

Living Equity in Your Work

Webinar
November 3, 2022

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 questions during the webinar.


learningforward
THE PROFESSIONAL LEARNING ASSOCIATION



Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Thank you for joining us



Frederick Brown

Moderator

President/CEO

Learning Forward



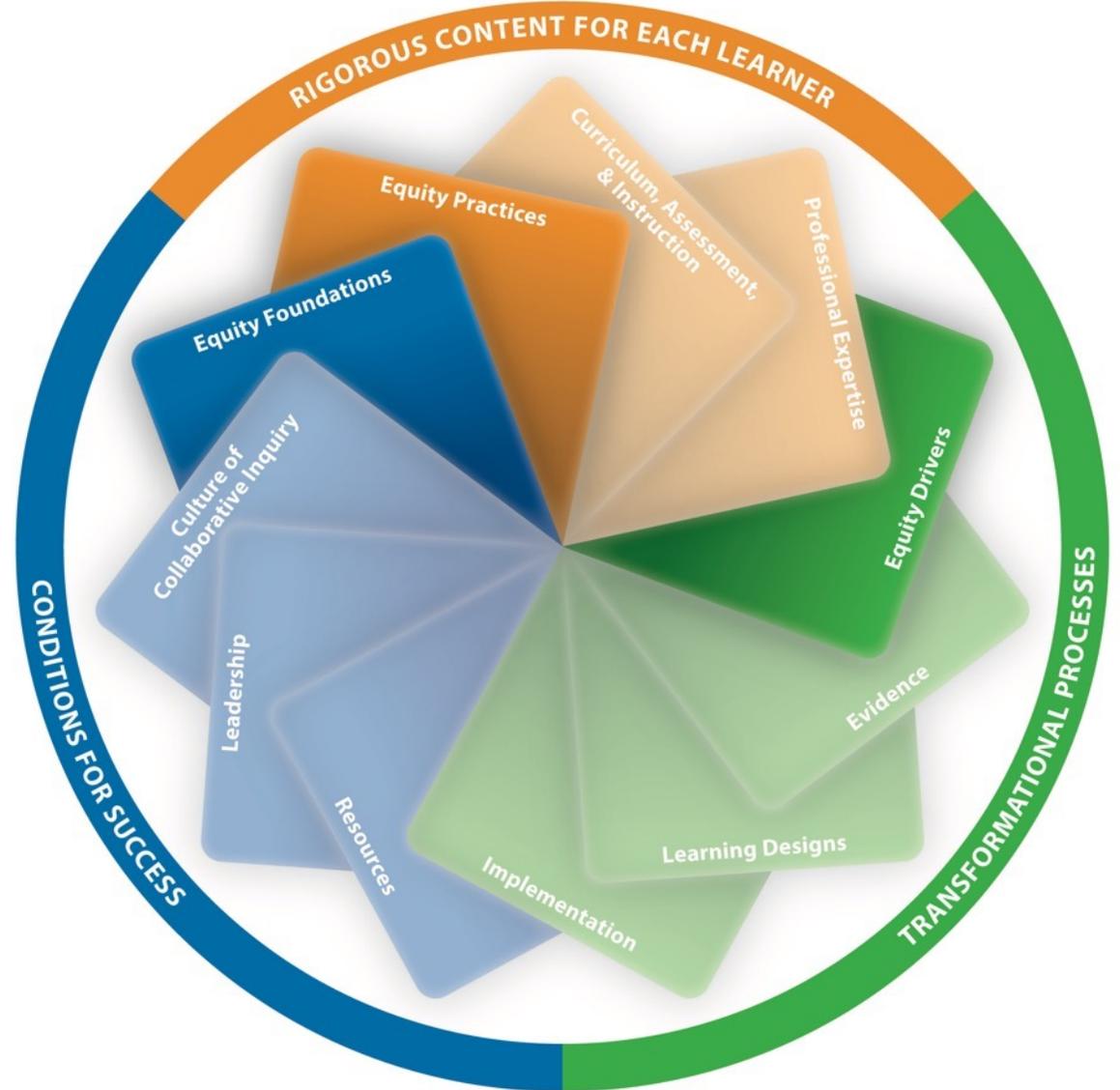
Equity is foundational to high expectations for all

- Learning Forward defines **equity as the outcome of educator practices that respect and nurture all aspects of student identity** rather than treat them as barriers to learning. Professional learning is a critical lever to achieve equity.
- Effective professional learning removes inequities in students' access to meaningful learning, ensuring a pathway to success for each student. When all educators engage in high-quality professional learning, **all students experience equity and excellence in teaching and learning.**

[From Learning Forward Equity Position Statement](#)

Standards for Professional Learning

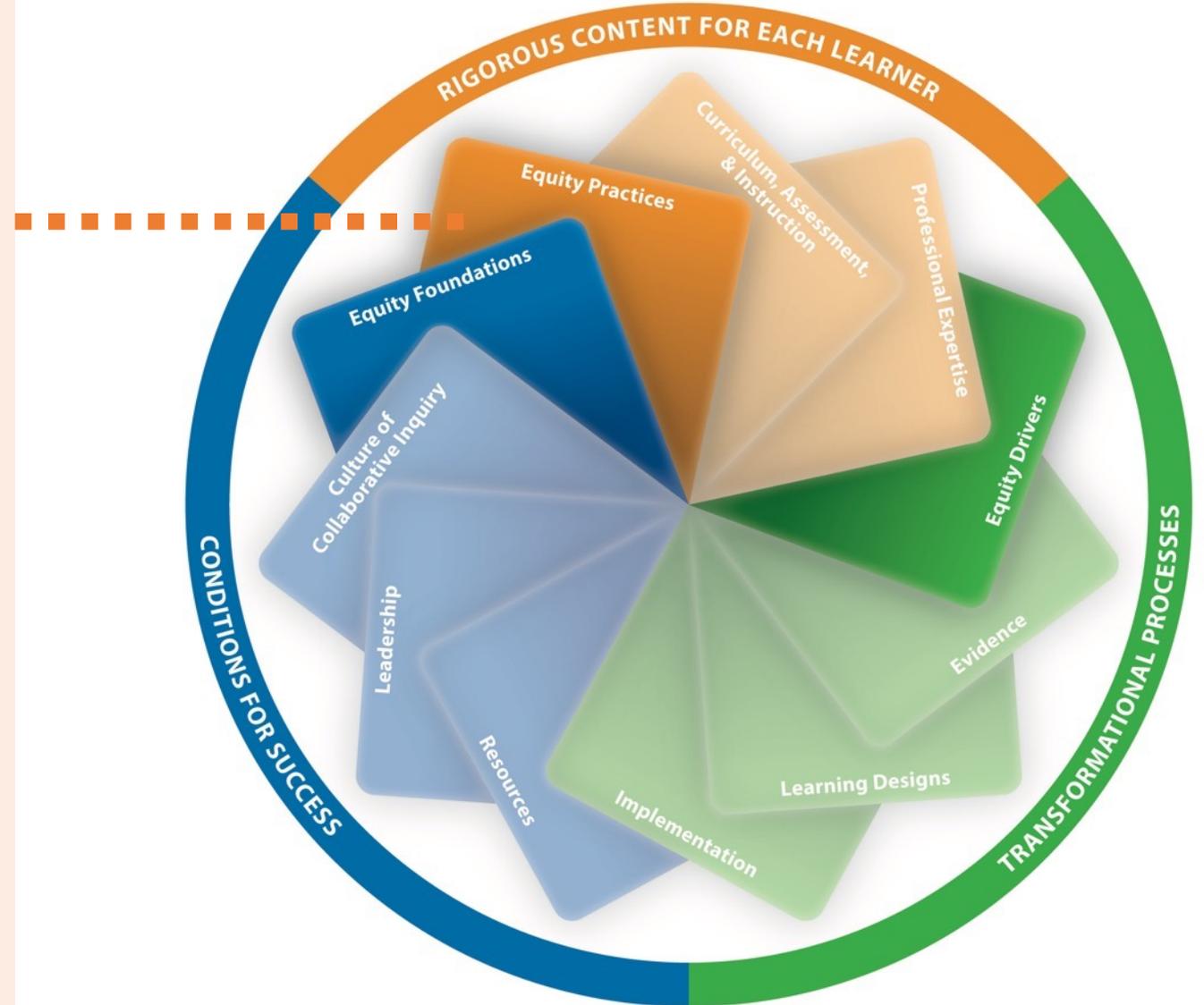
The Equity Standards



New equity standards

Equity Practices

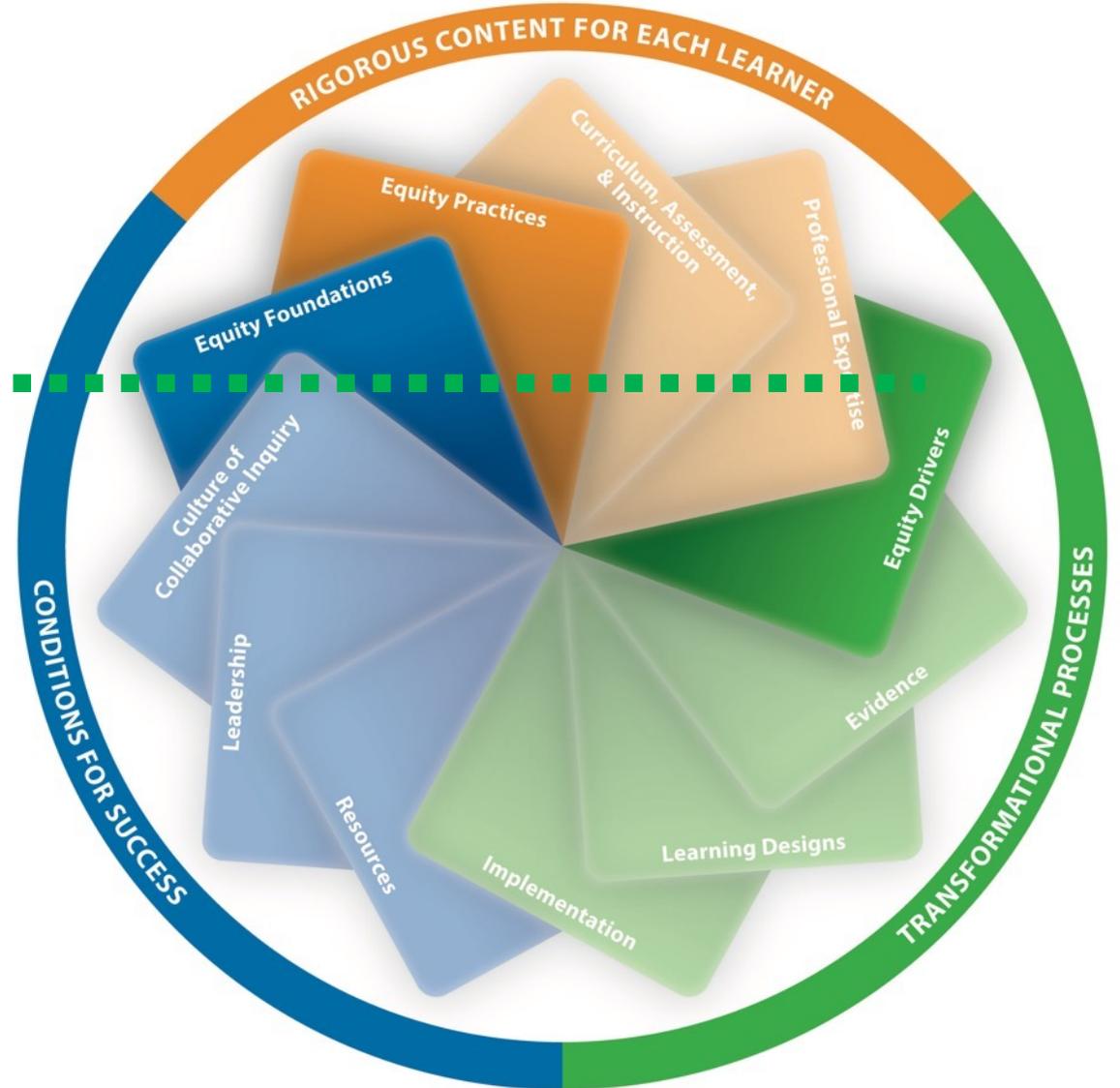
Professional learning results in equitable and excellent outcomes for all students when **educators understand their students' historical, cultural, and societal contexts; embrace student assets through instruction; and foster relationships with students, families, and communities.**



New equity standards

Equity Drivers

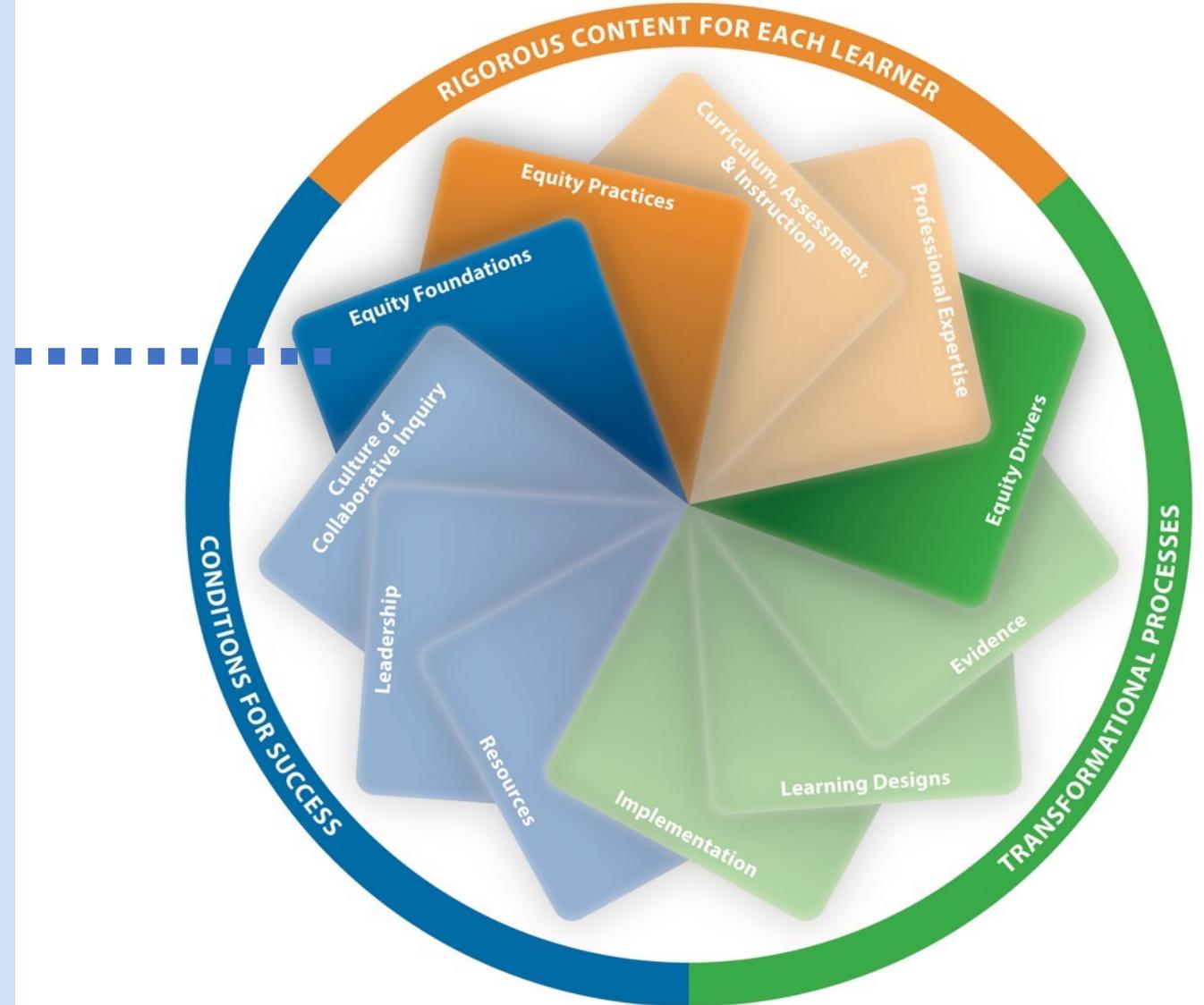
Professional learning results in equitable and excellent outcomes for all students when **educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.**



New equity standards

Equity Foundations

Professional learning results in equitable and excellent outcomes for all students when **educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.**



Courageous conversation

FOCUS EQUITY

BEYOND RANDOM ACTS OF EQUITY

COURAGEOUS CONVERSATION ABOUT TRANSFORMING SYSTEMIC CULTURE



28 The Learning Professional | www.learningforward.org

October 2018 | Vol. 39 No. 5

Courageous Conversation engages those who won't talk, sustains the conversation when it gets uncomfortable or diverted, and deepens the conversation to the point where authentic understanding and meaningful actions can occur.

BY GLENN SINGLETON

Schools cannot achieve racial equity without explicit processes for leaders and staff to examine their personal, professional, and organizational beliefs about race. But in 25 years of working with schools and organizations in the United States and abroad, I have learned that educational systems are deeply challenged to examine their beliefs about racial equity.

This is especially true when those beliefs have been polished with the superficial and aspirational jargon of mission and vision statements. The language in these statements is revealing. For example, "broadening" — that is, shortening — the term "racial equity" to just "equity" reflects a paucity of knowledge, skill, and will to engage with race.

To systemically transform professional learning to integrate a racial equity lens, we need to address this paucity of dialogue about race. Courageous Conversation is a dialogic approach to doing so. It offers school

systems a protocol and strategy to exercise the passion, practice, and persistence necessary to examine systemic inequity. With these tools, educators can participate in interracial dialogue about race, develop racial understanding, and address racial issues in schools.

Specifically, Courageous Conversation engages those who won't talk, sustains the conversation when it gets uncomfortable or diverted, and deepens the conversation to the point where authentic understanding and meaningful actions can occur.

As schools engage in open and honest dialogue about racial achievement disparities, they can identify and effectively address obstacles to success that exist for all students. As noted leadership and management consultant Margaret Wheatley reminds us, "Human conversation is the most ancient and easiest way to cultivate the conditions for change — personal change, community, and organizational change."

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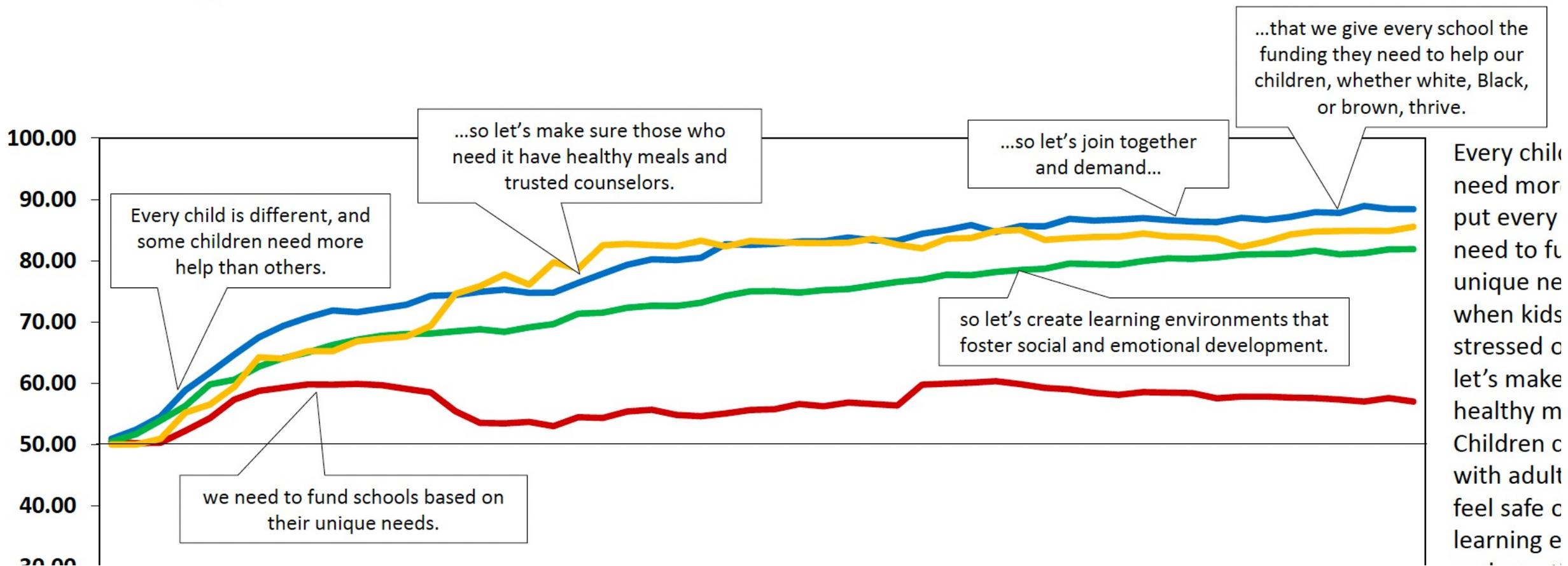
GOALS OF PROFESSIONAL LEARNING FOR EQUITY

Professional learning to foster systemic transformation for equity must address and facilitate practices that teach stakeholders at the board, central office, building, classroom, and community levels to:

- Develop the **SKILL** to talk about race;
- Acquire **KNOWLEDGE** of how race is constructed and understand its intersection with schooling;
- Build the **CAPACITY** to interrogate how systems operate to institutionalize beliefs about race; and
- Summon the **WILL** to interrupt systems that yield unwanted, racially predictable, and disproportionate results.

The Learning Professional, October 2018

It also matters how we talk about equity!



There is broad support among parents . . .

There is broad support among parents for teaching SEL-related skills in schools, although the term “social and emotional learning” is relatively unpopular.

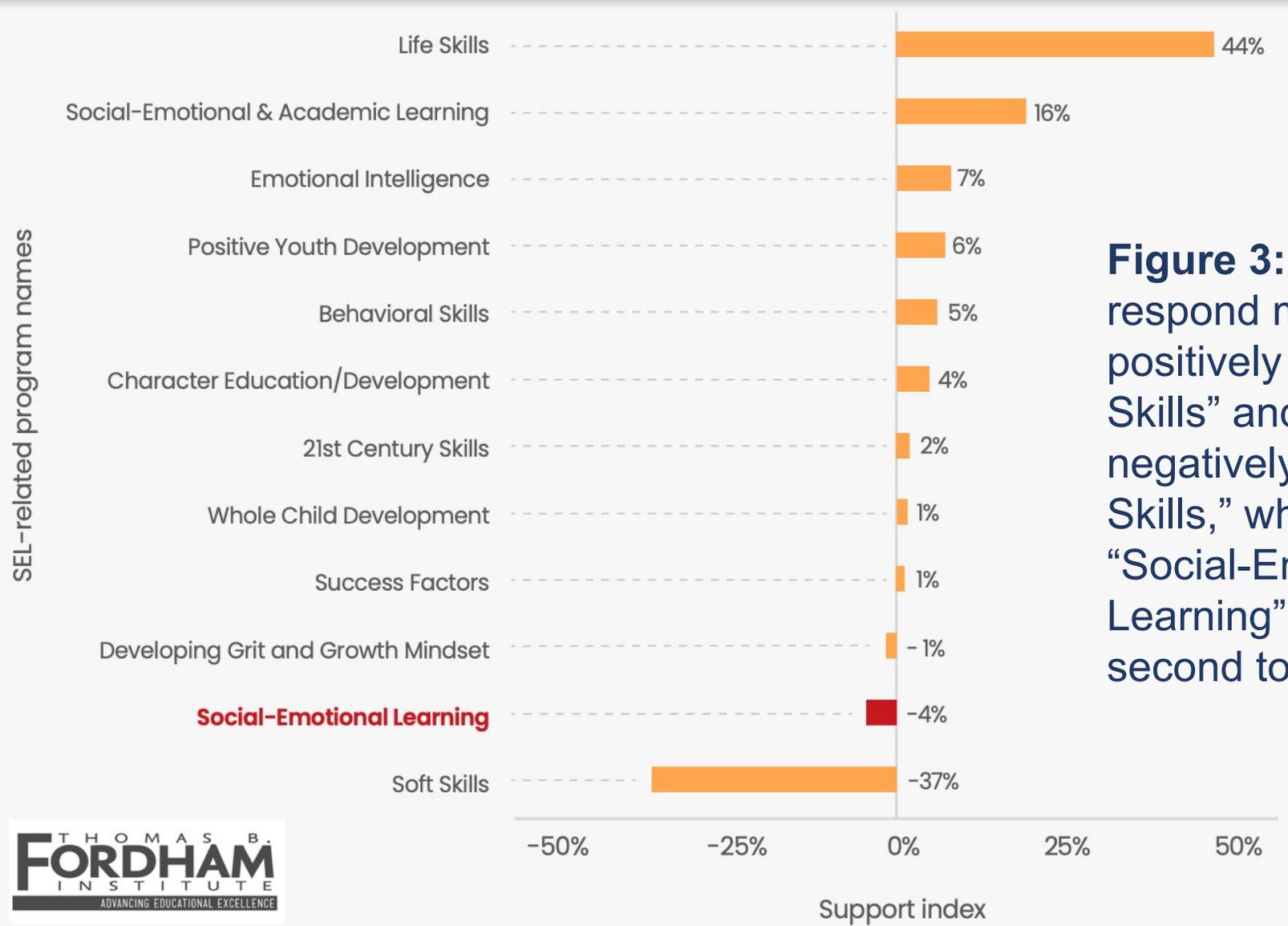
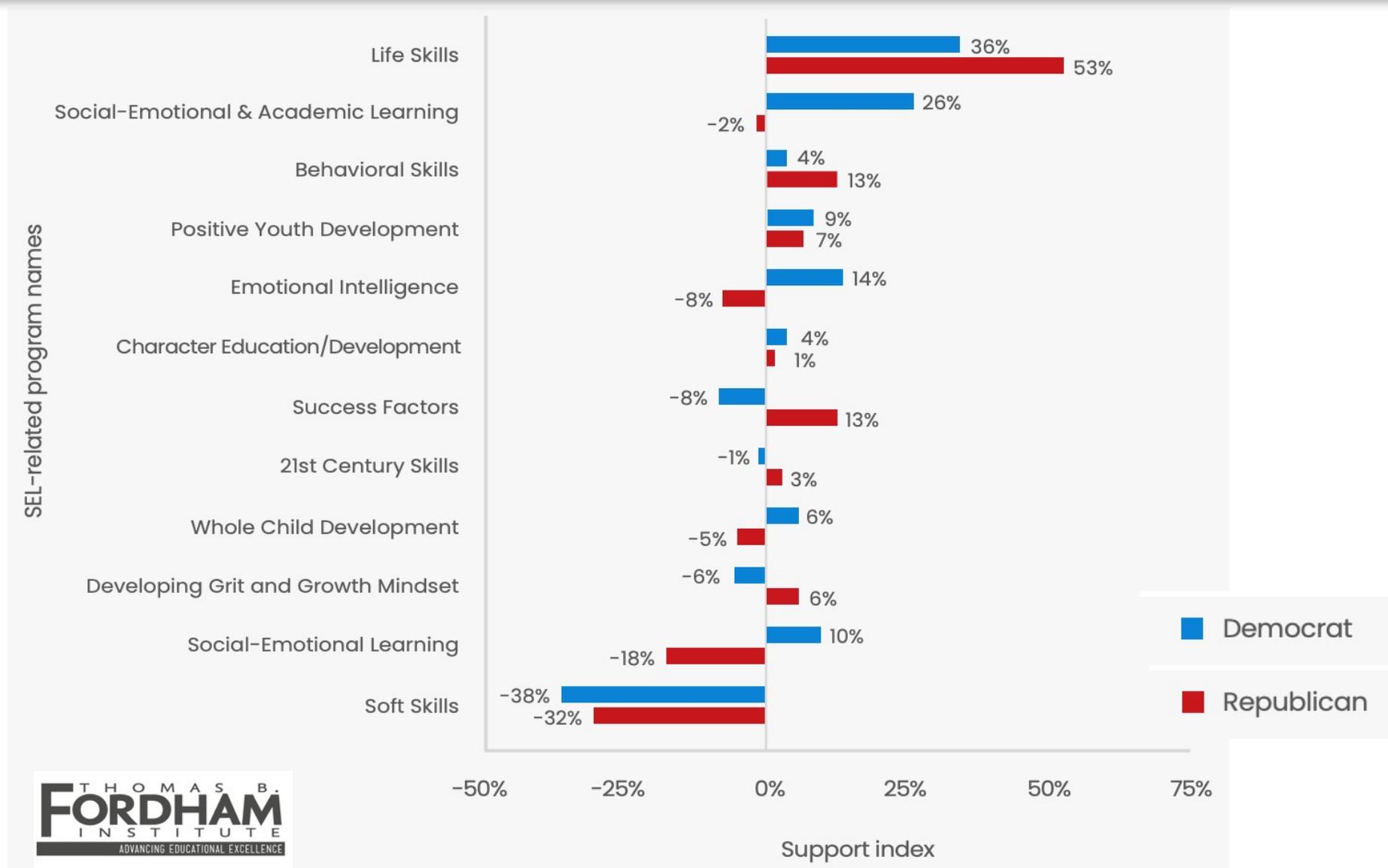


Figure 3: Parents respond most positively to “Life Skills” and most negatively to “Soft Skills,” while “Social-Emotional Learning” ranks second to worst.

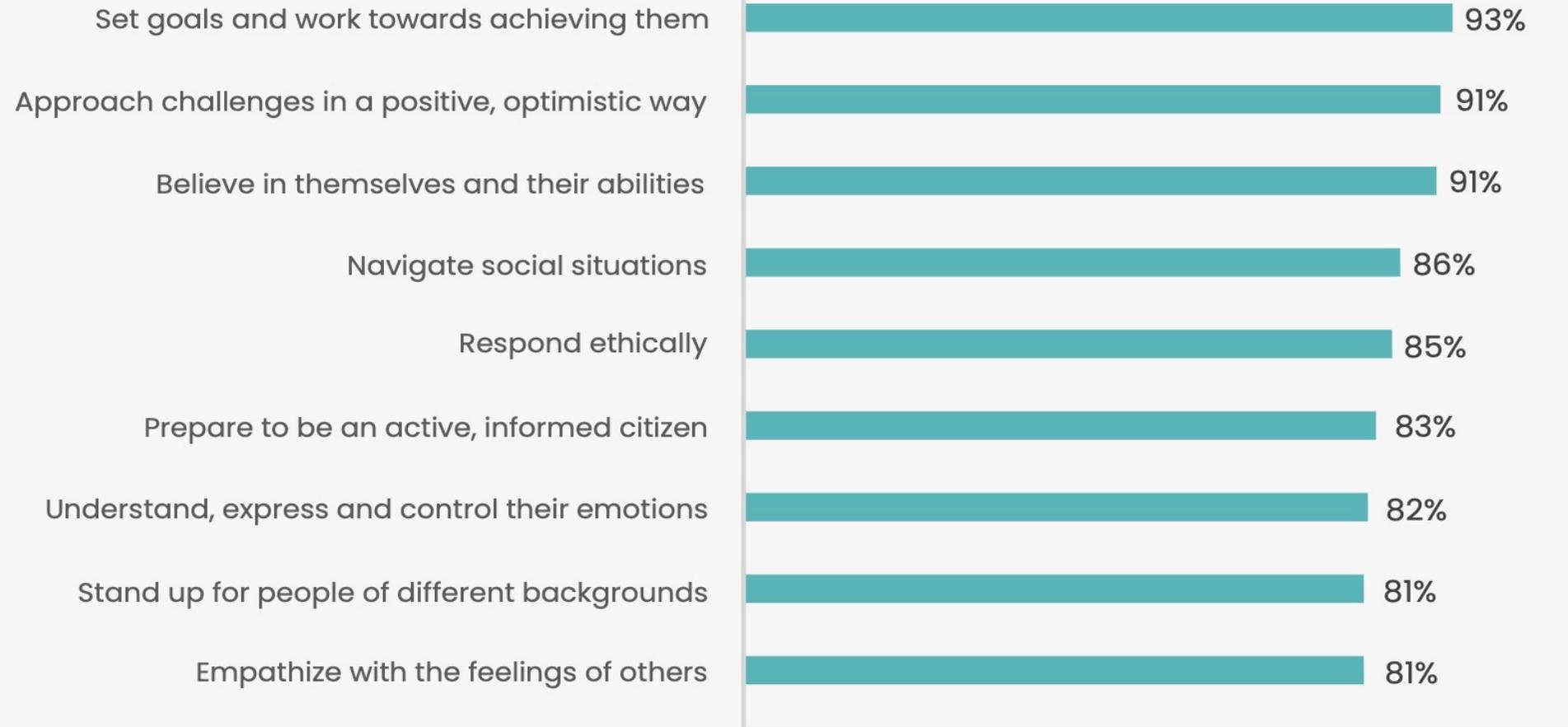
There is broad support among parents . . .

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Large majorities of parents . . .

Large majorities of parents support schools teaching all nine SEL-related skills that the survey asked about.



Recommendations from Lake Research Partners

- **Appeal to values of education and freedom.**
 - Say “*public education*” instead of “*public schools.*”
 - Evoking freedom on behalf of children makes a stronger argument for strengthening public school.
- **Avoid jargon.**
 - “*Equitable*” is not a broadly understood term. When we define it by saying “*provide more funding for the schools in communities that need the most help*” we better counter calls for “equal” funding.
 - Saying “*one-on-one attention*” instead of “*instructional time*” better centers people.
 - Use inclusive language when talking about where funding goes. Say “*rural, urban, suburban.*”
- **When framing the problem...**
 - Aspire to ensure that “*every child’s school gets funding based on their needs, not based only on the neighborhood they are in.*”
- **When describing solutions...**
 - Name the resources that funding provides such as “*quality teachers, counselors, and healthy meals*” rather than just more “*funding.*”
 - Funding for nutritious meals, mental health and counseling, vocational and career training, building repairs, and technology and high-speed internet are voters’ top priorities.
- **Connect problems to solutions by centering people and lived experience.**
 - For example: “Children can’t form positive relationships with adults in their school if they don’t feel safe or welcome, so let’s create learning environments that foster social and emotional development.”
- **Provide calls to action that assuage cynicism.**

Panel discussion



Yenetta Harper

Director, Office of
Educator Effectiveness
Ohio Department of
Education
Columbus, OH



Dr. Harriet D. Moore

Director
Innovation and Equity at
Sarasota County Schools
Sarasota, FL

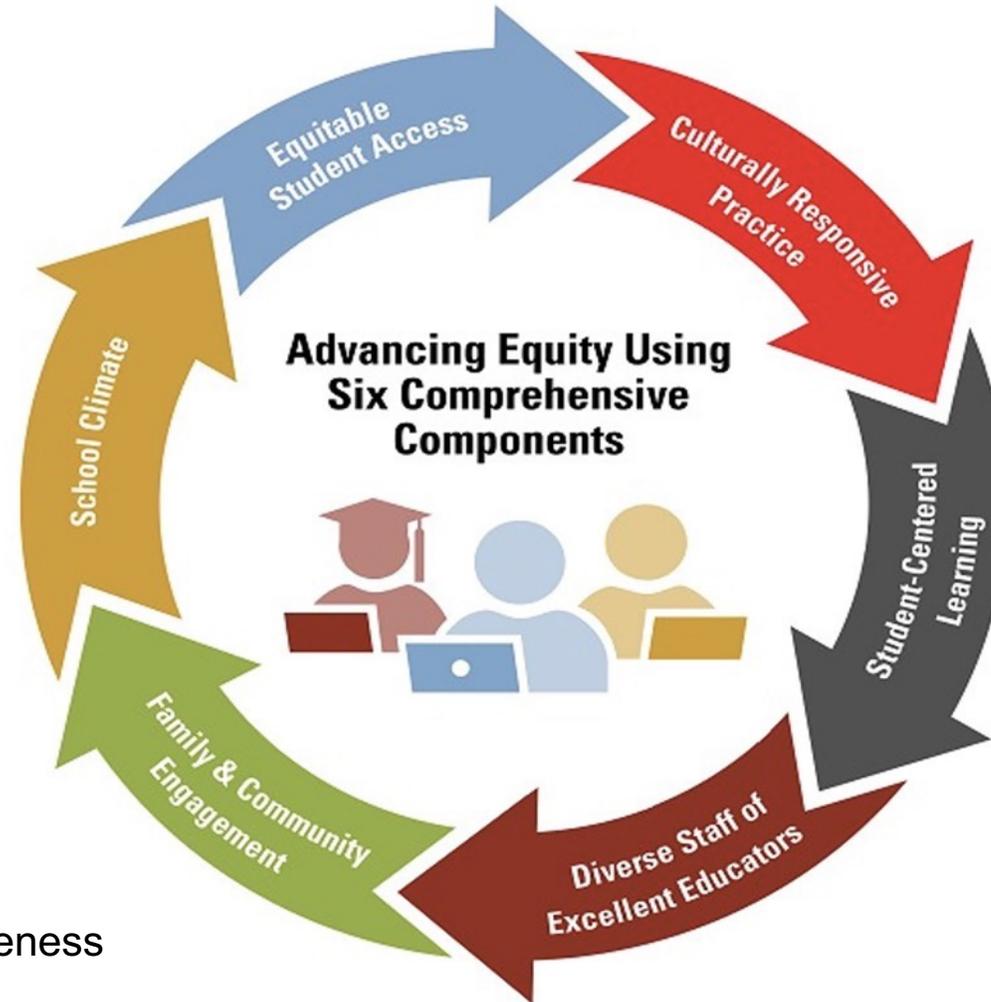


John Merrill

Principal
Montgomery
Elementary
San Antonio, TX

Advancing Academic Excellence for All: Equity Gap Analysis Tool

<https://education.ohio.gov/Topics/Equity-in-Education/Advancing-Academic-Excellence-For-All>



Yenetta Harper

Director, Office of Educator Effectiveness
Ohio Department of Education

Additional Resources

[The Power of Teacher Diversity: Fostering Inclusive Conversations Through Mentoring](#)

[Diversifying the Education Profession in Ohio BRIEF AND TASKFORCE RECOMMENDATIONS](#)

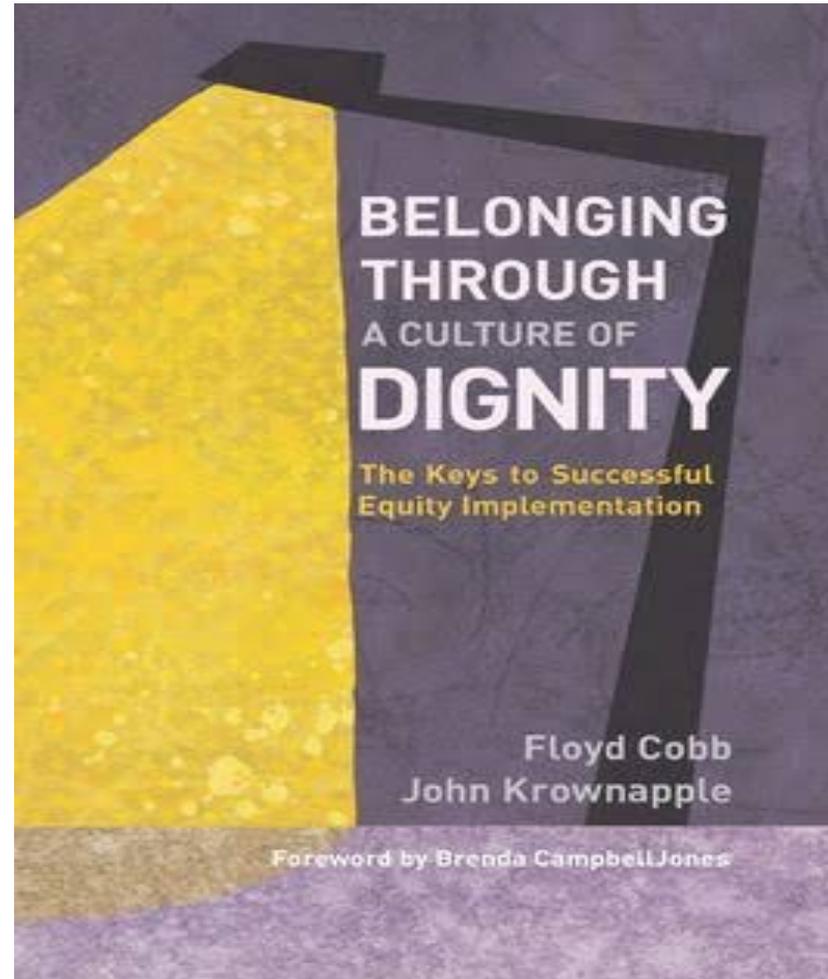
Bringing Equity to the Forefront:

Ideas/Strategies to Shape and Move Equity Policy

Dr. Harriet D. Moore
Director of Innovation & Equity
Office of the Superintendent
Sarasota County Schools
Learning Forward Webinar
November 3, 2022

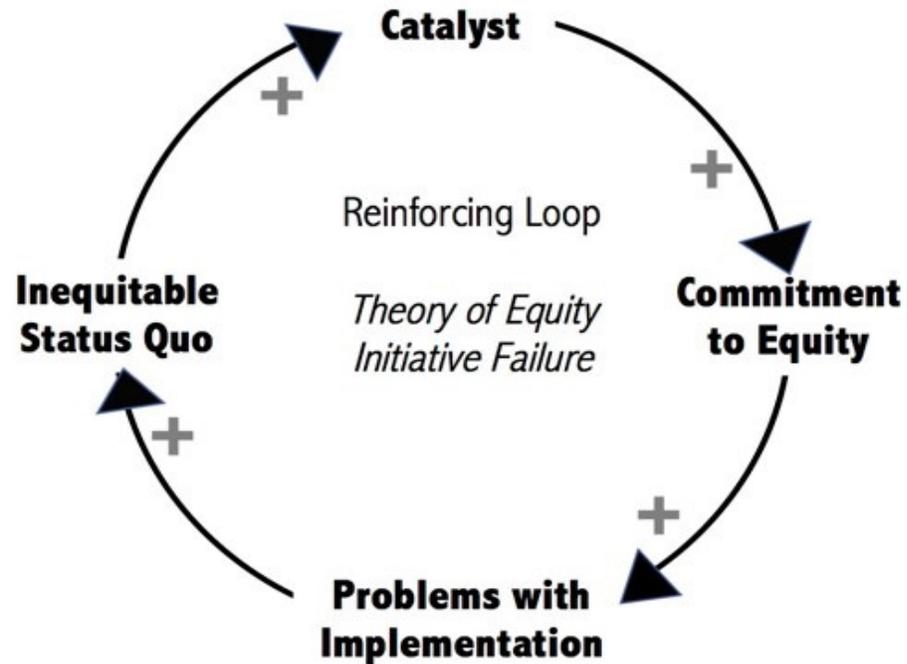


DEVELOPING A FRAMEWORK FOR SUCCESSFUL EQUITY IMPLEMENTATION



Dysfunctional Cycle of Equity

Theory of Equity Failure



Source: *Belonging through a Culture of Dignity* (2019) by Cobb & Krownapple

**Where there is no vision the
movement/organization suffers**



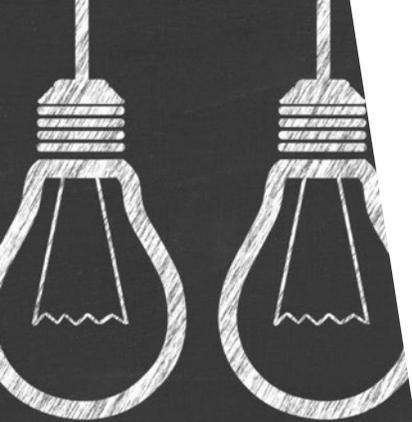
VISION

A vision should ensure that
“Everyone feels appreciated
validated, accepted, and treated
fairly.” (Equity)

Focus:
Belonging and Access

with...Inclusion and
Dignity as our goal.





SCS EVIDENCE OF SHARED VISION



- ▶ Transformational Leadership=Engaging members of a group in a shared vision
 - ▶ **New Superintendent and Strategic Plan**
- ▶ Changing from who we are...to who we want to be
 - ▶ **A district with a focus on BELONGING THROUGH A CULTURE OF DIGNITY to impact educational and organizational equity implementation**
- ▶ A Vision that provides clarity of purpose
 - ▶ **Working together as ONE for the SUCCESS OF ALL!**
- ▶ And a commitment to issues of equity within our entire organization...
 - ▶ **The creation of the Department of Innovation & Equity**

“Without a shared vision of who or what to be, there is not clear guidance for what people should be doing.”



Areas of Focus for the Equity Committee

- ▶ Educational equity policy
- ▶ Achievement gap
- ▶ Recruitment and retention of highly qualified staff representative of the demographics of the district
- ▶ Appropriate resources within schools to meet the needs of all students, staff, and parents
- ▶ Parent & family engagement



EDUCATIONAL EQUITY POLICY 2.73

<https://www.sarasotacountyschools.net/site/handlers/filedownload.ashx?moduleinstancenceid=3268&dataid=109352&FileName=Policy%202.73.pdf>



How might we envision this framework and these concepts in our district and schools?

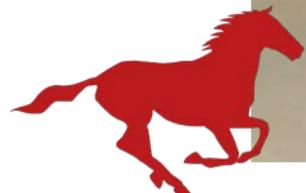
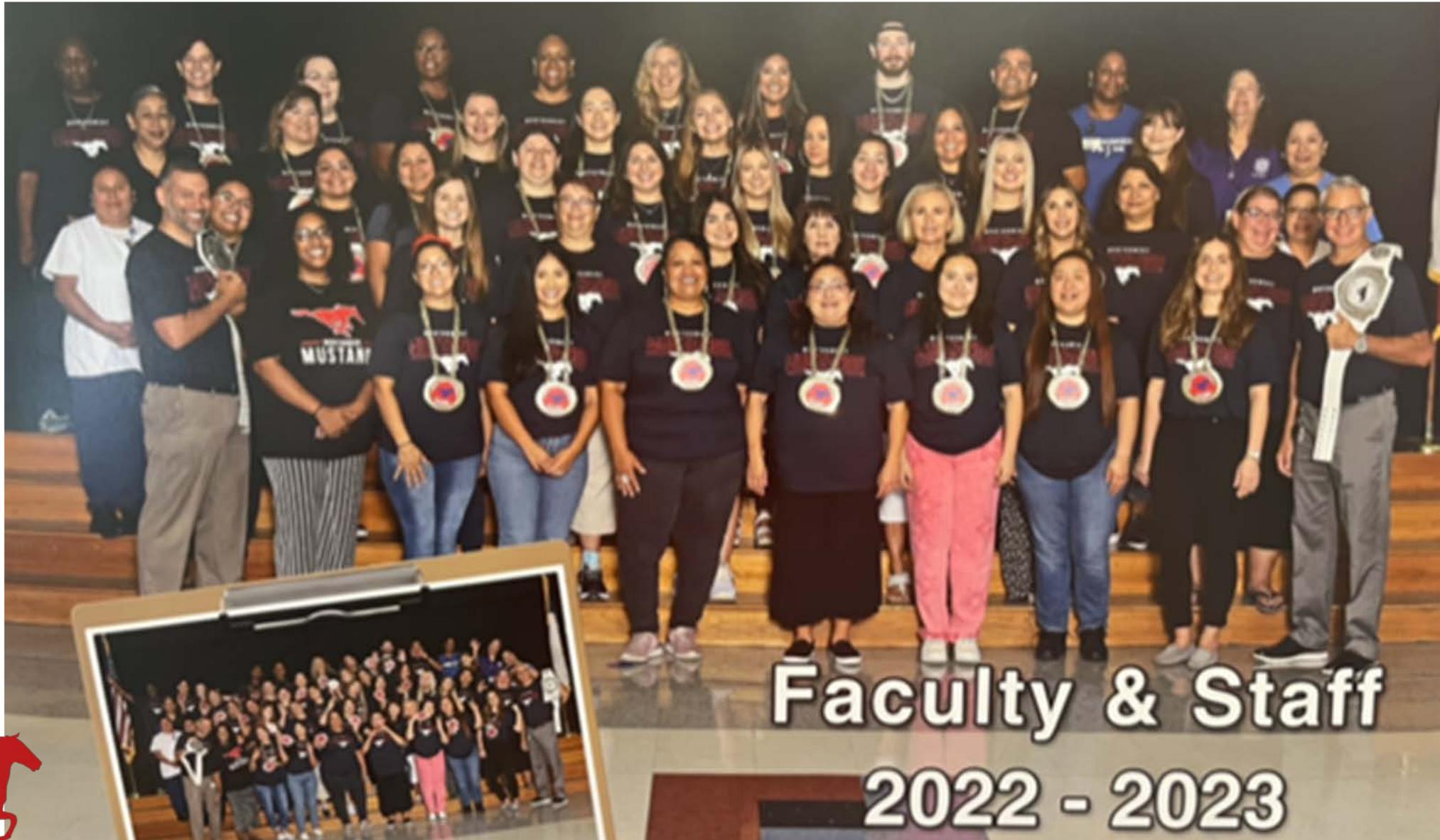
“Educators must focus on shaping inclusive environments intentionally designed to foster a sense of belonging by honoring the dignity of each and every person.”

Cobb & Krownapple, 2019



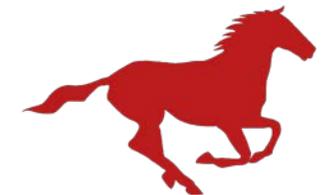
Montgomery Elementary

John Merrill, Principal
San Antonio, TX

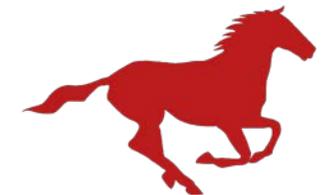
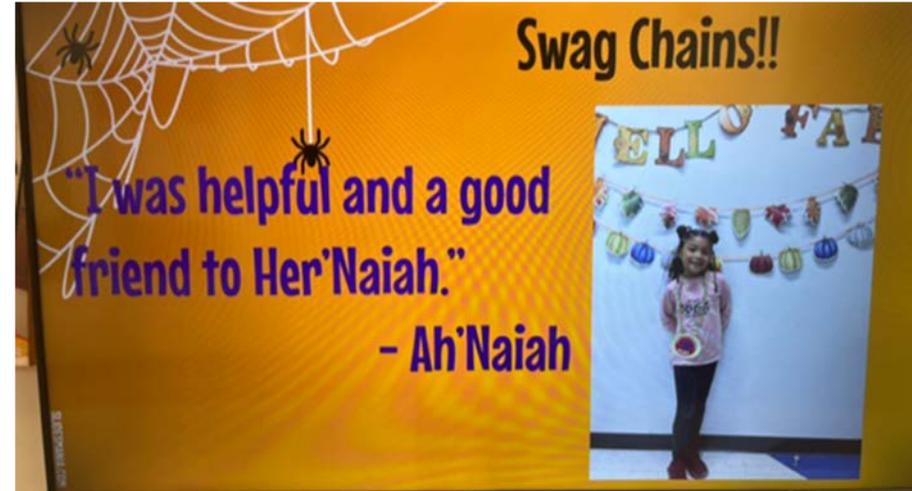


Systems to Ensure Equity — Responding to Emotional Needs

- Mustang Care Team —
Shared Student Ownership
- Mentorships —
Leveraging Outside Resources
- Celebrations —
Caught-Being-Magnificent Chains



Systems to Ensure Equity — Responding to Emotional Needs

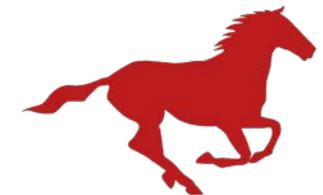


Systems to Ensure Equity — Responding to Emotional Needs

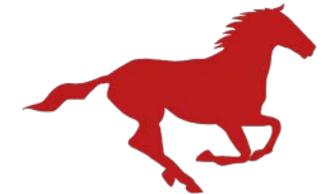


Systems to Ensure Equity — Responding to Academic Needs

- PLC Process — Track Student Essentials (K–5)
- Targeted PD — Lively Pace
- Celebrate Progress — Academic Progress Belts



Systems to Ensure Equity — Responding to Academic Needs



MONTGOMERY

Domain III - Closing the Gaps: Ensuring Educational Equity



Component	2019			2021	2022		
	Percentage Indicators Met	Weight	Total Points	Percentage Indicators Met	Percentage Indicators Met	Weight	Total Points
Academic Achievement	0	33.3%	0	0	57	33.3%	19
Growth	29	55.6%	16.1	0	100	55.6%	55.6
English Learner Language Proficiency	.	0%		N/A	-	-%	
School Quality/ Student Success	0	11.1%	0	0	38	11.1%	4.2
Closing the Gaps Domain Score			16		Domain Score		79
Closing the Gaps Domain Scale Score			51 (F)		Scale Score		78 (C)



MONTGOMERY



Domain	2019 DATA				2022 DATA			
	Scaled Score	Best of	Weight	Weighted Points	Scaled Score	Best of	Weight	Weighted Points
Student Achievement	55	58	70%	40.6	70	90	70%	63
School Progress Part A	58				90			
School Progress Part B	57				77			
Closing the Gaps	51		30%	15.3	78		30%	23.4
Overall Score	Overall Score			56	Overall Score			86
Campus Overall Rating	2019 Overall Rating			F	2022 Overall Rating			B



Discussion and Questions



“When it comes to issues of equity, we need to be as bold as our context will allow.”



Let us hear from you

**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.com/r/KMQFBZB>

Mark your calendars

Thursday, November 17, 3 pm ET

Coaching for Instructional Growth

**November 14, 15, and 16
3–5 pm ET**

**Online course:
Introduction to Standards for
Professional Learning**

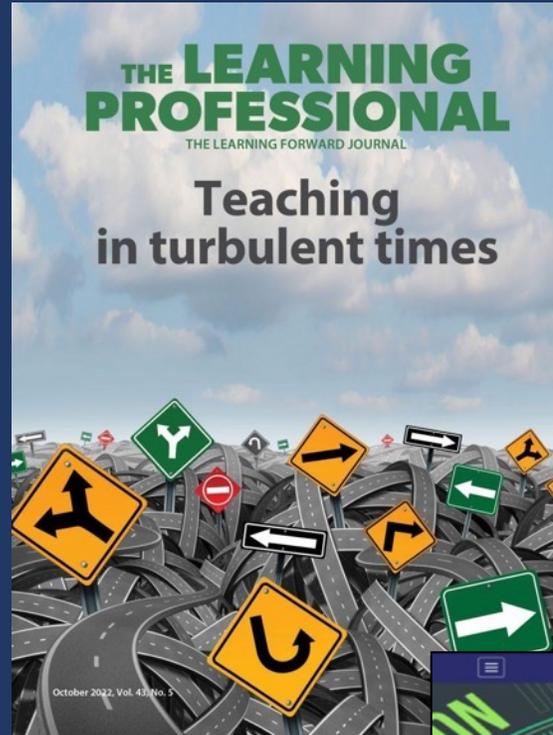
**December 4–7
Nashville, TN**

**2022 Annual Conference:
Reimagine**

Online resources

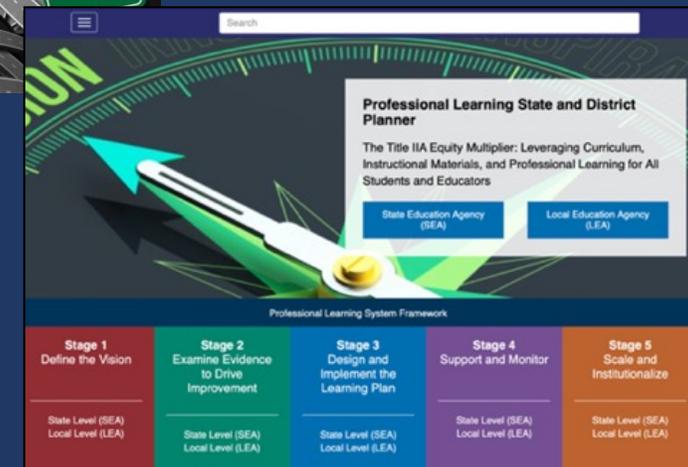
Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [*The Learning Professional*](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [*Professional Learning State and District Planner*](#)



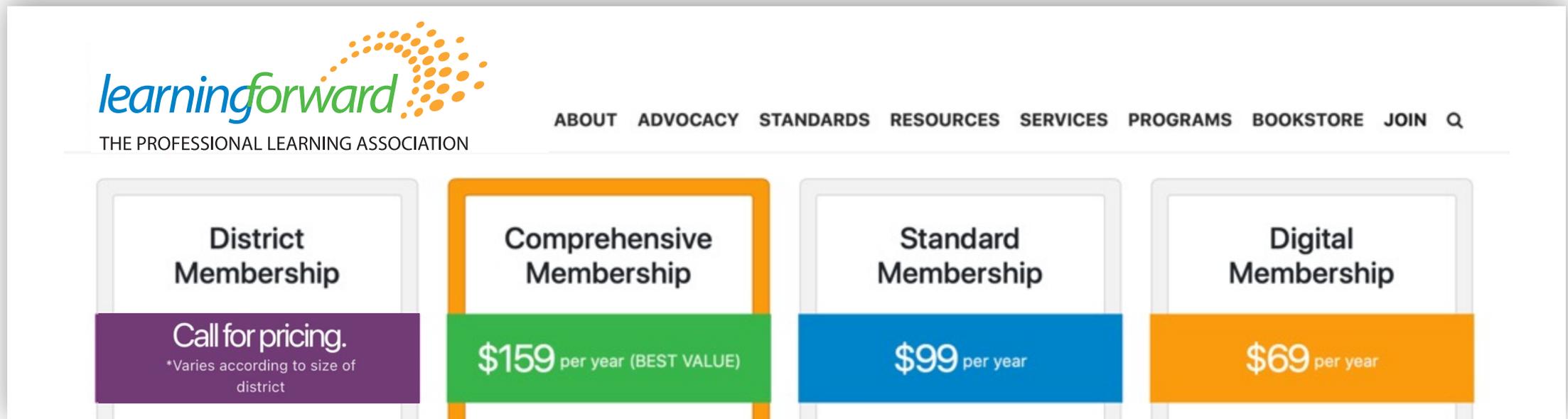
Let's develop learning teams that really improve student outcomes

October 21, 2022 | Sharron Helmke | Collaboration, Continuous improvement, Learning communities



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars**
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for Learning Forward, featuring the text "learningforward" in blue and green, with a graphic of orange dots forming a stylized path. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in card-like boxes:

Membership Type	Price
District Membership	Call for pricing. <small>*Varies according to size of district</small>
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year

NEW COURSE:

Introduction to Standards for Professional Learning

A three-session
online course:
November 14–16
Daily 3–5 p.m. ET



The screenshot shows a video player interface. At the top left is a circular logo with a pattern of dots. To its right, the title "Online course: Introduction to Standards for Professional Learning" is displayed in white text on a dark blue background. Below the title is a smaller button labeled "Learning Forward". On the right side of the player, there are three icons: a heart, a clock, and a share icon. The main video area shows a smiling woman with braids. To the left of the woman, the text "EQUITY AND EXCELLENCE IN TEACHING AND LEARNING." is displayed in blue. To the right, the "learningforward" logo is shown with the tagline "THE PROFESSIONAL LEARNING ASSOCIATION". At the bottom, a video control bar includes a play button, a progress bar showing "01:05", and icons for volume, closed captions (CC), settings, and full screen. The "vimeo" logo is in the bottom right corner of the control bar. The name "Machel Mills-Miles" is visible in the bottom left corner of the video frame.



Learning Forward
Annual Conference
Nashville
Dec. 4–7, 2022

Join leading experts in the field as we
reimagine professional learning.

REIMAGINE



NASHVILLE
learningforward
2022 ANNUAL
CONFERENCE
DEC. 4-7, 2022

Thank you!

