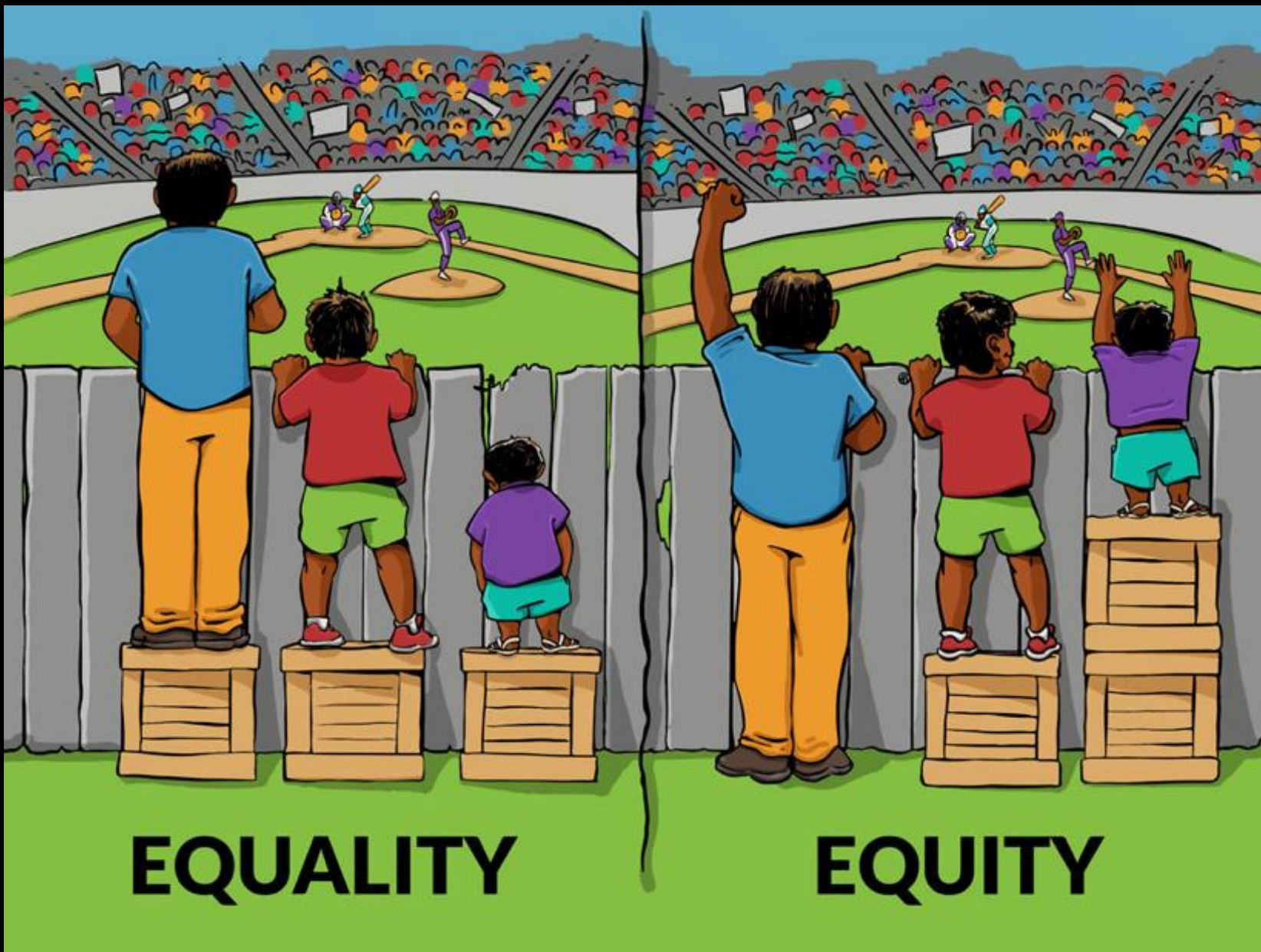


Equity-driven Leaders

Doug Fisher

www.fisherandfrey.com

EQUALITY \neq EQUITY



EQUALITY

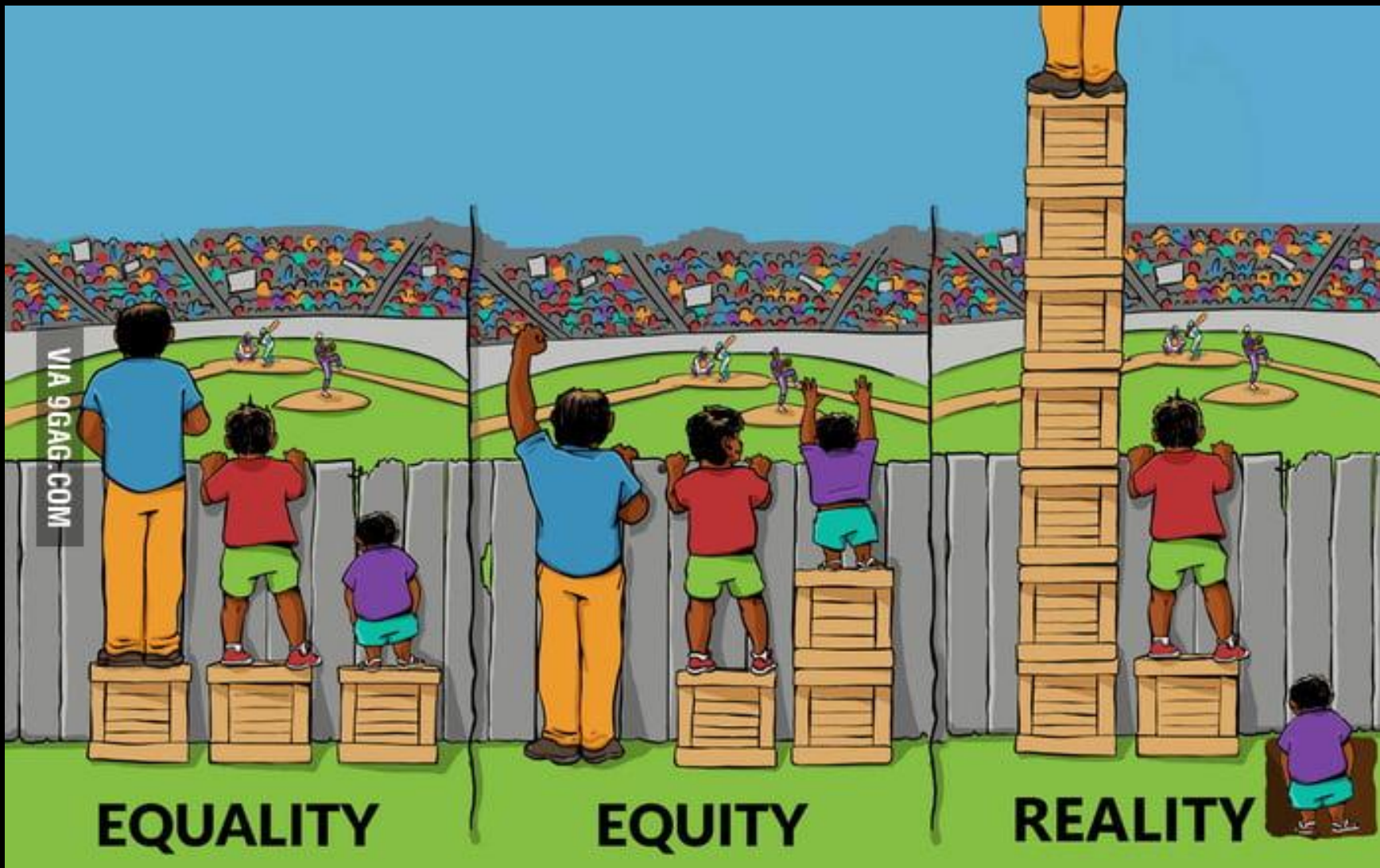
EQUITY

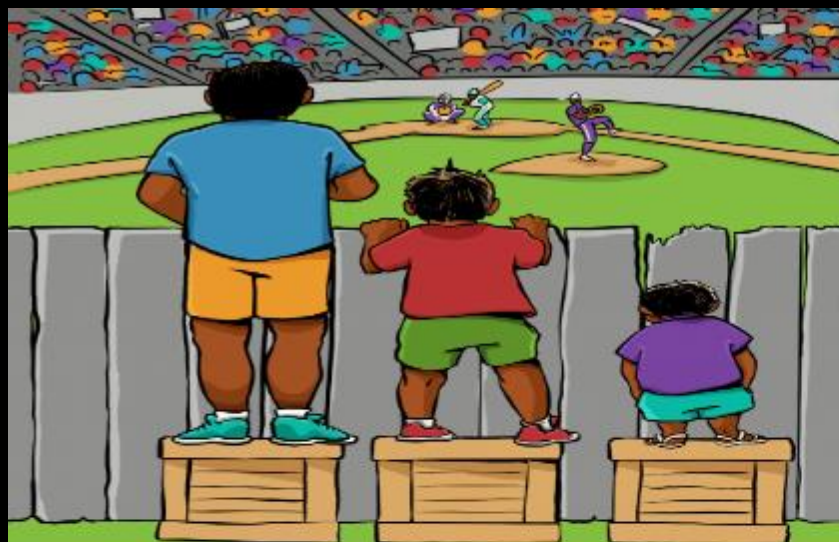
VIA 9GAG.COM

EQUALITY

EQUITY

REALITY





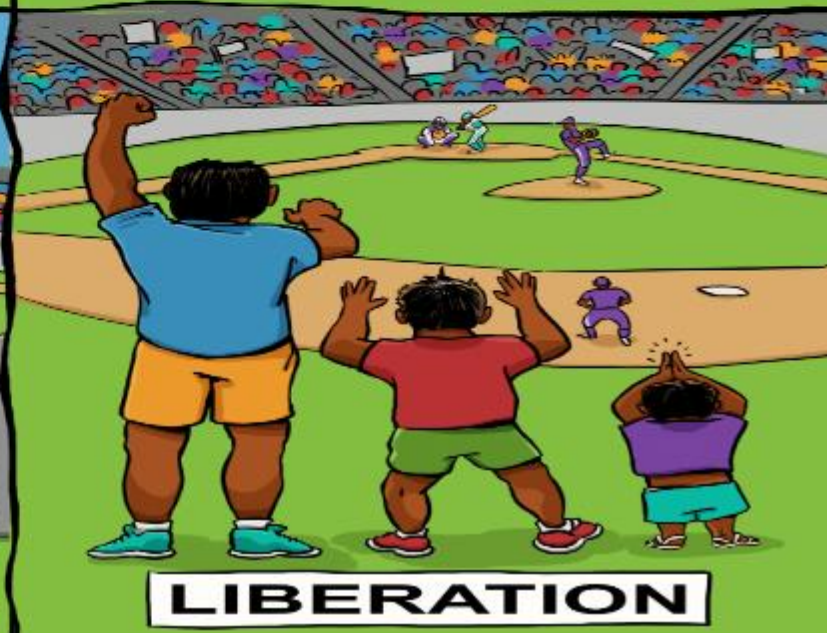
EQUALITY



EQUITY

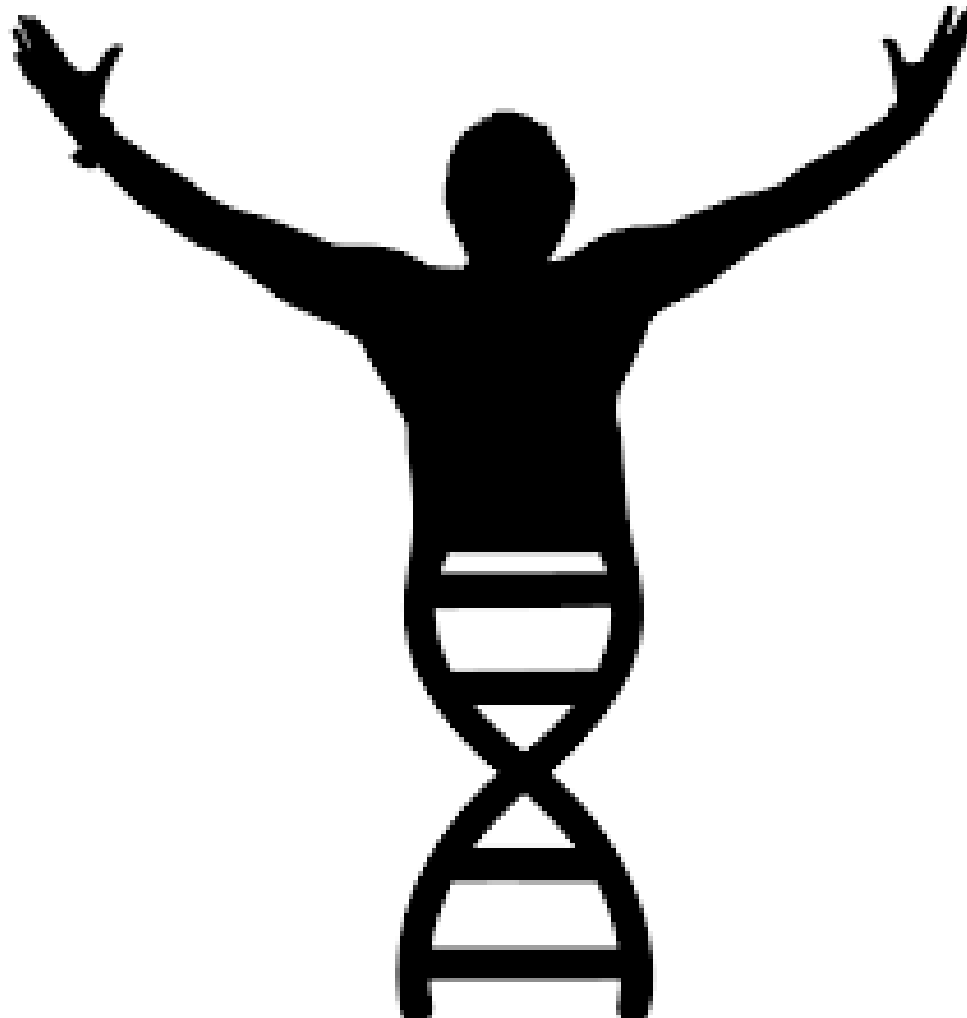


Reality



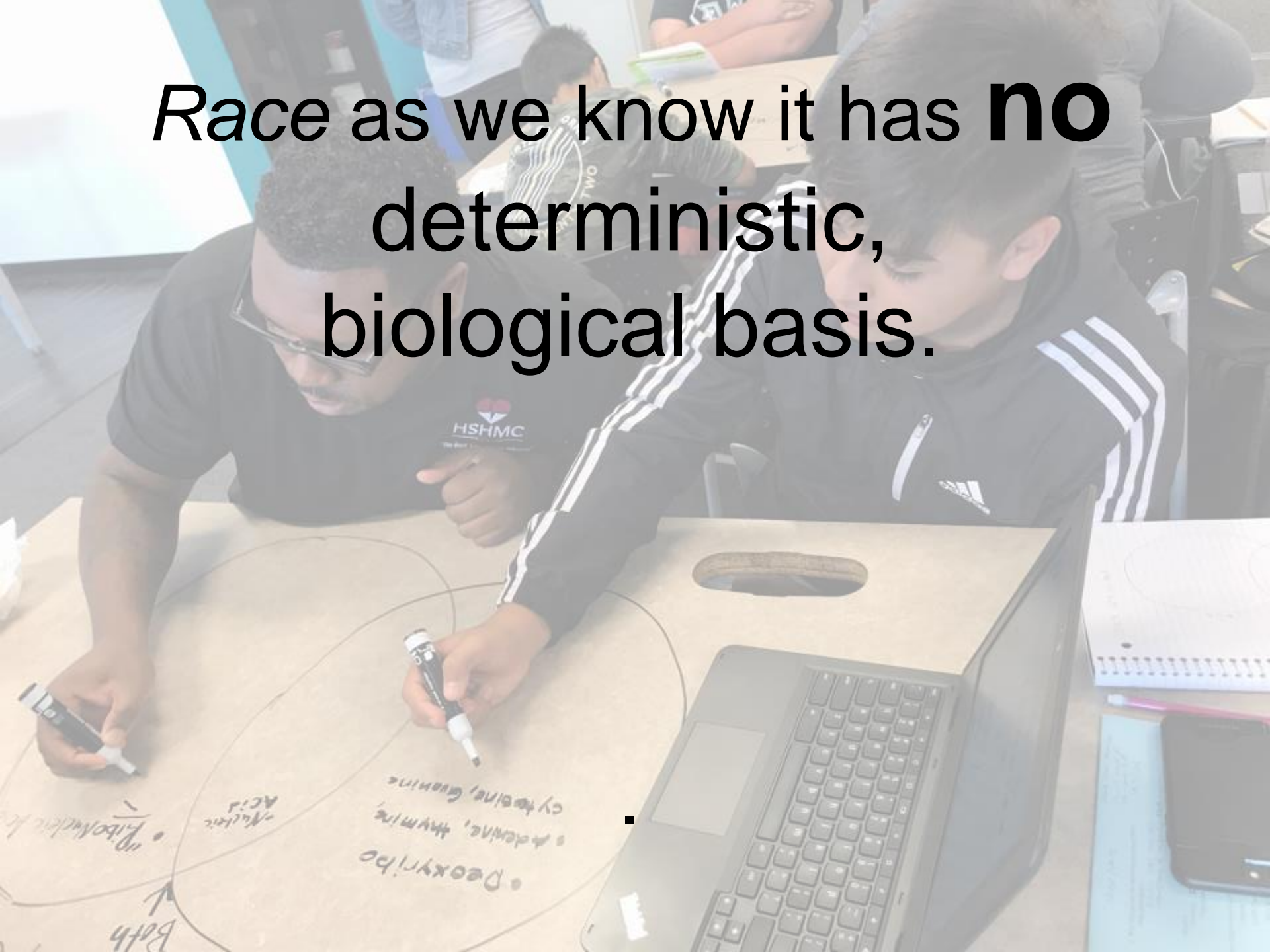
LIBERATION

Are the differences we are
trying to address biological?



Does this perpetuate a dangerous narrative that racial equity is “helping” people of color and communities of color because we are inherently and biologically deficient?

Race as we know it has **no**
deterministic,
biological basis.



A background image showing two students, a Black male and a white female, working together at a table. The male student is wearing a black t-shirt with 'HSHMC' and 'The Best Education' printed on it. The female student is wearing a black Adidas hoodie. They are both looking down at a large sheet of paper on the table, which has some handwritten notes and a diagram. A laptop is also visible on the table. The text is overlaid on this image.

Race as we know it has **no**
deterministic,
biological basis.

AT THE SAME TIME, *race* is so
powerful that it can have
life or death consequences.

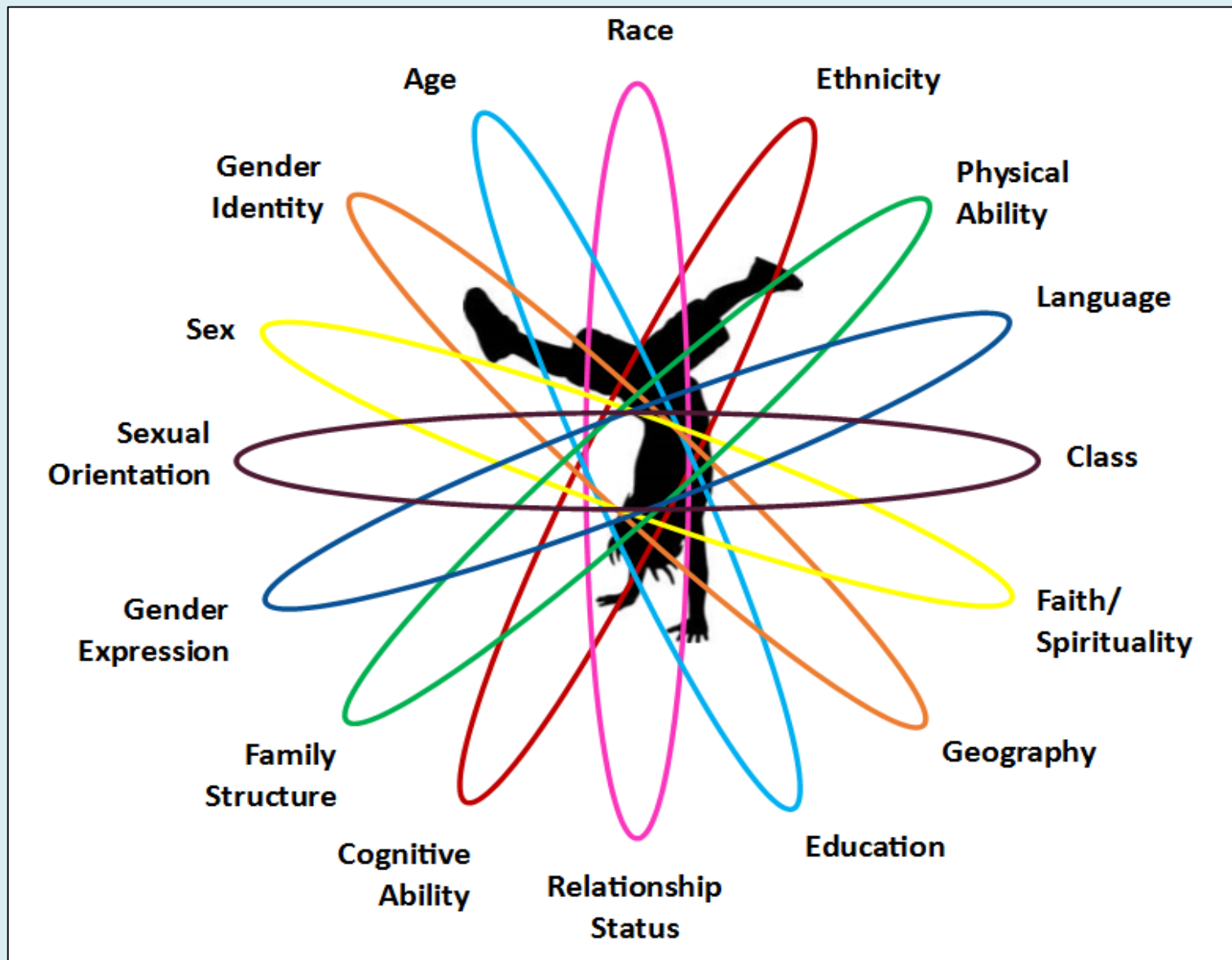
How do **you** define it?

EQUITY



Equity

- **Recognizes** that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.



Source: Allegheny County, Pennsylvania, DHS LGBTQ Community Training Team/SOGIE Project Team. Reprinted with permission.

Equity

- **Recognizes** that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.
- **Occurs** as a result of sensitive, courageous, and creative conversations and actions.
- **Requires** the distribution and redistribution of resources and initiatives based on individual and group needs derived from multiple sources of qualitative and quantitative data.
- **Leads** to engaged, inspired, and successful learners.

How do **you** define it?

EQUITY



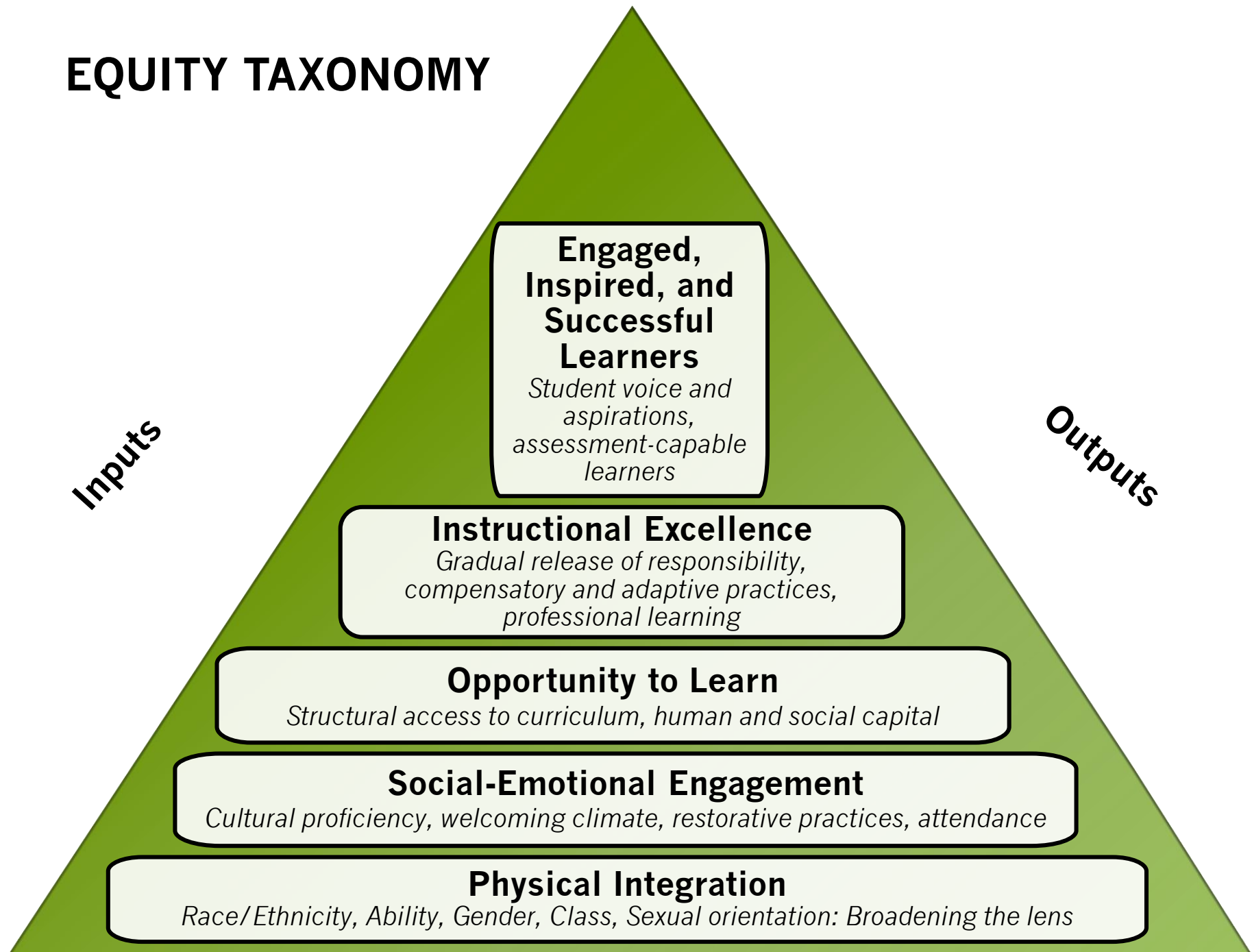


What is your
“North Star?”



“Our job is to
facilitate a
student body of
engaged,
inspired, and
successful
learners.”

EQUITY TAXONOMY



EQUITY TAXONOMY

Engaged, Inspired, and Successful Learners

*Student voice and
aspirations,
assessment-capable
learners*

Instructional Excellence

*Full release of responsibility,
formative and adaptive practices,
professional learning*

Opportunity to Learn

Robust curriculum, human and social capital

Emotional Engagement

Supportive learning climate, restorative practices, attendance

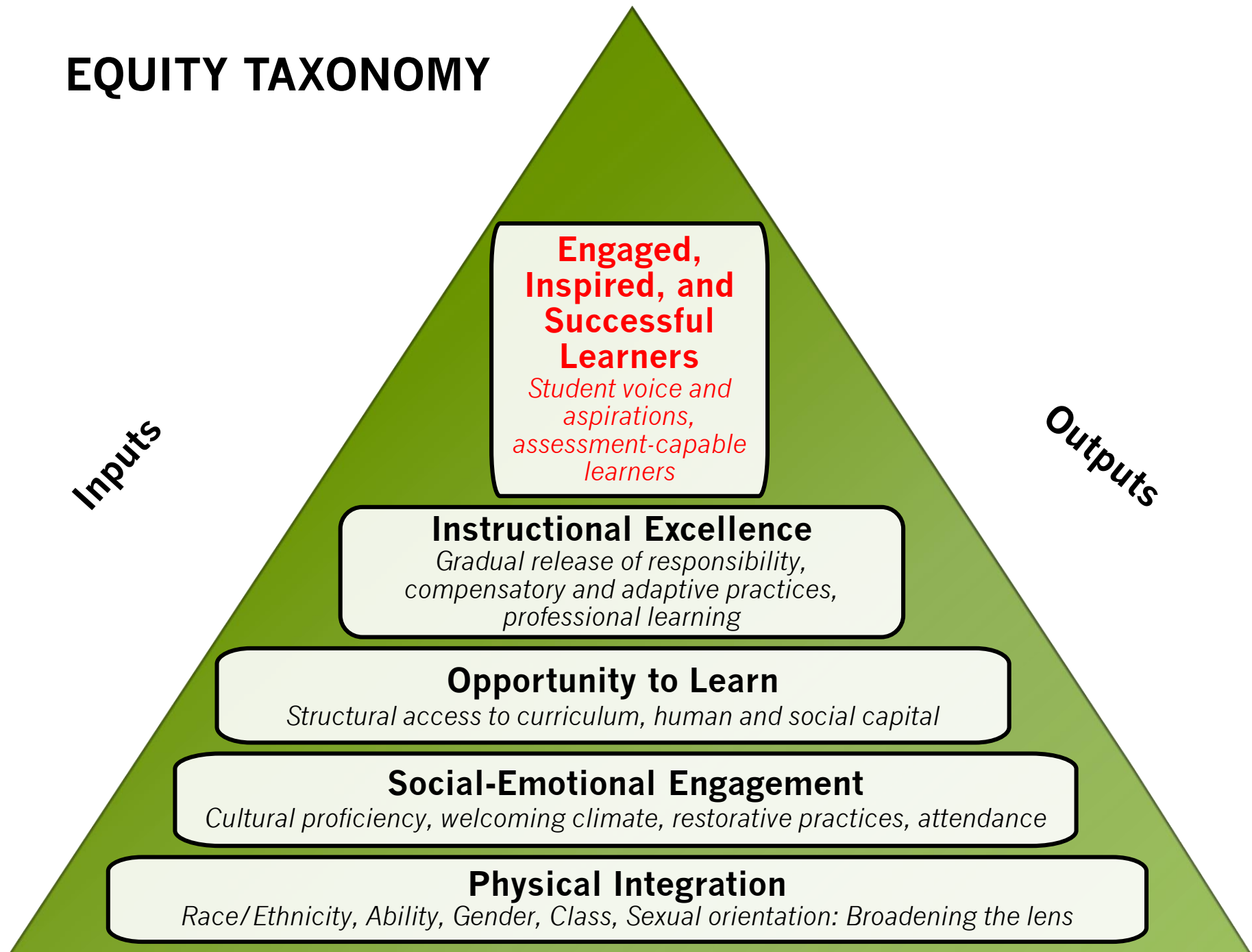
Physical Integration

Gender, Class, Sexual orientation: Broadening the lens

Outputs

Achievement
Attendance
Discipline
Language Acquisition
Post-secondary Success
Social Emotional Growth

EQUITY TAXONOMY



Select an Indicator: English Language Arts (Grades 3-8) Indicator ▾Reporting Year: 2017 (Fall) ▾[View Student Groups Five-by-Five Report](#)[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green <ul style="list-style-type: none"> Heritage Elementary Salt Creek Elementary 	Blue <ul style="list-style-type: none"> Marshall (Thurgood) Elementary Parkview Elementary Wolf Canyon Elementary 	Blue <ul style="list-style-type: none"> Veterans Elementary 	Blue (None)
High 10 points above to less than 45 points above	Green <ul style="list-style-type: none"> Allen (Ella B.) Elementary 	Green <ul style="list-style-type: none"> Chula Vista Hills Elementary EastLake Elementary Finney (Myrtle S.) Elementary Rogers (Greg) Elementary 	Green <ul style="list-style-type: none"> Chula Vista Elementary (District Placement) Cook (Hazel Goes) Elementary Hedekamp (Anne and William) Elementary Hilltop Drive Elementary Liberty Elementary McMillin (Corky) Elementary Olympic View Elementary Silver Wing Elementary 	Green <ul style="list-style-type: none"> Camarena (Enrique S.) Elementary Clear View Loma Verde Elementary Sunnyside Elementary Tiffany (Burton C.) Elementary 	Blue <ul style="list-style-type: none"> Casillas (Joseph) Elementary
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow <ul style="list-style-type: none"> Halecrest Elementary 	Yellow <ul style="list-style-type: none"> Rosebank Elementary Valle Lindo Elementary 	Green <ul style="list-style-type: none"> Otay Elementary 	Green <ul style="list-style-type: none"> Montgomery (John J.) Elementary
Low More than 5 points below to 70 points below	Orange <ul style="list-style-type: none"> Palomar Elementary 	Orange <ul style="list-style-type: none"> Castle Park Elementary Juarez-Lincoln Elementary Kellogg (Karl H.) Elementary Rohr (Fred H.) Elementary Valley Vista Elementary 	Orange <ul style="list-style-type: none"> Harborside Elementary Lauderbach (J. Calvin) Elementary 	Yellow <ul style="list-style-type: none"> Los Altos Elementary Rice (Lillian J.) Elementary Vista Square Elementary 	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter



I am
proud of
myself.



I like who I am.

I can look
in the
mirror and
smile at
who I see.



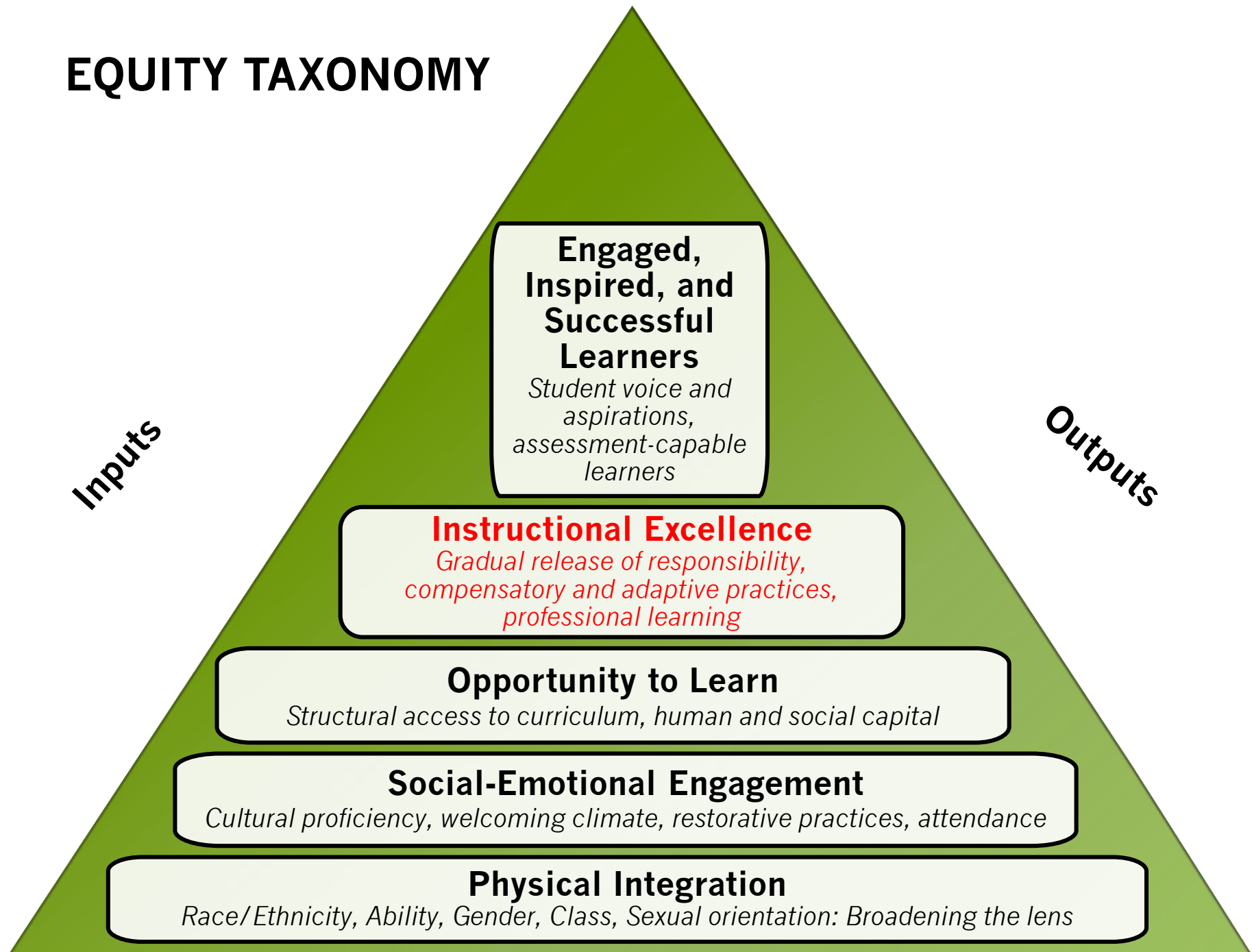


School is
helping me
discover
what life is all
about.

A photograph of a classroom scene. A female teacher with long blonde hair, wearing a white t-shirt, is leaning over a desk, smiling and looking at a laptop. Three students are seated at the desk. One student with long dark hair is pointing at the laptop screen. Another student wearing a black hijab is also looking at the laptop. A third student is partially visible on the right, looking down at a book. The desk is cluttered with papers, a blue water bottle, and a black bag. In the background, there are several sinks and grey cabinets, suggesting a science or computer lab setting. The text "School is a place that is helping me plan my future." is overlaid in white, sans-serif font across the center of the image.


School is a place that is
helping
me plan my future.

EQUITY TAXONOMY





A Tale of 4 Kindergarten Math Classrooms



Ms. Campbell
**combines whole-
group instruction**
with small group
learning. ELs are in a
**permanent
homogenous small
group** “So I can
give them
specialized
instruction.”

Mr. Andrews combines **whole-group instruction** with **heterogeneous small group learning** (a single EL in each group) “so that these kids get lots of exposure to native English speakers.”



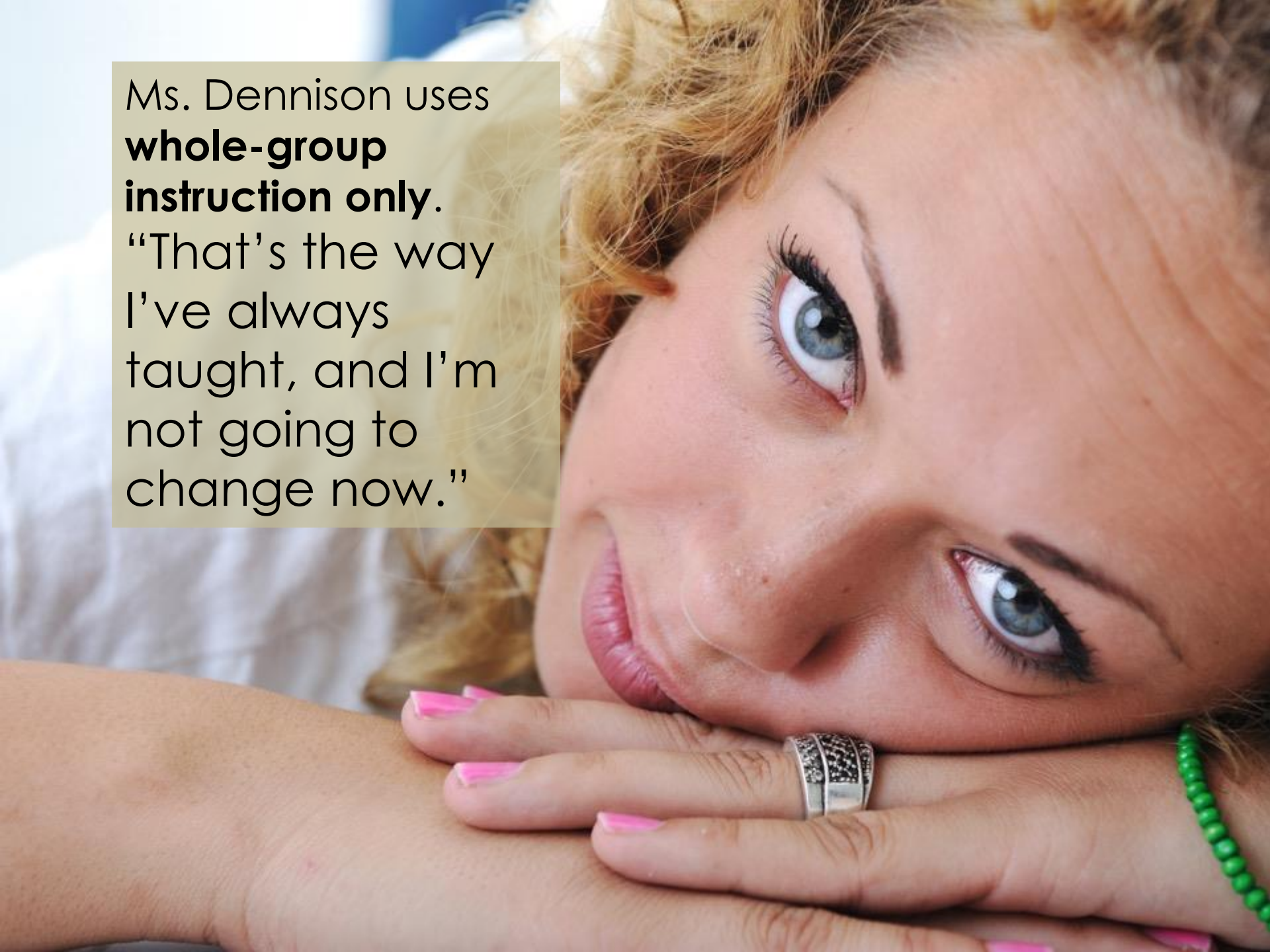
Ms. Barnett uses **whole-group instruction** with **homogeneous and heterogeneous small group learning**.

“I give specialized supports like teaching academic language structures. But other times they benefit more from learning with native speakers to apprentice them into the language.”



Ms. Dennison uses
**whole-group
instruction only.**

“That’s the way
I’ve always
taught, and I’m
not going to
change now.”



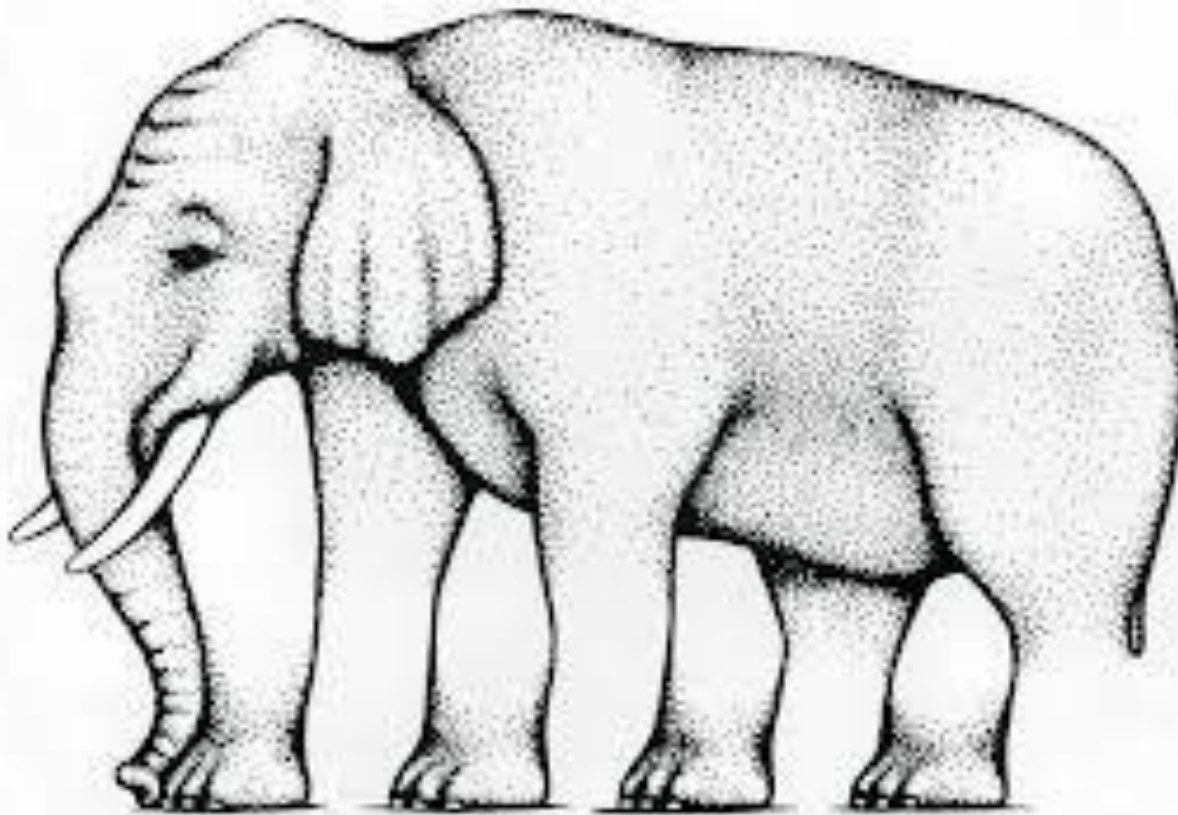


Math achievement of
3748 K English learners
aligned with:

1. Teacher perceptions of the student's math ability.
2. Their within class grouping practices.

Garrett and Hong (2016). Details on pp. 70-71.

The Power of Perception

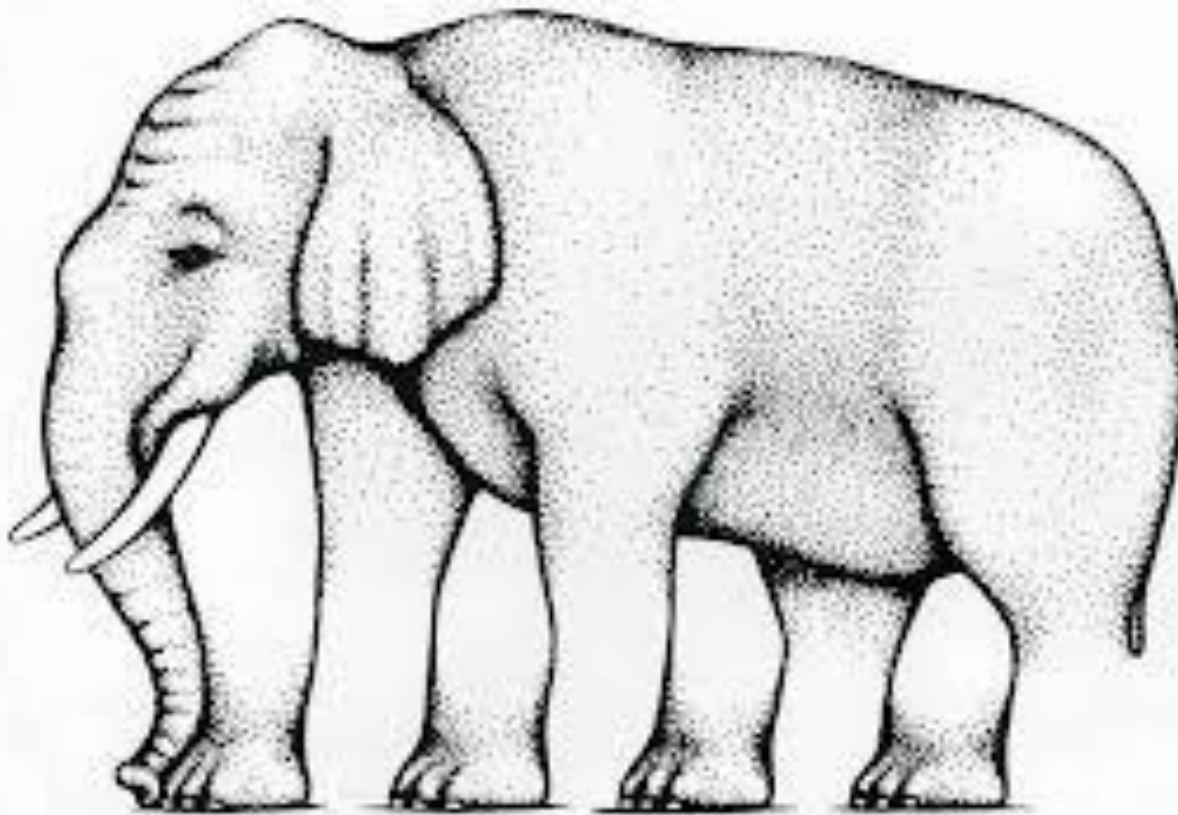








The Power of Perception





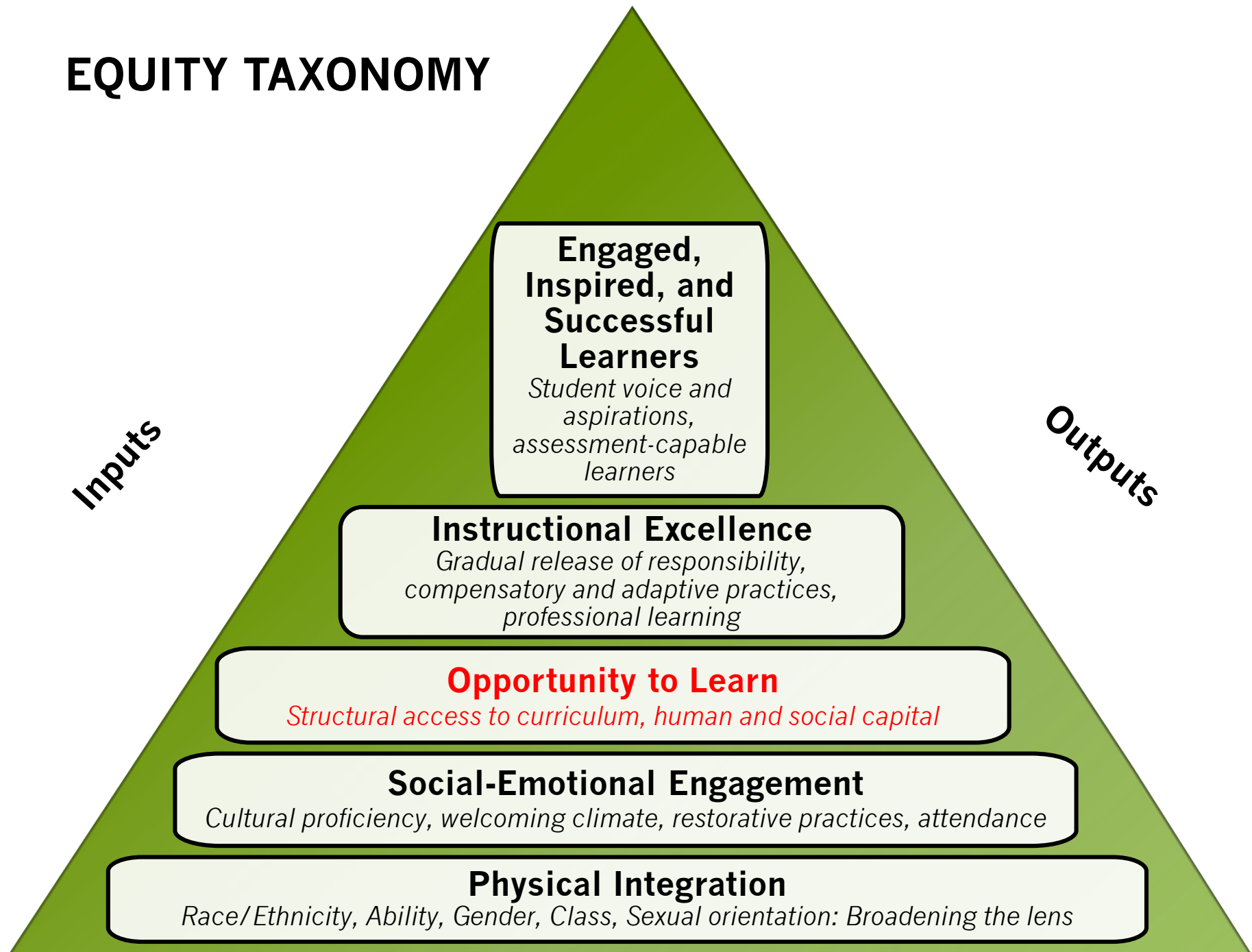






Teacher
perceptions
become
students'
reality.

EQUITY TAXONOMY



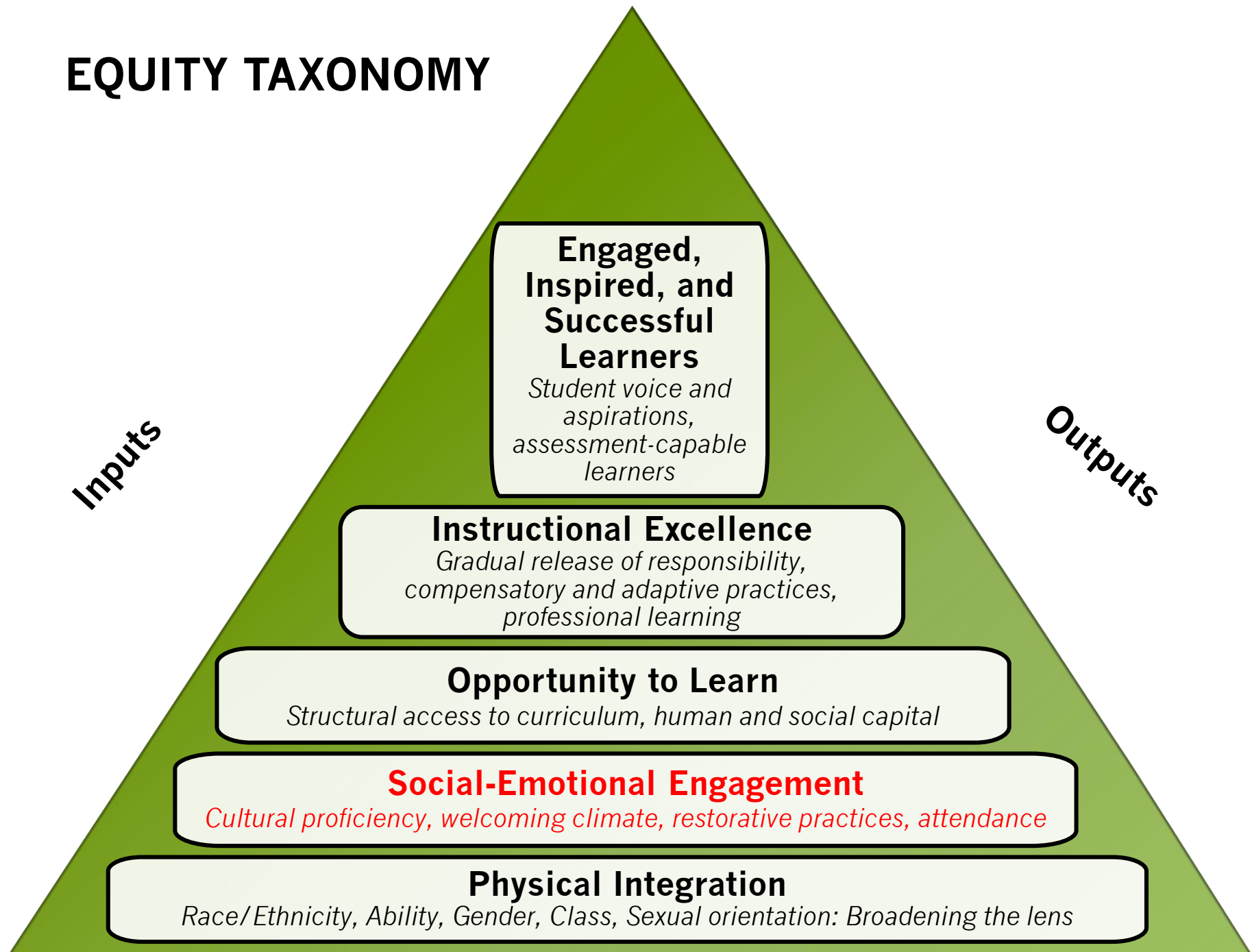
**Clemens Crossing Elementary School
Master Schedule
2017-18**

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade				
9:00-9:15	ARRIVAL									
9:15-9:35	PRIDE TIME	LANGUAGE ARTS 9:20-11:35	LANGUAGE ARTS 9:20-11:05	MATH 9:20-10:35	MATH 9:20-10:35	PRIDE TIME				
9:35-9:50	LANGUAGE ARTS 9:35-11:05					RELATED ARTS 9:35-10:35				
9:50-10:05										
10:05-10:20										
10:20-10:35										
10:35-10:50			RELATED ARTS 10:35-11:35	CONTENT 10:35-11:35	MATH 10:35-11:50					
10:50-11:05										
11:05-11:20	LUNCH 11:05-11:35					MATH 11:05-12:25	LANGUAGE ARTS or PRIDE TIME 11:35-12:05	RELATED ARTS 11:35-12:35	LANGUAGE ARTS 11:50-1:35	
11:20-11:35										
11:35-11:50	RECESS 11:35-12:05	LUNCH 11:35-12:05	LUNCH 12:05-12:35	PRIDE TIME						
11:50-12:05	LANGUAGE ARTS 12:05-12:35	RECESS 12:05-12:35			PRIDE TIME					
12:05-12:20	RELATED ARTS 12:35-1:35	MATH 12:55-2:05	RECESS 1:05-1:35	LUNCH 1:05-1:35		RECESS	LUNCH			
12:20-12:35					PRIDE TIME			LUNCH 12:35-1:05		PRIDE TIME
12:35-12:50					LANGUAGE ARTS 12:05-12:35					
12:50-1:05	Snack/Read Aloud	MATH 12:55-2:05	RECESS 1:05-1:35	LUNCH 1:05-1:35	RECESS	LUNCH				
1:05-1:20							PRIDE TIME			
1:20-1:35										
1:35-1:50	1:50-3:05	2:05-2:35	LANGUAGE ARTS			2:05-2:35				
1:50-2:05										
2:05-2:20										
2:20-2:35										
2:35-2:50										

Equity Lives in the Master Schedule

Equity Lives in the Master Schedule

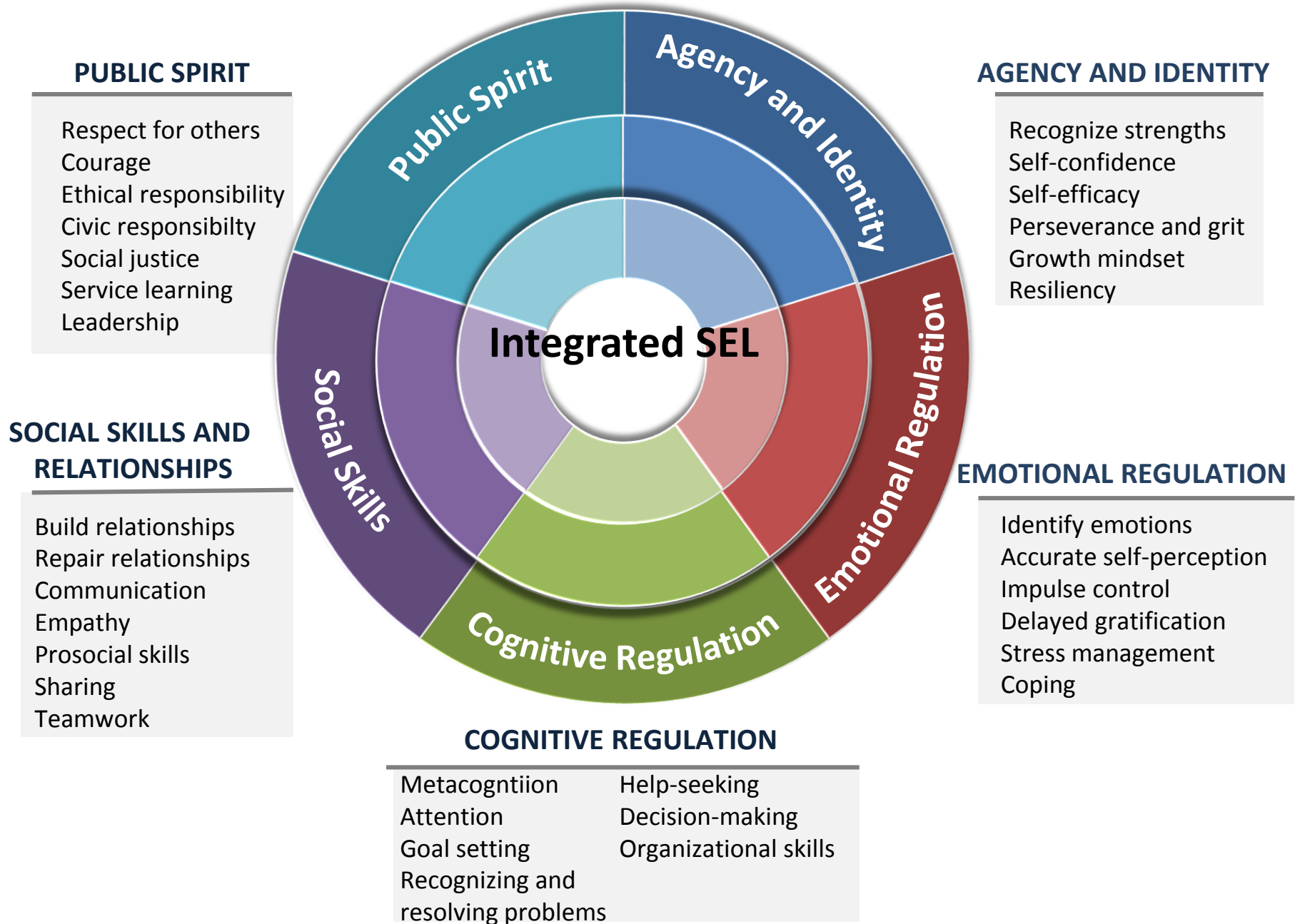
EQUITY TAXONOMY

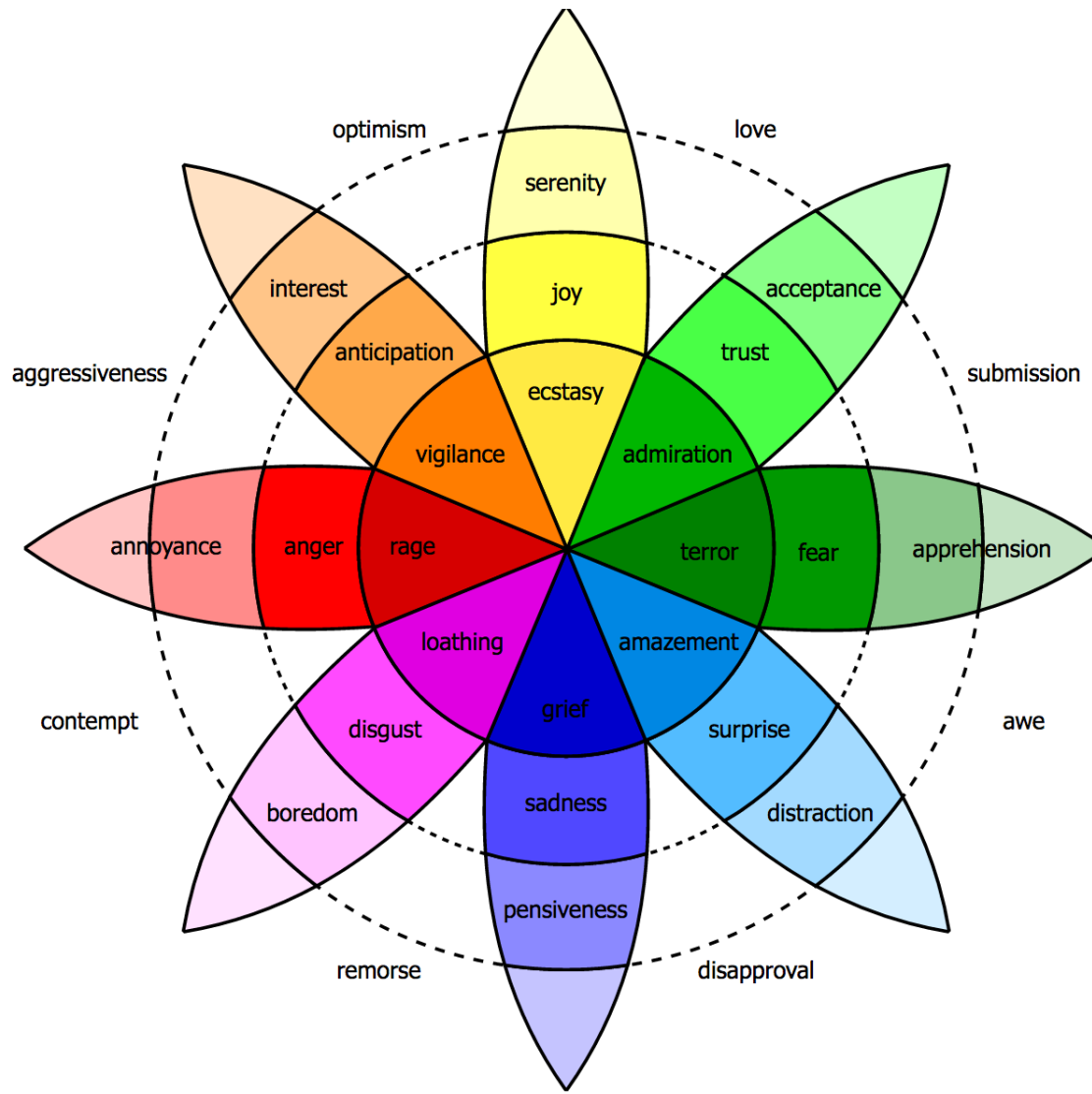




Social-emotional engagement is far more than having a character-building curriculum. It includes:

- Cultural proficiency of the school
- Creating a welcoming environment
- Relationships
- Invitational teaching
- Restorative practices





Pultchik's wheel of emotions

INTENTIONALLY UNINVITING

- Dismissive
- Alienating
- Harsh
- Vindictive

INTENTIONALLY INVITING

- Consistently positive
- Communicates growth mindset
- Purposeful
- Sensitive to needs and takes action

Invitational Teaching

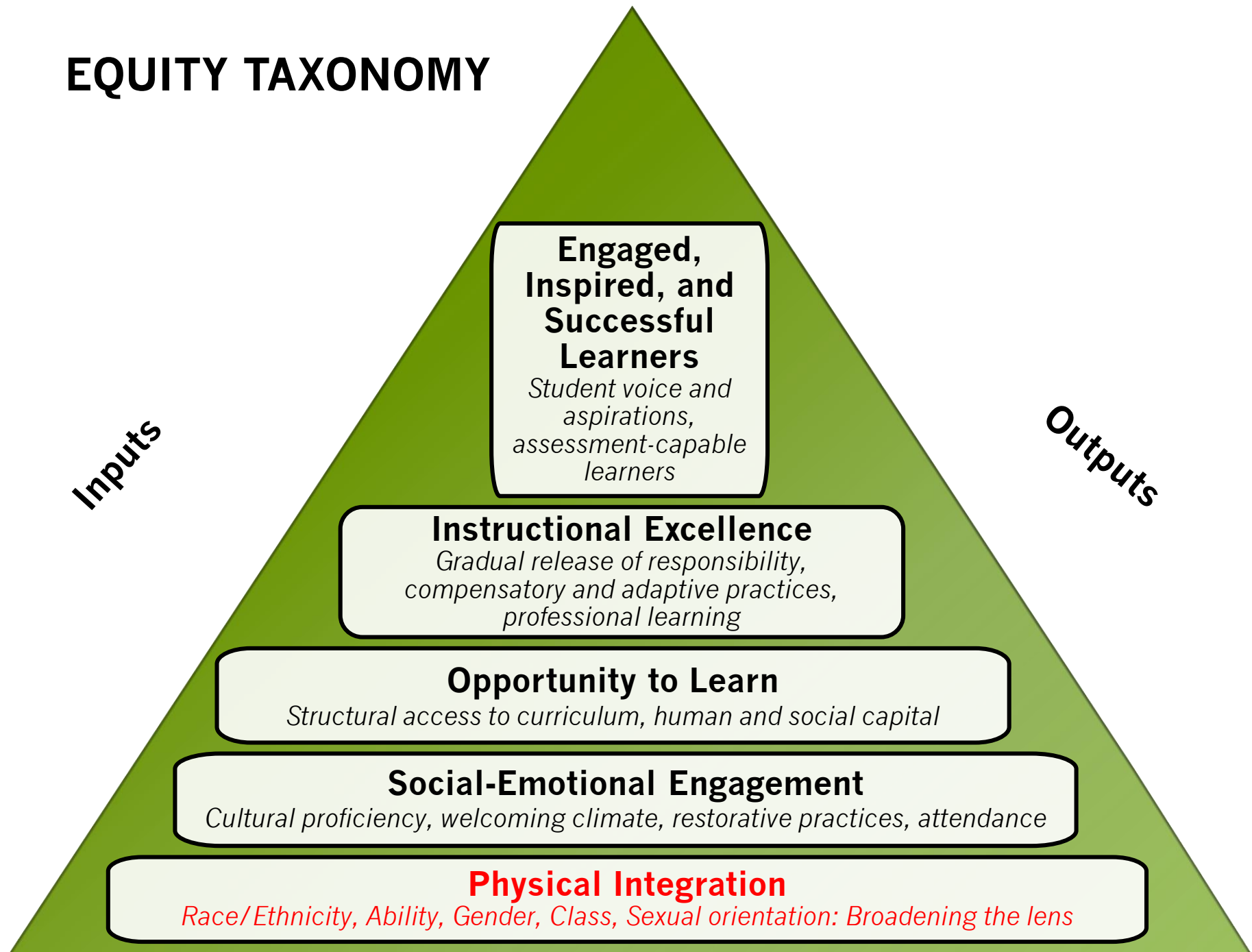
UNINTENTIONALLY UNINVITING

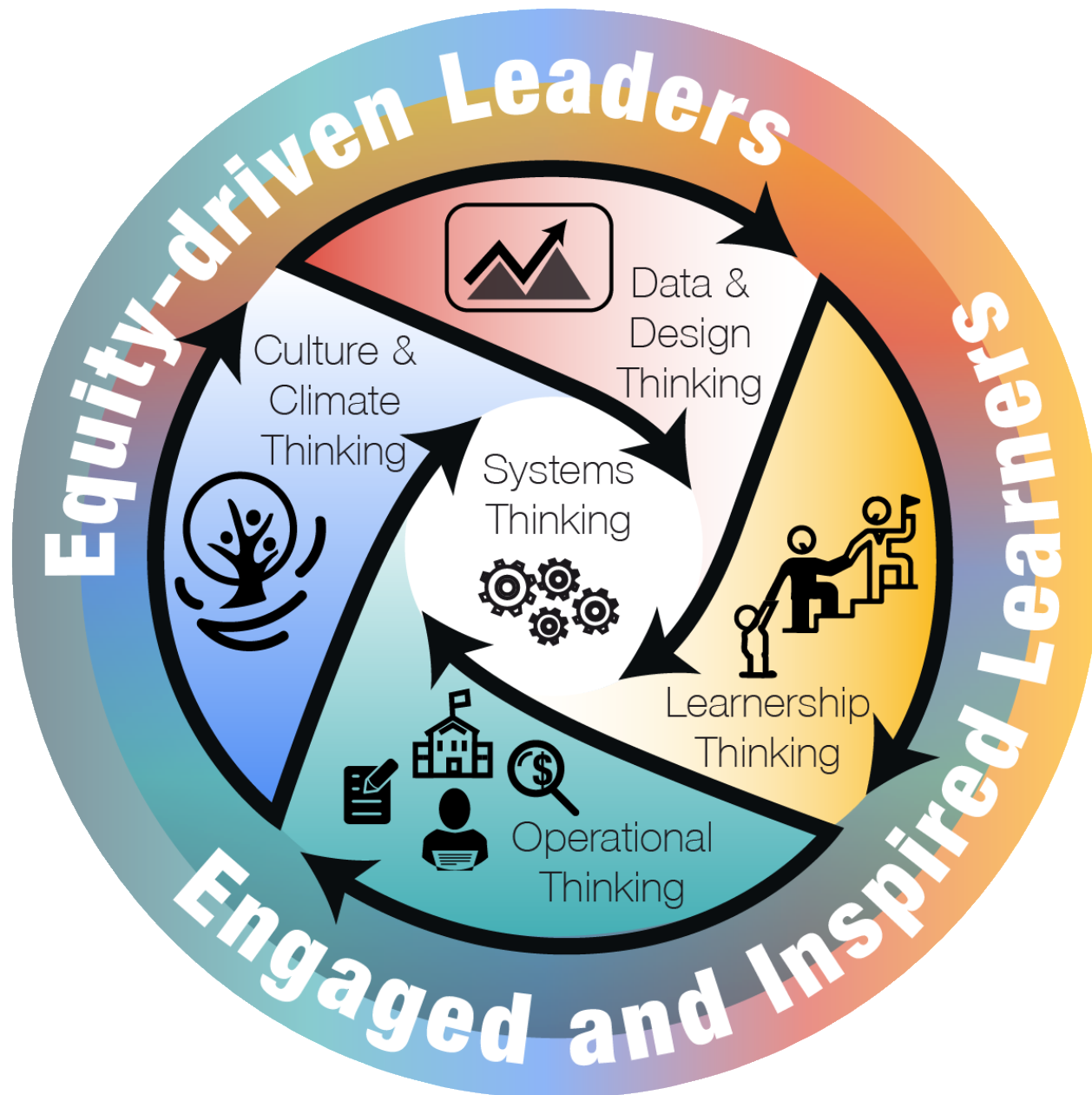
- Negative
- Communicates low expectations
- Low sense of self-efficacy
- Pessimistic

UNINTENTIONALLY INVITING

- Energetic but unaware
- Enthusiastic but naïve
- Positive but inconsistent
- Communicates a laissez-faire attitude

EQUITY TAXONOMY





Questions?

