

# Leadership Practices for Promoting Equity Overview Session

Kent Intermediate School District



Seena M. Skelton, Ph.D.  
Director  
Great Lakes Equity Center  
Region V Equity Assistance Center

# During our time together we will:



Provide an introduction to fundamental Leadership for Equity Practices

Describe district team learning experience

Introduce district teams to the Great Lakes Equity Center Resources and Supports

# 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.



# Our Mission

- **Ensure equity in student access to and participation in high quality, research-based education**
- **Expand states' and school systems' capacities to provide robust, effective opportunities to learn for ALL students**
- **Reduce disparities among and between groups in educational outcomes**
- **Serve as a resource for the Office for Civil Rights and Department of Justice**

6/18/2013

As demographics have changed within school communities and as the differences between the backgrounds of teaching staff and the students and families they serve continue to increase, educators have struggled with addressing the behavioral and learning needs of diverse student populations for a variety of individual and systemic reasons.



# The Challenges of K-12 Systems

Performance Gaps

Opportunity Gaps

Disproportionality

6/18/2013

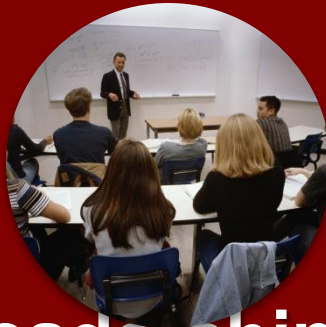


*How do I know school is a place for me ... a place where I can achieve?*

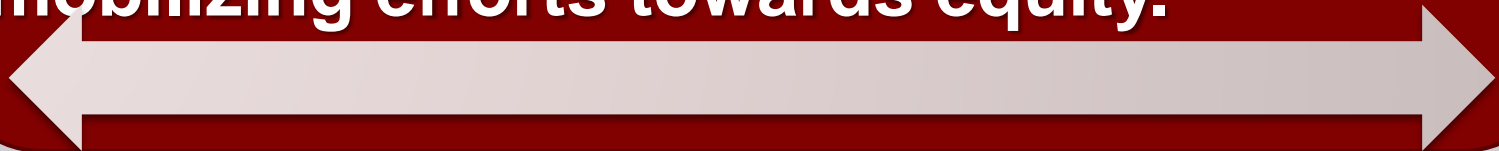
*Can I be successful in school and still be me?*

Do my teachers, principals and other adults in my school believe I can achieve to high standards? How do I know?

# Transformative Leadership for Equity



**Transformative leadership for equity is defined as a leadership approach that causes change in individuals and social systems. Transformative leadership creates valuable and positive change in the followers with the end goal of mobilizing efforts towards equity.**





# Educational Equity is ...

when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, sex, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.



# Many school improvement efforts have focused on “fixing” the problem

“Fixing”  
the  
numbers

“Fixing”  
the  
teachers

“Fixing”  
the  
students

**We need to stop trying to  
“fix” the problem and  
focus on *transforming*  
schools and schooling**

## Creating schools and learning communities where:

Cultural heritages of different ethnic groups, are acknowledged both as legacies that affect students' dispositions and approaches to learning *and* as worthy content to be taught in the formal curriculum.

Meaningful bridges are built between home and school experiences, as well as between academic abstractions and lived sociocultural realities.

A wide variety of instructional strategies are used.

**Creating schools and learning communities where:**

**Students are taught to know and praise their own cultural heritages and the cultural heritages of others.**

**Multicultural information, resources, and materials are incorporated in all subjects and skills routinely taught in schools.**

**All students are affirmed and supported to meet high expectations**

# Understanding our Cultural Identities

18/2013

Culture is dynamic, contextual and socially mediated. Cultural practices are learned, as we are socialized to behave according to traditions established over generations



Learning and work communities influence how people see themselves and therefore there is a need to understand and validate people's backgrounds



The cultures of institutions may or may not be in harmony with the culture each person brings.





# Achieving Educational Equity

6/18/2013

*Reframe  
deficit thinking*

*Create  
opportunities to  
learn*

Dislodge  
deficit  
discourse

Demonstrate a  
valuing of diversity  
and use the  
language of  
possibility

Revising  
Stratifying  
Discourse

Negotiate agreements  
for cultural practices  
that create inclusive,  
respectful, supportive  
and responsive  
learning environments.

A globe of the Earth is the central focus, held gently by several hands of diverse skin tones. The hands are positioned around the globe, with fingers resting on its surface. The background is a clear blue sky with a few wispy white clouds. The overall image conveys a sense of global unity and shared responsibility.

**Equity is the vision!**

**Culturally Responsive  
Education is the  
Strategy.**



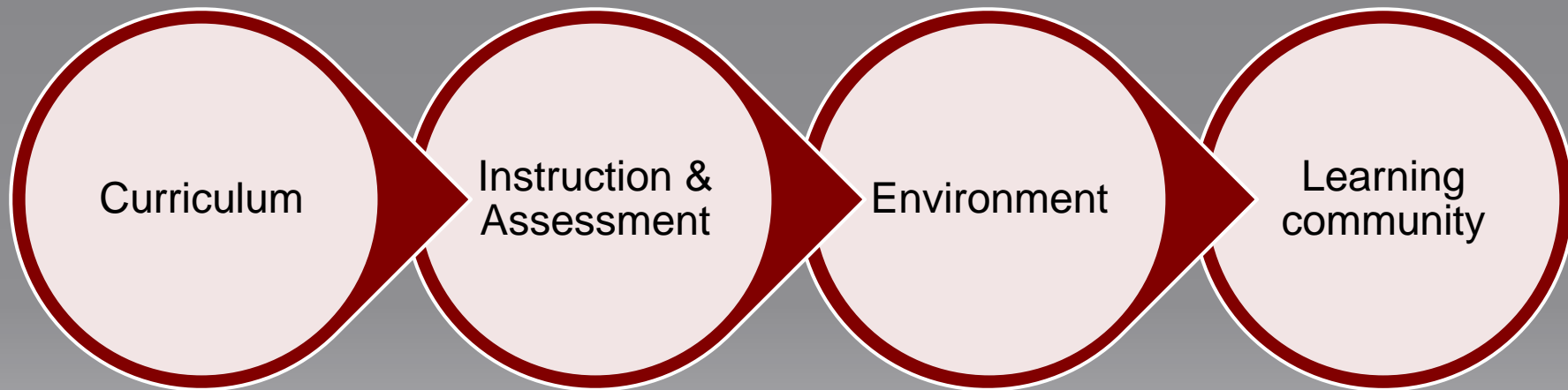
# Culturally Responsive Education is...

the overall approach one takes to delivering instruction, using curricular materials, making educational decisions, including student discipline; and interacting with students and their families.

the lens through which teachers see their students and their students' learning.

the filter through which teachers listen to how students express their needs and desires.

# What does this mean for ....



6/18/2013

# Curriculum

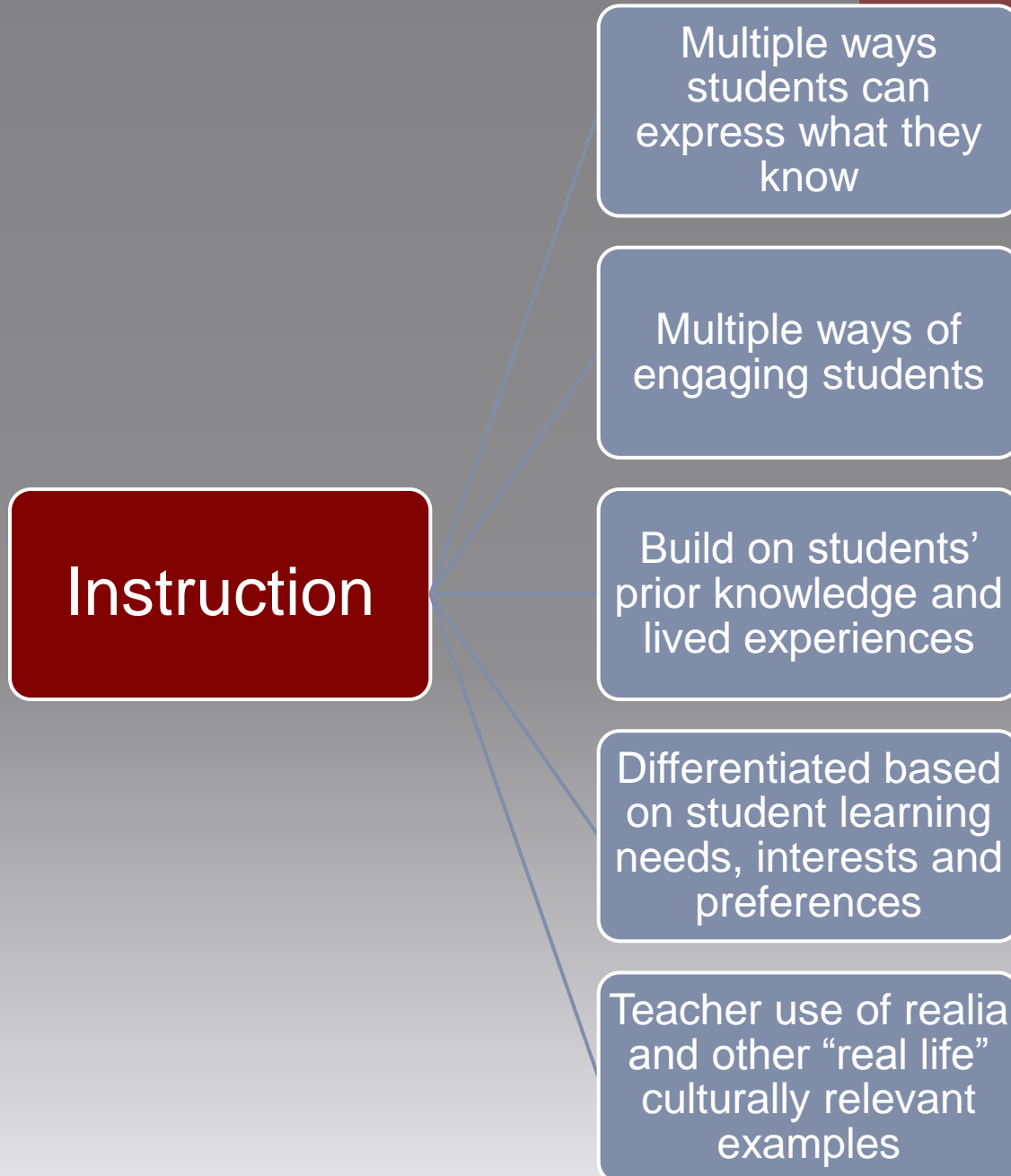
Multicultural perspectives

Diverse cultural referents across content areas

Relevant to students' lived experiences

Multiple means of presenting content

Rigorous



# Instruction

Multiple ways students can express what they know

Multiple ways of engaging students

Build on students' prior knowledge and lived experiences

Differentiated based on student learning needs, interests and preferences

Teacher use of realia and other "real life" culturally relevant examples

6/18/2013

Culturally relevant  
and respectful  
environmental cues

Supportive,  
affirming and  
responsive  
interactions

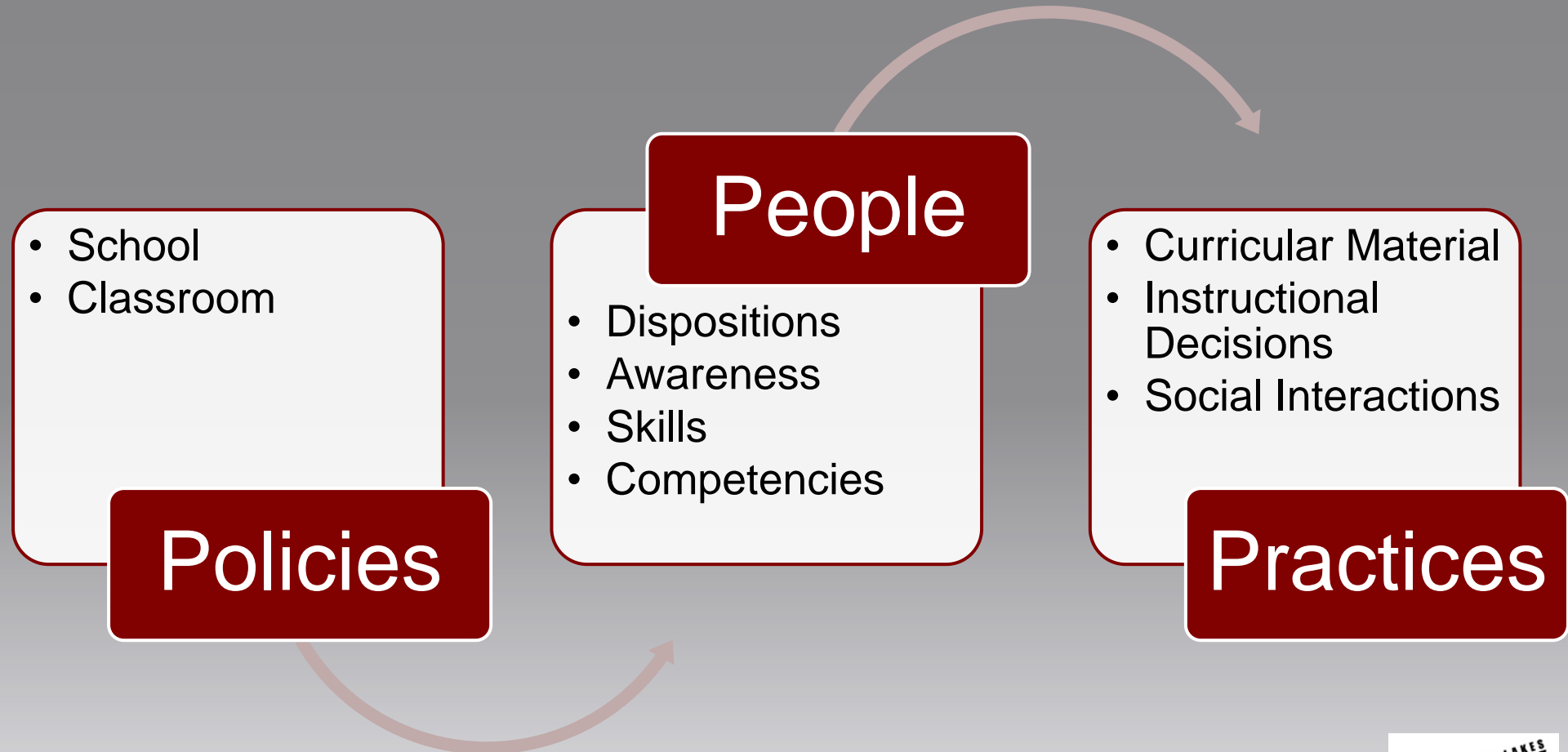
Rigorous and  
highly engaging for  
all students

Predictable but not  
rigid

Highly  
communicative

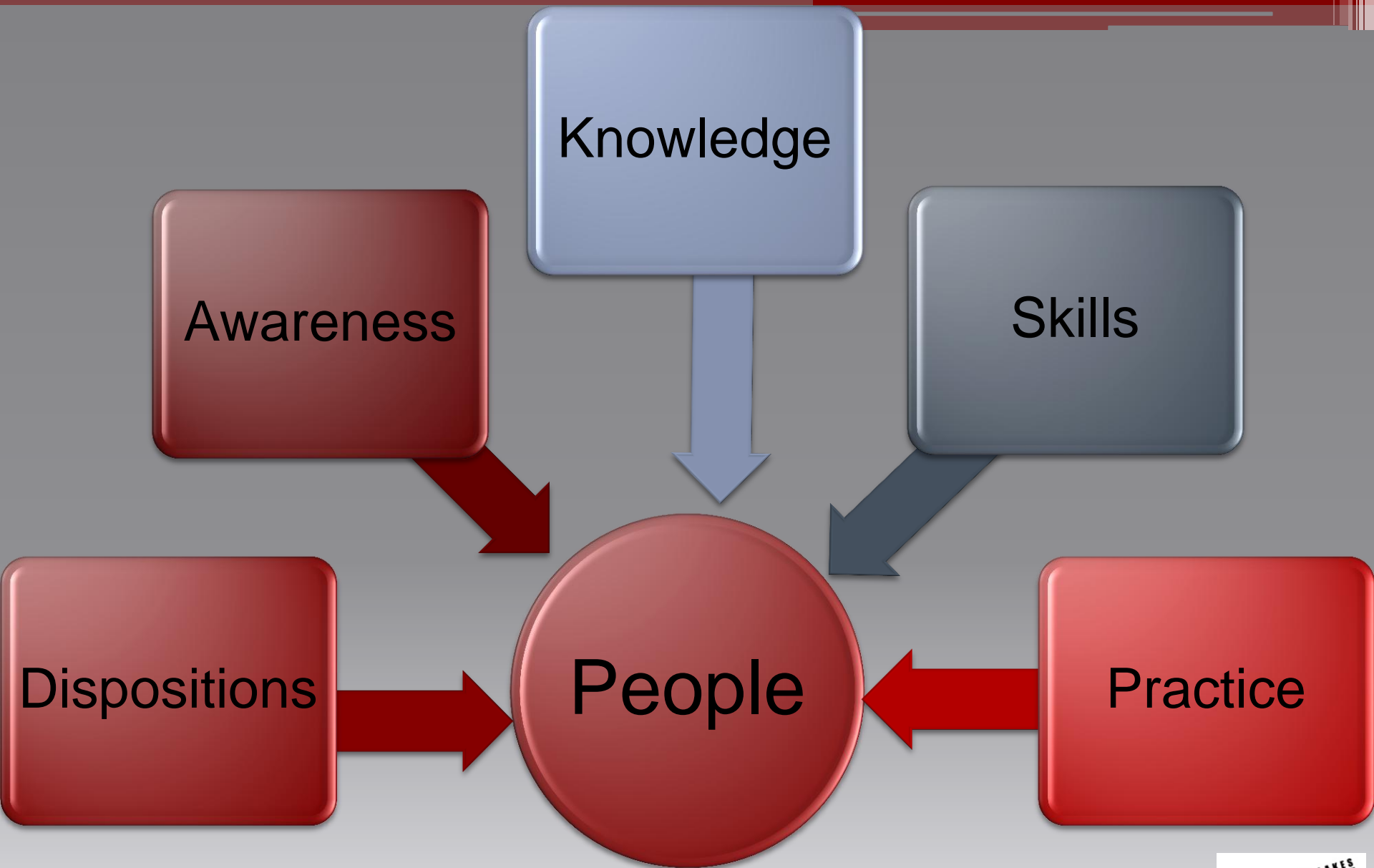
# Environment

# Ways the work gets done.



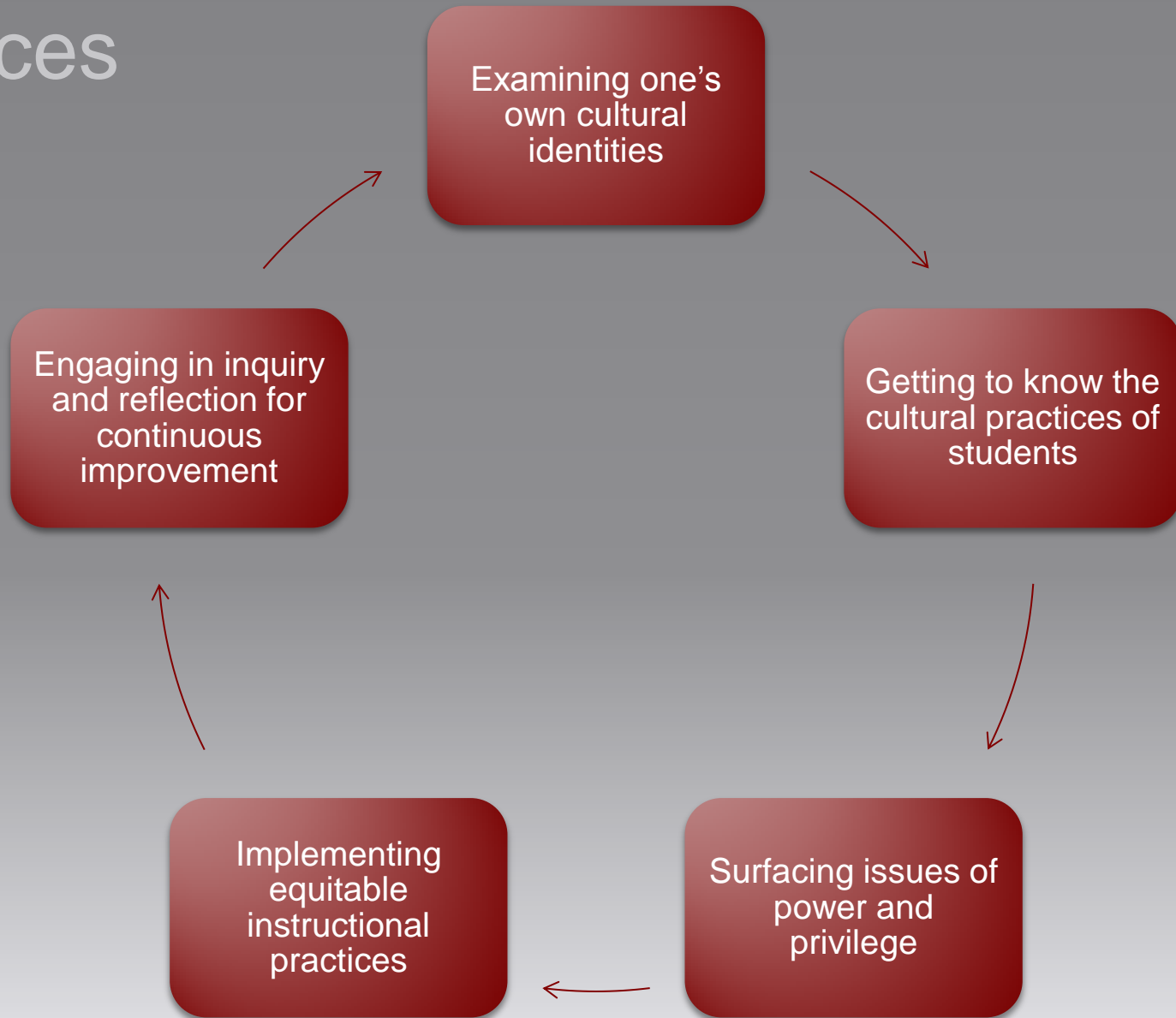
# Policies

Equitable  
Emancipatory  
Research-based  
Educate  
Access





# Competencies for equitable practices



*“ Education is a human right with immense power to transform.*

*On its foundation rest the cornerstones of freedom, democracy and sustainable human development.*

*- Kofi Annan*



6/18/2013

[ABOUT US](#)

[EQUITY LIBRARY](#)

[REQUEST ASSISTANCE](#)

[OUR PUBLICATIONS](#)

[CONTACT US](#)

Welcome to the **Great Lakes Equity Center**, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of **Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin**. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!



[Subscribe to our Publications](#)

# IMPACT:

*Educate, Engage, Empower – For Equity*

[Site Map](#) | [Privacy & Terms of Use](#) | [Other Equity Assistance Centers](#)

317-278-3493 | 902 West New York Street | Indianapolis, IN 46202



[ED.gov](#) Office of Elementary and Secondary Programs

**IUPUI** Copyright ©2011 The Trustees of Indiana University | [Copyright Complaints](#)



# Thank you for your participation!

Website: [www.greatlakesequitycenter.org](http://www.greatlakesequitycenter.org)

Email: [smskelto@iupui.edu](mailto:smskelto@iupui.edu)

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

