Effective Systemic Change in Educational Equity Through Collaboration

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https://goo.gl/7QiVd8
Systemic change is possible and effective in improving school climate and educational equity. Review the ongoing collaborative work to improve cultural competence and equitable practices. Leave with examples of equitable practice, presentation topics, and group activities.

Topics: equity, collaboration, PRoBE
Audience: In-service educators
Levels: All
Objectives

- Define systemic change, collaborative relationships, cultural competence, and equitable educational practice
- Recall a collaborative team’s efforts to improve cultural competence and equitable practices
- List examples of equitable practice, presentation topics, and group activities

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Agenda

Context

Through the lens of equity

Building Level Equity Team (E-Team)

Outcomes and opportunities for growth

Examples

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Context

“Urban” high school

School climate

District plan

School improvement plan

Counseling department foundation (Grothaus & Johnson, 2012)
RESPECTFUL Counseling (D’Andrea & Daniels, 2001)

R. Religion/spirituality  
E. Economic/class background  
S. Sexual identity  
P. Personal style and education  
E. Ethnic/racial identity  
C. Chronological/lifespan challenges  
T. Trauma  
F. Family background  
U. Unique physical characteristics  
L. Location of residence and language differences
Working Definitions

Positive school environment (Owens & Woodard, 2017)

Systemic change (ASCA, 2012)

Collaboration (ASCA, 2012)

Cultural competence

Educational equity
An open group of teachers, administrators, and support staff that met regularly since 2015 to discuss diversity and inclusion for the school. The meetings frequently focused on committee work (professional development, student development, curriculum development). The group began as a book study on *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (Singleton, 2014) before it moved into advocating for cultural competence and educational equity throughout the building and in every interaction with students and families.
Vision: Develop a student equity team that would support the staff Equity Team along with working with school peers on equity development. Focused on the racial identity development, self-advocacy, critical thinking, communication, collaboration, creativity, and school pride of all students.
Vision: Staff will receive equity training and have access to resources and support to increase their cultural competence and make their classrooms more equitable.
Vision: Embed equity in all curriculum in every classroom to make learning equitable and utilize a lens of equity in enrollment.
Outcomes

Increased racial diversity in weighted classes, based on data and active recruitment of students of color

Greater equitable offering of classes (rigor and relevance) compared with district counterparts

Increased cultural competence and equitable educational practice of team members, valued as leaders and influencers

Team members equipped to make connections between equitable educational practices, effective teaching, and engaged students

More staff purposefully and consistently examine their educational practice and cultural competence, experience development
Growth Opportunities

Hear and amplify the voice of students and their families

Increase student and family knowledge of educational rights and self-advocacy

Create equity resolution process, document and report current data on equity incidents

Create and offer every semester a class focused on the racial identity development, self-advocacy, critical thinking, communication, collaboration, creativity, and school pride of students

Increase quantity and positivity of diverse curricula and course offerings and materials in all subject areas
Growth Opportunities (continued)

Publicly share and regularly revise Equity Team Action Plan

Successfully self-regulate as a group during equity discussions

Continue to review new and existing policies, procedures, and practices for the existence of achievement, information, and opportunity gaps

Enable the earning of professional development points and/or credit for collaborative work

Increase membership and activity in district/community equity groups

Utilize existing instruments to measure cultural competence
Growth Opportunities (continued)

Actively increase diversity and diversity of thought among staff, value equitable educational practice and cultural competence in recruitment and retention of educators.

Increase consistent, public support and development of educators of color.

Intentionally integrate equity knowledge with staff resistant to educational equity.

Train educators on relationship building with students and positive interactions with parents/families (ex. home visits, parent/teacher conferences, community supports).
Examples of Topics/Themes

- Course offerings and curricula
- Demography of students taking the most rigorous coursework, top performing students
- Demography of the lowest performing students, SpEd identification
- Student engagement, relevant curricula
- Racial makeup of staff in relation to the racial makeup of student population
- Colorblindness, implicit bias, microaggressions
- School to prison pipeline (classroom management, school discipline)
- Trauma informed schools, resiliency
- Special populations (ex. Undocumented students, students w/undocumented parents, LGBTQIAP)
- Intersectionality
Examples of Activities

- Book study (interdisciplinary curricula or equity topics)
- Examine and disaggregate data, reports
- Host webinar “Watch Parties” or “Lunch and Learn” sessions
- Racial Autobiographies
- Close read statutes, articles and building/district policies
- Building wide professional development (presentations on PD days, during teachers’ scheduled collaborative hour, and in new staff orientation)
- Virtual discussions via Google Classroom
- Share examples of lesson plans, assignments
- Develop tools (action plans, observation/assessment rubrics, schema crosswalks)
Examples of Tools

- Equity Team Action Plan
- Environmental Observation List
- Questions for Reflective Conversations
- Protocol from *Courageous Conversations* (Compass, 4 Agreements, 6 Conditions)
- Climate Surveys
- Equitable Classroom Practices Observational Checklist
- Kansas Social, Emotional, Character, Development (SECD) standards
- ASCA Closing-the-Gap Action Plan (ASCA, 2012)
"For education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent." (DuBois, 1903)

Questions regarding this presentation can be ask via Google Document at: https://goo.gl/7QiVd8
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References


Citation Guide

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