Equity-driven Leaders

Doug Fisher

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EQUALITY ≠ EQUITY
EQUALITY

EQUITY
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.
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

• **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?
What is your “North Star?”
“Our job is to facilitate a student body of engaged, inspired, and successful learners.”
Engaged, Inspired, and Successful Learners
Student voice and aspirations, assessment-capable learners

Instructional Excellence
Gradual release of responsibility, compensatory and adaptive practices, professional learning

Opportunity to Learn
Structural access to curriculum, human and social capital

Social-Emotional Engagement
Cultural proficiency, welcoming climate, restorative practices, attendance

Physical Integration
Race/Ethnicity, Ability, Gender, Class, Sexual orientation: Broadening the lens
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Achievement
Attendance
Discipline
Language Acquisition
Post-secondary Success
Social Emotional Growth
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### Select an Indicator: English Language Arts (Grades 3-8) Indicator

### Reporting Year: 2017 (Fall)

#### View Student Groups Five-by-Five Report

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Declined Significantly by more than 15 points</th>
<th>Declined by 3 to 15 points</th>
<th>Maintained Declined by less than 3 points or Increased by less than 15 points</th>
<th>Increased by 3 to less than 15 points</th>
<th>Increased Significantly by 15 points or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 45 or more points above</td>
<td>Green (None)</td>
<td>Green Heritage Elementary, Salt Creek Elementary</td>
<td>Blue Marshall (Thurgood) Elementary, Parkview Elementary, Wolf Canyon Elementary</td>
<td>Blue Veterans Elementary</td>
<td>Blue (None)</td>
</tr>
<tr>
<td>High 10 points above to less than 45 points above</td>
<td>Green Allen (Ella B.) Elementary</td>
<td>Green Chula Vista Hills Elementary, East Lake Elementary, Finney (Myrtle S.) Elementary, Rogers (Greg) Elementary</td>
<td>Green Chula Vista Elementary (District Placement), Cook (Hazel Goe) Elementary, Hedenkamp (Anne and William) Elementary, Hilltop Drive Elementary, Liberty Elementary, McMillin (Corky) Elementary, Olympic View Elementary, Silver Wing Elementary</td>
<td>Green Camarena (Enrique S.) Elementary, Clear View, Loma Verde Elementary, Sunnyvale Elementary, Tiffany (Burton C.) Elementary</td>
<td>Blue Casillas (Joseph) Elementary</td>
</tr>
<tr>
<td>Medium 5 points below to less than 10 points above</td>
<td>Yellow (None)</td>
<td>Yellow Halecrest Elementary</td>
<td>Yellow Rosebank Elementary, Valle Lindo Elementary</td>
<td>Green Otay Elementary</td>
<td>Green Montgomery (John J.) Elementary</td>
</tr>
<tr>
<td>Low More than 5 points below to 70 points below</td>
<td>Orange Palomar Elementary</td>
<td>Orange Castle Park Elementary, Juarez-Lincoln Elementary, Kealog (Carl H.) Elementary, Rohr (Fred H.) Elementary, Valley Vista Elementary</td>
<td>Orange Harborside Elementary, Lauderbach (J. Calvin) Elementary</td>
<td>Yellow Los Altos Elementary, Rice (Lillian J.) Elementary, Vista Square Elementary</td>
<td>Yellow (None)</td>
</tr>
<tr>
<td>Very Low More than 70 points below</td>
<td>Red (None)</td>
<td>Red (None)</td>
<td>Red (None)</td>
<td>Orange (None)</td>
<td>Orange (None)</td>
</tr>
</tbody>
</table>

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district’s Five-by-Five Placements report. (The only exception to this rule is when a district oversees only charter schools.)
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.
School is a place that is helping me plan my future.
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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
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Teacher perceptions become students’ reality.
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Equity Lives in the Master Schedule
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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
INTENTIONALLY UNINVITING
• Dismissive
• Alienating
• Harsh
• Vindictive

INTENTIONALLY INVITING
• Consistently positive
• Communicates growth mindset
• Purposeful
• Sensitive to needs and takes action

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
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Culture & Climate Thinking

Data & Design Thinking

Systems Thinking

Learnership Thinking

Operational Thinking

Engaged and Inspired Learners
Questions?