Equity Matters

New Mexico NCSL
Santa Fe, NM
July 24, 2019

Frederick Brown
@fbrownLF
Learning Forward

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

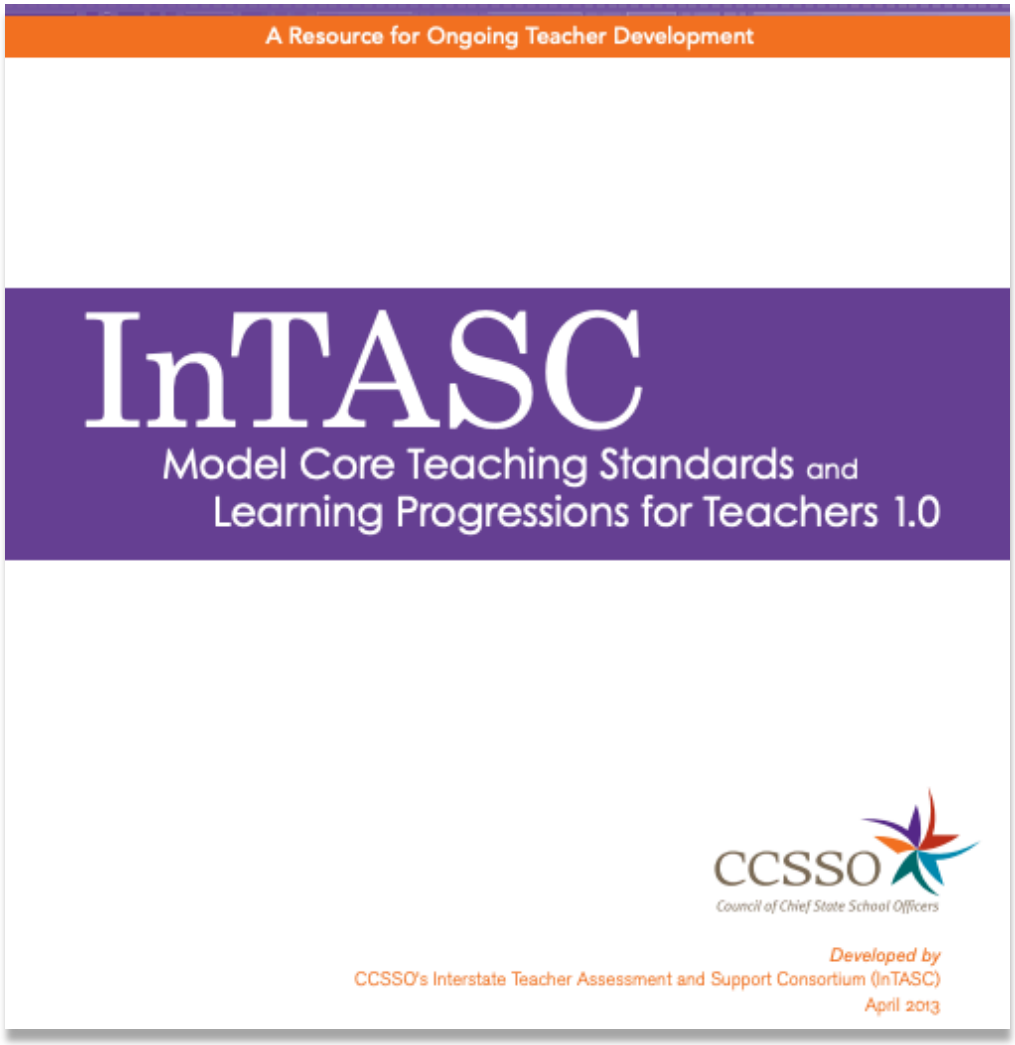
Vision: Equity and excellence in teaching and learning.

Mission: Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning.

Three Critical Areas of Focus

1. Model Teaching Standards
2. Standards-Based Professional Learning
3. Cultural Proficiency with a Specific Focus on Race

Teaching Standards (USA)



Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Teaching Standards (USA)

Standard #2: Learning Differences

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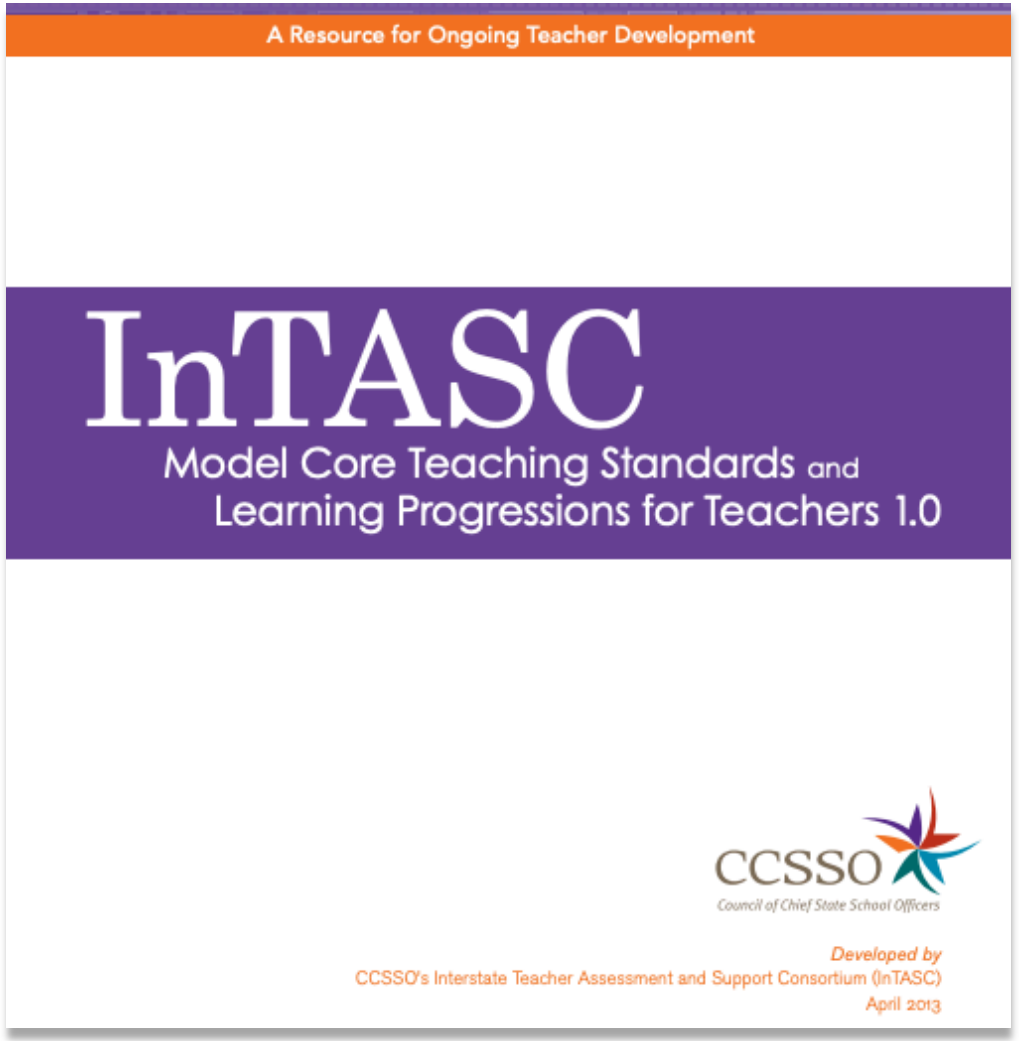
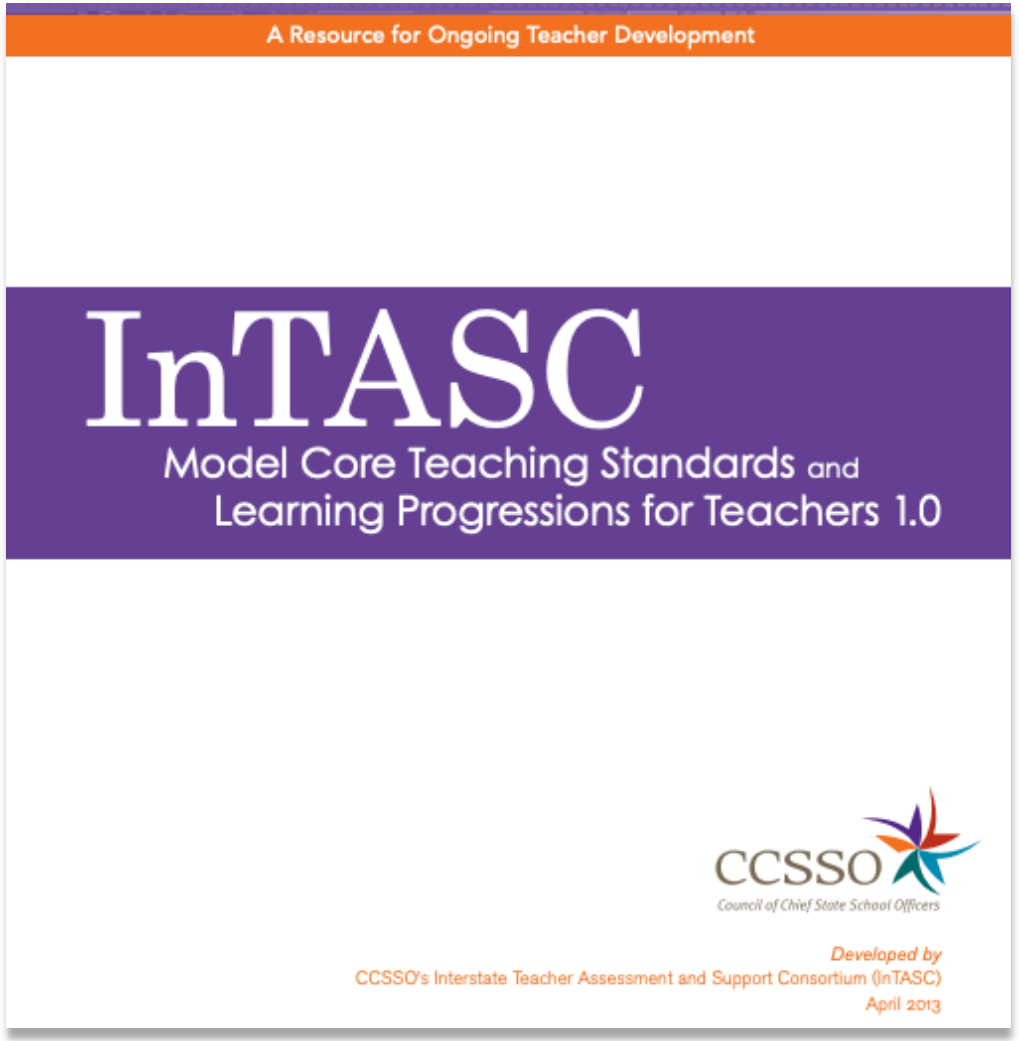


Teaching Standards (USA)

Standard #2: Learning Differences

Performances (Sample)

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways

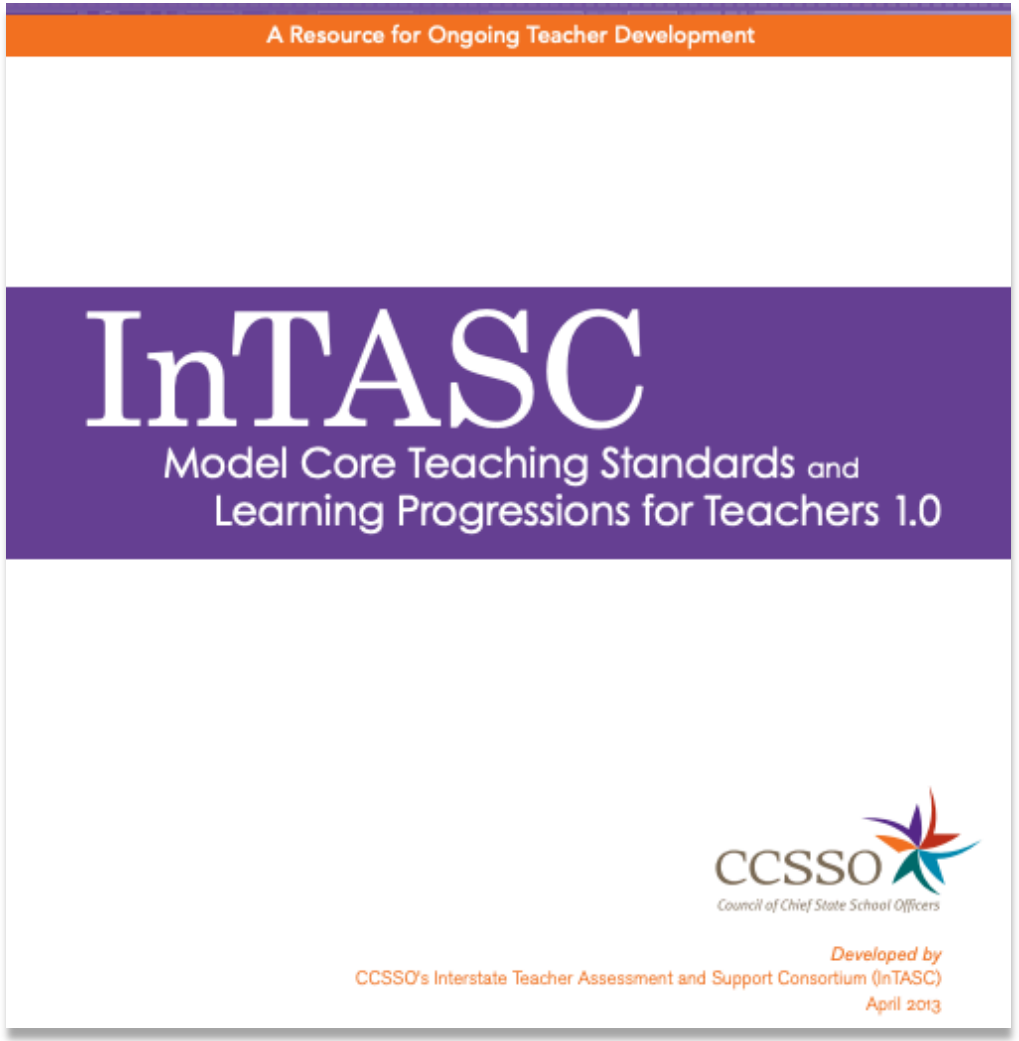


Teaching Standards (USA)

Standard #2: Learning Differences

Essential Knowledge (Sample)

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

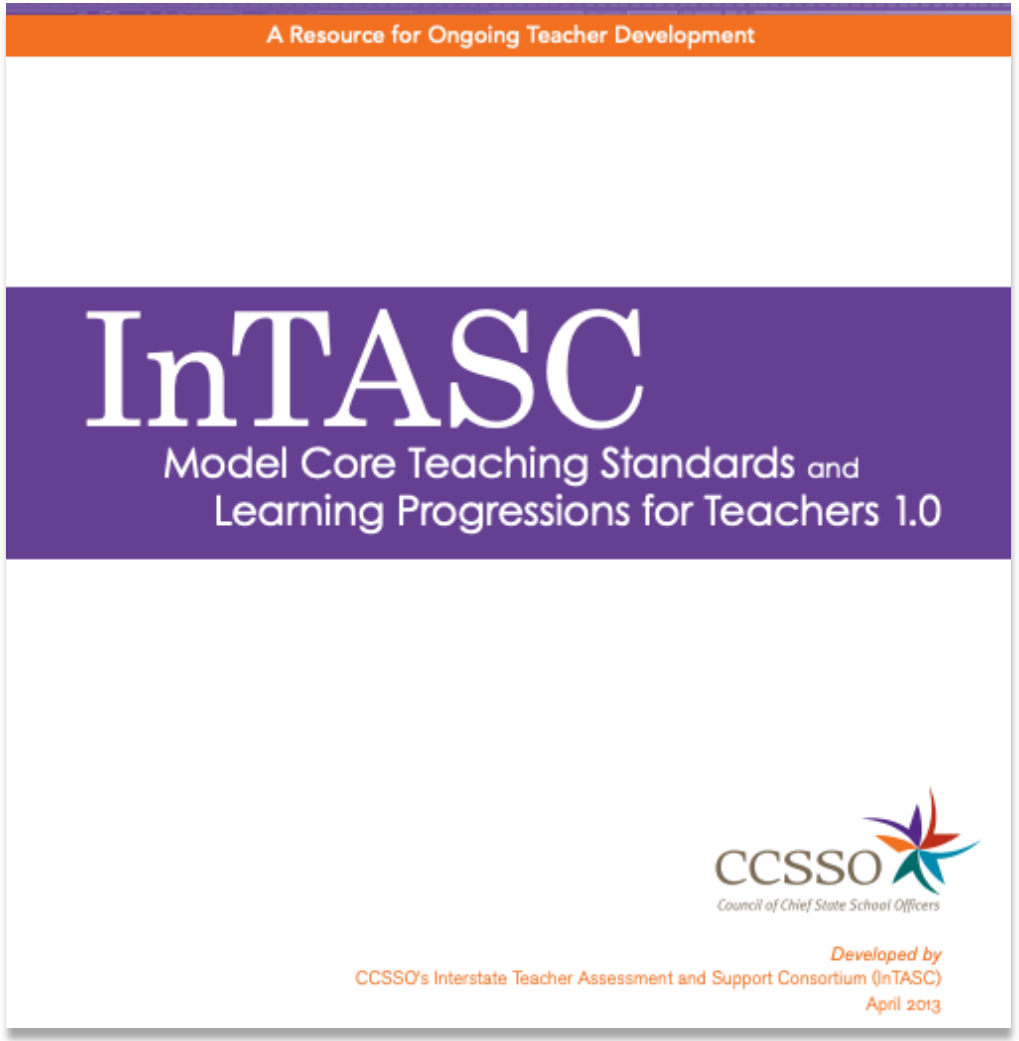


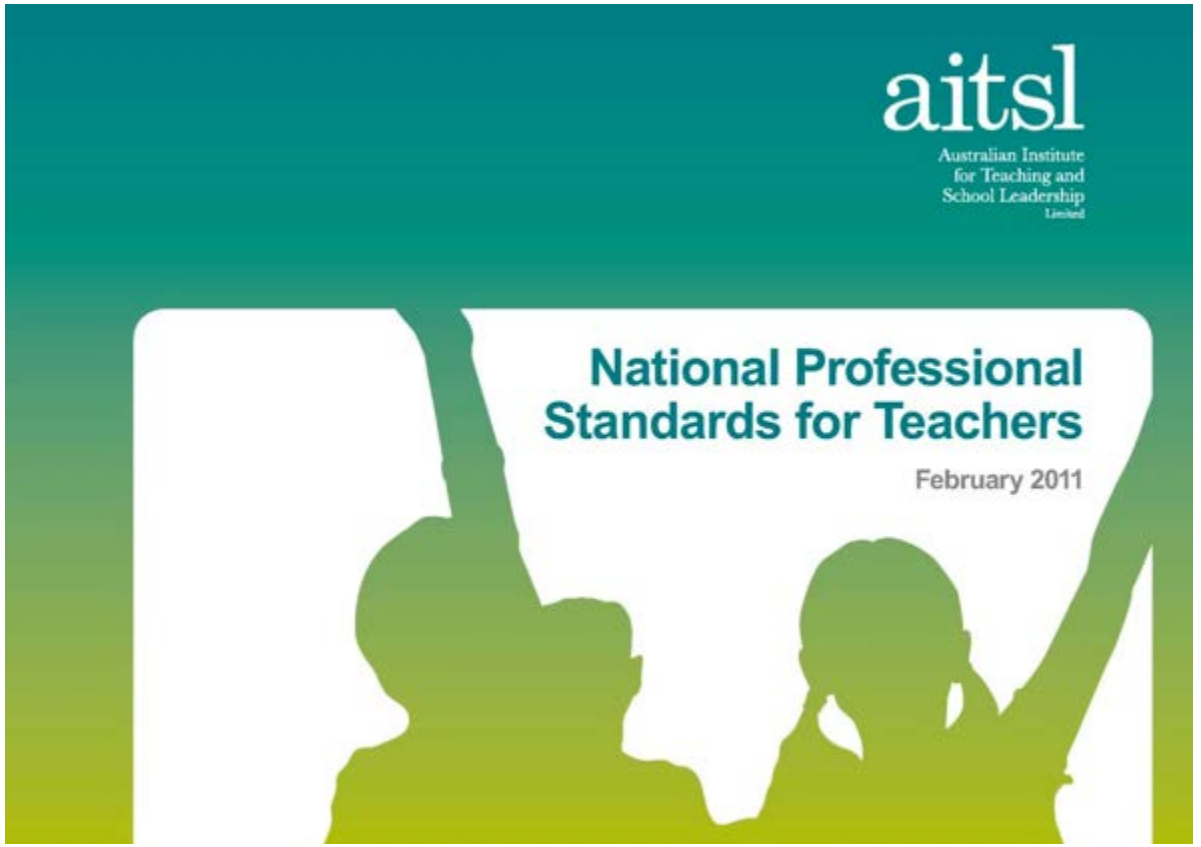
Teaching Standards (USA)

Standard #2: Learning Differences

Critical Dispositions (Sample)

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

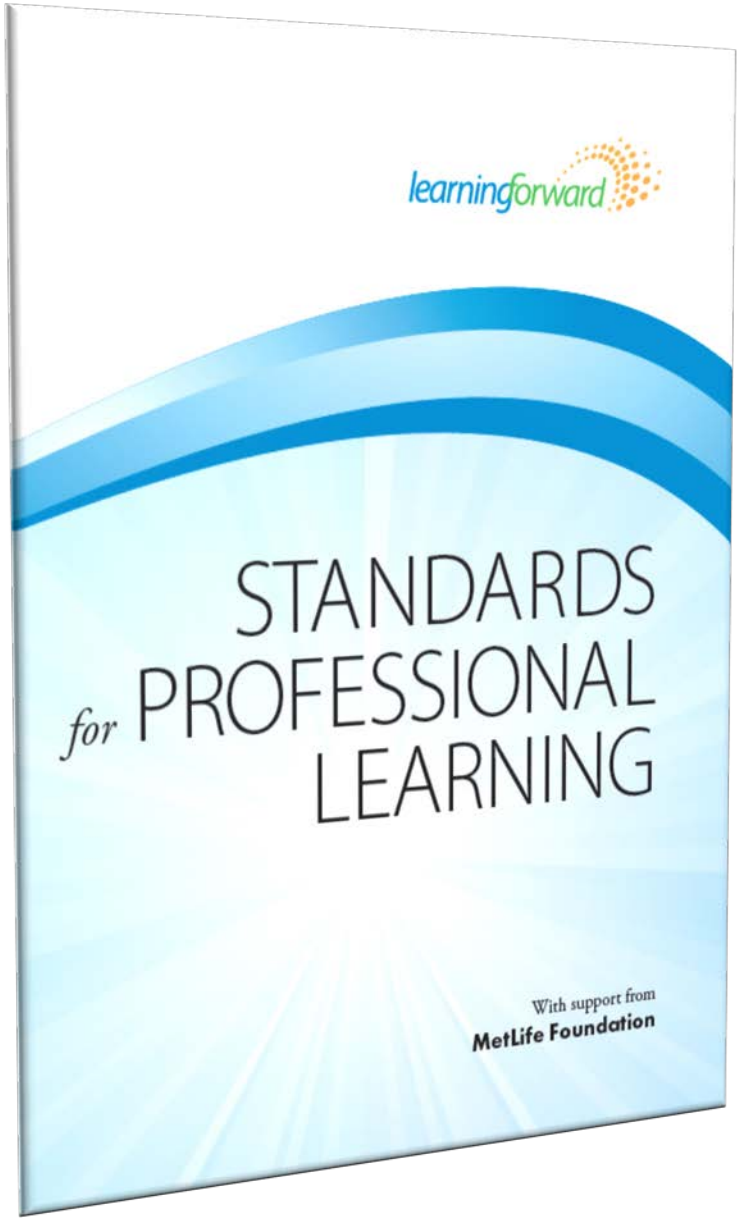




Teaching Standards (Australia)

Teaching Standards (Australia)

Standards for Professional Learning



Released
July 18, 2011

Standards for Professional Learning + 2

Washoe County, NV

Learning Communities

Resources

Learning Designs

Implementation

Cultural Competency

Leadership

Outcomes

Data

Equity

Blueprint for Scaled & Sustained Effective Practice

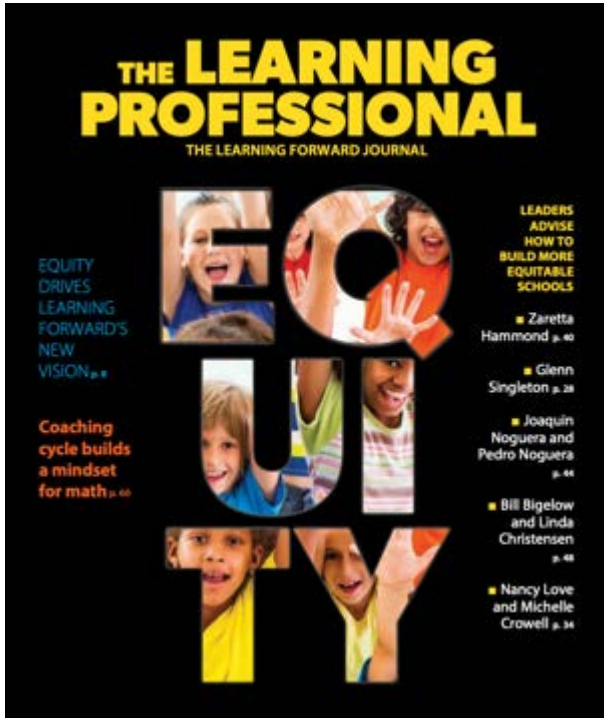
Knowledge	**Conceptual understanding of information, theories, principles, and research**
Attitude	**Beliefs/biases about the value of particular information/strategies or abilities of individuals**
Skill	**Strategies and processes to apply knowledge**
Aspiration	**Desires, or internal motivation, to engage in a particular practice**
Behavior	**Consistent application of knowledge and skills**

OUR TAKE

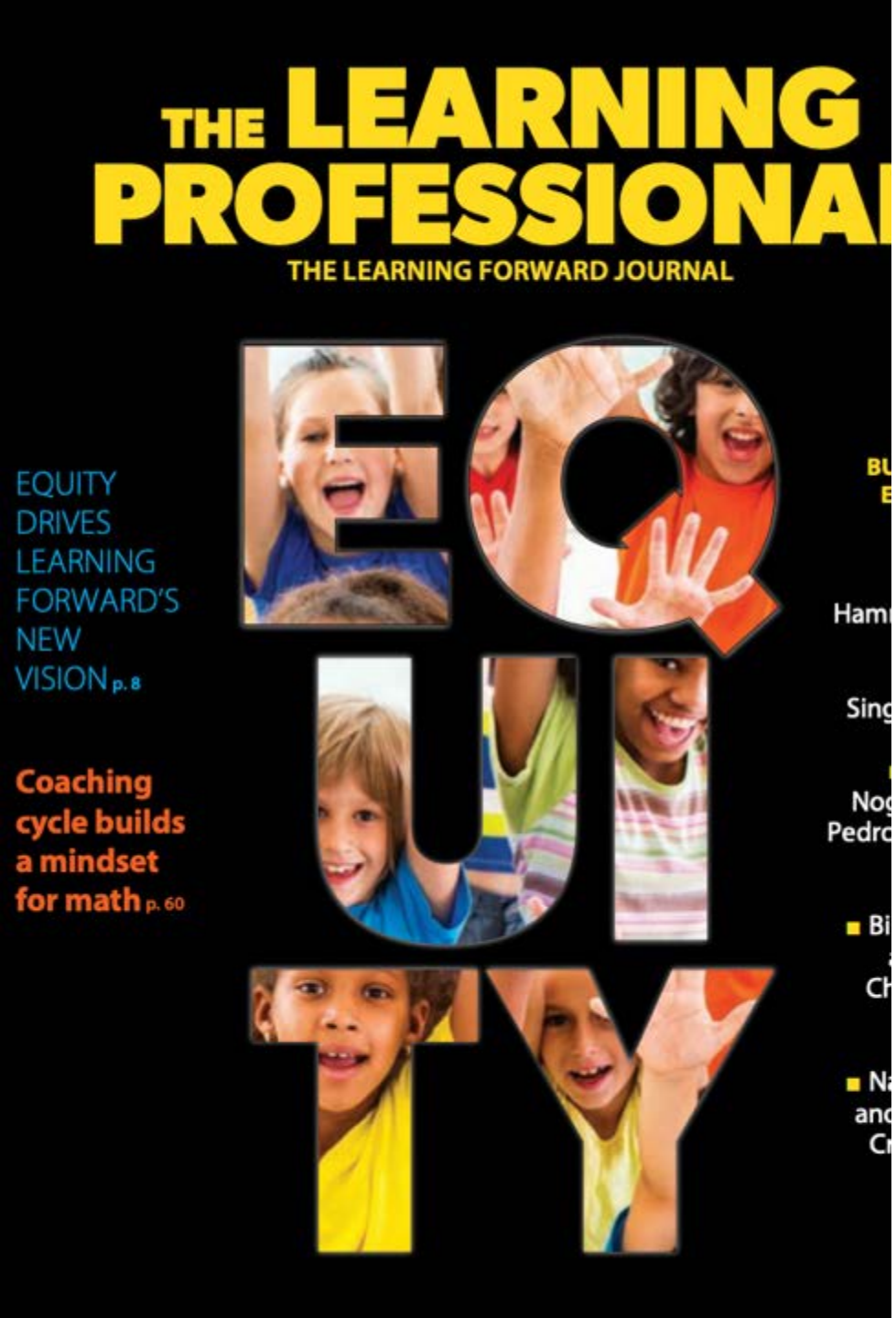
Stephanie Hirsh

Frederick Brown

Equity drives Learning Forward's vision



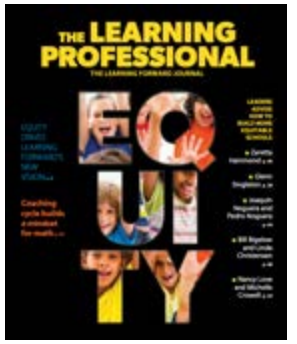
- Access to excellent teaching and learning should occur for all children regardless of zip code
- Socioeconomic conditions, race, gender, ethnic background, and other factors should not be predictors for educational attainment
- Professional learning and equity are deeply interconnected



Three Dimension of Equity

- What beliefs (about children, parents, teaching and learning, etc.) exist in this room? In your schools?
- What actions of teachers and leaders are appropriately addressing issues of equity? Are hindering efforts to address equity?
- What systems exist to address inequities?
- How has professional learning been used to address inequitable beliefs, actions, and systems? How should it be used?

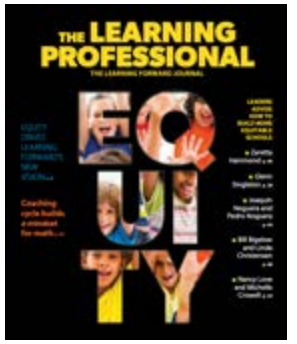
Three Dimension of Equity



Beliefs	Actions	Systems
"The deep-seated beliefs and assumptions we develop are comfortable to us, and we depend on them to keep us psychologically safe. We resist changing them, and yet it is impossible to improve actions in lasting ways without first exploring these underlying beliefs."	"Having routines allows our actions to run on autopilot…at times we may no longer question these actions…even when we should. A commitment to equity means we bring our actions in line with our belief that all students can learn."	"Systems are made up of the interconnected beliefs, practices, people, organizations, policies, and structures. Our beliefs about what is possible and the actions we choose to take can feel as though they are limited by existing systems, which (often) have longstanding inequities built into them."

Berg, J.H. & Gleason, S.C. Come together for equity – Rework beliefs, actions, and systems through professional learning. The Learning Professional, October 2018. Learning Forward.

Three Dimension of Equity:
Sample Professional Learning Strategies



Beliefs: Mindsets and Relationships	Actions: Practices and Routines	Systems: Policies and Structures
Individual PL: • Examine personal beliefs and biases; develop skills to explore and question them.	Individual PL: • Examine the impact of one's own professional practices and routines on student confidence and competence and work to mediate any adverse impact.	Individual PL: • Learn to call out institutional racism and communicate effectively with those in power (or become the one in power).
Team PL: • Share knowledge about shared students to support colleagues in expanding their view of a student beyond their own classroom.	Team PL: • Engage in collaborative inquiry to investigate and respond to patterns found in disaggregated schoolwide data.	Team PL: • Investigate the effectiveness of school communication policies and structures; propose improvements that meet the needs and values of families.

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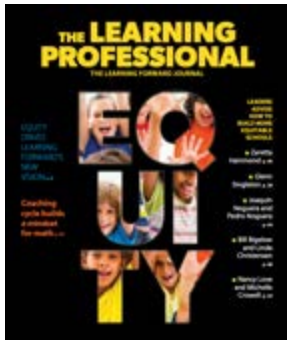

Beliefs: Mindsets and Relationships	Actions: Practices and Routines	Systems: Policies and Structures
Whole School PL: • Study how trust is built and its important role in relationships (with colleagues, students, and families); take action to strengthen relationships • Probe the difference between multicultural education and culturally responsive teaching; reflect on whether and how you're doing each.	Whole School PL: • Engage in schoolwide learning walks or equity assessments to monitor progress toward equity goals and assist in identification of promising next steps • Collaborate to prepare to use new instructional, curricular, and/or assessment practices that have been selected to align with the needs and values of your students.	Whole School PL: • Analyze students' access to opportunities with regard to scheduling, class/teacher assignment policies, and special programs, and redesign systems to improve equity of access. • Look at data to critically examine student attendance, behavior, and retention policies; create cross-stakeholder team to reform and monitor them.

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System Examples:
Ft. Worth (TX) ISD

Fort Worth
INDEPENDENT SCHOOL DISTRICT

In order to support the success of ALL Fort Worth ISD students and to ensure all students are prepared for College, Career, and Community Leadership, the Division of Equity and Excellence will ensure equity in all practices and at all organizational levels in FWISD by providing professional development to build a deep and common understanding of the impact of institutionalized racism and equity, specifically racial equity, on student achievement.

- Ft. Worth Division of Equity and Excellence

RESOLUTION TO SUPPORT AND PROTECT RACIAL EQUITY CONVERSATIONS

WHEREAS, the Fort Worth Independent School District Board of Education's core beliefs include:

(1) Public education requires the active participation of parents and the community to obtain and maintain excellence; and

(2) The Fort Worth Independent School District community acknowledges, respects and appreciates diversity;

WHEREAS, the Fort Worth Independent School District, like many urban public school

districts, is an institution that was not designed to elevate the voices of parents of color; and

WHEREAS, as the leaders of this organization, today it is our responsibility as the Board

of Education to address structures within this system that support the marginalization of any parent

or student;

RESOLUTION TO SUPPORT AND PROTECT RACIAL EQUITY CONVERSATIONS

Fort Worth INDEPENDENT SCHOOL DISTRICT

NOW, THEREFORE, BE IT RESOLVED that the Fort Worth Independent School District will address any attempt by anyone working within our District to silence, retaliate against, or delegitimize the experience of parents and community members who are engaged in racial equity conversations as seriously as any other form of harassment.

APPROVED on the 23rd day of April, 2019 by the Fort Worth ISD Board of Trustees

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Thank you!

Frederick Brown:
frederick.brown@learningforward.org
@fbrownLF