

WASHINGTON, DC



2023 ANNUAL CONFERENCE

DEC. 3-6, 2023



Dr. George Perry



Tiffany Shockley Jackson



Dr. Marion Wilson



Leading Districtwide Change to Advance and Sustain Equity



OUTCOMES

Participants will be able to:

- Identify the elements of, and a process to create, an actionable district-wide equity agenda
- Analyze the components and uses of equity visits as a professional learning data collection tool
- Examine the technical and relational conditions necessary for central offices and schools to work together to foster professional learning that advances and sustains equity





WHO IS IN THE ROOM?

Please introduce yourselves to your table mates and share one thing you hope to take away from today's session





ABOUT US

- **Dr. George Perry**, Consultant and author of bestselling book *Equity Warriors: Creating Schools That Students Deserve* (Corwin, 2022)
- **Dr. Marion Wilson**, Superintendent, New York City
- **Tiffany Shockley Jackson**, 6th & 8th grade English/Language Arts Teacher, and Department Chair, San Diego Unified School District



<https://tinyurl.com/bbrndky5>





STAGES OF CREATING AN EQUITY AGENDA

Board and/or District Leadership

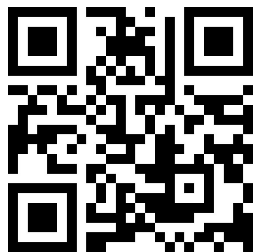
A clear vision of what equity means to our community

A set of strategies to achieve the vision based on readiness and preparedness

Systems in place to monitor and report on progress

Cascade through the Organization

<https://tinyurl.com/36zxnz5s>

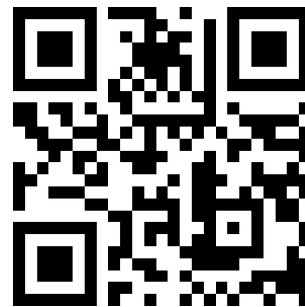




STARTING FROM THE TOP

Board Leadership Example Montgomery County MD - Vision/Mission/Core Values

<https://tinyurl.com/ymp6vae6>





OWNING, ALIGNING AND CASCADING

Superintendent/District Leadership Team Example

San Diego Unified School District

All members of the San Diego Unified community are collectively responsible for the children in our school systems. We believe students, and their families, are at the center of our collective mission in ensuring equity and belonging, to create conditions for students to thrive.

<https://tinyurl.com/47prbfn5>



Cascade to departments – Deputy Superintendents





REFLECTION AND DISCUSSION

Working in groups 15 minutes – discuss the following:

- Does your district have vision/mission statement that is clear and specific about what equity means to your community? (Protocol Questions)
- How is the vision/mission statement known and used internally? (Protocol Questions)





REPORT OUT

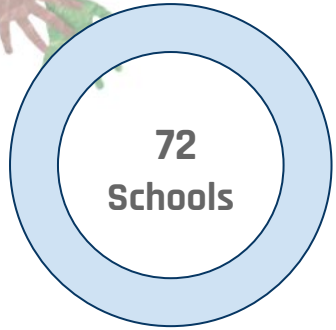
One or two key ideas

One or two questions

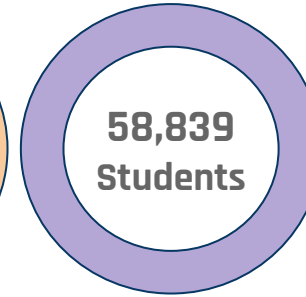
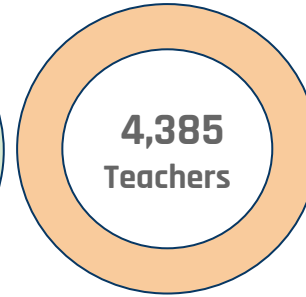
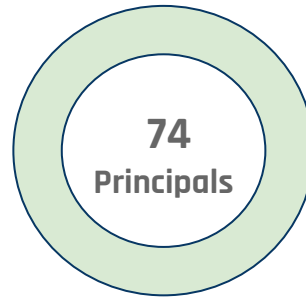




Who? NYC - District 31: Staten Island



- 1 Pre-K Center with 12 locations
- 48 Elementary Schools
- 2 K-8 Schools
- 12 Middle/ Secondary Schools
- 9 High Schools



- .48% American Indian/ Alaskan Native
- 15.73% Asian
- 12% Black
- 29.48% Hispanic
- 1.81% Multiple
- .36% Unknown
- 40.14% White

*District 31 is a district that is grounded in the belief that our students **CAN** learn and grow. Our staff **DESIRE** the best for **ALL** students. As a district we engage in meaningful partnership with parents, students and **ALL** stakeholders to promote **VOICE, Equity, Accountability** and **Trust** to make our district a stellar exemplar of New York City public Education that strives to provide every child with a personalized learning experience.*

- 23.5% Students with Disabilities
- 7.4% English Language Learners
- 2.89% Students in Temporary Housing
- 57.8% 21-22 Poverty
- 53.5% Economic Need





District 31's Vision & Mission Statements

Our collective District 31 VISION of equity is to empower every student's voice to cultivate their brilliance & intellectualism, so that they think critically about the world around them, problem solve tomorrow's future, feel included in the community, value differing perspectives, advocate for themselves - to discover their inner champion, so they are successful post-secondary. (VOICE - Vision of Inclusivity & Collective Efficacy)



Guided by our beliefs:
Our students CAN learn and grow
Staff DESIRE the best for ALL D31 students
Equity-in-action
Student SHOULD have voice and choice
Parents are OUR partners



The MISSION of all District 31 schools (Staten Island) is to deliver rigorous, student-centered, culturally relevant, and high-quality instruction to all students regardless of ability, gender, race, zip code, culture, & identity, so that students can aim towards achieving content proficiency and mastery to reach their personal highest potential - socially, cognitively, and personally.

Dr. M. Wilson, Superintendent, 2021





District 31's - Working Definition of Equity

Year One

"People's beliefs about race informed by areas outlined above shape what they do and do not do in practice. Although race is a central construct used to examine educational outcomes, policies, and practices, the depth and breadth of its applications are limited in public and academic discourse. For instance, people often talk about an 'achievement gap' and disparities between white and black/brown students. However, race is not treated in any substantive way beyond reporting the data outcomes."

-Richard Milner (2010)





Culturally Responsive Sustaining Education (CRSE + EQUITY)

Year Two

Diversity in Hiring

Consideration for more diverse applicants inside and outside of the district in order to provide students/staff with multiple perspectives and afford them opportunities to learn and grow from others - culturally and socially.

Partnership with Teacher Recruitment & Quality (TRQ) to assess candidates' who traditionally do not apply to work in D3I

Intentionality of hiring more diverse school leaders to benefit all students

Equity-in-action

A closer look at **curriculum materials** for a shared and inclusive curriculum with access for all students (Dr. Gholdy's work)

Closely analyzing **disproportionality data** to examine longitudinal data to disrupt patterns of inequity while fostering and adapting a more restorative approach stance to academic/safety/discipline - *target group Black/Hispanic students especially boys and students with disabilities*

Students have a seat at the table
(**student voice**) BSAC, MSKSI, and MBK

Being deliberate/responsive to students' behavior and academic needs -
(**Mindfulness/SEL/MTSS**)



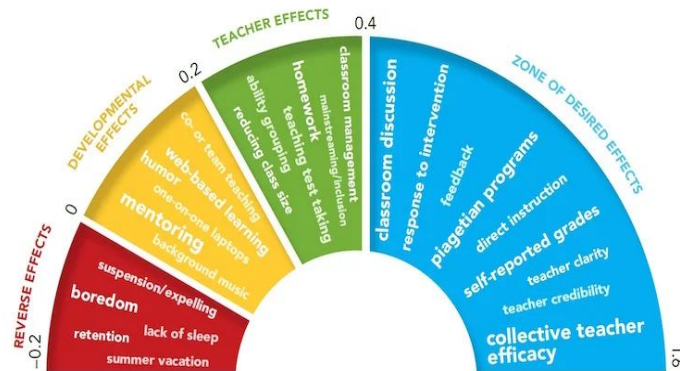
Connecting the dots between Richard and John

(Dr. Richard Elmore and Dr. John Hattie)

Using the instructional core as a lens for equity visits Year 3

Elmore says there are only three ways to improve student learning *at scale* — in other words, more than just one or two classrooms:

1. Increase the teacher's instructional knowledge and skill (capacity)
2. Increase the level of complexity of the content students must learn
3. Change the role of the student in the instructional process

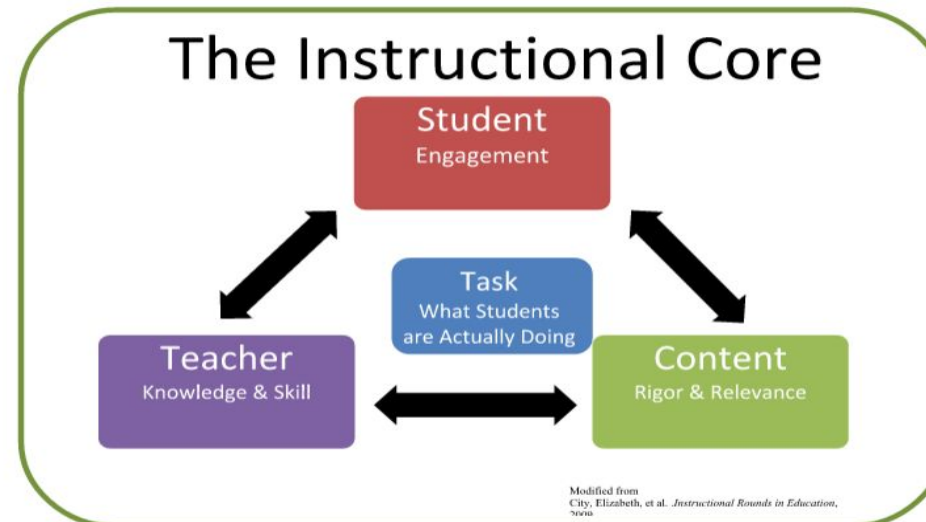


Practices That Yield Desired Effects			
Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

Practices That Yield Typical Teacher Effects			
Classroom management	.35	Homework	.29
Ability grouping (gifted students)	.30	Mainstreaming/inclusion	.27
Teaching test taking and coaching	.30	Reducing class size	.21

Practices That Yield Developmental Effects			
Co- or team teaching	.19	Mentoring	.12
Web-based learning	.18	Background music	.10
One-on-one laptops	.16	Humor	.04

Practices That Yield Reverse Effects			
Summer vacation effect	-.02	Retention (holding students back)	-.32
Lack of sleep	-.05	Moving between schools	-.34
Suspension/expelling students	-.20	Boredom	-.49



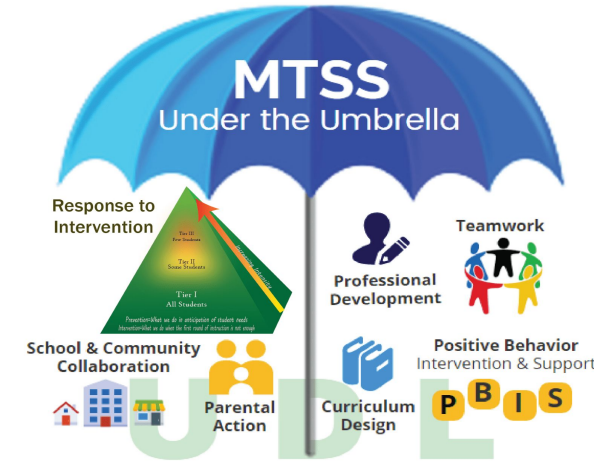
What is the evidence of MTSS implementation in practice in our K-12 classes?

Taking An Ecological Approach to Data

Evaluating the “full picture” of a child (physically, emotionally, academically, and socially) is essential when conducting assessments and looking at assessment data. MTSS relies on an ecological approach, in which it is important to keep in mind not only the academic aspects of a child’s education, but also the home and community life in which they live and their identities, histories, and experiences. To take an ecological approach means that whenever data is viewed on the academic performance of a student, teacher teams look at a student’s “whole picture” to consider the varying and complex influences that can interact to contribute a student’s academic skills, behaviors, and social-emotional well-being (Bronfenbrenner, 1995).

Instructional look fors:

- Teacher clarity
- Learning intentions and success criteria
- Feedback (teacher/student and student/student)
- Classroom discussion - student voice and ownership
- Exemplars and graphic organizers
- Standards-aligned lessons
- Response to intervention - MTSS - tiered supports





EQUITY VISITS AS A DATA COLLECTION AND PROFESSIONAL LEARNING TOOL



Through consensus building and meaning making coming to a collective agreement on the District 31 focus on MTSS and CRSE.

Including various stakeholders to participate in equity visits

North Shore Schools Consortium - targeting our 24 chronically lowest performing schools in the district through intensive progress monitoring and data analysis within a circle of support (COS)

Key learnings and takeaways

- Depth vs breadth in our equity approach
- Being intentional about our focus and expectations around MTSS
- Clearly defining expectations about tier one core instruction and focusing on tier 2 and 3 intervention and supports
- The work is ongoing and we have to do the work in between coaching sessions

<https://tinyurl.com/5enwy8jf>

<https://tinyurl.com/4nfws4h8>





REFLECTION AND DISCUSSION

Working in groups 15 minutes – discuss the following:

- What are the ways that your district and schools use walkthroughs, instructional rounds and/or equity visits to go beyond quantitative data and disproportionality?
- What processes have you used to bring student experiences into the equity discussion?
- What are the strengths and challenges of using equity visits as professional learning for district leaders?





REPORT OUT

One or two key ideas

One or two questions





MASTER SCHEDULE AND PROFESSIONAL LEARNING AS TOOLS TO ADVANCE EQUITY

- One of the under-utilized tools/missed opportunities available to district and school leaders is the school's master schedule.
- Master schedule says a lot about the school's equity agenda and its approach to professional learning.
- Master schedule is the lived reality, and along with the budget, that demonstrates the school's priorities.
- Advancing equity through aligning master schedule requires adaptive (beliefs/values) and technical (expert knowledge) changes that require professional learning – district and school leaders working together, school/teacher/staff/families working together.

<https://tinyurl.com/yujmrcb3>





WHAT KINDS OF TOOLS MIGHT YOU LOOK FOR AT SCHOOL SITES?

- Look for common tools – tools people have had access to for years, yet may not be using in new ways – that may need reframing or redefining.
- Look for tools that can be data rich and data helpful, that you can use to push an equity agenda.
- Look for tools that you can change or that you have some control over.
- Look for tools that will allow you to communicate with many different roles/interest groups at school sites and the central office.





“The Master Schedule: A Culture Indicator” - The National Association of Secondary School Principals

“In adult-focused schools, the master schedule reflects the wants of the staff. There are few or no interventions. All students are expected to complete courses in the same time frames. There are no double blocked classes or flexible time frames for students to complete courses. The best, most experienced teachers are teaching the top students, and the top students are in the smallest classes.”





“The Master Schedule: A Culture Indicator” - The National Association of Secondary School Principals

“In student or learning focused schools, the master schedule reflects the needs of students. There are multiple, tiered interventions. Accommodations are built into the schedule for students who need math everyday or who need three semesters to complete a specific science course. The best teachers are teaching the neediest students. Teachers of higher level courses also teach standard level courses, Finally, the neediest students are in the smallest classes.”

“The Master Schedule: A Culture Indicator,”– NASSP– National Association of Secondary School Principals





SOME CONSIDERATIONS FOR THIS TOOL

- There always seems to be some “mystery” around the master schedule, so prepare ways to share and talk about the master schedule as a tool.
- This tool is perpetual & cyclical – it is not going away.
- Provides a “snapshot” of the school.
- Tool as a foundation for communicating with parent groups, central office resources, and school site colleagues to justify decisions made for the school.





WHAT THIS TOOL SHOULD AND SHOULD NOT BE

- This tool should not be “fixed” or an “assignment”.
- This tool should be dynamic and used at multiple points in the year.
- This tool should change – adjust and add questions – adjust the format to meet your needs.
- This tool works best with a reflective stance as it will expose beliefs, attitudes, values, and priorities.





REFLECTION AND DISCUSSION

Working in groups 15 minutes – discuss the following:

- What are the adaptive and technical challenges you have faced in creating awareness about using the master schedule as an equity tool?
- How have you/would you approach/structure professional learning to address the adaptive and technical challenges?





REPORT OUT

One or two key ideas

One or two questions





BRIDGE TO PRACTICE

What is the one actionable step you can take to advance your equity agenda?





STAY IN TOUCH

- George Perry – gperry@perryandassociatesinc.com and www.equity-warriors.com
- Marion Wilson – DeePENNconsulting@gmail.com
- Tiffiny Shockley Jackson – tiffinyjackson@mac.com





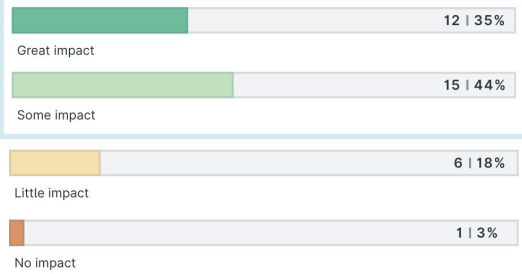
FINAL WORDS

- Identify the elements of, and a process to create, an actionable district-wide equity agenda
- Analyze the components and uses of equity visits as a professional learning data collection tool
- Examine the technical and adaptive conditions necessary for central offices and schools to work together to foster professional learning that advances and sustains equity



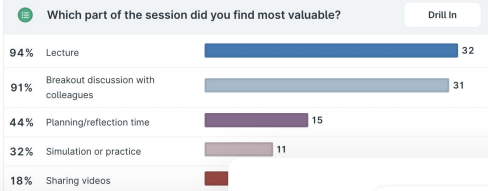


79% of attendees believe the knowledge and skills gained in your session will have a GREAT IMPACT or SOME IMPACT on their work.



TOTAL 34

Learning Structures



Session Feedback

See Rubric

Group by Job Category

Group by Job Category

Show Me

Content Alignment, Content Engagement

The facilitator(s) aligned the content and concepts in this session to the Standards for Professional Learning.

Content Engagement

This session had an appropriate balance of research, theory, and practical application in the areas we covered.

This learning experience was highly engaging and/or thought provoking

The session included clear instructions and guidelines for collaboration and participation.

The facilitator(s) aligned the content and concepts in this session to the Standards for Professional Learning.

This session provided a practical resource, tool and/or strategy for implementation.

5 Responses from New Teacher Induction Coordinator

Average score is 3.200, rounded to 3.2 in heatmap

Rating	Rubric	Responses
3.25 - 4	Substantially	2/ 40.0%



THANK YOU!

How did we do?

Give feedback at

kickup.co/2023LF

Session ID: 2226

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our  report

