Imagine the Possibilities: Designing Equitable Systems

A two part workshop series

March, 2021
Check-in

Think about the past two weeks,

What has been your guide as you arrive to our session today?

| Hands = Intentional Action | Head = Innovative Ideas | Heart = Care + Concern |
Introductions

Anthony Kim
@anthonx

Jovan Denaut
@ccsequity

Jill Thompson
@Edu_Thompson
Virtual Meeting Norms | Using Zoom Together

- Keep yourself on mute unless you’re speaking
- Keep your video on if that feature is enabled. We’d love to see you!
- Use the chat function throughout the webinar to ask and answer questions
Our Time Together

- Objectives and Overview
- Exploring Social Identities and Recognizing Our Bias
- Examine a Methodology for Equitable System Design

Introduction to Designing Equitable Systems
Schools grow when people grow.

**Mission:** Shaping a more equitable and just future by changing how people design for each student’s potential

**Vision:** Bringing out the best in people and their communities by designing school systems that are adaptable
How do we define equity?
Every child has a fair & impartial opportunity for a successful education.

What does CCS’s Strategic Plan say about equity in the school system?
CCS’s Strategic Plan states: Every student will have equitable access to engaging learning that prepares them to be competitive, collaborative and successful in our global world.
Our Journey in Cumberland County Schools

2016-2017
CCS began its dive into the world of Equity by creating a District Equity team with members from Academics and Student Support Services. This team presented a series entitled, “Equity: A Cultural Connection.” The district focused on delving into understanding diversity and culture as well as establishing relationships in the classroom.

2017-2018
The school system began that year’s Equity work with a kick-off featuring D.J. Batiste and Mrs. Porter, who are an example of Conscious Discipline in practice. After that introduction to equity in the classroom, the District Equity Team presented a series to building and district administrators that focused on cultural proficiency and Gary Howard’s Deep Equity. Principals were to bring what they garnered in the sessions back to their schools and deliver the presentation to their staff.

2019-2020
CCS shifted to a systems-change perspective instead of working solely to change beliefs and attitudes. The focus shifted to implementing an equity plan that would address the root of inequitable policies, practices, and procedures and begin the work of transforming the system to deliver outcomes to ensure they are equitable, just, & fair for students, staff, and families.

○ CCS began taking part in the SWIFT Equity MTSS research project along with two other school districts in the US. This intensive project provided district- and school-level intensive instruction and coaching in equitable practices.

○ CCS principals also worked with Graig Meyer and the Equity Collaborative.
Our Future in Cumberland County - Systems Change

Shift from Piecemeal Professional Development to Systems Change Approach

- Baseline - Foundational course(s) in Equity for all staff
  - Level 1: Equity Foundational Course - DODFA funded - all employees will take the course to understand Cumberland County’s position on equity, diversity, and inclusion.
  - Level 2: Differentiated paths based on types of work and interests
  - Level 3: Mentored Next Steps - coaches who help individuals carry forward plans to advance equity
- Project based outcomes and bias toward action
- All stakeholders and community members training options

Implementation of Equity MTSS with SWIFT Education Center

- Cross Department Integration: Academics, Student Support Services and others
- All schools receive equity MTSS training + School teams training/coaching + Student teams

District Data Dashboard

- Provide K-12 teachers and school and district support personnel **one** data dashboard to examine many factors impacting a child’s social and emotional health, as well as academic growth and development
- Merge the efforts of the various departments - Academics, Student Support, School Support, and Data and Accountability - to sustain the development of Successful Students in Exceptional Environments found in every school within our district

Review and Revamp Policies, Practices, Procedures
Educational Equity

WHAT IS EDUCATIONAL EQUITY?

Educational Equity is the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them.
Reflect

Think of a story that illustrates why educational equity matters to you

Reflect in writing or add to the chat
Inequity is a product of design. It can be redesigned.
Inequity is a product of design. It can be redesigned but account for human factor: Psychological Bias, Implicit Bias, Power, Privilege and Internalized Racism.
Equity vs. Equality: Boxes

Ensuring resources (boxes) are distributed in a manner that allows the same access for all learners (viewing the game)
Equity vs. Equality: Bikes

Broadening definitions of success (different-sized bikes) to increase access for a wider variance of learners
Equity manifests itself in the system; the water, sunlight, and soil are designed to develop every plant; equitably designed systems pay particular attention to those students who have been historically underserved and the conditions that surround them.
How has your perspective on equity grown over time?
Our Time Together

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Introduction to Designing Equitable Systems
Equity is deeply tied to empathy

Bias: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

A bias can be one form of a negative assumption.
Biases lead to assumptions
Changing systems now, requires us to Look in the Mirror
First Thoughts

Directions

1. You will see part of the image
2. Write down the first 3-5 words that come to mind
Age, Race, Gender
Gender, Age, Religion, Ethnicity
Age, Race, Ability
Individual Reflection

What did you notice about what you wrote down that did or did not align to the full image?

What was your reaction to the full images?

Did you find yourself making assumptions about the images?

Reflect in writing and add to the chat
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SEEM Core + Extension

STEP 0: Start with Yourself + Cede Power
Identify how power and privilege impacts decisions

STEP 1: Connect
Unpack the challenge by understanding the experience by those most deeply impacted

STEP 2: Include
Include and elevate the voices of stakeholders at the margins

STEP 3: Create
Design prototypes that create equitable outcomes for ALL students

STEP 4: Action
Implementation of redesigned system and/or equity plan
What are our inclusion challenges?

How do we elevate other voices?

What power and decisions are ceded?
We will see you for part two Friday March 19th @ 10:00 am

http://bit.ly/NCASAEquity1