Welcome to Leveraging the Accelerate Framework to Advance Equity in Schools

In the chat bar, tell share with us one fun thing you have planned for this weekend…
Leveraging the Accelerate Framework to Advance Equity in Schools

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Session Objective, Essential Question, & Outcomes

Objective: School leaders will reflect on ways in which they can advance equity in their school by leveraging the Accelerate Framework, and culturally responsive principles.

Essential Question: How can we lead in a culturally responsive way to ensure high expectations for all students, while building a positive aspirational environment?

Outcome: In this session, we will talk through how teachers can build a culture of responsibility, care, nurturing and high expectations for all students and engage in conversations with colleagues that advance equity mindsets and practice.
Values and Discourse Norms

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure
- Pay Attention to Patterns of Participation
- Contextual Confidentiality
- Go to the Source (Or Let It Go)

The 48-Hour Rule

AGENDA

- Advancing Equity in Schools
- Equity Audit
- Courageous Conversations
- Conversation Preparation
- Closing
ADVANCING EQUITY IN SCHOOLS

FROM REPLICATING INEQUITIES TO ELIMINATING THEM

“To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access”
For schools to create an equitable education for children, they need:

1. Systems, structures, and adult mindsets that align to the expectation that all students will achieve.
2. A positive, relationships-based culture that fosters student belonging and is conducive to high levels of achievement.
3. Instruction that centers on what (and which) students learned, with supports to make high achievement possible.
Change Management

High-Performing Team

Constructive Environment

Aspirational Environment

Data-Driven Culture

Black-Belt Teaching

Transformational Leader
The Accelerate Framework provides a roadmap for leaders to create EQUITABLE SCHOOLS where all students find social and emotional well-being and academic success.

Accelerate Framework Objectives are the SYSTEMS AND STRUCTURES that identify and create an equitable school.

Transformational Leadership Building Blocks are the SKILL SETS AND MINDSETS leveraged by leaders to advance equity in their school.
From the student perspective

While you watch this clip, reflect on these questions:

1. What about Sammy’s story resonates with you as it relates to equity within schools?
2. What needed to be true about the school culture to allow Sammy to succeed?
The Goal

“The goal of culturally responsive teaching is to create a learning environment conducive to all students, no matter their ethnic, cultural, or linguistic backgrounds.”
Frey, 2010
Why is cultural responsiveness important?

Students

- White: 47%
- African American: 37%
- Hispanic: 10%
- Asian: 4%

Teachers

- White: 50%
- African American: 21%
- Hispanic: 21%
- Asian: 4%

77% Economically Disadvantaged
19% English Learners
14% Diverse Learners

Chicago Public Schools 2018
"A Review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates."

- "Why Teacher-Student Relationships Matter," Ed Week
Equity and Anti-Racism Resources
Equity Audit Tool

**Equity Audit Tool - TWO SECTIONS**

The content of this audit tool has been adapted from The Equity Rubric, published in Coaching for Equity (Aquilar. 2020). It is meant to be used to inform an equity plan. It is also meant as a collaborative tool for an exploration of equity issues at a school.

This tool is subjective. The user will make evaluations and assessments of beliefs and experiences that are extremely difficult, if not impossible, to objectively quantify. For this reason, it is recommended that a team of people conduct an Equity Audit, and it is recommended that this team includes parents, community members, and students or alumni from the school, as well as the school’s instructional leaders.

It is very likely that engaging in this process will surface strong emotions. It is highly recommended that this process is led by a skilled facilitator—ideally, someone from within the school community.

This tool is intended as a resource for a process that will deepen understanding about equity, surface and name inequities, and put a school on a path toward action to interrupt inequities.

### INDICATORS OF EQUITY

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<thead>
<tr>
<th>INDICATORS OF EQUITY</th>
<th>RATING SCALE</th>
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<tbody>
<tr>
<td><strong>SCHOOL CULTURE</strong></td>
<td>0: Uninformed</td>
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<tr>
<td>1. Every staff member contributes to building a culture that emphasizes trust, connection, and support.</td>
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<tr>
<td>2. Every staff member communicates warmth, care, and high expectations.</td>
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<td>3. Teachers and administrators speak about children and families with respect, curiosity, and compassion. No one is shamed, ever.</td>
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<td>4. Teachers and administrators acknowledge each other’s as well as students’ and families’ unique cultural perspectives and assets.</td>
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<tr>
<td>5. Teachers and administrators listen with curiosity to each other, to families, and to students.</td>
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<tr>
<td>6. Teachers, coaches, and administrators seek to understand family and student experiences and perspectives.</td>
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<tr>
<td>7. The school has a shared positive culture that is inclusive and intentionally cultivated. Every adult, child, and family member who are part of the school have regular opportunities to reflect on shared values and to offer school feedback.</td>
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<tr>
<td>8. The school’s approach to culture-building is inclusive of multiple viewpoints.</td>
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<tr>
<td>10. When consequences are issued, they emphasize repairing harm, rebuilding relationships, and strengthening community.</td>
<td></td>
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<tr>
<td>11. Teachers, coaches, and administrators employ multiple channels to seek out parent perspectives and input and do so consistently and regularly.</td>
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</tr>
<tr>
<td>12. Teachers, coaches, and administrators recognize the contributions of all children and have ways to publicly acknowledge those contributions.</td>
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**CLASSROOM ENVIRONMENT**

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<td>2. When students do not follow behavioral expectations, teachers have a set of routines to use, of which students are aware, which are consistently used.</td>
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<td>3. Teachers make expectations clear, use physical proximity with students, and use a warm and direct tone of voice.</td>
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<td>4. Principles of restorative justice are used to redirect challenging behavior, manage conflict, and repair harm when rules are broken.</td>
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# Learning the Tool

## Indicators of Equity

### Objective: Constructive Environment

**School Culture**

1. Every staff member contributes to building a culture that emphasizes trust, connection, and support.
2. Every staff member communicates warmth, care, and high expectations.
3. Teachers and administrators speak about children and families with respect, curiosity, and compassion. No one is shamed, ever.
4. Teachers and administrators acknowledge each other’s as well as students’ and families’ unique cultural perspectives and assets.
5. Teachers and administrators listen with curiosity to each other, to families, and to students.
6. Teachers, coaches, and administrators seek to understand family and student experiences and perspectives.
7. The school has a shared positive culture that is inclusive and intentionally cultivated. Every adult, child, and family member who are part of the school have regular opportunities to reflect on shared values and to offer feedback.
8. The school’s approach to culture-building is inclusive of multiple viewpoints.
10. When consequences are issued, they emphasize repairing harm, rebuilding relationships, and strengthening community.
11. Teachers, coaches, and administrators employ multiple channels to seek out parent perspectives and input and do so consistently and regularly.
12. Teachers, coaches, and administrators recognize the contributions of all children and have ways to publicly acknowledge those contributions.

### Classroom Environment

1. Teachers use multiple strategies to gain every child’s attention and to ensure that every student understands directions.
2. When students do not follow behavioral expectations, teachers have a set of routines to use, of which students are aware, which are consistently used.
3. Teachers make expectations clear, use physical proximity with students, and use a warm and direct tone of voice.
4. Principles of restorative justice are used to redirect challenging behavior, manage conflict, and repair harm when rules are broken.
5. The emphasis in classroom management and student behavior is on how to be a positive member of a community (not on compliance and regulations).

| Total | 0 |

**What reflections or wonderings do you have about the Constructive Environment at your site/network/district based on your ratings?**

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**RATING SCALE**

0=Unknown
1=No Evidence
3=Some Evidence
5=Lots of Evidence
Worktime 10 min

Complete the ratings for the Constructive Environment and Aspirational Environment sections and complete a reflection for both sections.

*Turn off your cameras and mute yourself, but do not leave the session.*
Whole Group Share

- **All**: Share in the chat an ah-ha or idea you are still contemplating.
Cultural Responsiveness – What does it mean?

- “An educator’s ability to recognize students' cultural displays of learning and meaning making, respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing.” (Hammond, p. 15)

Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* defines Culturally Responsive Teaching
In culturally responsive classrooms...

- Relationships are as important as the curriculum
- There is a learning partnership; a culture of care that helps dependent learners move towards independence
- An alliance between the teacher and student is formed where the connection between the two results in stretching and empowering students as learners.
- Teachers help shift students’ mindsets of self-doubt (fixed mindsets) to an academic mindset (growth mindset)
- The classroom environment projects an ethos of care and a space for strong student agency and voice

Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* defines Culturally Responsive Teaching
Teachers are culturally responsive when they:

- Hold all students to high standards.
- Make learning challenging.
- Engage all learners.
- Have an understanding and incorporate students’ various cultural backgrounds.
- Make connections between classroom and the world beyond.

Barnes, 2006
Using data to discover and track disparities in academic and disciplinary trends

- Talk precisely about equal opportunity
- ‘urgent language of communal responsibility’
- Which every day acts move specific students or student populations toward educational opportunity, and which acts further them away from it?

--M. Pollack
Culturally Responsive Practice Example/Non-example

Example of a culturally responsive practice in your setting

Non-example of a culturally responsive practice in your setting
Courageous conversations to address mindsets

Four Agreements for Courageous Conversations

1. Stay engaged.
2. Experience discomfort.
3. Speak your truth.
4. Expect and accept non-closure.

Identify the facts about the situation. What assumptions are made in the scenario? Caution: Be careful not to infer intentions, place blame, or make assumptions.

Identify what you want to address in the scenario.

Name the “why” behind the culturally responsive practice you are discussing.

Be sure to PAUSE after you state the facts and allow the colleague to respond.

How will you act in response to the scenario?
Choose a scenario and plan.

Culturally Responsive Conversation Scenarios

1. At your school you practice restorative conversations after classroom norms have been broken. When you are in your co-teacher’s classroom you hear them say “TJ, I just can’t handle you and your talking right now. Go in the hallway so I don’t have to hear your mouth.” Your co-teacher leaves the student out in the hall for the remainder of class and then sends him to his next period without talking to him.

2. When Alex, a seventh-grade student, returned to school this fall, they made it clear to the teachers that their pronouns were “they”. A fellow colleague laughed about this with other teachers afterschool one day, making fun of Alex and the use of the pronoun “they.”

3. You have been tasked with supporting a new teacher in creating a positive culture in their classroom. When you are in there for 10 minutes you notice that they gave 17 consequences and only 3 remarks of praise.

4. While you and your team are meeting during grade level meeting, your colleague begins talking about Xavier, a student you all share. He states the Xavier “will never make anything of himself due to his bad attitude, so I am not going to waste any more time on providing him extra support.”

Just the Facts, Pause

- Identify the facts about the situation, what assumptions are made in the scenario? Caution: Be careful not to infer intentions, place blame, or make assumptions.
- Identify what you want to address in the scenario.
- Name the “why” behind the culturally responsive practice you are discussing.
- Be sure to PAUSE after you state the facts and allow the colleague to respond.

How will you act in response to the scenario?

Choose a scenario:

Plan the Culturally Responsive “Just the Facts, Pause” conversation.

- What are the facts about the situation? What assumptions are made in the scenario? Caution: Be careful not to infer intentions, place blame, or make assumptions.

What do you want to address in the scenario?

- Why is the culturally responsive practice you are discussing important to advancing equity at your school?

How will you act in response to your colleague this scenario?
Courageous Conversation Preparation

You have 10 min to complete the following:

1. Review the school scenarios list and select one to plan.
2. Plan 1 “Just the Facts, Pause” courageous conversation using the planning guide.

*Turn off your cameras and mute yourself, but do not leave the session.*
Courageous Conversation Plan SHARE

You will be placed in breakout rooms of 2-4 to share the scenario you planned for with peers and ask for feedback.

You will have 15 minutes to round robin in your room and share your plan and get feedback.

Rooms of 2 have 7 min each; rooms of 3 have 5 min each and rooms of 4 have 3 ½ min each.
Just the Facts, Pause

Identify the facts about the situation.
What assumptions are made in the scenario?
Caution: Be careful not to infer intentions, place blame, or make assumptions.

Identify what you want to address in the scenario.

Name the “why” behind the culturally responsive practice you are discussing.

Be sure to PAUSE after you state the facts and allow the colleague to respond.

How will you act in response to the scenario?
Whole Group Share

- **All:** Share in the chat an ah-ha or an idea you are still contemplating.
- **A few volunteers:** Come off mute to share with the group.
**Essential Question:** How can we lead in a culturally responsive way to ensure high expectations for all students, while building a positive aspirational environment?
Final Reflection

How can you bring this work into your leadership in order to lead in a culturally responsive way to ensure high expectations for all students, while building a positive aspirational environment?
Interrupt.

Reimagine.

Reconnect.

#studentsfirst
Report on Principal Sustainability released in December.
Accelerate Online • Leadership Academy • Principal Fellowship • Ryan Award • School Accelerator