



Advancing Equity at the Agency Level – Minnesota Department of Education Brown Bag Session *Being an Equity-Oriented Leader: Process, Planning, and Dispositions* May 14, 2013

Presented by Seena M. Skelton, Ph.D. & Marsha Simon, Ph.D.



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

MULTI-TIERED MODEL OF TECHNICAL ASSISTANCE



Systemic
Equity
Partnerships

Intensive TA for
Systemic Change
MOU and Scope of work

Professional Learning
Network Development

Connecti
Stakeho
Participat
er
con

Connecting
Stakeholders
Participation in and creation
of communities of practice

Topic-Specific
Technical Assistance

Target
For Ag
re
con

Targeted Support
For agencies in Region V
requiring short-term
consultations in addressing
equity-related issues

Resource Dissemination

Virtual Eq
and assess
and impro
visive pos

Virtual Equity Library
Tools and assessments for
building and improving
culturally responsive policy
and practice

Our Partnership with MDE

Consultation

Collaboration Calls

Facilitated Learning and
Planning

Co-development and co-
delivery of Professional
Learning Experiences

Equity Tools

Development

Monitoring

Evaluation

Resources

Networking

Readings/materials

Collaborating with
Partner TA/D agencies

Challenges faced by K-12 Systems

Performance
Gaps

Opportunity Gaps

Disproportionality

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

“Fixing”
the
numbers

“Fixing”
the
teachers

“Fixing”
the
students
& families

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

What is Transformative Change Towards Equity

Transformative change towards educational equity is **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.

What research tells us

Improved perceptions by students, families and teachers regarding

- School capacity
- Student learning
- School climate

What research tells us

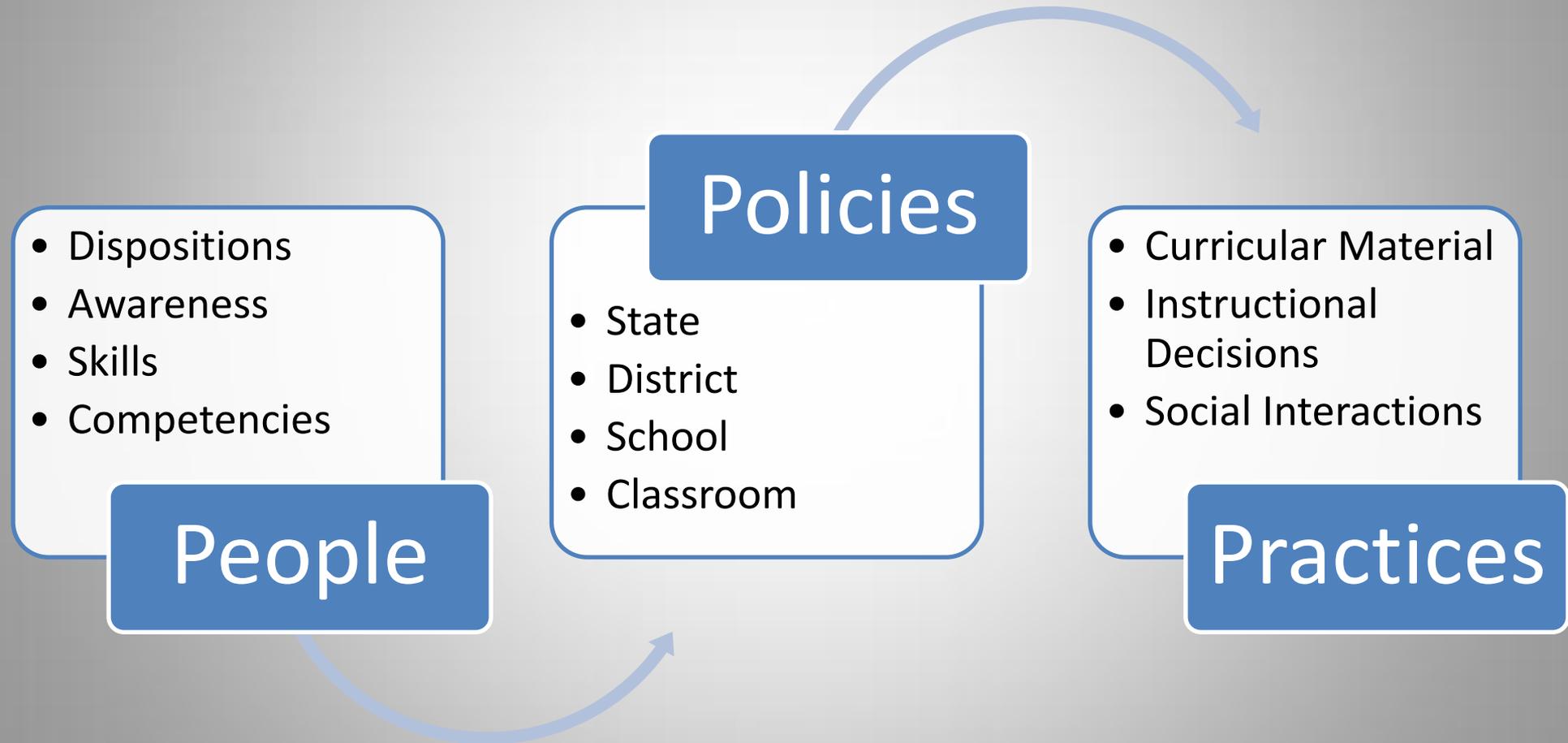
Improved
quality of
instruction

- Engagement
- Time on task
- Student Conduct

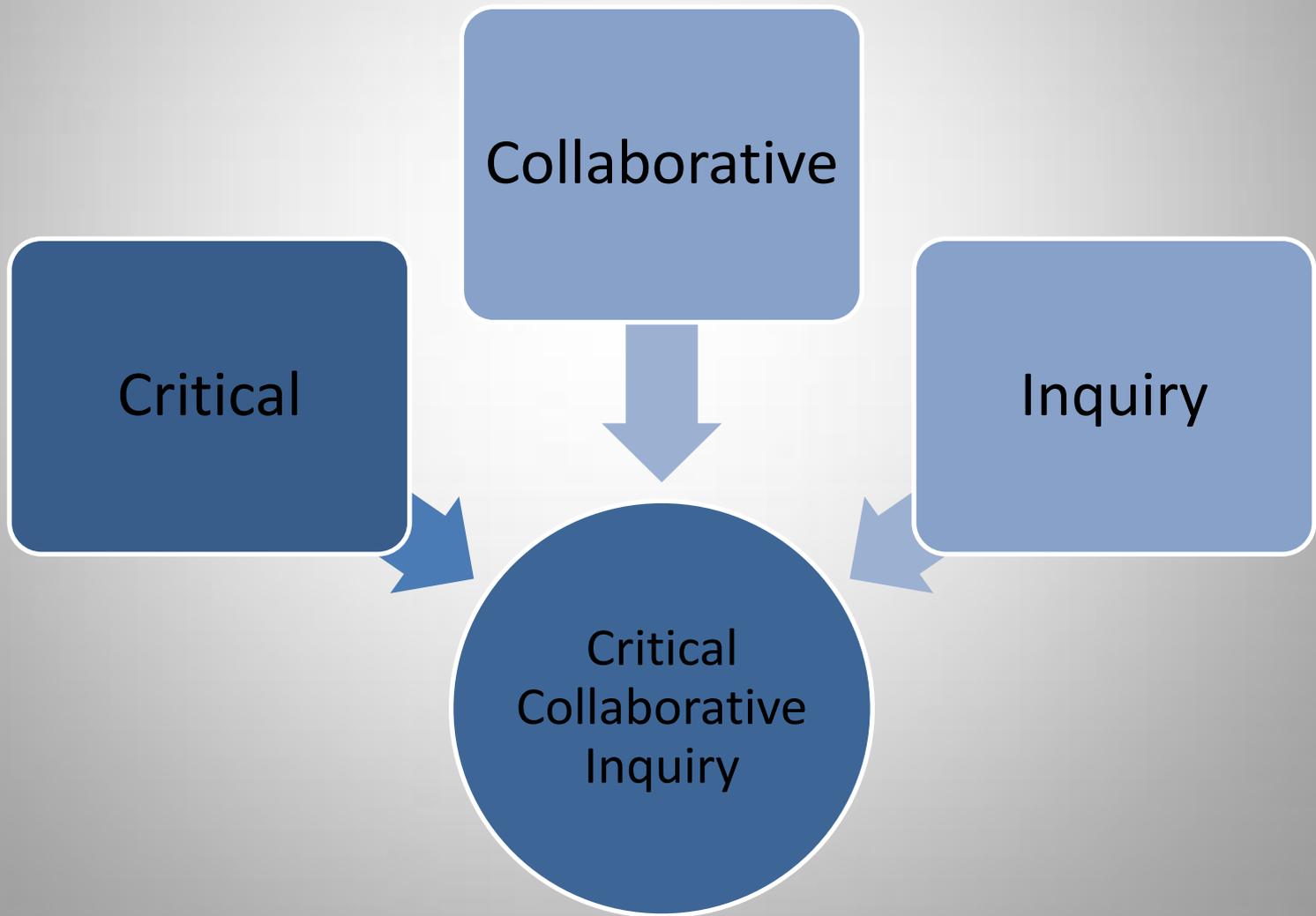
Characteristics of An Equity-Oriented Change Agent

- Has an Equity Attitude
- Avoids Demonization
- Initiates Courageous Conversations
- Demonstrates Persistence
- Remains Committed but Patient
- Maintains an Asset Attitude
- Maintains a Coherent Focus

Transformative change is enacted through...



Critical Collaborative Inquiry: Building Capacity for Systemic Change



Collaborative Inquiry

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, B. (2003). *The cultural nature of human development*. New York: Oxford University Press



Critical

We operate in systems where taken-for-granted assumptions are rife with issues of **privilege and power**; such issues must be surfaced in order to disrupt systems towards advancing equitable practices.

Critical Inquiry Questions

Whose interests are being served well by our system and whose are not?

What is it about our people, policies, and practices that is advancing some and not others?

What can we do differently to better serve all people within our system?

How do we ensure the voices and perspectives of historically under-represented groups are included?

**The Cultural Nature of
Learning**

**Cultural
Histories**

**What
people
bring with
them**

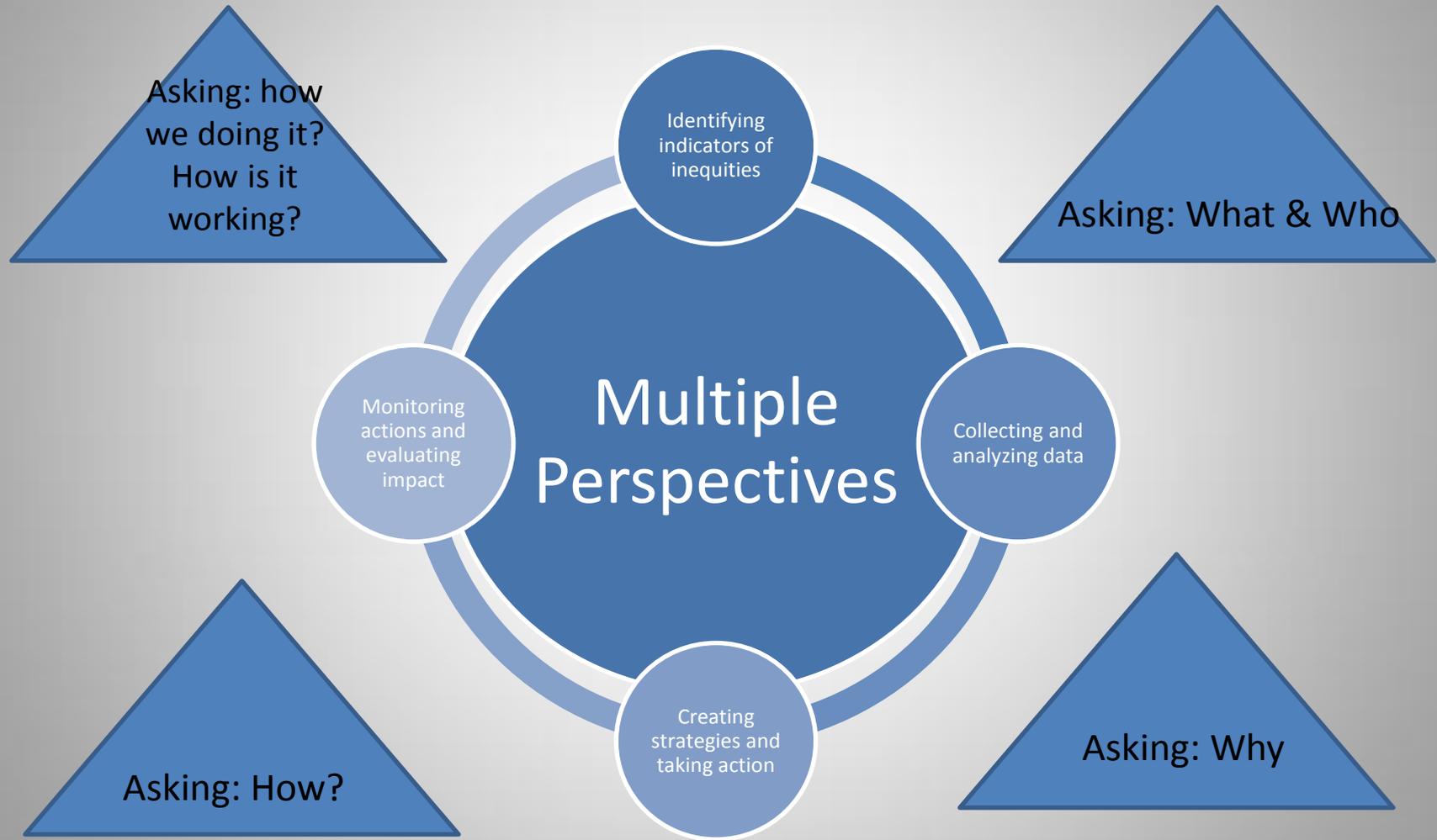
**What's
already
there**

**The work
people
do
together**

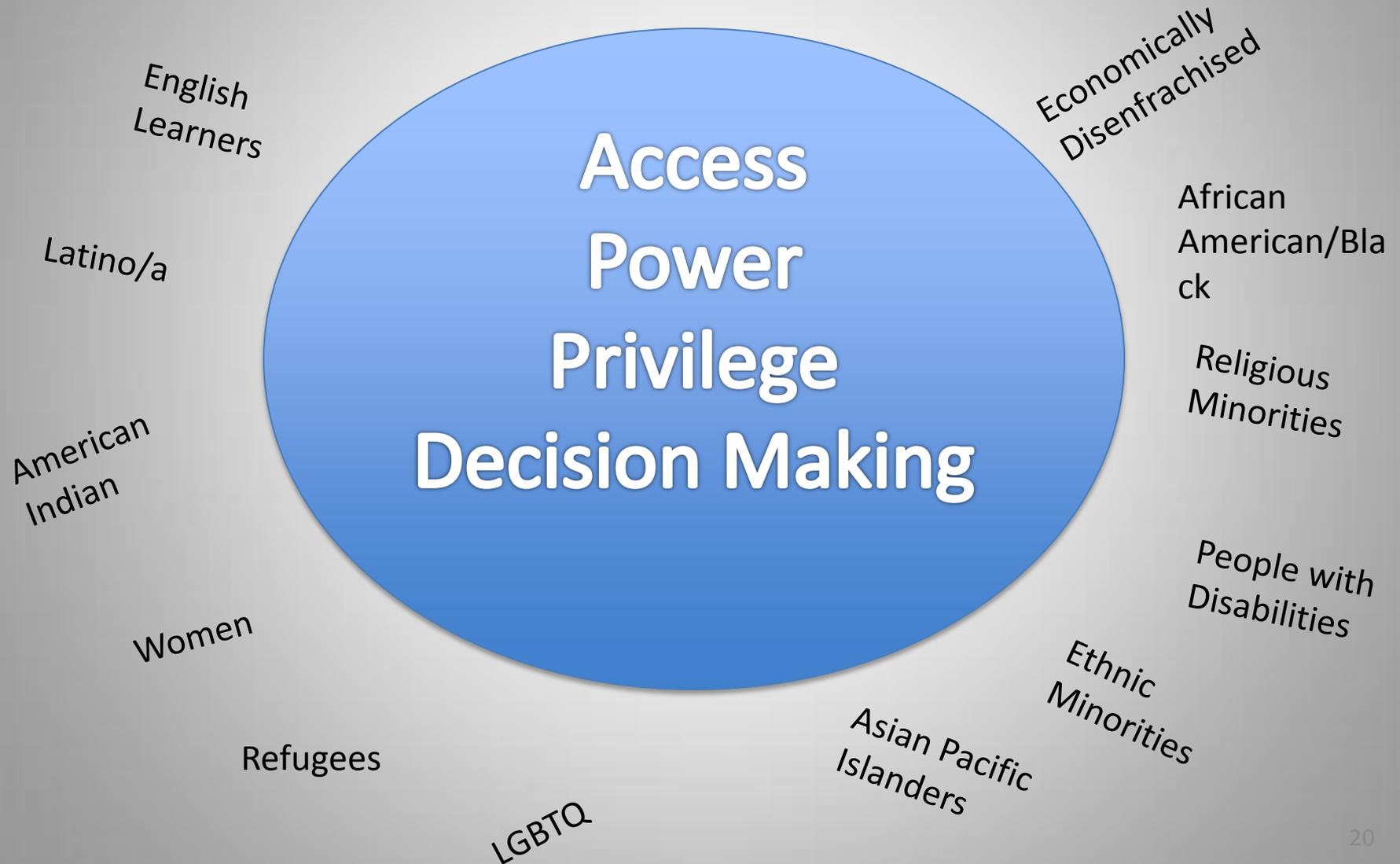
Institutional Culture

The Culture We Create

Critical Collaborative Inquiry

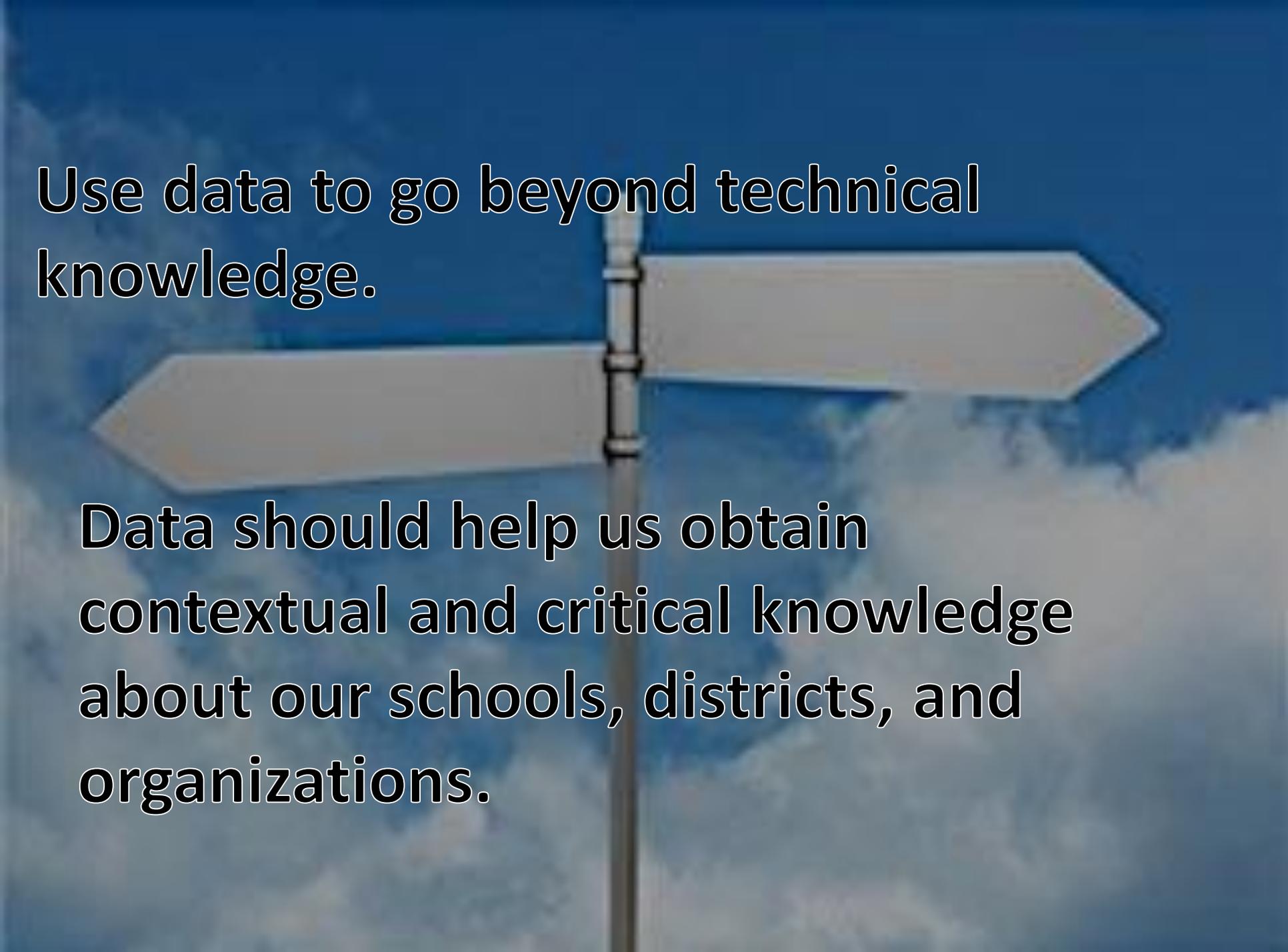


Bringing Historically Marginalized Populations Into The Center



Bringing Historically Marginalized Populations Into The Center



A signpost with two blank white arrows pointing in opposite directions against a blue sky with clouds. The signpost is a vertical metal pole with two horizontal white arrows attached. One arrow points to the right and the other points to the left. The background is a clear blue sky with some light, wispy clouds.

Use data to go beyond technical knowledge.

Data should help us obtain contextual and critical knowledge about our schools, districts, and organizations.

Technical
Knowledge

- Information for solving specific and direct problems of practice in the organization

Contextual
Knowledge

- Information regarding the underlying beliefs and cultural practices of an organization that afford and/or constrain culturally responsive practices.

Critical
Knowledge

- Information about the underlying beliefs and practices that maintain and sustain the status quo in power and privilege.

Data: Assisting districts in understanding

THE WHAT & THE WHY

**STUDENTS
LEARNING DATA**

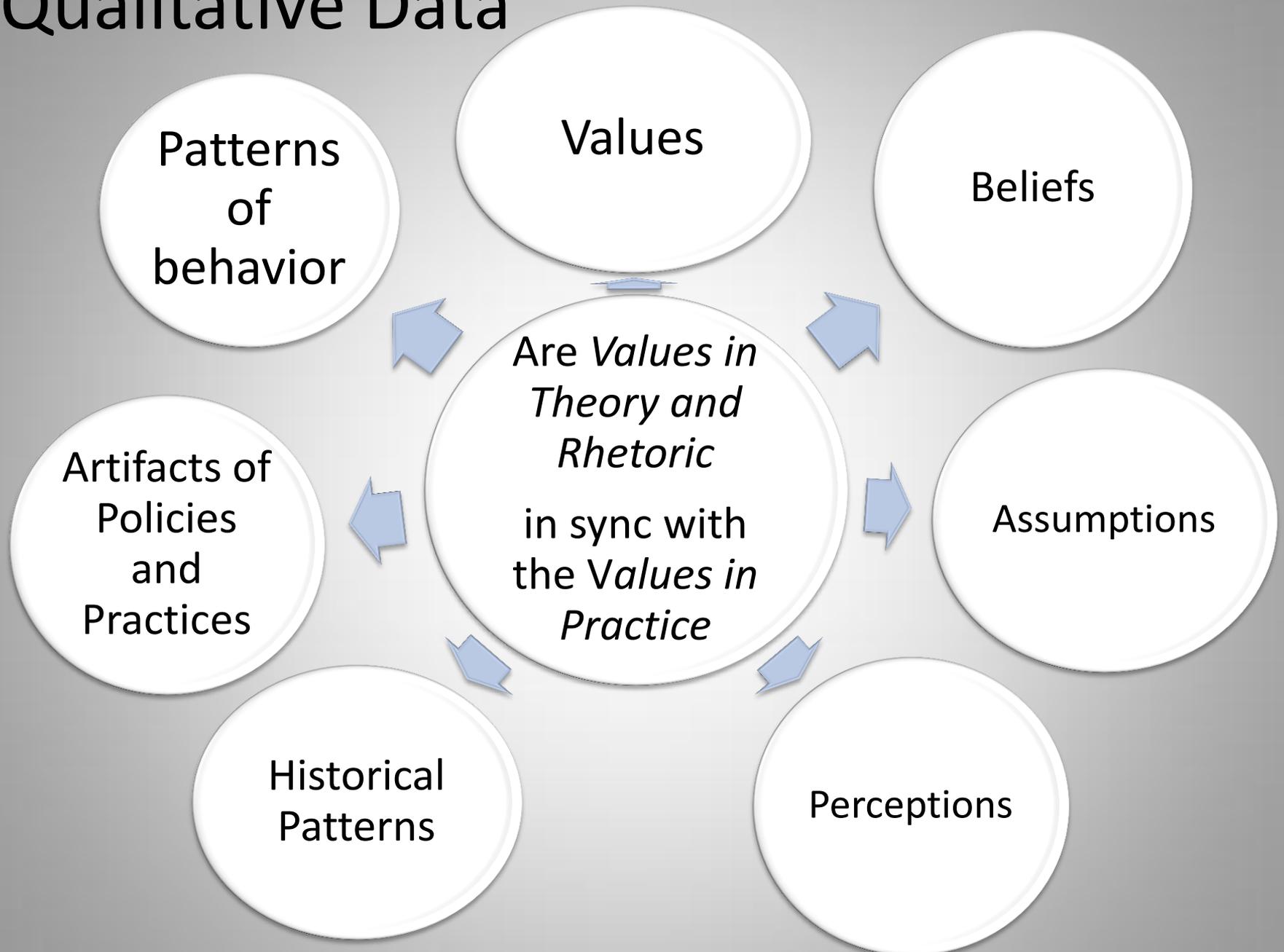
**STUDENT & STAFF
DEMOGRAPHICS**

**DATA IN
SCHOOLS**

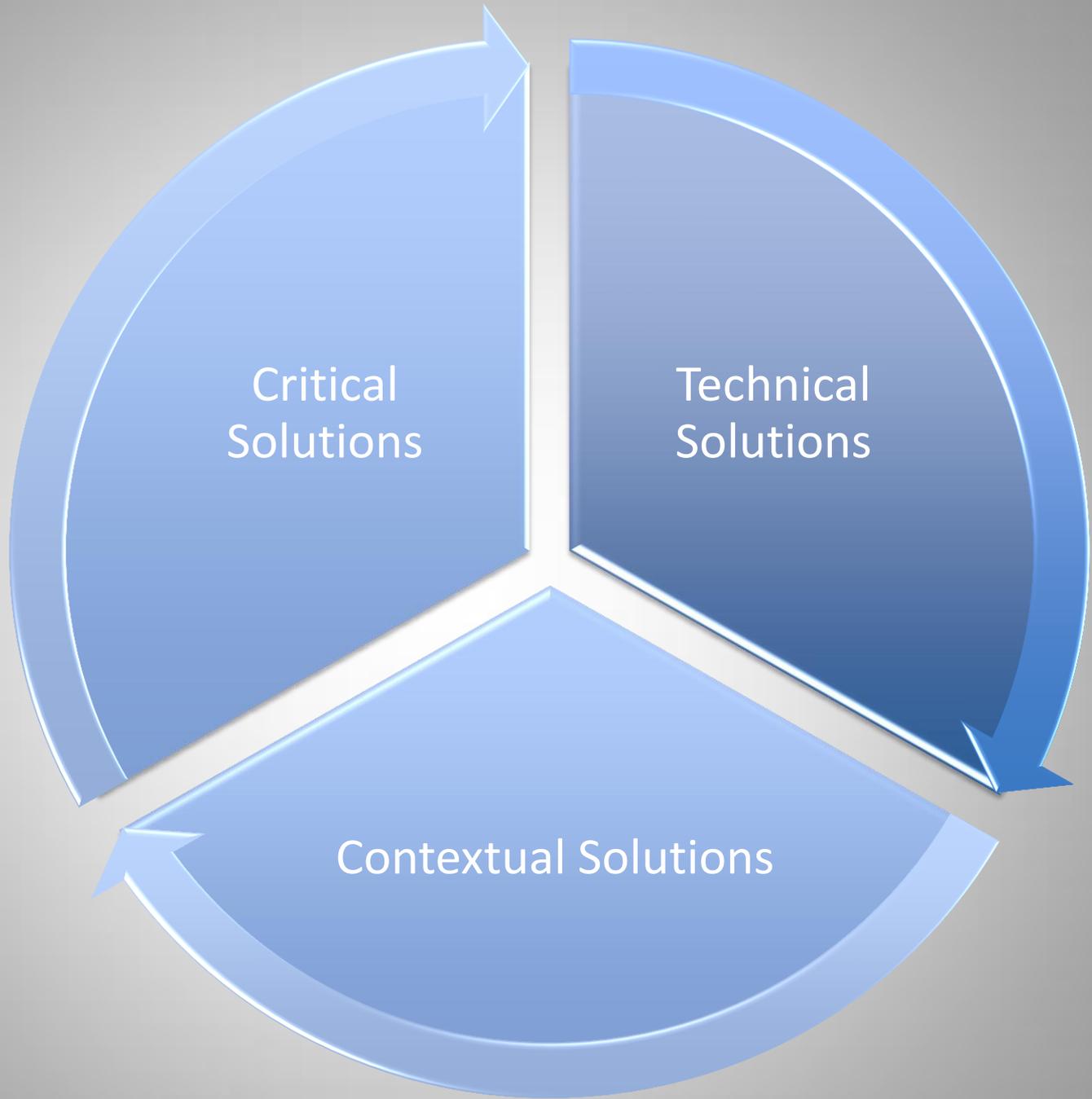
**PERCEPTION
DATA**

**SCHOOL
PROCESS DATA**

Qualitative Data



TRANSFORMATIVE CHANGE REQUIRES



To have an impact actions must ...

Lead to consistent change in adult practices

Facilitate systemic changes

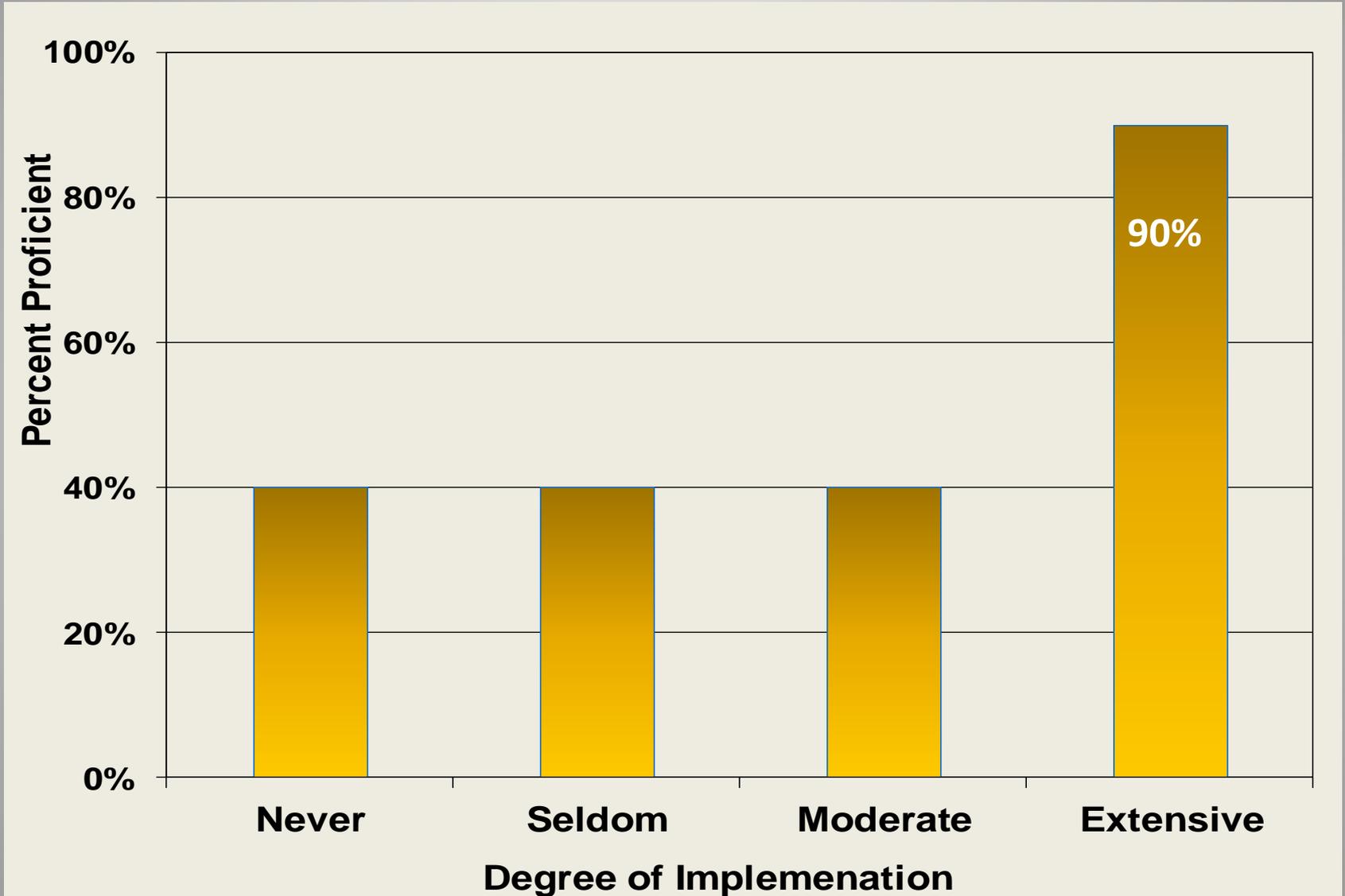
Affect classroom instruction and curricular decisions

Involve families and community members in meaningful partnerships

Planning for High impact and sustainability



What's needed for sustainable change?



Five Shifts in Practice That Indicate Transformative Change Towards Equity



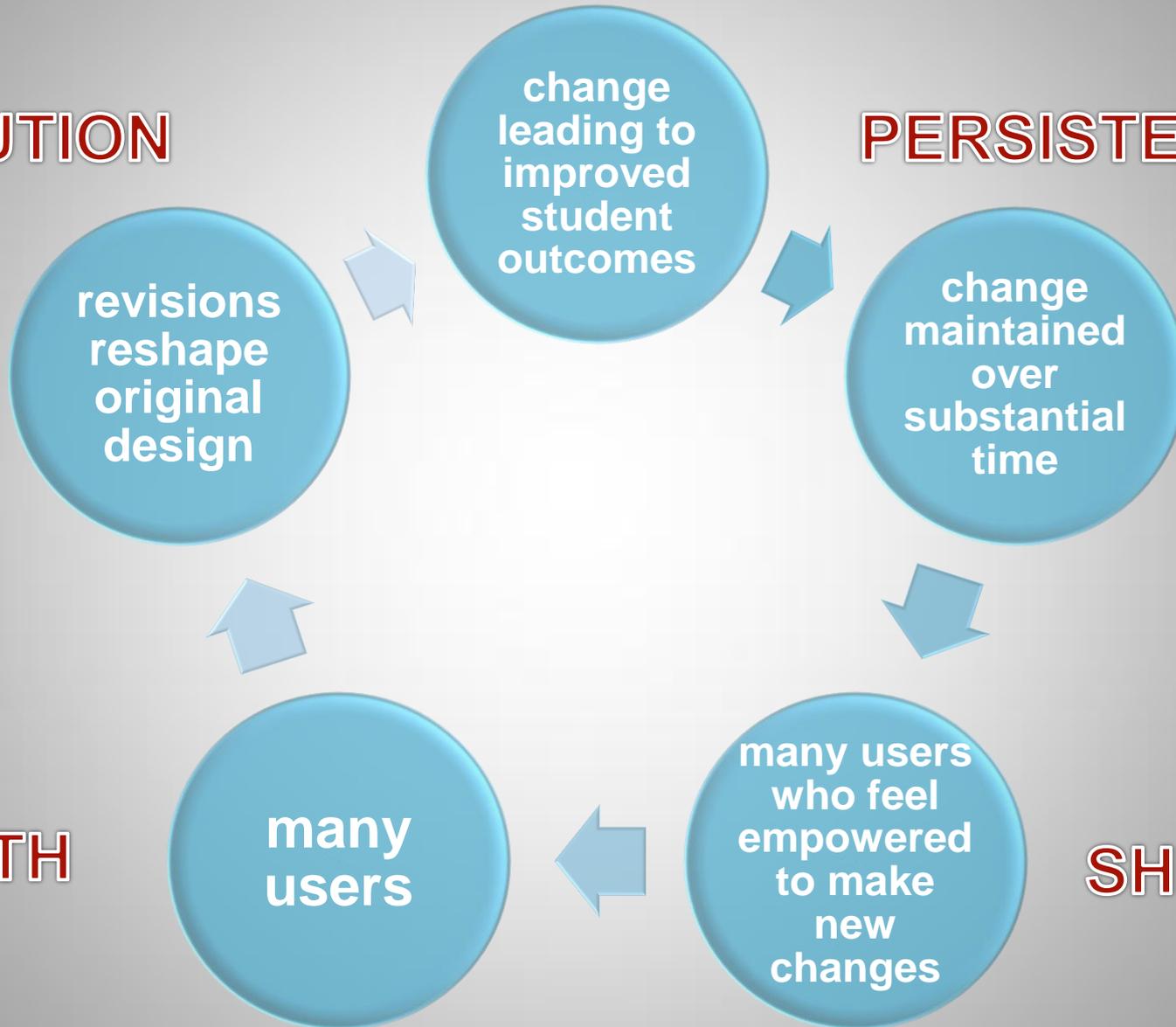
DEPTH

EVOLUTION

PERSISTENCE

BREATH

SHIFT



Tools, Products and Learning Opportunities



Equity by Design:
Engaging School Communities in
Critical Reflections on Policy

Erin M. M
Kathleen
Seena M



[LEARN MORE](#)

Podcast



Policy Review Guide

Policy: _____ Reviewer: _____ Date: _____
 Policy Goal: _____

For each item, please examine the policy and generate rationale statement(s). For each rationale statement, provide a solid body of data to support the claim you assert in the rationale statement (i.e., evidence). You may have several rationale statements for each item and review pieces of evidence for each rationale. Each piece of evidence should address ONE topic. NOTE: For some items, you will be asked to select a rating. In these instances, your rationale statement should clearly support and address the rating you select.

POLICY CONTENT

Legal
To what extent does the policy satisfy the legal mandates?
To A Great Extent ☐ Somewhat ☐ Very Little ☐ Not At All ☐
Rationale/Explanation Statement
Evidence
Consideration / Recommendation ☐
Research-Based
In what ways does the policy adhere to or depart from principles derived from scholarly research that will likely bring about a better outcomes?
Rationale/Explanation Statement
Evidence
Consideration - Recommendation ☐

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 coming soon!!](#)

[Download Presentation Materials](#)

Want us to host a repeat session of this webinar so you can participate live? [Click here.](#)



[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

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



Thank you for your participation!

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

[Email: glec@iupui.edu](mailto:glec@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.



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

IUPUI