

**All means all:**  
Equity challenges  
and opportunities  
during the  
COVID-19 crisis



Webinar  
May 28, 2020

If you can see the  
slide and hear the  
music, you are all set.

**Welcome! We will begin shortly.**

All attendees are muted upon entry.  
Please use the chat feature for comments  
and the Q&A feature for questions during the webinar.

# Getting started



**Paul Fleming**

Senior Vice  
President

Standards, States, &  
Equity

The screenshot shows the Learning Forward website homepage. At the top right, there are links for "Become a member today!", "Log in", and "Career Center". The main header features the "50 YEARS learningforward THE PROFESSIONAL LEARNING ASSOCIATION" logo and a navigation menu with items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. The main content area has a background image of people in a meeting. A large text block reads: "Educators around the world use Learning Forward's Standards for Professional Learning." Below this is a paragraph: "The Standards outline the conditions for and characteristics of professional learning that leads to improved educator practices and increased student outcomes." Two blue buttons are present: "Our Standards" and "Take Our Standards Assessment Inventory". At the bottom, there is a navigation bar with four categories: "Leadership & Practice" (with a group icon), "Mission" (with a globe icon), "Standards & Impact" (with a line graph icon), and "Advocacy & Policy" (with a building icon). Below this bar are links for "COVID-19 Statement", "Resources", and "Support Community".

# Please introduce yourselves

- Your name
- Where you come from
- Your role in education





# DAILY CARTOON: MONDAY, MARCH 30TH

By Kendra Allen  
*The New Yorker*



*Are you talking about the new normal of an hour ago, or is there a new new normal?*

# Check-in poll\*

- My school/district has effectively structured instructional time to meet the needs of students with varying levels of access to the internet and technology.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)
- My school/district has maintained regular communication with all students and families — particularly the most vulnerable — during school closures.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)
- I have been receiving ongoing professional learning for remote learning related to serving our student populations, including students of color, from low-income backgrounds, with disabilities and English learners.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)

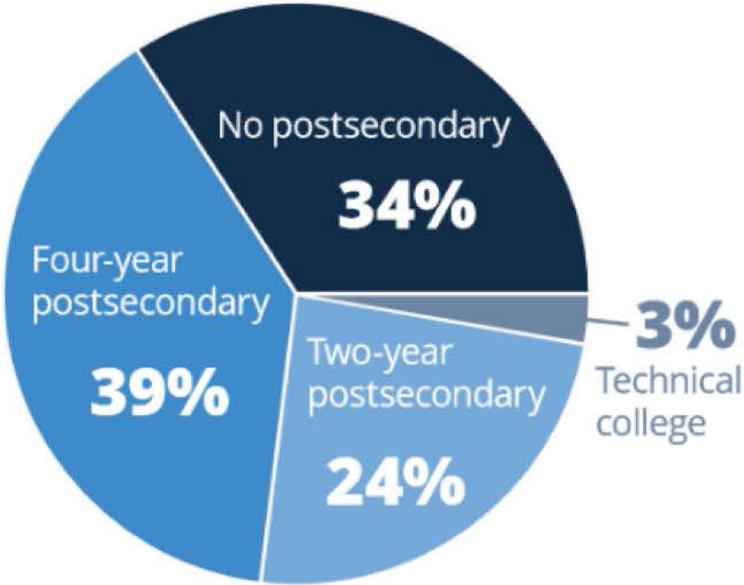
\*Questions modified from: *With Schools Closed and Distance Learning the Norm, How is Your District Meeting the Needs of Its Students?* Education Trust and Digital Promise, 2020.

# Participants will

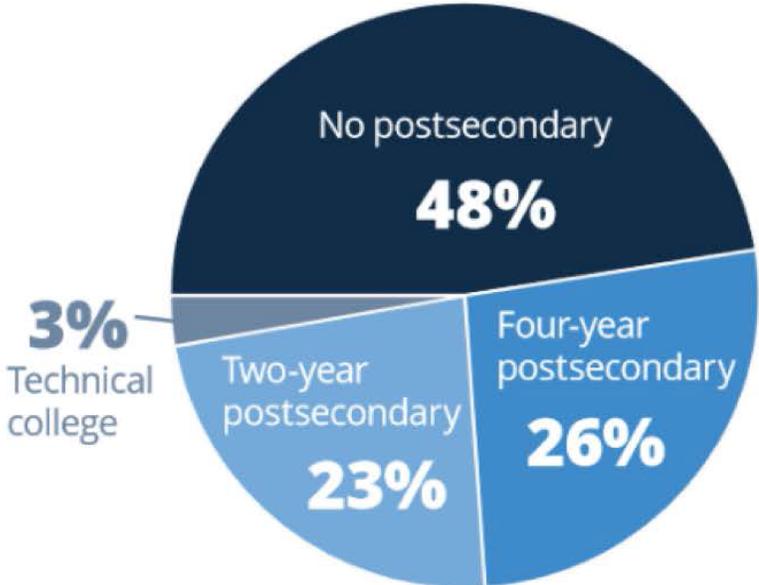
- Better understand the types of challenges facing classroom, school, and district leaders and how leaders are taking advantage of opportunities to address such challenges
- Learn about equity-based strategies and tools for supporting all students in a virtual classroom environment
- Share questions and advice among a community of learners

# 2013–14 high school graduates

ALL GRADUATES



ECONOMICALLY DISADVANTAGED



Students who graduated from high school and entered the workforce earned **an average salary of \$10,880 annually**, far below the poverty line

# What is your equity journey?

- Where might there be an “honesty gap” or a disparity related to equity?
- What do your data tell you about your context?
  - Share your data (classroom, school, district)
  - Be specific to your context
  - Name the misconceptions. Say the thing.
- Where do you want to go?

# Example of an “Equity Shift”

## Equity Commitment

**Decrease  
Chronic  
Absenteeism**

## Common Misconception

At-risk families value school less and therefore do not believe in the importance of regular attendance.

## Equity Mindset

As leaders, we must believe, individually and collectively, that all of our families value the importance of their children’s education and understand they can experience conditions that negatively impact regular attendance.

## The research indicates...

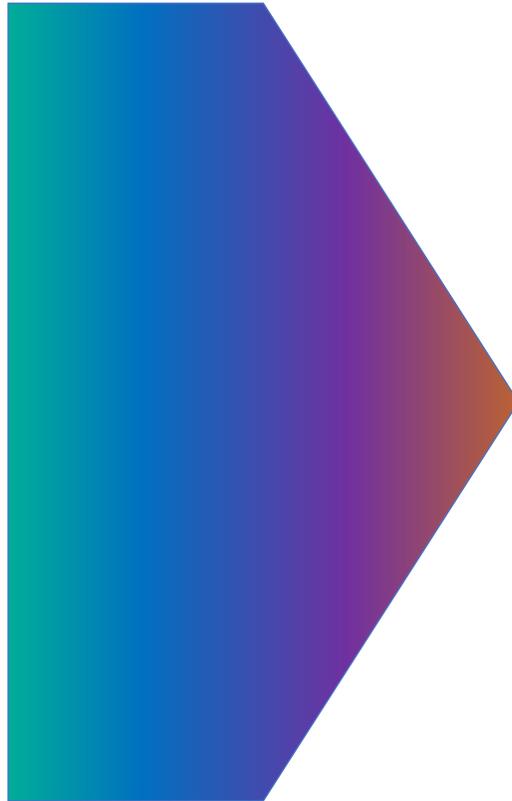
When low income elementary students attend school regularly, they can see outsized literacy gains. They gained 8 percent more growth in kindergarten and 7 percent growth in first grade than their higher income peers.<sup>1</sup>

Attending school more than 90 percent of the time in sixth grade significantly improves the chance for students to graduate high school on time.<sup>2</sup>

# Equity mindset shift to impact students and families

## From:

Students and families adjust to **practices** of school or district.



## To:

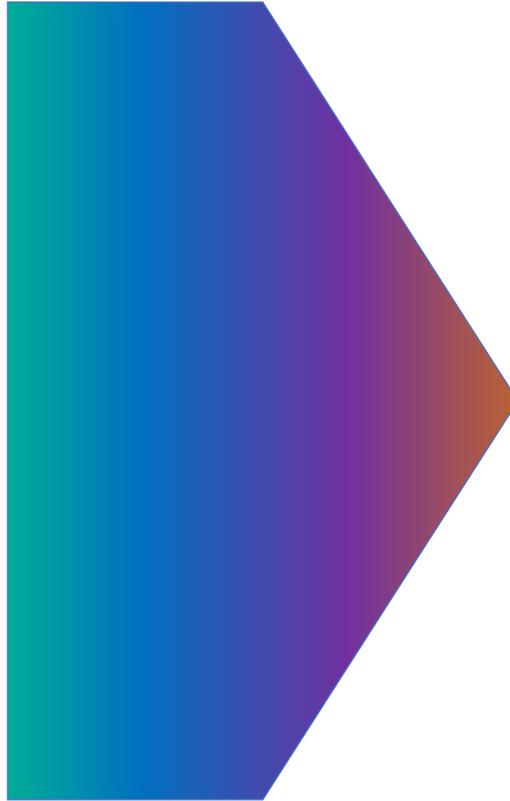
School or district **reshapes practices** to best adjust to students and families.

— *Building Equity: Policies and Practices to Empower All Learners*  
(Smith, Fisher, Pumpian, & Frey, 2017)

# Professional learning mindset shift

## From:

All teachers and leaders receive the same, often stand-alone professional learning to ensure consistency and efficiency.



## To:

Teachers and leaders experience professional learning that is sustainable, intensive, collaborative, job embedded, data driven, and classroom focused.

— *Learning Forward and ESSA Definition of Professional Learning*

# Panel discussion



**Rodney Robinson**

2019 National Teacher  
of the Year

Virgie Binford  
Education Center

Richmond (VA) Public  
Schools



**Tricia McManus**

Assistant Superintendent  
of Professional Learning,  
Leadership, and School  
Transformation

Hillsborough County  
Florida Public Schools



**Ron Walker**

Executive Director  
Coalition of Schools  
Educating Boys of Color  
(COSEBOC)



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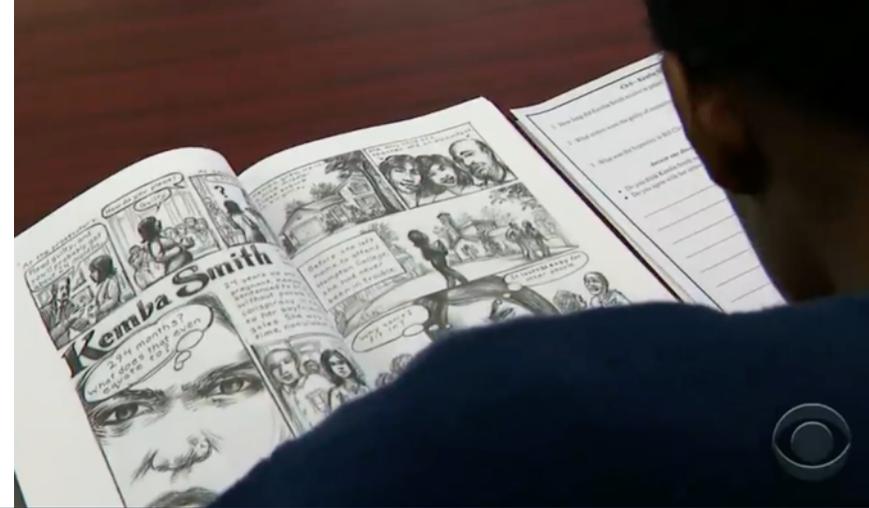
Richmond (VA) Public  
Schools

@RodRobinsonRVA

**RPS** RICHMOND  
PUBLIC SCHOOLS



Virgie Binford Education Center



**TEACHER OF THE YEAR**

RODNEY ROBINSON TEACHES HISTORY AT VIRGIE BINFORD EDUCATION CENTER IN RICHMOND

# 3 Strategies to Promote Equity



ACKNOWLEDGE YOUR  
BLIND SPOTS



BE CULTURALLY  
RESPONSIVE



BE AN ACCOMPLICE,  
NOT AN ALLY

# What frames the way you view the world?

**Religious Beliefs**

**Ideologies**

**Race**

**Abilities/Disabilities**

**Political Beliefs**

**Gender/Gender Identity**

**Personal Experiences**

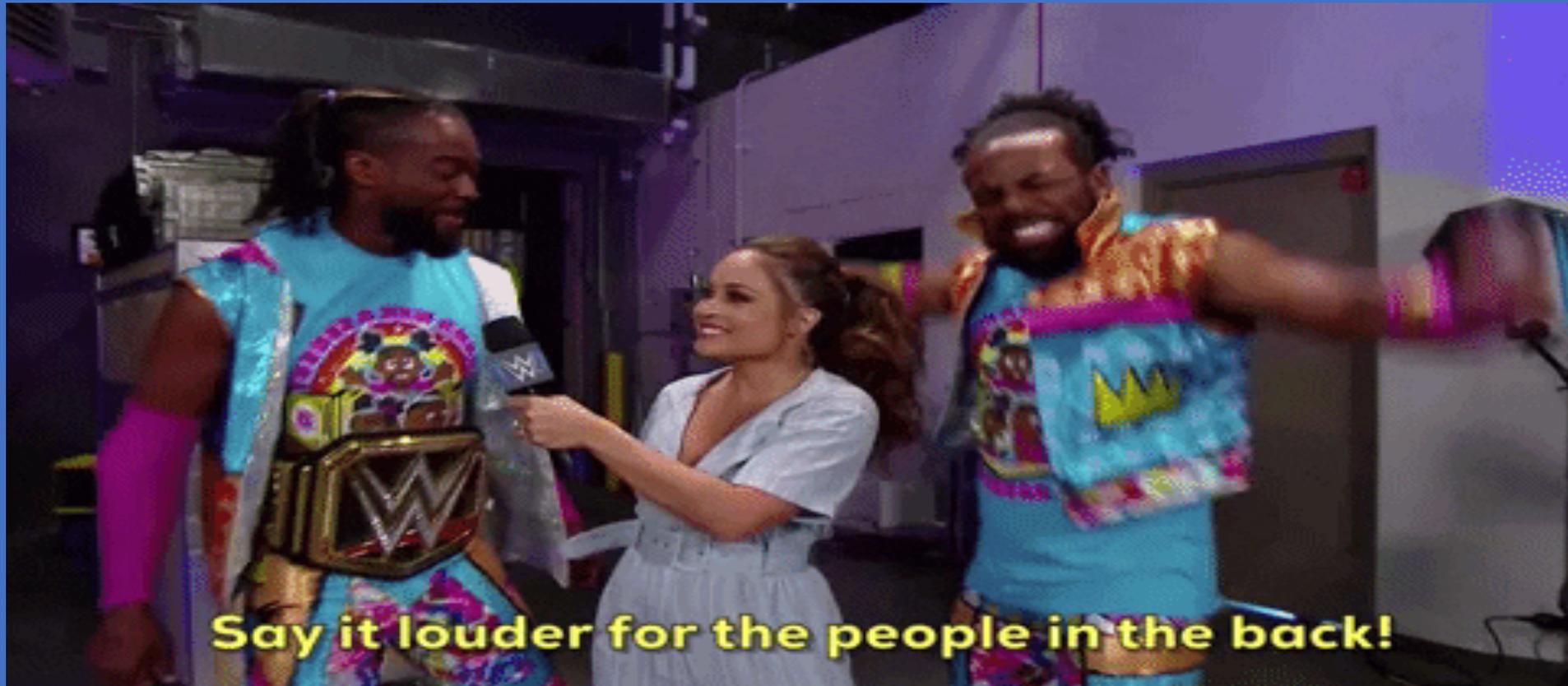
**Race**

**Ethnicity**

**Age**



Being Culturally Responsive is not teaching based on stereotypes and race but on building relationships and getting to know your students and their likes, interests, background, history and cultural norms



# The invisible tax on teachers of color

## Teachers of Color Pay an 'Invisible Tax' That Leads to Burnout, Ed. Sec. Writes

By [Madeline Will](#) on May 18, 2016 4:00 PM

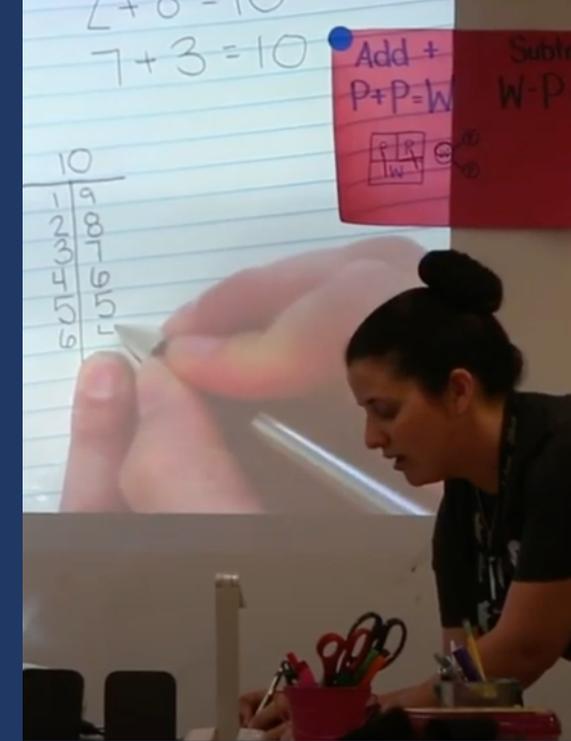




## Tricia McManus

Assistant Superintendent  
of Professional Learning,  
Leadership, and School  
Transformation

Hillsborough County  
Florida Public Schools  
@TriciaTMcManus



# Strategies to Promote Equity in HCPS and WS/FCS

- Access to individual hot spots provided to families without Wi-fi and stationed in communities with limited access
- Laptops and learning packets distributed to students
- Student Services staff used to knock on doors and deliver messages and materials to students not reached or engaged
- Weekly attendance monitored and outreach provided based on data
- Instructional coaches and other released roles providing 1:1 virtual tutorials for students
- Schools are feeding sites for families
- Clear messaging for reaching all students from Superintendent

# Supporting Teachers and Leaders

- Weekly live virtual webinars hosted for teachers, leaders, and support staff on topics to support virtual learning  
*\*\*\*All sessions were held in Zoom and were interactive.\*\*\**
- All webinars taped and moved to Moodle for replay
- Previously established teacher and leader courses transitioned to a virtual platform (i.e. [Beyond Teaching](#)) for continued learning throughout the summer
- Weekly touch points with school principals
- Weekly PLC and planning sessions for teacher teams

# Examples of Professional Development Content Offered

Leading for Equity During Remote Learning

Strategies for Making Thinking Visible in the E-Classroom

Incorporating SEL Strategies Online

Amplifying Student Voice with Flipgrid

Providing Differentiated Feedback to Students During eLearning

Planning and Delivering Effective Virtual Meetings with Your Faculty

Examples from the Field that Show a Culture of Care and Collaboration

Finding the Right Balance of Support and Accountability

Making Sure ALL Students are Getting the Instruction They Need While Learning Remotely



**Ron Walker**

Executive Director

Coalition of Schools  
Educating Boys of Color  
(COSEBOC)

@1965Nupe



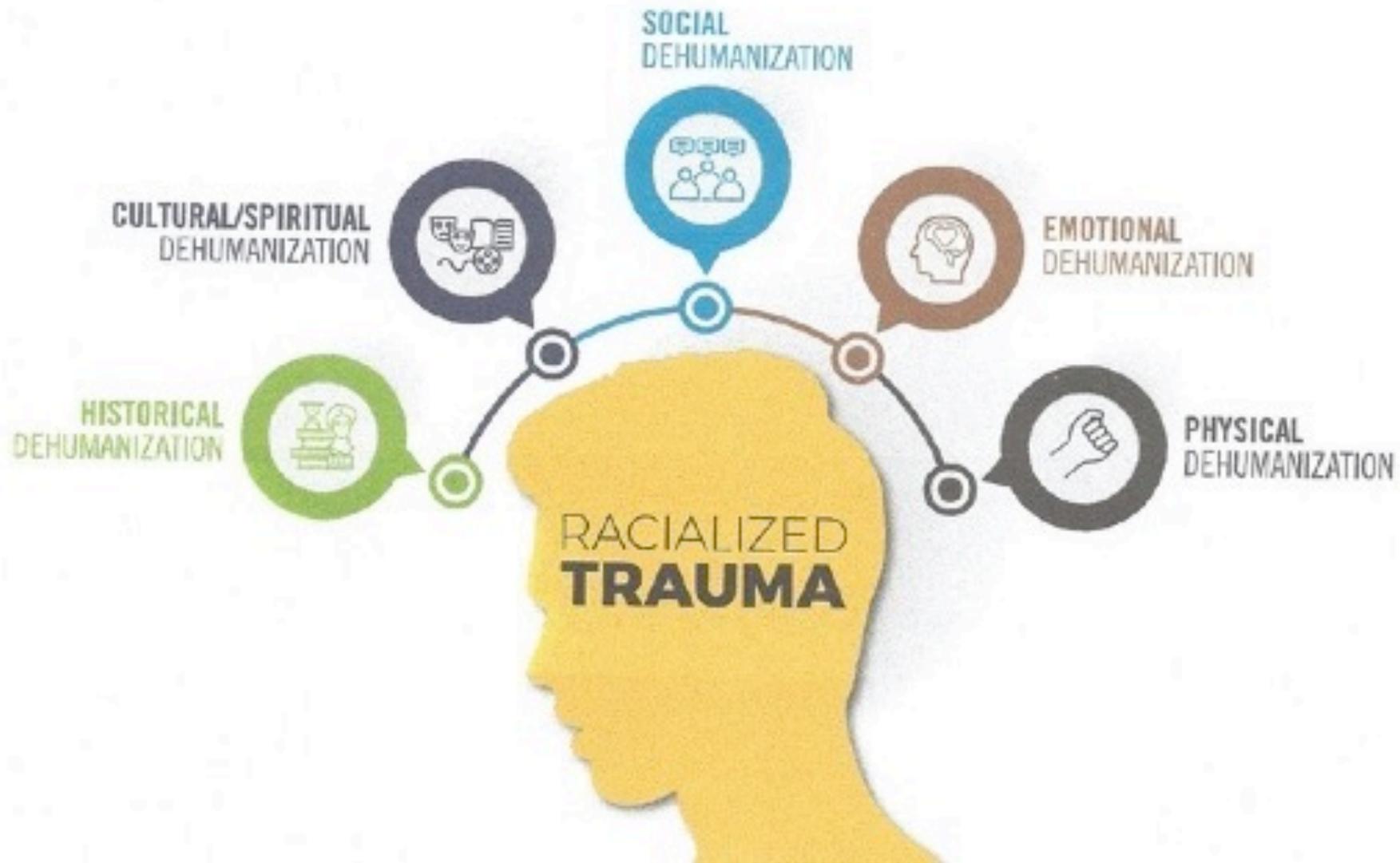
COALITION OF SCHOOLS EDUCATING BOYS OF COLOR



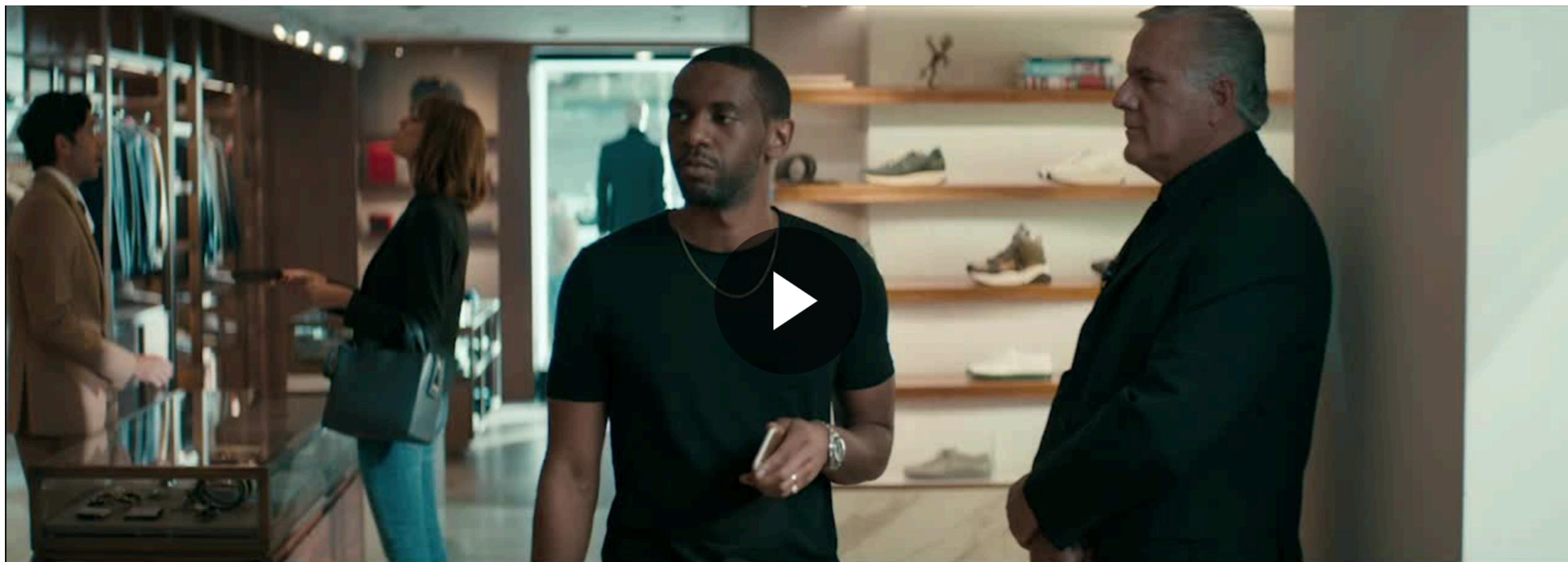
# How do we see boys of color?



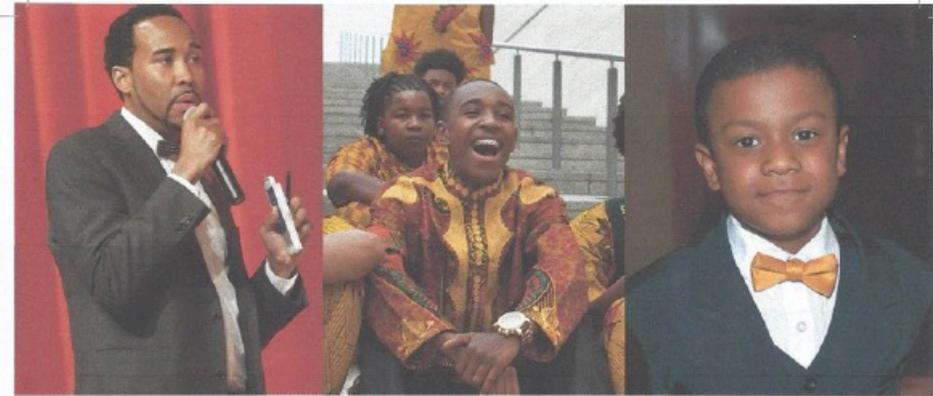
# Dehumanization



# “The Look”



<https://us.pg.com/talkaboutbias/>



**STANDARDS**  
**THE UNCOMMON CORE**  
FOR SCHOOLS EDUCATING BOYS OF COLOR  
4<sup>TH</sup> EDITION



# Discussions and Questions



# Mark your calendars

Thursday June 4 3 pm ET	Thursday June 11 3 pm ET	Thursday June 18 3 pm ET	Thursday June 25 3 pm ET
<b>Learning from coaches:</b> End strong, begin stronger!	<b>Minimizing the COVID slide:</b> Extending summer learning	<b>Preparing for next year:</b> Building educator readiness, flexibility, and strength	<b>The year ahead:</b> Crafting an instructional plan

- What online professional learning support or resources are most helpful to you right now?
- During this period of school closures or transition to online learning, what has your district or school done to help you as an educator?

# Special offer for today's webinar attendees

- Get 15 months of membership for the price of 12 if you join or renew by May 31, 2020

- Use coupon code **ACCESS**

The screenshot shows the Learning Forward website with the following elements:

- Header:** "English Learners / EL Staff" and "Membership - Learning Forward". Navigation links include "Become a member today!", "Log In", and "Career Center".
- Logo:** "50 YEARS learningforward THE PROFESSIONAL LEARNING ASSOCIATION".
- Menu:** ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, Q.
- Main Section: Learning Forward Membership**
  - Build capacity for yourself and your teams.** Learning Forward is the only professional association devoted exclusively to supporting those who work in educator professional development. Members stay up to date on the latest knowledge and trends with our cutting edge publications, exclusive learning opportunities and discounts, and expanded learning networks.
  - Why join?**
    - ✓ Access hundreds of professional learning resources
    - ✓ Network with prominent learning experts
    - ✓ Receive help with addressing the biggest problems of practice
  - Get started.** [Become a member](#)
- Membership Options:**
  - District Membership:** Starts at \$1,600 per year. Includes *The Learning Professional* journal - print copy (Value: \$89) and digital copies for...
  - Comprehensive Membership:** \$159 per year (BEST VALUE). Includes *The Learning Professional* journal - print copy (Value: \$89) and digital copy.
- Journal Cover:** "THE LEARNING PROFESSIONAL THE LEARNING FORWARD JOURNAL". Title: "WHAT NOW?". Topics: "LEARNING TOGETHER WHEN YOU'RE APART", "COACHING TODAY, TOMORROW, AND POST-COVID", "BUILD TEACHERS' RESILIENCE TO BOUNCE BACK AFTER CRISIS", "3 STRATEGIES TO PLAN FOR AN UNCERTAIN FUTURE".
- Footer:** "June 2020, Vol. 41, No. 3" and Learning Forward logo.

Thank you!

