

Equity by Design: Interrogating Systems While Supporting Educators



Webinar
March 16, 2023

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.

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



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Let's get started



Paul Fleming
Chief Learning Officer
Learning Forward



Participants will ...

- Understand the value and importance of interrogating systems to ensure success for each student and educator.
- Learn about specific strategies and resources at the school and system levels to embed and advance equity.
- Share questions and ideas among a community of learners.

A photograph of a classroom with rows of desks and chairs. A world map is visible on the wall in the background. The text is overlaid on the image.

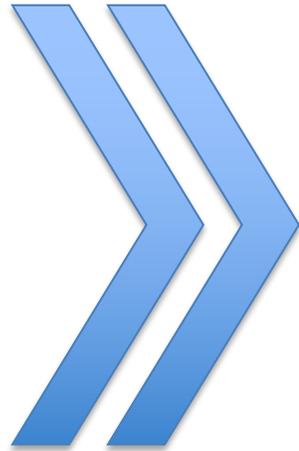
**"EVERY STUDENT
DESERVES A
GREAT TEACHER,
NOT BY CHANCE,
BUT BY DESIGN"**

(Fisher, Frey, & Hattie, 2016)

“Every system is perfectly designed to get the results it does.”

– W. Edward Deming & Paul Batalden

If we are going to change a system



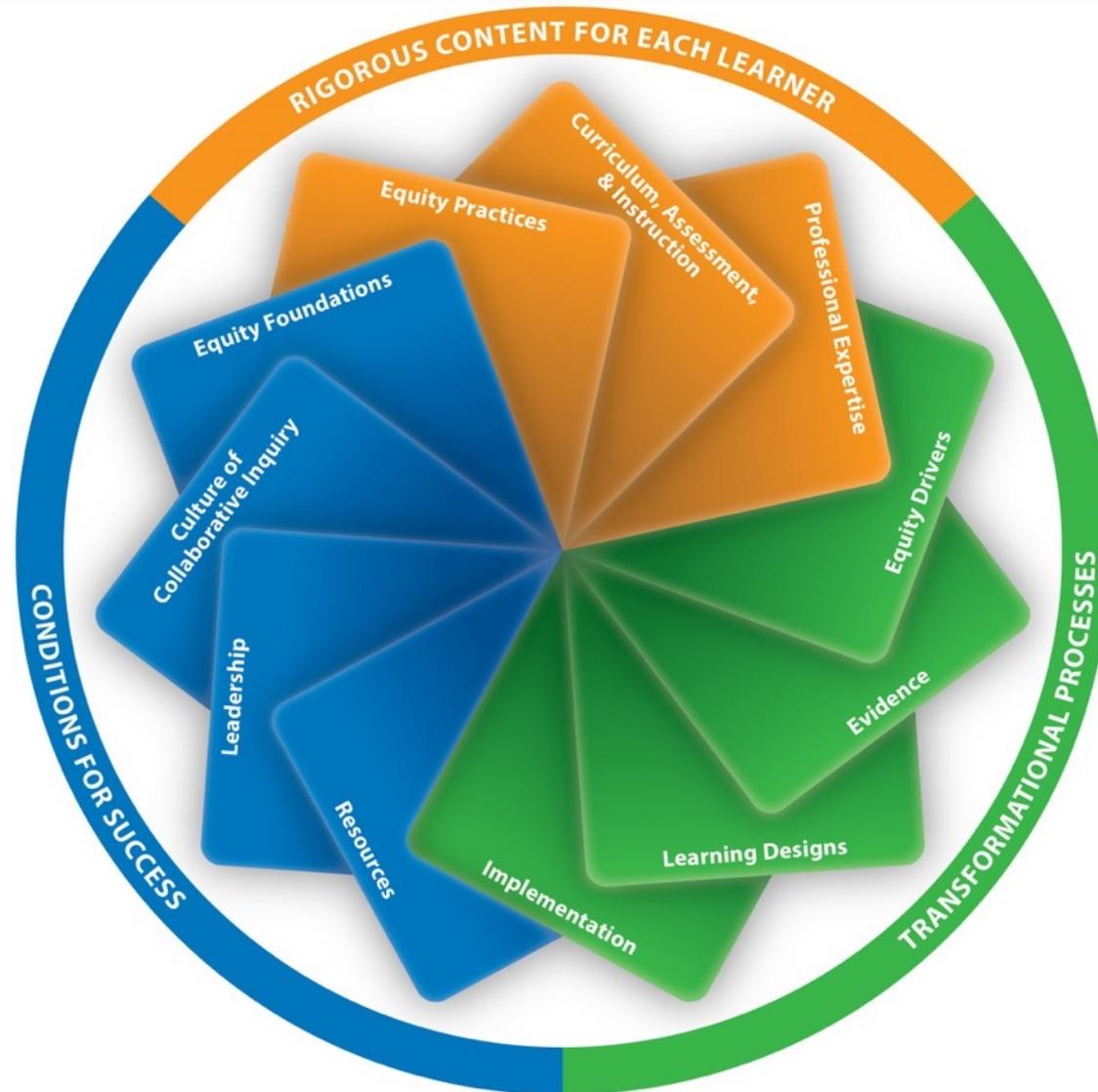
SEE what the system is producing

ENGAGE with others to design something different

ACT

Source: National Equity Project, “What if We Don’t Return to School as Usual” by Hugh Vasquez

Standards for Professional Learning



Explicit, inclusive equity standards

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

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Menu Search

HOME STANDARDS HOW AND WHY ACTION GUIDES RESEARCH ABOUT

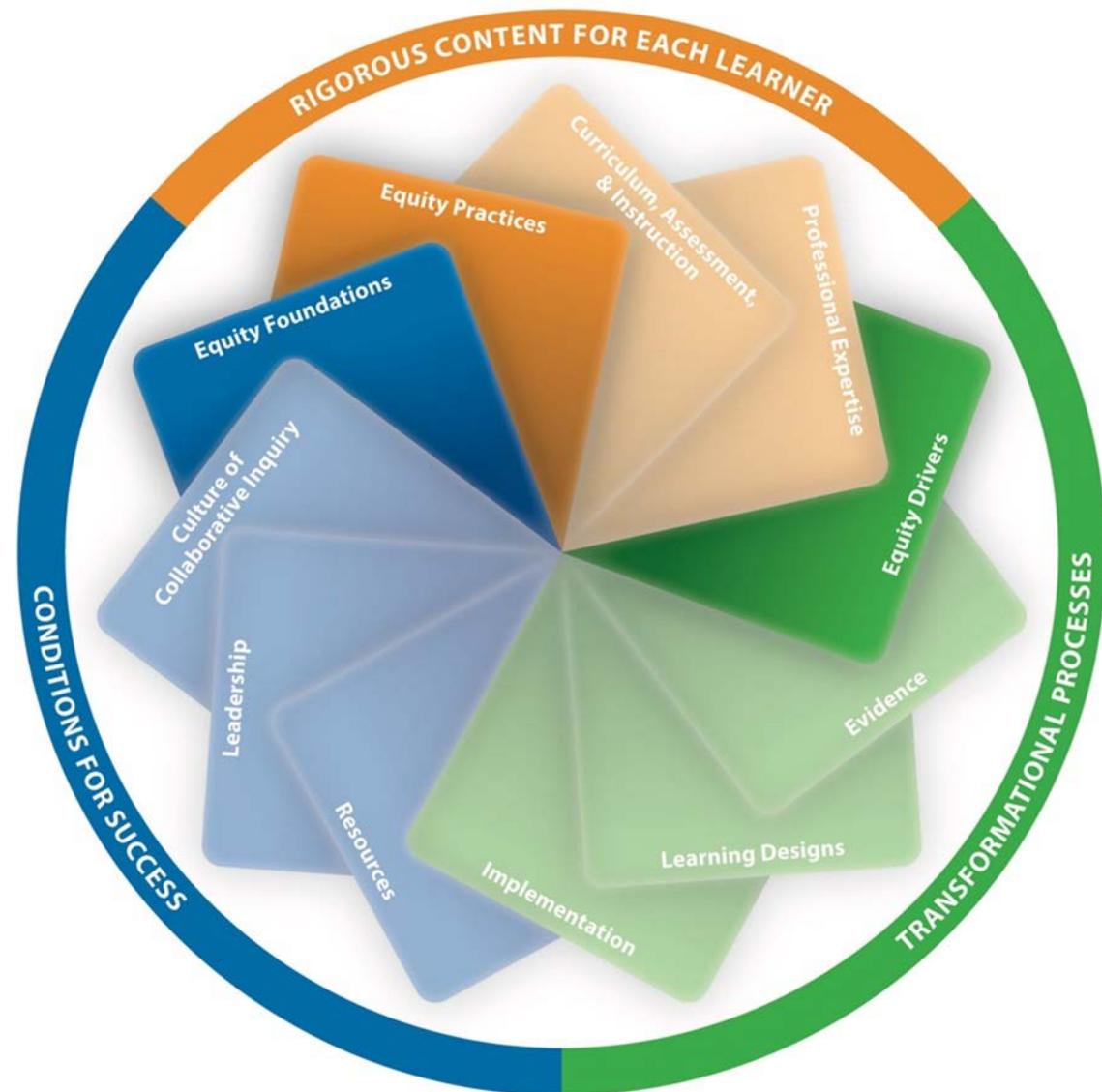
Equity Practices

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.

Educators engage in professional learning that helps them create high-quality learning experiences for all students, honoring all aspects of identity students bring to the school. Educators build capacity to serve the whole child, deepening their understanding of who their students are and how their life experiences and identities impact what they need at school. Educators learn to recognize each student's strengths and personalize learning to maximize impact on a range of student outcomes.

Educators who plan, facilitate, and design professional learning at the system and school levels hold primary responsibility for creating job-embedded, collaborative

Links to other standards
Educators use the Standards for Professional Learning together to inspire and drive improvement. Each of the 11 standards connects to the other standards to support a high-functioning learning system. Here are some of the ways the Equity Practices standard connects to other standards:
The [Curriculum, Assessment, and Instruction](#)



Panel discussion



Kimberly Hinton

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Four Roots of Anti-Racist Leadership

Dr. Kimberly C. Hinton & James T. Schwartz
NCS Leadership Coaches



THE UNIVERSITY OF CHICAGO

**CROWN FAMILY SCHOOL OF
SOCIAL WORK, POLICY, AND PRACTICE**

Advancing a More Just and Humane Society

Anti-racist

“The heartbeat of anti-racism is confession. It is self-reflection. It is realizing that there is no such thing as *not racist*, no such thing as race neutrality. It is realizing that all ideas and policies are either racist or anti-racist; all people are *being* racist or anti-racist. No one *becomes* a racist or anti-racist. These are not fixed categories. We can be racist one moment and anti-racist the next. What we say about the races, what we do about inequity determines what — not who — we are in each moment.”

~ Ibram X. Kendi

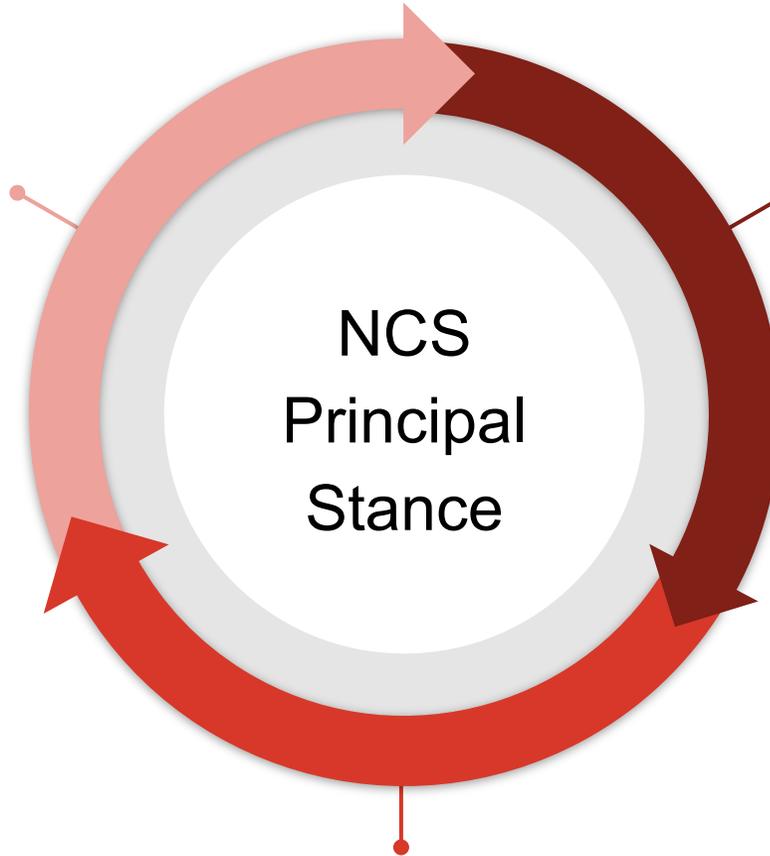
Roadmap and Roots

Leadership Coach Process

Theory of Change

If we build the capacity of principals to develop and apply their anti-racist leadership, **then** the principals will create systems to disrupt inequity in their Senior Leadership Teams to build an anti-racist school culture for their students, staff members, and community.

Observing
School
Practice



1:1
Coaching

Principals
Network
Meetings

Leadership Learning Trajectory



What does **leadership for equity** look like?

2019

What does **leadership for equity** look like in stance and action?

2020

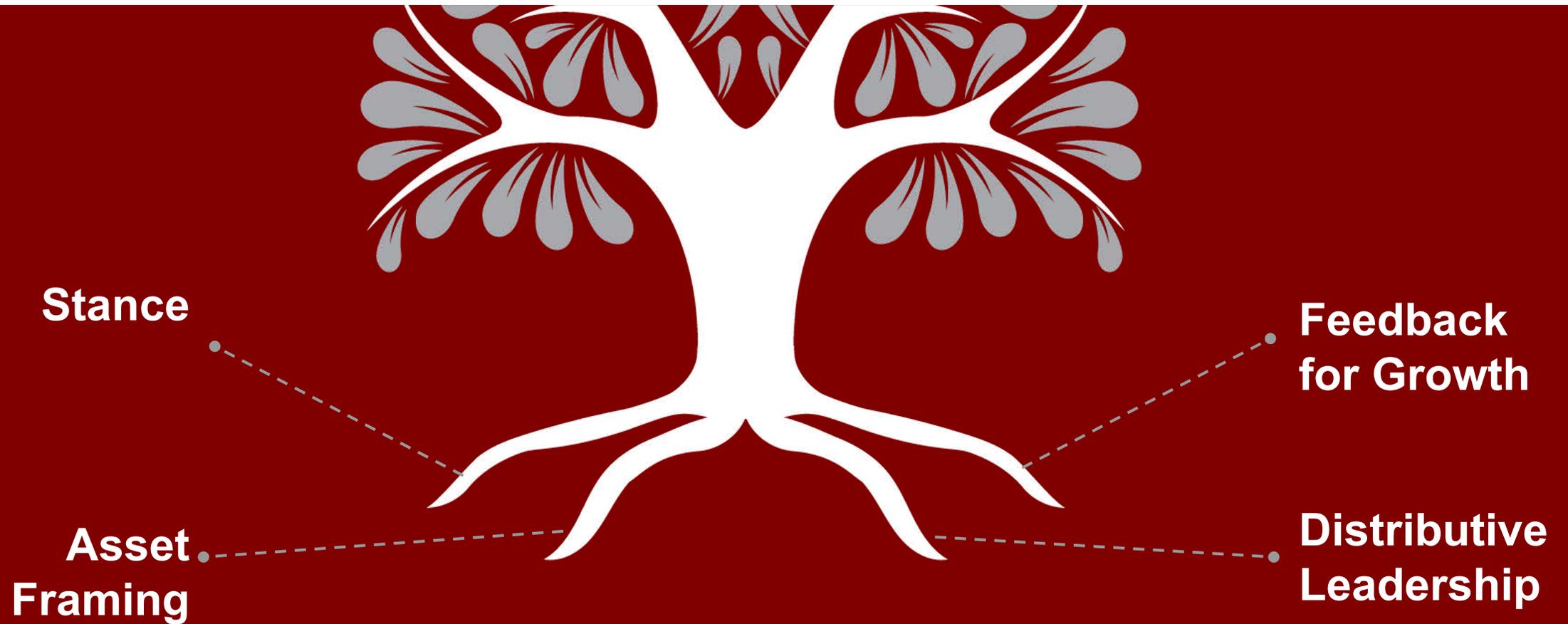
What does **leadership for equity** look like for advancing anti-racist practices in remote learning?

2021

How does **anti-racist leadership** create systems to disrupt inequity within and across school teams?

2022

Roots of Anti-Racist Leadership



Four Roots defined

- **Stance Development** — Intentional mirror work where you invest in examining your identity and how it impacts your leadership and those you lead, resulting in articulations of your daily commitments to anti-racism.
- **Asset-Framing** — Identifying, reframing, and leaning into the wealth of knowledge and leadership in teachers, staff, and students.
- **Feedback for Growth** — Engaging individually and collectively in systematic methods of receiving feedback on one's leadership.
- **Distributive Leadership** — Working in a collectivist manner that trusts and gives authority and intentional autonomy.

Practice shift: Equitable Grading Practices

Before the Change

Department chairs were asked to have departments or course teams set common categories and weights.

After the Change

- Ninth-grade Grading for Growth Agreement
- Biweekly Support: 'Grading for Equity' drop-ins
- Task Force of 10th-grade teachers to establish SY22-23 grading agreements
- Kelly College Preparatory Policy and Recommendations for Grading
- Teachers piloting Standards-based Grading, JumpRope grading software system, and developing proficiency scales
- Pilot Mastery Transcript with ongoing teacher support

Roadblocks

- Urgent vs. important issues
- Competing priorities and mandates
- Wavering commitment
- Deficit mindsets about staff and students
- Anti-racist work is exhausting for coach and coachee

Learnings so far...

- The **racial identity** of the principal impacts urgency and commitment
- Creating an anti-racist frame produces more **focus** on system changes
- Focus and **small** changes seems to get things moving
- Focus on **our** ongoing learning/inquiry is key to supporting our coachees' learning
- Growth and anti-racist leadership takes **many iterations**

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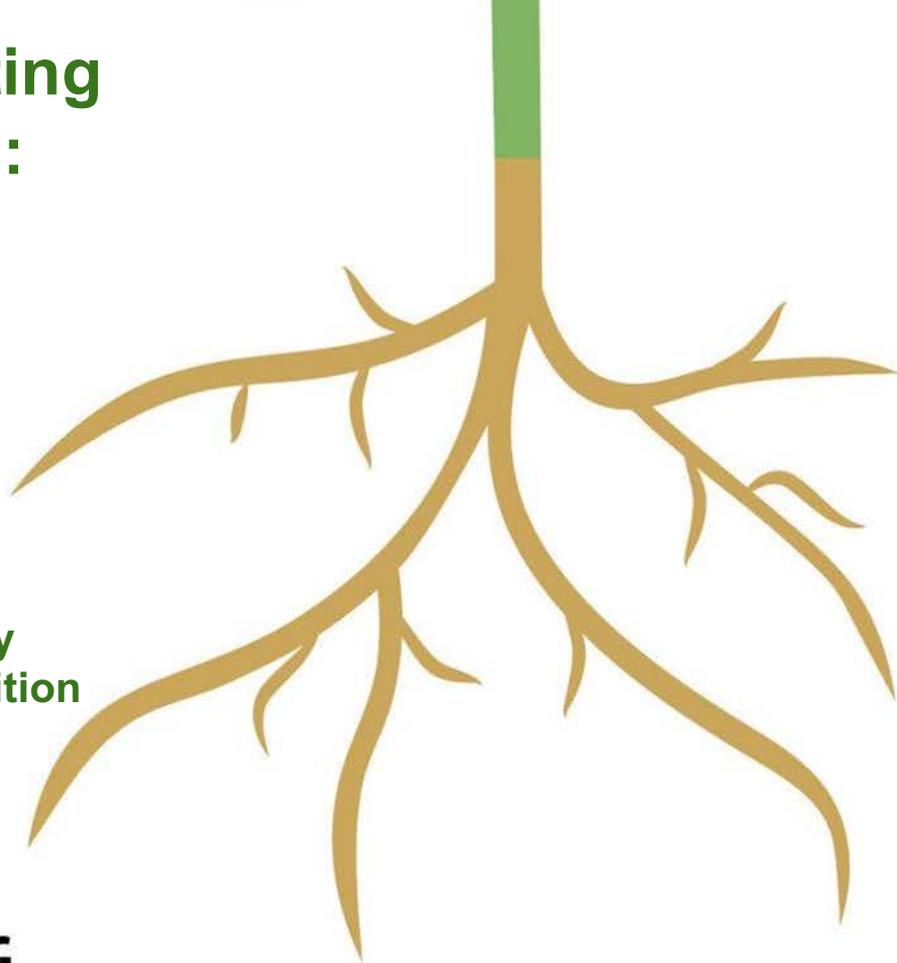


Jefferson County Public Schools (JCPS): Working Equity Definition

Our definition for equity refers to fairness and justice. Whereas equality means providing the same to all, **equity means recognizing that we do not all start from the same place and must acknowledge, embrace, and adjust for imbalances.** Therefore, in Jefferson County Public Schools (JCPS), we value equity and understand that creating equity requires us to address institutional barriers that may impede learning, growth, and a sense of belonging for students of marginalized groups, especially students of color. We aim to eliminate prejudice and biases that limit individual student growth and outcomes. **Equity in JCPS includes the reallocation of resources to better address disparities that impede our students and their families as we work together to build a thriving community with fairness and justice as its foundation.**

Four Roots* of Cultivating Anti-Racist Leadership: A District Perspective

Jefferson County Public School's Journey With Anti-Racist Leadership and the Impact on Leadership Development



STANCE

- Equity Definition

FEEDBACK FOR GROWTH

- Equity Review
- Internal/External Focus Groups
- Community Engagement Plan With Strategic Partnerships

ASSET FRAMING

- JCPS Racial Equity Policy & Equity Metrics
- Develop and Implement Tools to Guide Leaders as Equity-centered Leaders and Hold Leaders Accountable for Leading With Equity in Mind

DISTRIBUTIVE LEADERSHIP

- Equity Leadership Dispositions
- Developing an Equity-centered Leadership Pipeline
- Developing Equity-centered Leaders

*The Four Roots were developed by the Network for College Success at the University of Chicago

JCPS Principal Pipeline Development Pathway



1. Administrative Hiring and Recruitment Workshops for Aspiring Leaders

1

2. University Preparation Program (University Partners) for Aspiring Leaders – Principal Certification (*Program redesigned to be equity focused.*)

2

3. Career Coaching/ Individual Leadership Development Plan for Aspiring Leaders Centered on Equity Dispositions

3

4. New Leaders: Emerging Leaders Cohort for Teacher Leaders With Principal Certification (Instructional Leadership)

4

5. Equity Leadership Cadre for Assistant Principals Aspiring to be Principals

5

6. Principal Internship Cohort for Assistant Principals Aspiring to Become Principals (Building Capacity Around Equity Dispositions)

6

7. Lighthouse Leadership Institute for New Assistant Principals and Principals (New Principal Mentoring and Coaching for APs Year 1 and Principals Years 1–3)

7

8. Principal Growth and Evaluation System for Certified Administrators

8

What are Academic Parent-Teacher Teams (APTT)?

Academic Parent-Teacher Teams, or APTT for short, are part of a family engagement framework that brings families and teachers together to collaborate and enrich the way families can support their child's learning and education at home. It is a model created by Maria C. Paredes in conjunction with WestED.

How does APTT Work?

APTT is based on four meetings that occur throughout the school year. There is a Fall team meeting, an individual session with the teacher, a Winter team meeting, and a Spring team meeting. During the team meetings, teachers train classroom parents on how to support their children's learning at home. Families learn about what their children are learning in school and ways they can reinforce this learning at home. The teacher leads the class in analyzing student data and then practicing skills and setting goals for their children. Together, the teacher and parent support the child in reaching their goals by the next APTT meeting, which occurs 60 days later.

<https://www.philasd.org/face/2018/08/30/academic-parent-teacher-teams-come-to-philadelphia/>



Is APTT Actually Beneficial?



APTT was developed by former teacher Maria Paredes, who began testing out the program in Phoenix, AZ in 2009. By 2015, the model was being used by 250 schools in 16 different states, and by July 2017, the number of schools increased to 600 in 22 different states!

A recent study found that **94% of the 1,100 parents surveyed unanimously believed that APTT meetings improved the way they helped their child with schoolwork.** Ninety-nine percent of those parents claimed that attending APTT meetings encouraged them to be more involved in their child's education. Moreover, 92% of the 1,100 parents surveyed believed that APTT meetings made them more confident in their ability to give their child the support they needed in their education.

The same study revealed that 90% of teachers believed APTT meetings helped families become more engaged in their child's education, and that the APTT program helped build a relationship between teachers and families. Seventy-four percent of teachers believed that APTT meetings improved the way families supported grade-level learning goals, and **70% of teachers claimed that they've seen improved achievement results reflected in student data after the implementation of APTT.**

<https://www.philasd.org/face/2018/08/30/academic-parent-teacher-teams-come-to-philadelphia/>

Breaking Down Barriers To Increase Family Engagement

Possible Barrier	Solutions
Language	Provide translated invitations. Provide translators at the event.
Types of Communication	Send information home through paper invitations <u>and</u> Google forms. Follow-up with calls/texts to homes. All should be translated as needed.
Transportation	Choose a central location within walking distance for most families or offer a virtual option. If possible, collaborate with local transportation, such as town buses.
Availability	Consider different times of the day or offer multiple sessions.
Childcare	Use staff or high school students to care for students while families are at program. *Bonus: Offer a schema-building experience for students!
Clear Purpose	Be clear about need, provide relatable data, and teach how to read and analyze data.
Resources	Provide all tools to execute strategies modelled. Create them or get them donated!
Practice/Application	Build in time to practice with families and students to clear up confusions.
Input	Follow up with families and ask for input on execution and content of future events.

Discussion and Questions



Let us hear from you

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

<https://www.surveymonkey.com/r/R2LN3VW>



Mark your calendars

Online Course Begins March 22

[Leading a Learning Network](#)

Online Course Begins March 27

[Influence With Impact: Strategies That Support Change and Growth](#)

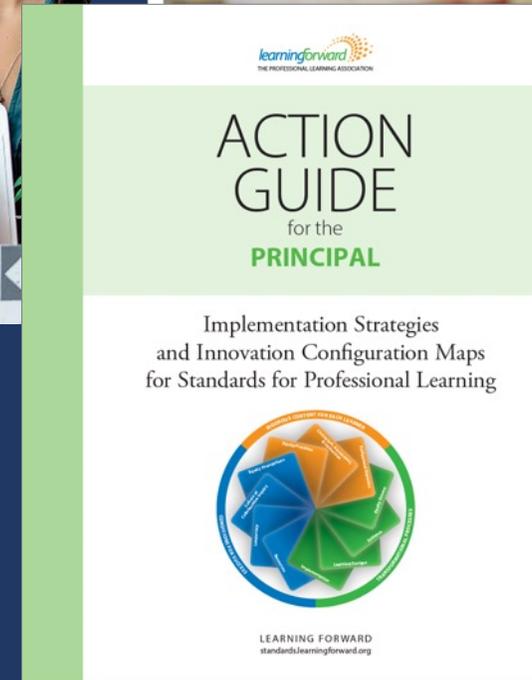
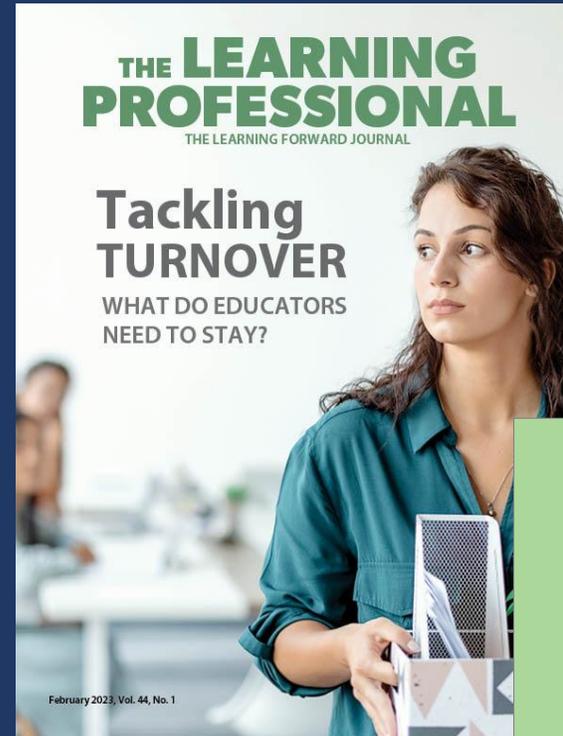
Webinar: March 30, 3 – 4 p.m. ET

Teacher Retention: The Role of Professional Learning

Online resources

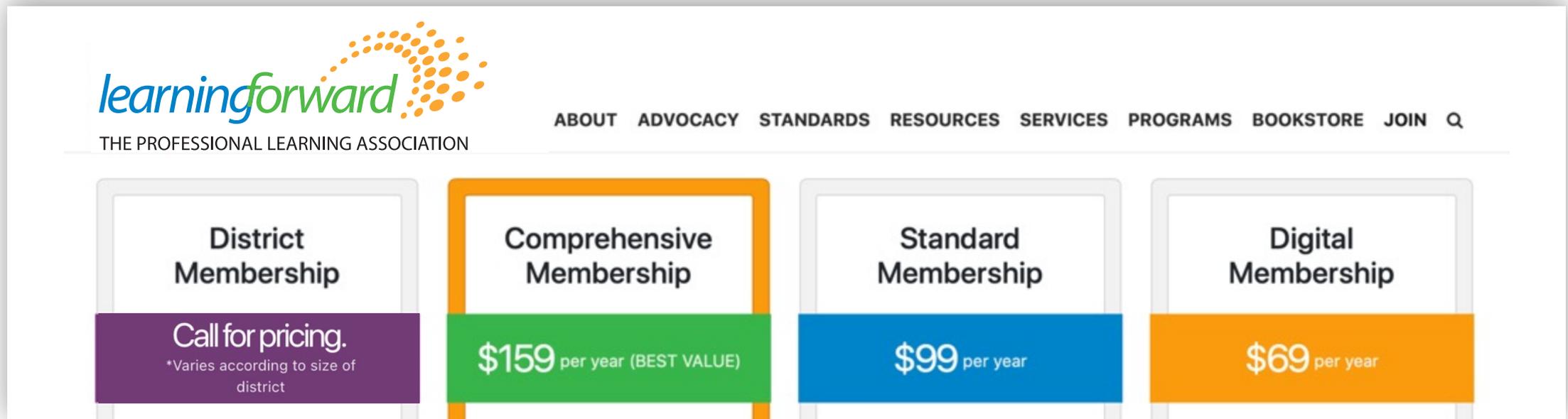
Look for follow-up resources, including a recording of this webinar and slides:

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the [Action Guide for Principals](#)



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 shows the Learning Forward website's membership page. At the top left is the Learning Forward logo, which consists of the text "learningforward" in a blue and green font, followed by a graphic of orange dots forming a curved shape. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with the following items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon (Q).

Below the navigation menu are four membership options, each in a separate box:

- District Membership:** The box has a purple bar at the bottom with the text "Call for pricing." and a smaller note below it: "*Varies according to size of district".
- Comprehensive Membership:** The box has a green bar at the bottom with the text "\$159 per year (BEST VALUE)".
- Standard Membership:** The box has a blue bar at the bottom with the text "\$99 per year".
- Digital Membership:** The box has an orange bar at the bottom with the text "\$69 per year".

Thank you!

