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A Process for Examining and Addressing Systemic Inequities within State Education Agencies

Seena M. Skelton, Ph.D. & Kathleen King Thorius, Ph.D.
Great Lakes Equity Center

NASTID Summer Conference

Great Lakes Equity Center

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.

Today we will

Discuss the importance of cross-departmental dialogue to explore the extent to which existing patterns of beliefs and practices, as well as established policies, procedures and structures contribute to the marginalization of students and their families, thus limiting students' opportunities to access quality learning experiences and outcomes

Outline elements of an equity-focused process of practice and policy review and strategic planning to redress systemic inequities and advance culturally responsive educational systems

Challenges faced by Pre K-12 Systems

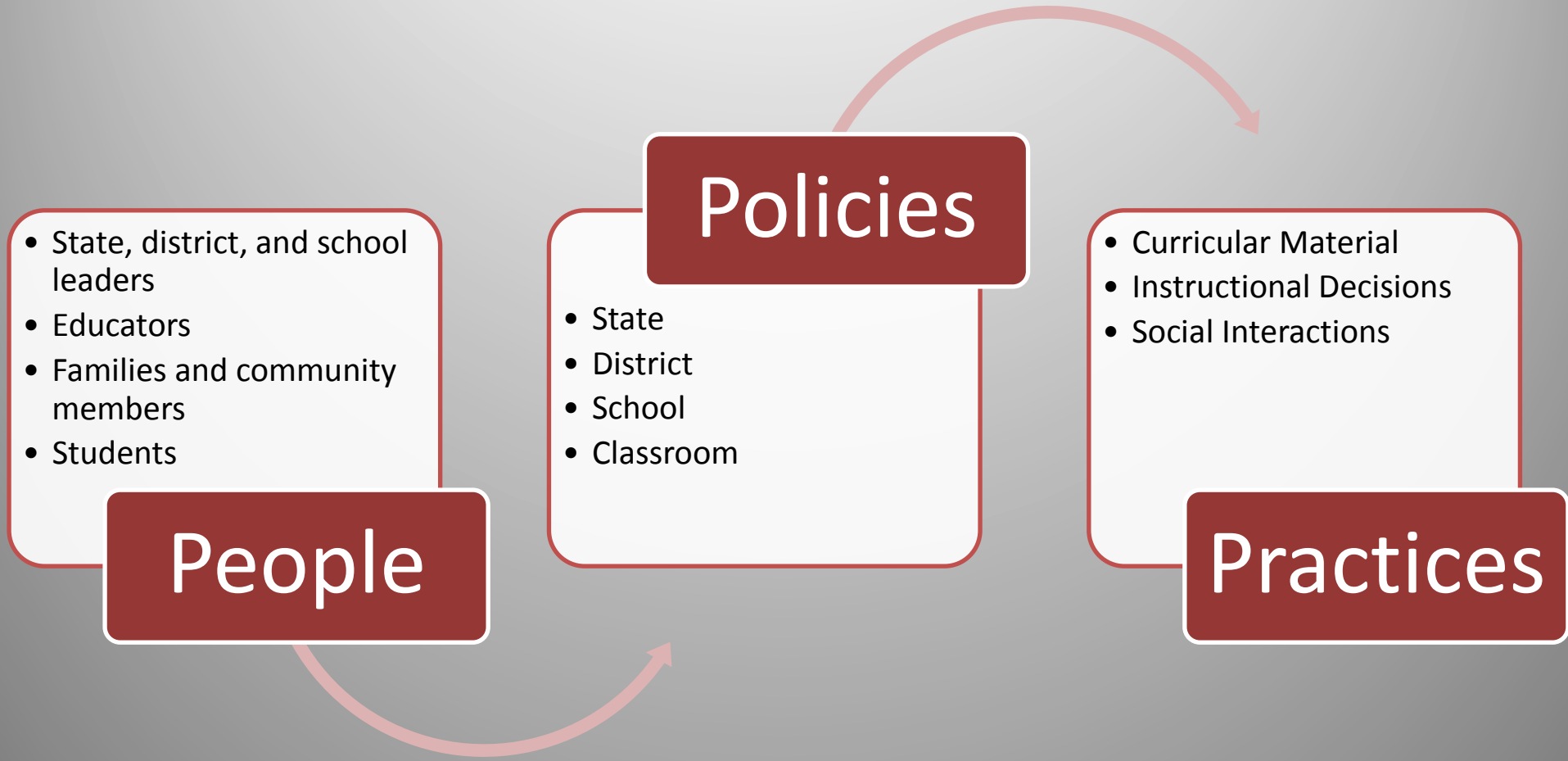
Educational improvement efforts should focus on *transforming* school systems into equity-oriented learning organizations.

What is Transformative Change Towards Equity?

Systemic change that **disrupts** and **dismantles** historical legacies of normative **assumptions, beliefs, and practices** about individual characteristics and cultural identities **that marginalize** and disenfranchise people and groups of people.

Great Lakes Equity Center, 2012

Transformative change is enacted through…



Klingner, et al., 2005

Equity-oriented learning organizations examine the extent to which patterns of beliefs and practices, and established policies, procedures and structures contribute to the marginalization of specific groups of students and their families and engages in continuous improvement efforts to redress these inequities by …

- Participating in cross-department dialogue about race, equity and education
- Focusing on systemic change efforts
- Utilizing critical collaborative inquiry
- Engaging in equity-oriented strategic planning

ENGAGING THE TEAM IN CROSS-DEPARTMENTAL DIALOGUE

What we bring

- our perspectives, beliefs, assumptions, questions and expectations relating to student learning and adult practice.

What we see

- patterns by asking questions about the data in order to find patterns, discover surprises, and add new thoughts.

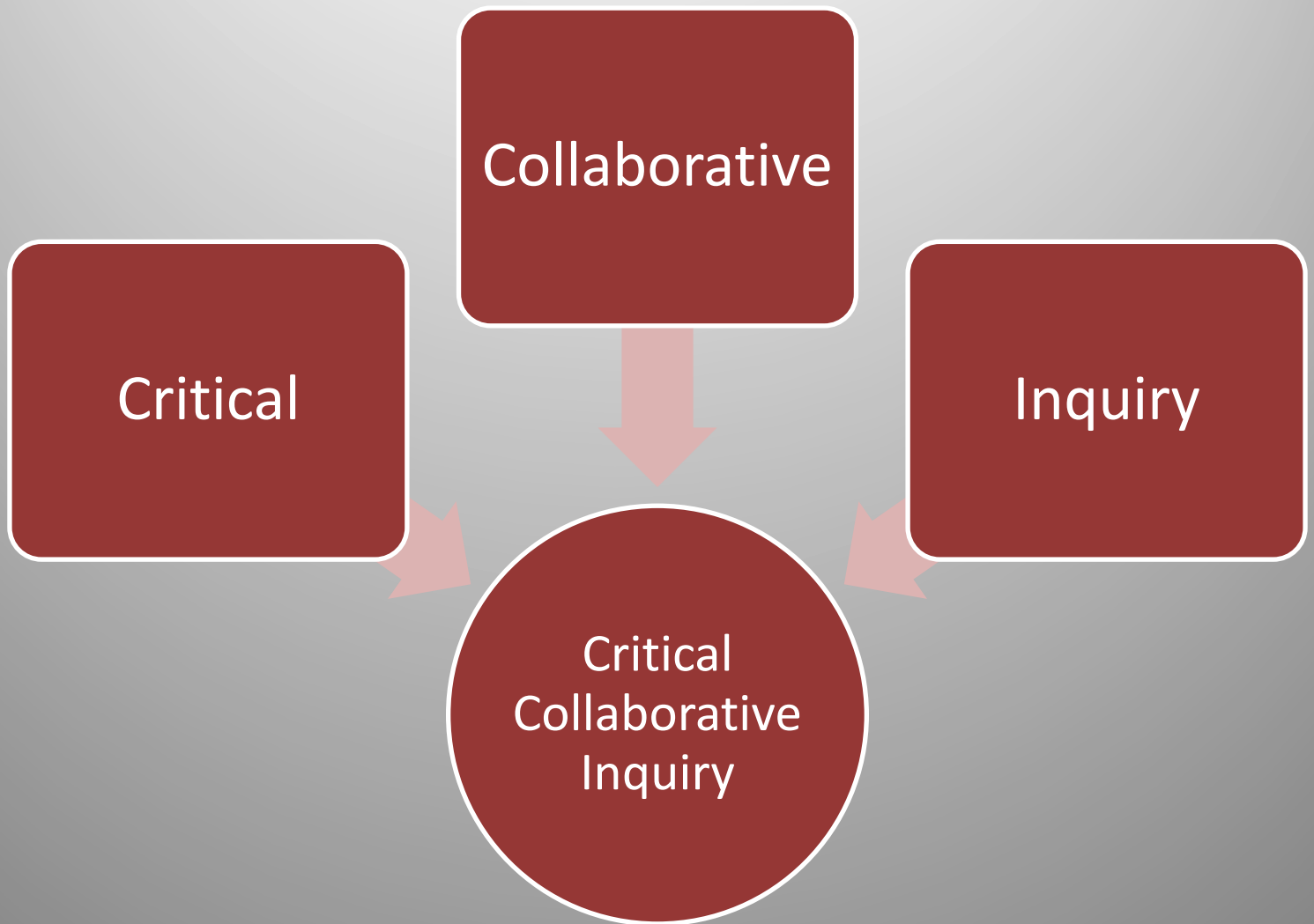
What we think

- together and create or revise a plan of action based on the shared understanding of the collected data.

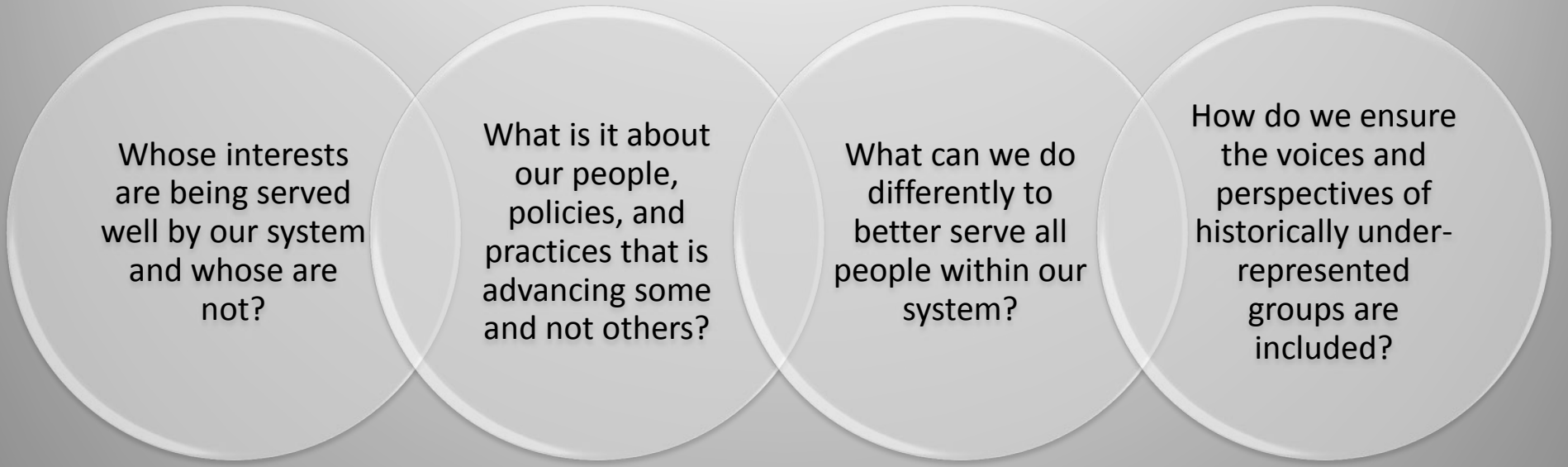
Great Lakes Equity Center, 2014

Collaborative inquiry provides a shared context for the process on on-going dialogue, identifying issues related to equity, proposing and testing solutions, and (de)constructing individual and collective knowledge.
Rogoff, 2003

Critical Collaborative Inquiry: Building Capacity for Systemic Change

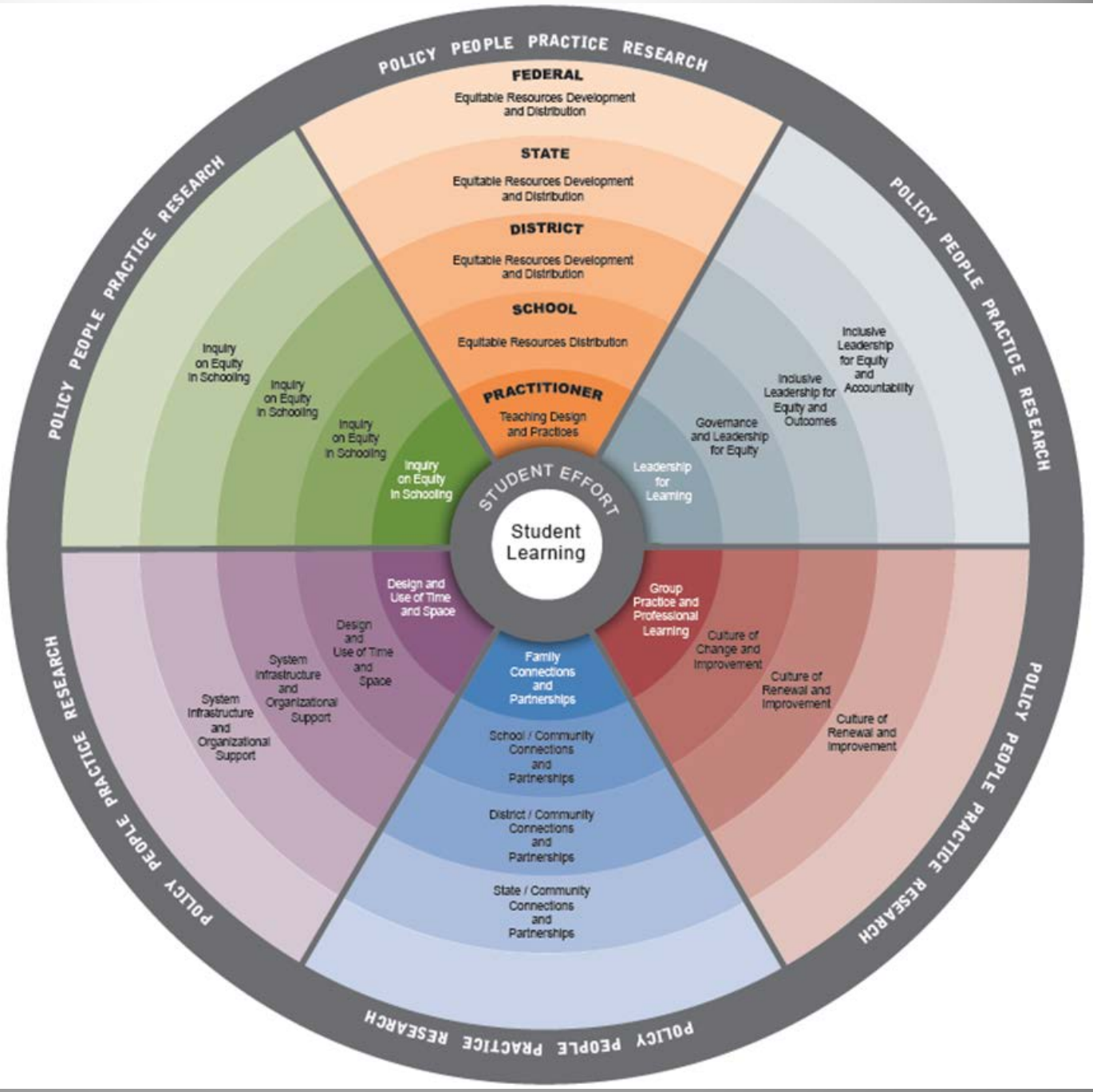


Critical Inquiry Questions



Mulligan & Kozleski, 2009

Systemic Change Framework



Ferguson, Kozleski, & Smith 2003; Kozleski & Smith, 2009; Kozleski & Thorius, 2013

Arenas of Systemic Change for Achievement & Equity

Leadership for Equity & Outcomes

Culture of Renewal & Improvement

District/Community Connections & Partnerships

System Infrastructure & Organizational Support

Inquiry on Equity & Outcomes

Equitable Resource Development & Distribution

Leadership for Equity & Accountability

- Agency leadership understands the ways decisions are made has a strong impact on agency culture, its potential to support LEA achievement, and that the interaction between leadership and accountability help determine success. Leadership asks, “How is input from diverse perspectives elicited in the achievement planning processes and in decision-making, in general?”

Kozleski & Thorius, 2013; Thorius, 2014

Culture of Renewal & Improvement

- The agency is explicit in its professional development initiatives informed by the current context of state-wide supports and challenges, and driven by the way things could be if all children and families had equitable access, participation, and outcomes. To do so, they utilize current data about how LEAs, children and families are served, and to what outcomes, to inform professional development improvement plans.

Kozleski & Thorius, 2013; Thorius, 2014

SEA/Community Connections & Partnerships

- The agency forms mutually beneficial relationships with community and family organizations, to ensure that they represent and incorporate the knowledge and resources of all those they serve.

Kozleski & Thorius, 2013; Thorius, 2014

System Infrastructure & Organizational Support

- The functions of agency structures/ departments are organized in such a way that efficiency and individualization are accommodated. Thoughtful supports provide coherent, continuous opportunities for improved practices.

Kozleski & Thorius, 2013; Thorius, 2014

Equitable Resource Development & Distribution

- The agency considers how the allocation of financial and human resources are distributed not equally, but equitably and flexibly, so that all professionals are provided with what they need to provide high quality curriculum and instruction that result in favorable and proportionate educational access, participation, and outcomes for all learners.

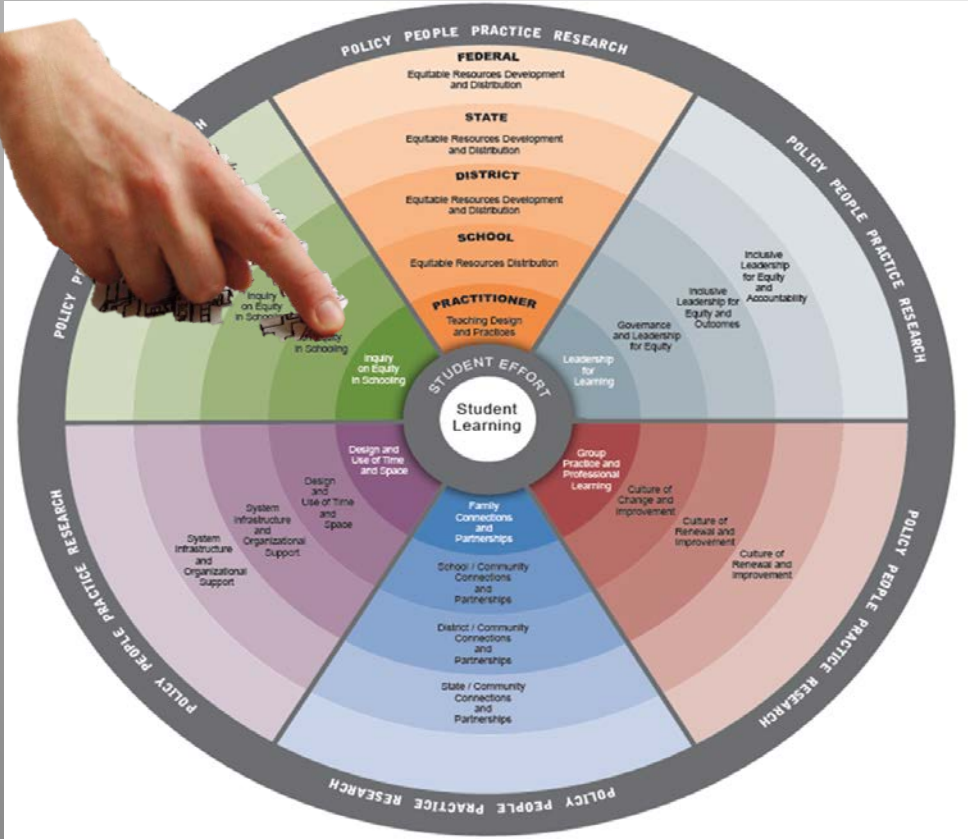
Kozleski & Thorius, 2013; Thorius, 2014

Inquiry on Equity in Schooling

- The agency supports inquiry on equity, which uses real data as a source of information and makes explicit the links between data, policy and services, to improve these data. Three essential questions ground work in this area:
  ~Who benefits from the way things are?
  ~Who does not?
  ~What needs to change to balance power and privilege for all students and families?

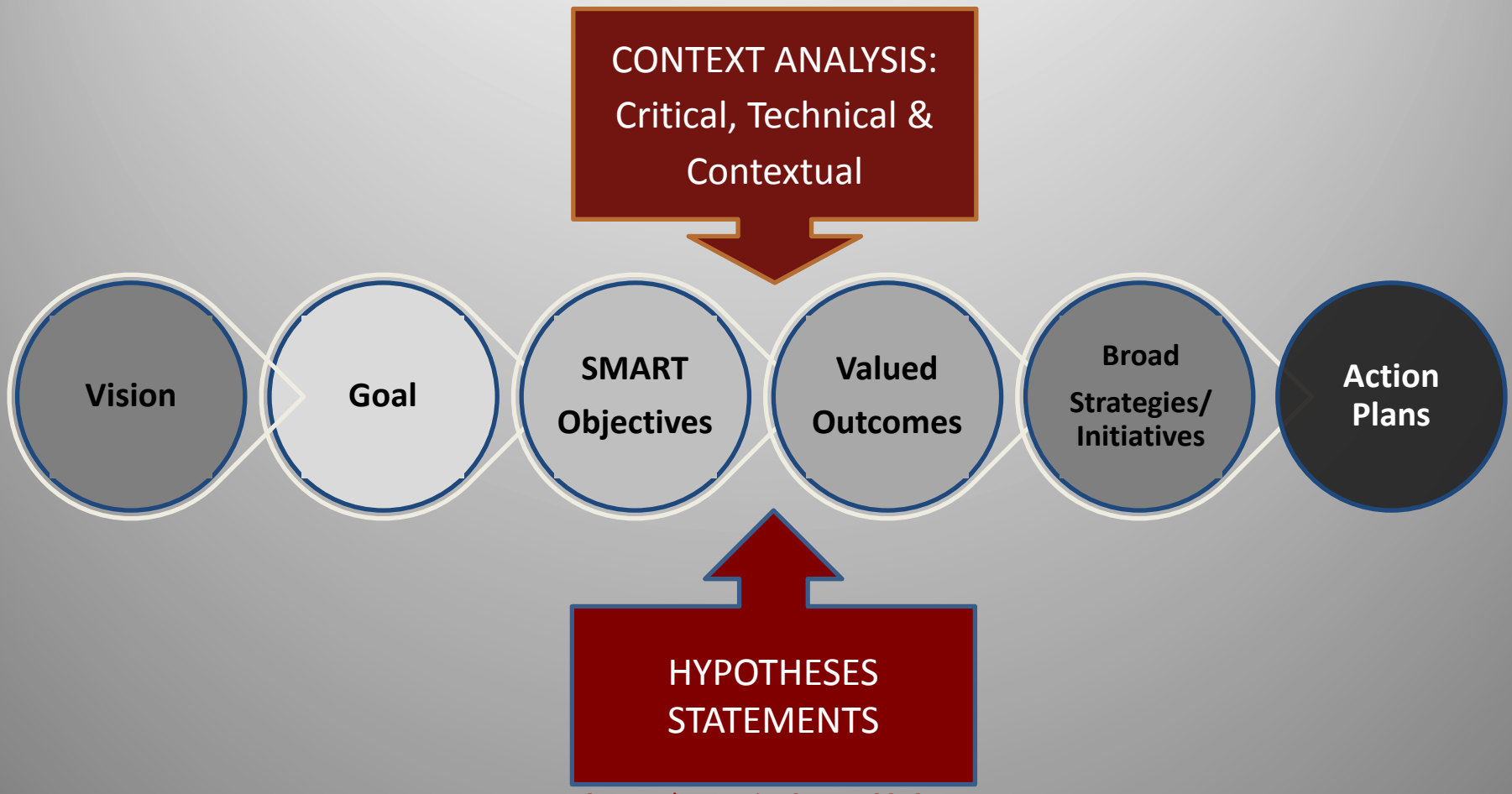
Friere, 1970; Kozleski & Thorius, 2013; Thorius, 2014

Mapping Your Efforts



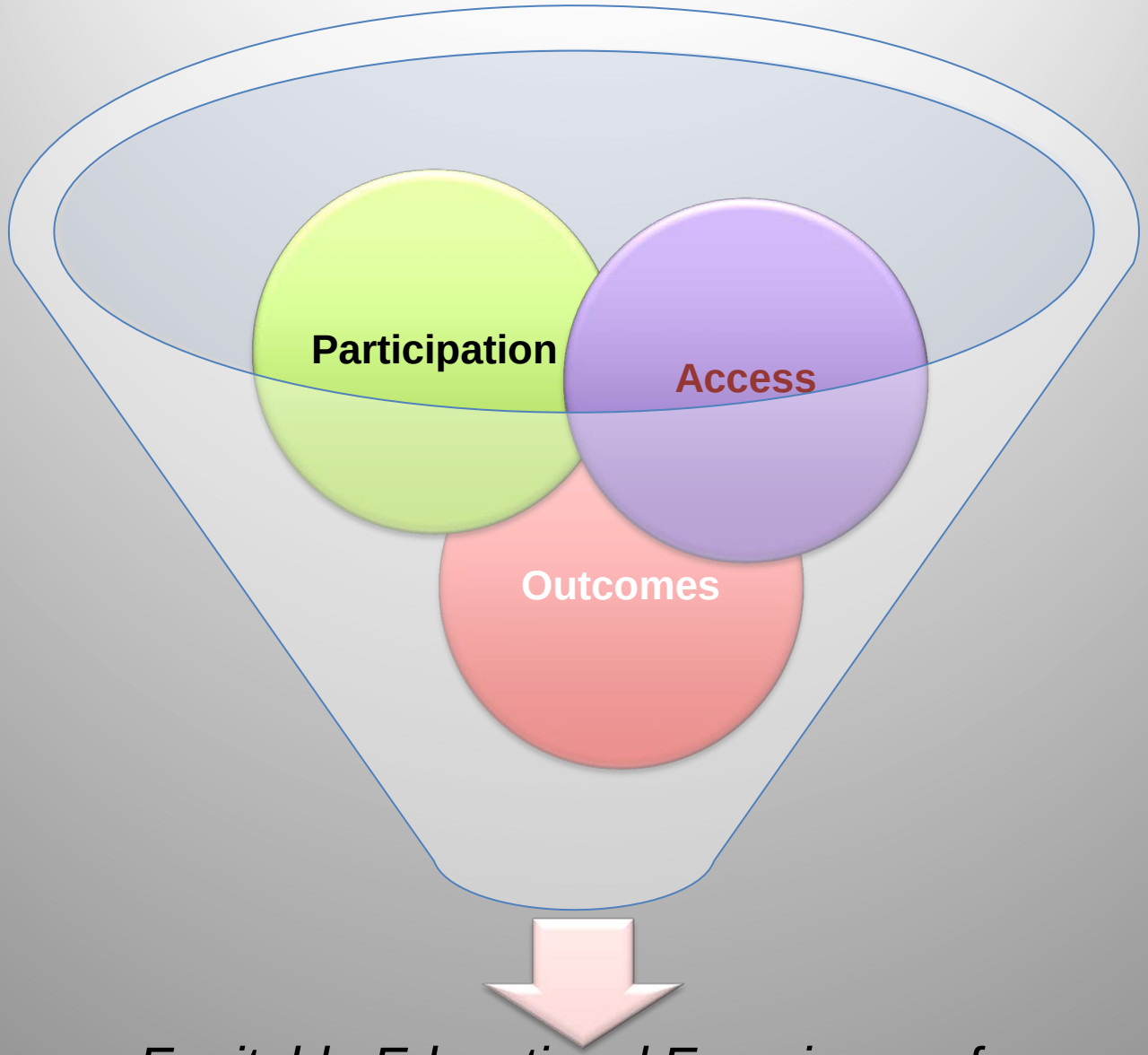
- Reflect
- Discuss
- Note

EQUITY-ORIENTED STRATEGIC PLANNING PROCESS



Great Lakes Equity Center, 2013

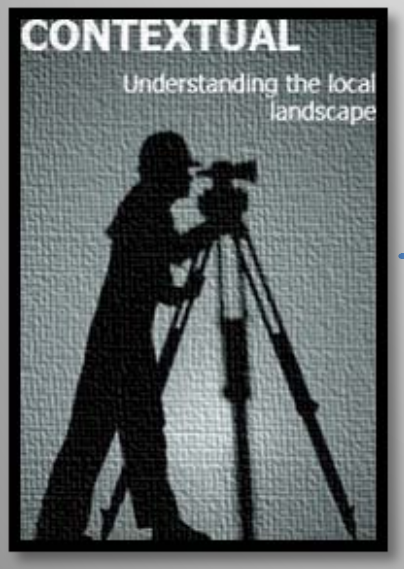
Vision & Goals



Equitable Educational Experiences for Historically Underserved Students

- Related to solving specific and direct programmatic or problems of practice in the organization

Mulligan & Kozleski, 2009



- Related to the underlying beliefs, patterns of practice, traditions and norms.

Mulligan & Kozleski, 2009

- Underlying beliefs and practices that marginalize specific groups and privilege others.

Mulligan & Kozleski, 2009

Maximizing Efforts: Integrating Initiatives

Alignment

- Purpose
- Goals
- Targets

Coherence

- Combining Efforts
- Logical Connectedness

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Post Session Questionnaire

Help us improve our practice by sharing your feedback!

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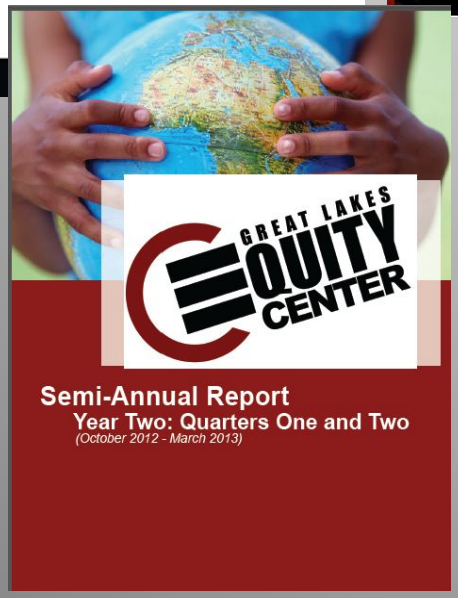
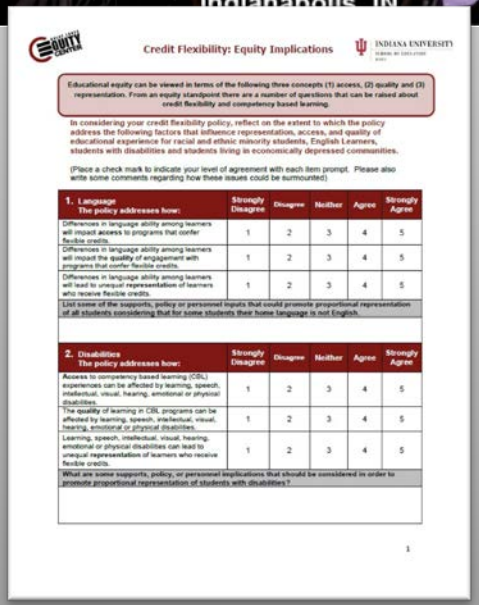
Tools, Products

& Learning Opportunities

Podcasts





STEM Education Needs All Children: A Critical Examination of Equity Issues – Part I

Start Time

May 9, 2013 - 3:30 pm, EST

Session Goals

Part One of this two part series surfaces and addresses broad equity issues in STEM education. We will:

- Examine through an equity lens the relationship between K-12 STEM education and STEM-related careers;
- Explore equity issues in STEM education, including issues of access, representation, and rigor of STEM curricula and instruction for underserved populations; and
- Critically examine systemic structures, policies, and practices that affect student participation in STEM-related courses and co-curricular activities

Session recording comming soon!!

Download Presentation Materials

Want us to host a repeat session of this webinar so you can participate live? Click here.

For questions regarding the tool and or process contact:

Website: www.greatlakesequitycenter.org

Email: glec@iupui.edu

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