULTS of Our Equity Non-Negotiables: District D - Discipline Outcomes



Integrated Comprehensive Systems for Equity – Four Cornerstones



History of Inclusion



1970's - 1980's:	Mainstreaming
1980's - 1985	REI (Regular Education Initiative)
1985's – 1990's	Inclusion
1990's – 2000	Full Inclusion

How this work is different...

WE are changing the core of teaching and learning... the child does not have to fit into a normative that does not see them... this is not about assimilation.

THIS is about intentionally reconstructing a system around a diverse normative.

Why Realign:



- ❖ Current structures **perpetuate ability grouping and low tracked classrooms and stereotype threats.**
- ❖ To **dismantle educational segregation.**
- ❖ Understanding and **discourse** specific to systemic inequities (Cornerstone 1) **will not alone create equity.**
- ❖ Our equity **data does not tell us our current structures are effective.**
- ❖ WE cannot develop our **collective equity capacity** to lift all students up **in our current structures** that perpetuate segregation and fragmentation.

Co-Plan to Co-Serve vs. Co-Teaching



CO-TEACHING (REACTIVE)

1. Typically about special education, not all students
2. “Pairing” a special education teacher with another teacher, course, or classroom
3. Goal – support students, mostly with IEP’s, not build general education teacher capacity.
4. Results in over-representation of students with IEP’s in particular classrooms/courses
5. General education teacher, dependent on special education teacher
6. Accommodations after planning vs planning together

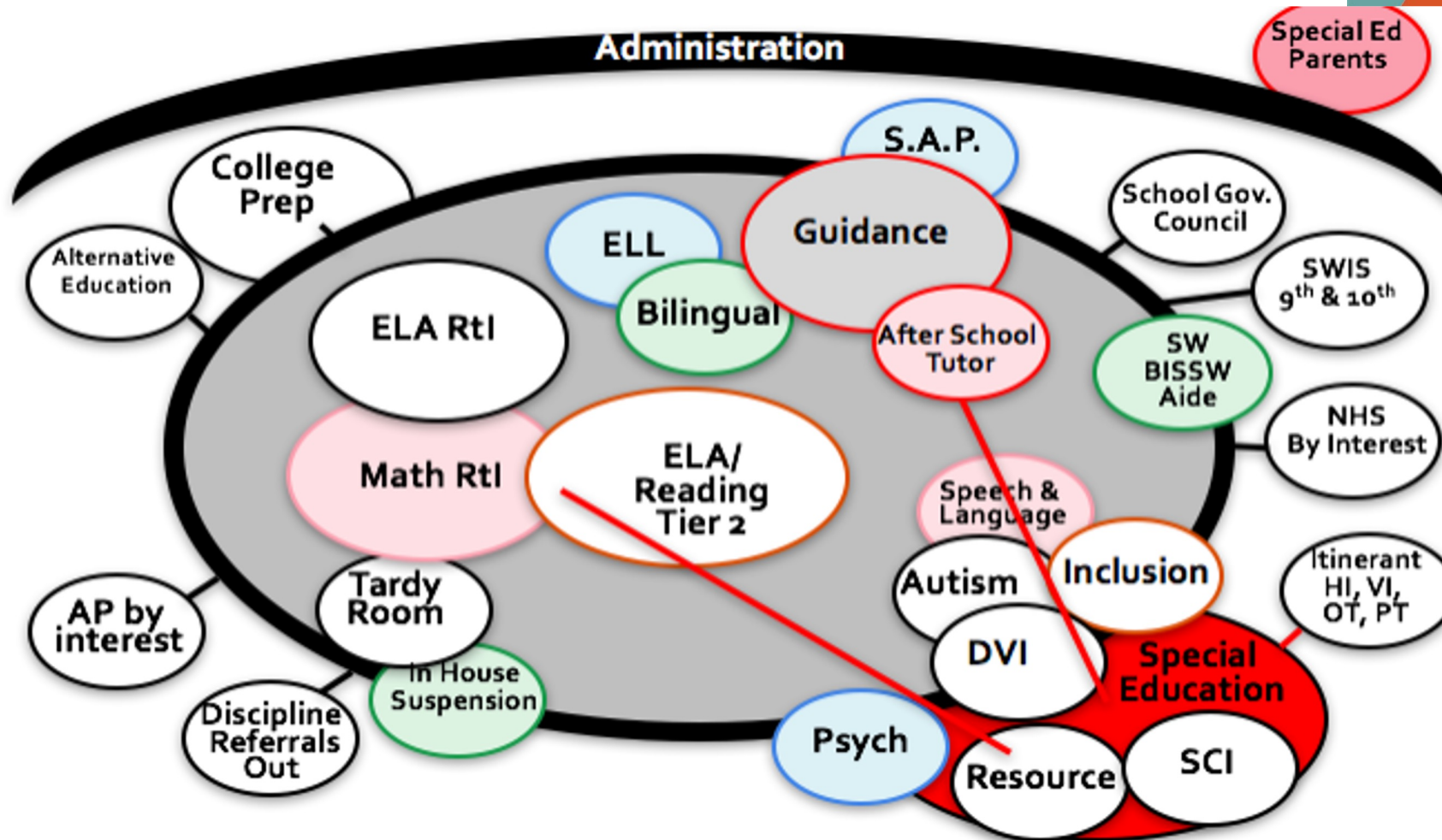
CO-PLAN TO CO-SERVE (PRO-ACTIVE)

1. About all students
2. About all staff- All staff can teach all students. Match staff expertise with student need.
3. Goal – meet learning needs of all students, share staff expertise to develop all staff capacity
4. Supports proportional representation of students across settings.
5. All staff share and further develop each other’s expertise.
6. Co-plan and co-serve together

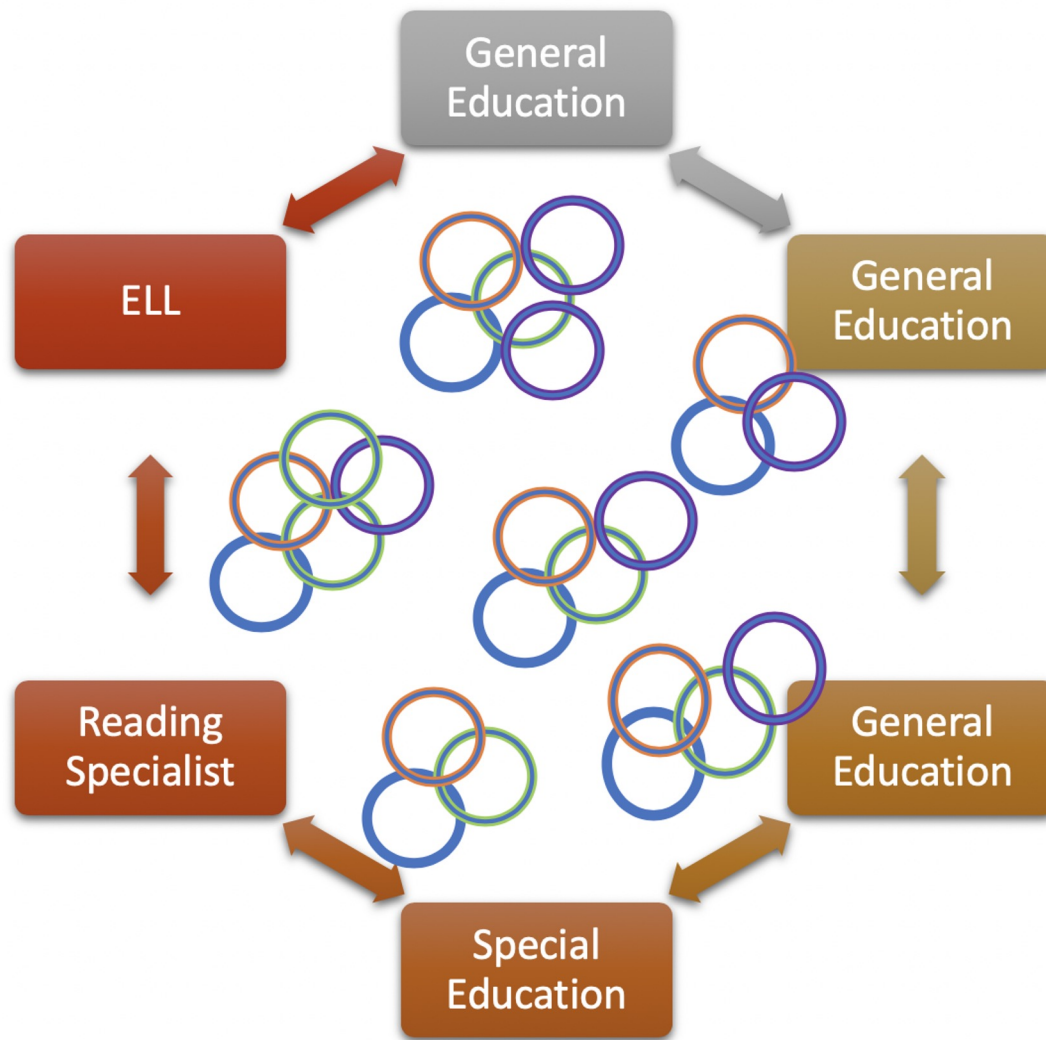
Sample High School Current Educational Structure

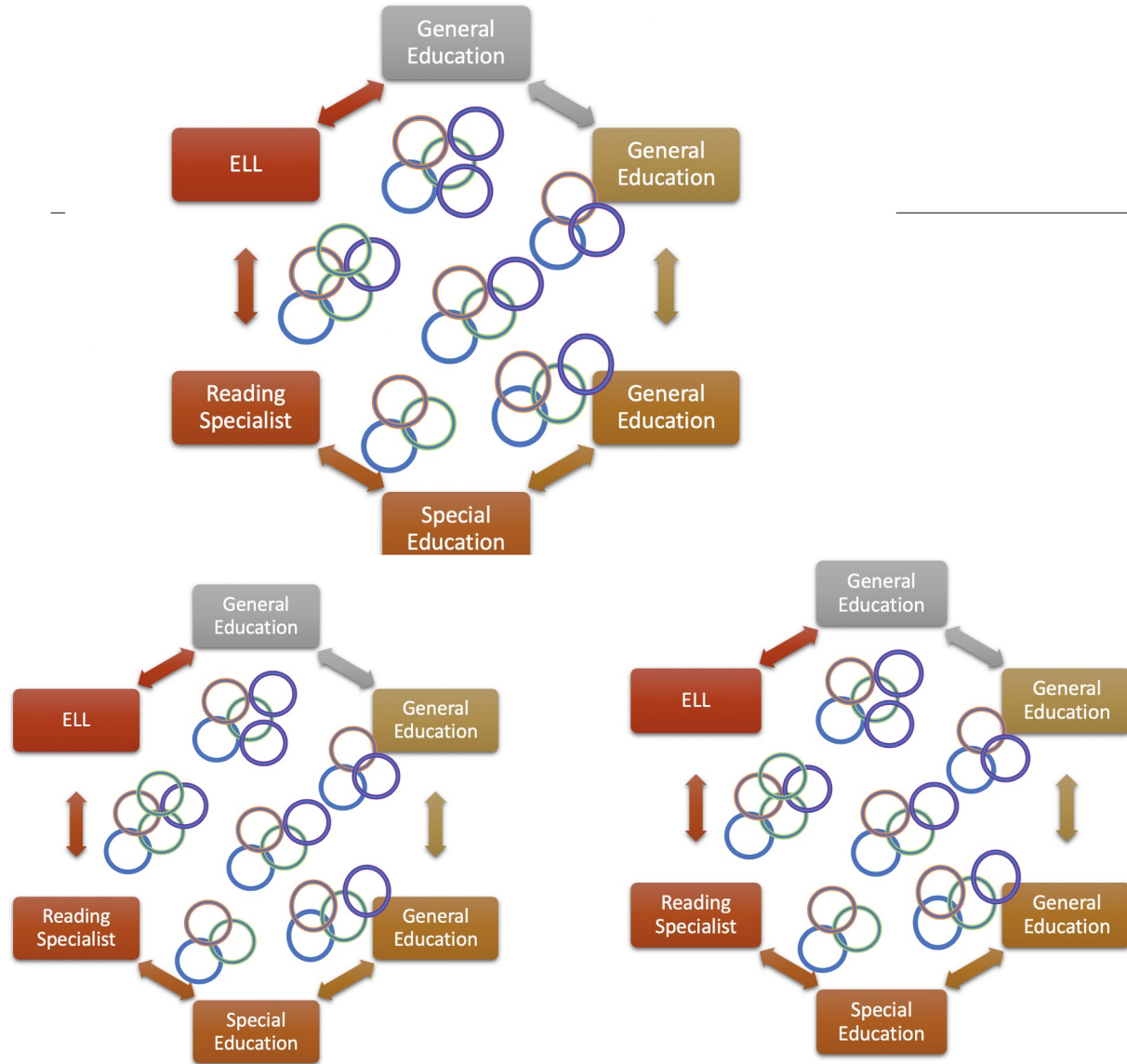


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C3 Proactive Structure





By Year

By Grade Level

By Content

By Educator Expertise

By Student Proportional Make Up

Yet...

Consistent for Comprehensive IRTL

Most important Teams in the School

Necessary for Equity

Module 7/Step 7:Realigning

Students and Staff

a. List all Positions

Position	FTE	Number of Staff
3 K Teachers	3	3
3 1st Grade	3	3
3 2nd Grade	3	3
3 3rd Grade	3	3
3 4th Grade	3	3
3 5th Grade	3	3
5 .5 Special Ed	5.5	6
1 ELL	1.0	2
2 Reading	2.0	2
1 Speech	1.0	2
.25 OT	.25	1
.10 PT	.25	1
1 BRS	1.0	1

Alignment for Future Co-Plan to Co-Serve to Co-Learn Structures

- List all staff in the school (e.g., general and special educators, title staff, reading and math interventionists, ESL., at risk, speech and language, advance learners support, etc.
- List all grade levels in your school
- List number of students in each grade level
- List number of students by disabilities, ELL, receiving Tier 2 and Tier 3 interventions.
- Align staff (state FTE) to function as Co-Plan and Co-Serve Teams (C3) based on the needs of students and staff.
- List related service staff and FTE.
- Confirm appropriate certification.



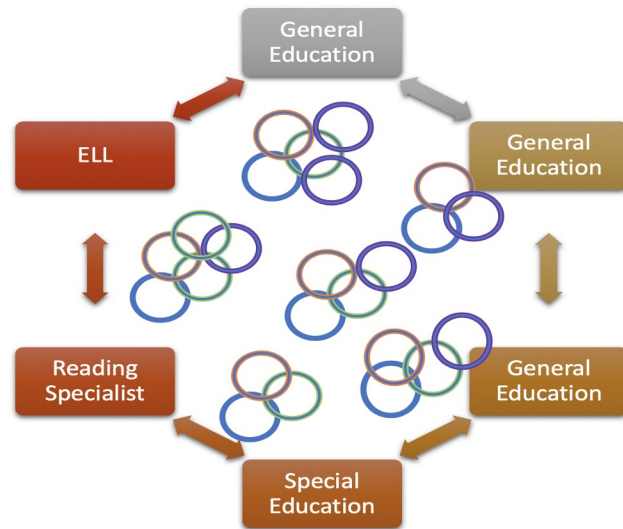
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b. Grade/Unit/ Academy	c. Number of Stu- dents	d. Number of Students with Disabilities	d. Number of Students Labeled ELL	d. Number of Students Re- ceiving Tier2 & 3	e. Align Staff and FTE	e. Related Services and FTE	f. Certification
5K	84	9	3	7	1 Special Educator	.25 Speech BRS	EC
1st Grade (2 Teachers with Special Ed cert)	87	12	5	4	.5 Special Educator .5 Reading .25 ELL	.25 Speech PT	Cross Cat K-8 Reading Li
2nd Grade	86	14	3	3/1	1 Special Educator	.25 Speech OT	K-8 LD
3rd Grade	91	12/1	7	5/1	.5 Special Educator .5 Reading 1 Para .5 ELL	.25 Speech	K-8 Cross Cat Reading Li
4th Grade	89	14	6	8	1 Special Educator .5 Reading .25 ELL	OT/PT	K-8 CD Reading Li
5th Grade	78	13/1	4/1	9	1 Special Educator .5 Reading 1 Para	BRS	K-12 EBD Reading Li

Relative to your Current Structures



How does the creation of C3 Teams look relative to your current structures?

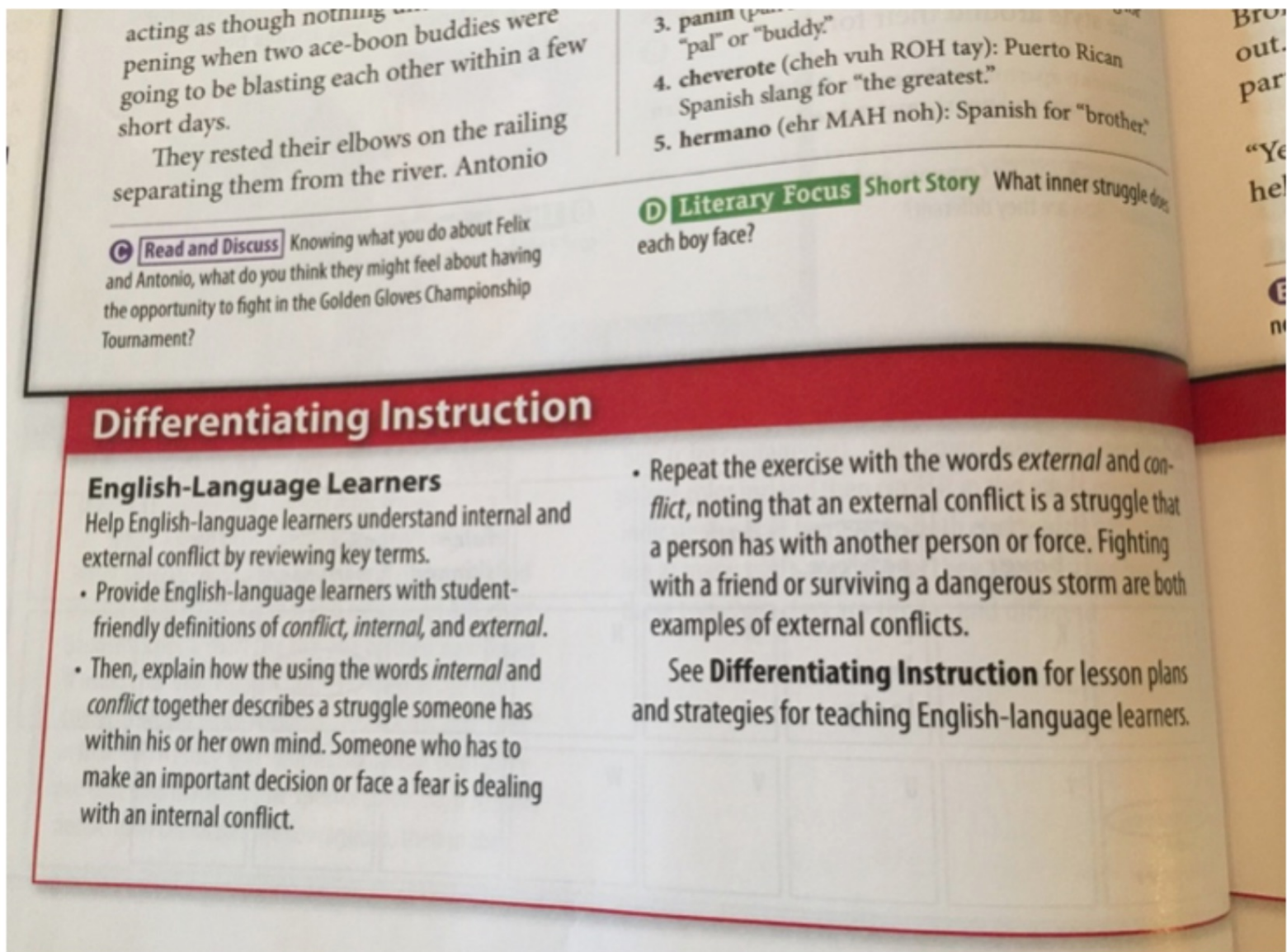


7 minutes

Discuss if you have...



- ❖ Curriculum and books reflecting a diverse normative in pictures, language, and examples
- ❖ Authors of books reflecting a diverse normative
- ❖ Curricular content that reflects a diverse normative



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What our
Teachers'
Manuals Say
about Students
who are
Linguistically
Diverse

Here's what we know – Attention to the Research

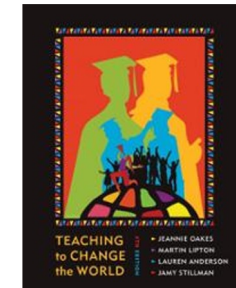


What we know

1. Varied achievement within student groupings positively impacts student achievement.
2. The students who are isolated the most in ability groupings often are the furthest behind.



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At Your Tables Discuss:



Three things that occur during ability grouping?



What Goes Into A C3 Plan



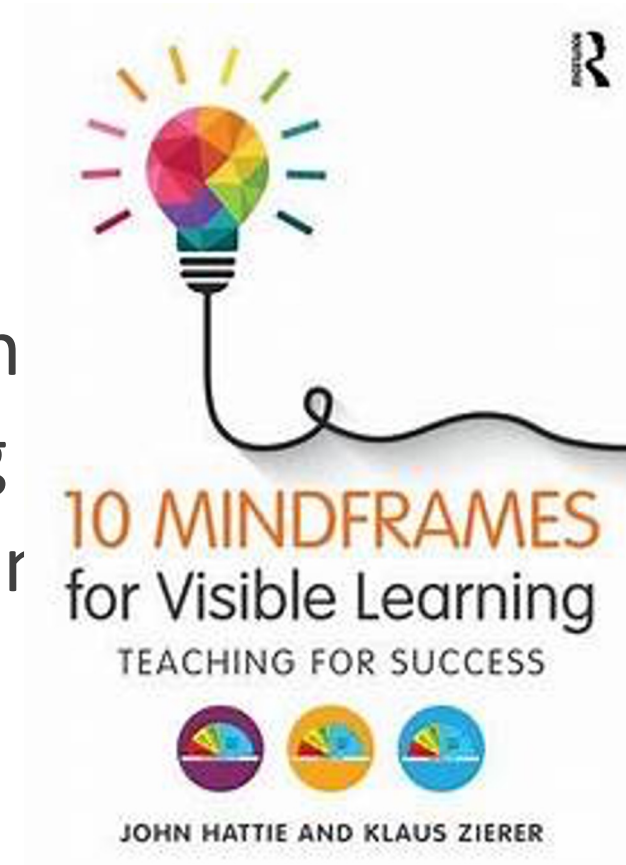
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Specific to Representation:

Using Hattie as an Example

- Greatest Impact on Student Learn
- Least Impact on Student Learning
- Neutral Impact on Student Learnir

Effect Size .40



Hattie's Strategies	ES	Hattie's Strategies	ES
Problem solving teaching	.68	Positive peer influences	.53
Tracking/streaming or grouping by ability	.12	Technology and distant education	.01
Classroom discussion	.82	Summarization	.79
Performance goals	-.01	Co or team-Teaching	.19
Collective teacher efficacy	1.57	Concentration, persistence, engagement	.56
Boredom	-.49	Individualized instruction	.23
Setting standards for self judgement	.62	Underlining and highlighting	.50
Mindfulness	.29	Reciprocal teaching	.74
Integrated with prior knowledge	.93	Ability grouping for advanced learners	.30
Homework	.29	Concept mapping	.64
Transfer strategies	.86	Teaching communication skills	.43
Competitive vs. Individualistic learning	.24	Self-reporting grades	1.33
Cooperative learning	.40	1:1 laptop	.16
Cognitive task analysis	1.29	Principals/school leaders	.32
Teaching test taking/coaching	.30	Feedback	.70

Integrated Comprehensive Systems for Equity – Four Cornerstones



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Integrated Comprehensive Systems for Equity - Four Cornerstones

Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization
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Cornerstone 4 - Leverage Policy and Funding

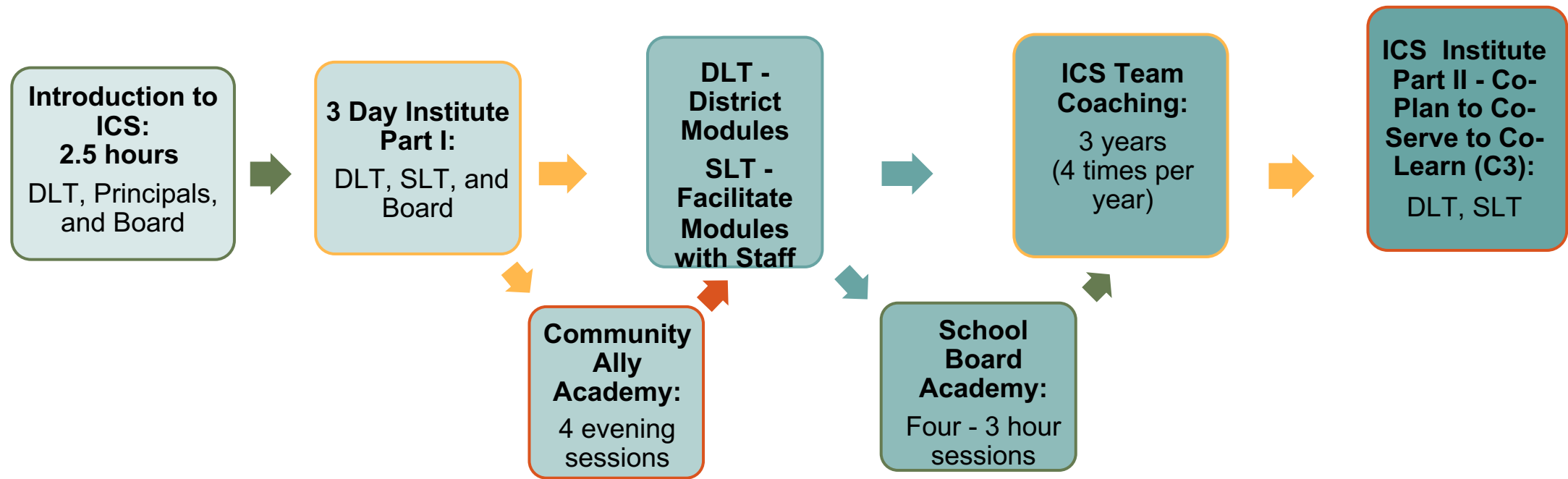
Step 10: Align Human Resource Systems
Step 11: Leverage Funding
Step 12: Cross-Check Policy and Procedures
Step 13: Create Multi-Year Equity Action Plans

Cornerstone 3 - Transform Teaching and Learning

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

Engage &
Develop
Community

ICS Equity Implementation Process – Implementation Science



Additional Professional Development as Needed (e.g., students with significant disabilities, students with challenging behaviors, new staff orientation, etc.)

A Message About COVID-19

Eliminate Inequities for All

ICS Equity helps you move beyond piecemeal approaches to equity and achieve equity systems change.

[GET IN TOUCH](#)



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2022 Annual National Integrated Comprehensive Systems for Equity Virtual Institute Part I: Advancing Equity For All

WHEN:

3-Day Virtual Institute from
July 26 – 28, 2022,
virtually from
8 a.m. – 3 p.m. CDT each
day.

WHAT:

Each School/District Leadership Team
(of 8-10 people per team) will:

- strengthen your understanding and implementation of the framework and process of Integrated Comprehensive Systems for Equity;
- engage in plentiful team time throughout the event to engage in a deep equity analysis of your setting;
- complete an Equity Action Plan for your school, district, region, or state to advance equity systems change for all.

HOW TO REGISTER:

Visit <https://www.icsequity.org>
to register and for information.

Scan this QR code with your phone
to go directly to [icsequity.org](https://www.icsequity.org).

