

# Equity At The Center

*What equity means to me, and what promise it holds for all efforts aimed at those most in need.*

Dr. Derek Mitchell  
PACE Annual Conference  
2/7/2020

Securing Education **Resources** to Finance California's Future

Organizing Schools to **Serve Students with Disabilities**

Improving Quality in **Early Childhood** Education

Supporting Schools and Districts in **Continuous Improvement**

Making **College Affordability** a Reality for California Students





## *1,200 National Guardsmen Are Released from Duty; Calm Returns to West Side*



Crowd watching Chicago park district crew installing portable swimming pool at 13th and Throop streets yesterday. Pool is one of 24 being installed in area on west side that has been scene of rioting.

(TRIBUNE Staff Photo)

# Robert Emmet School in Chicago





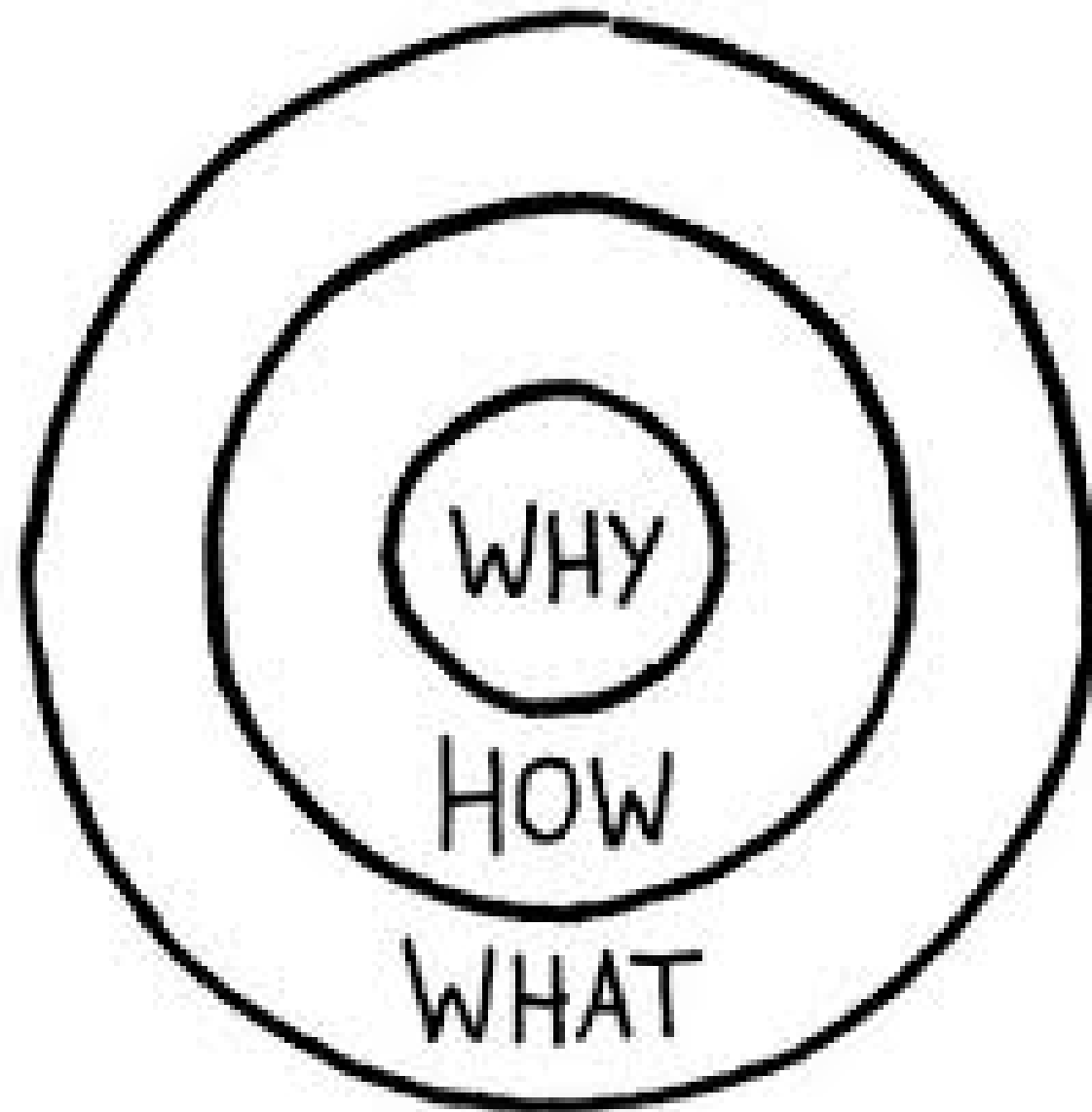








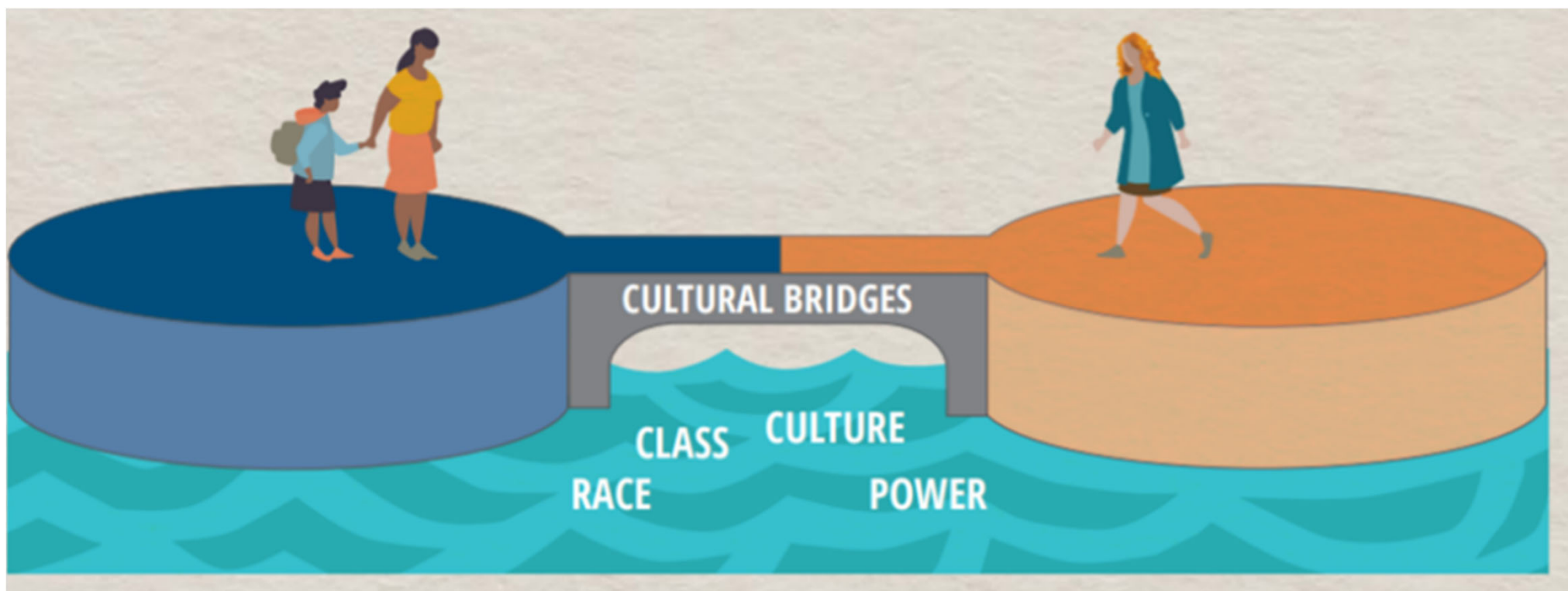


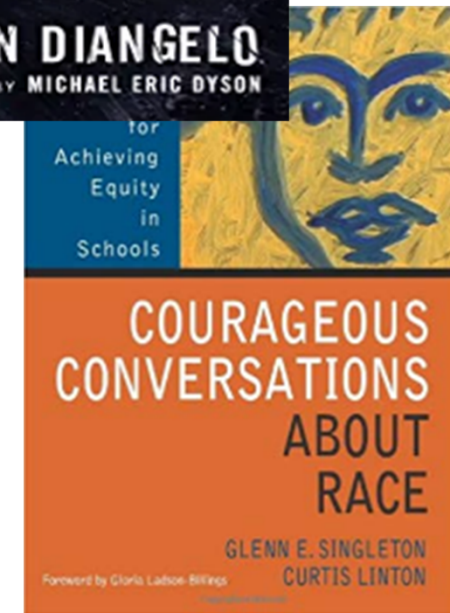
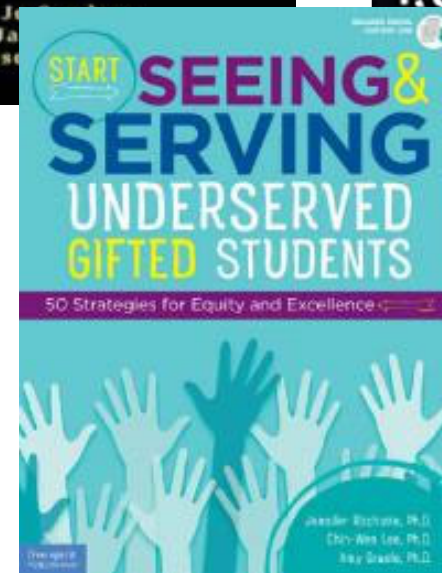
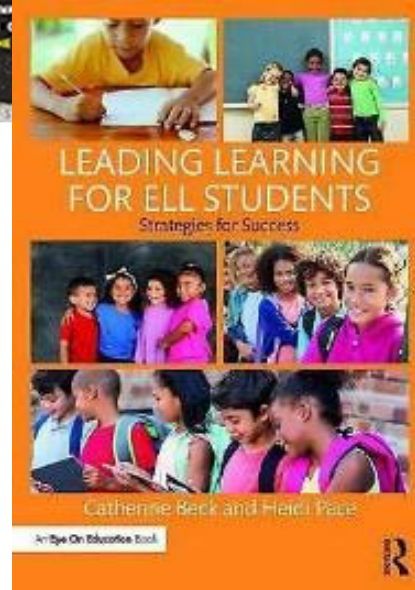
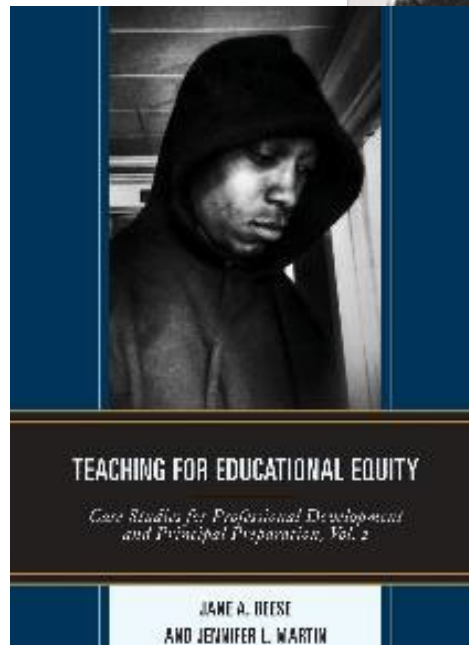
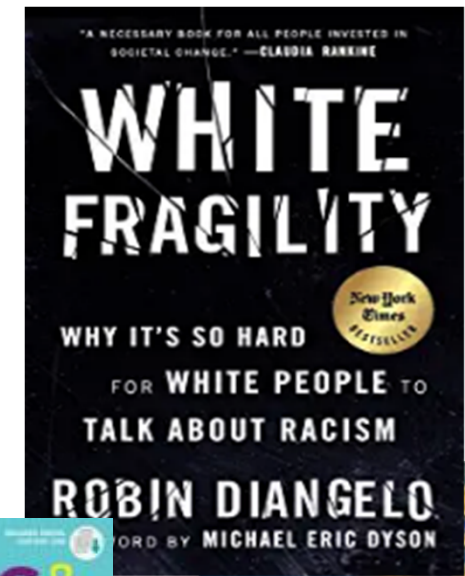
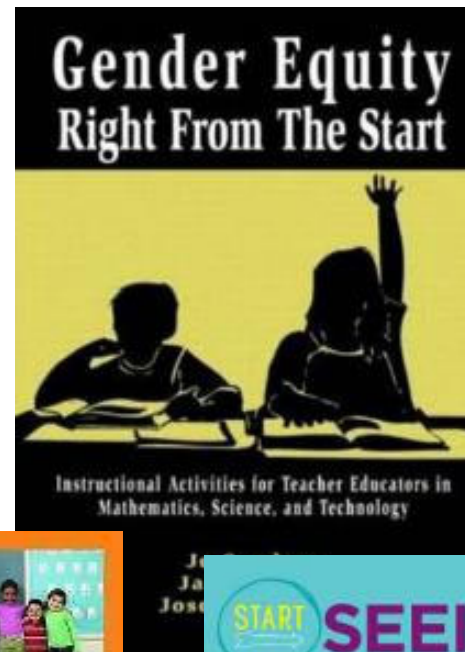
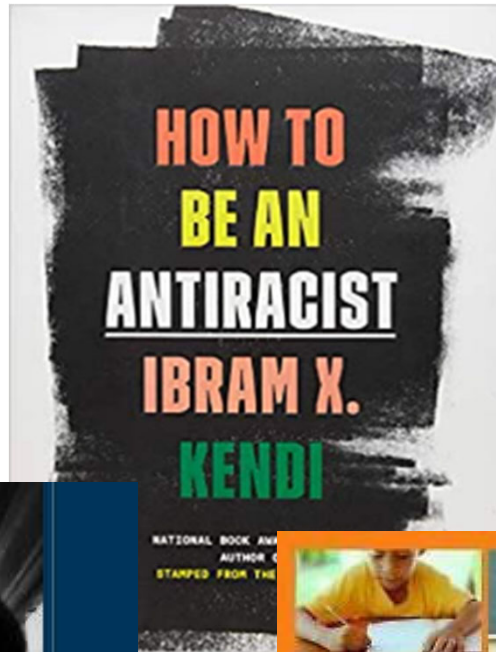












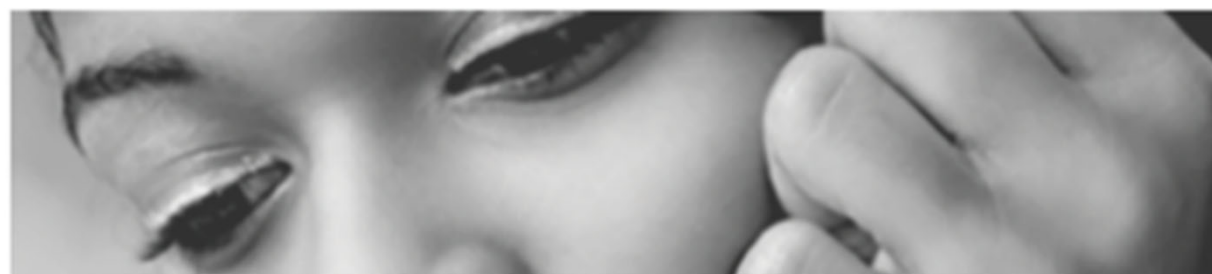




# Teaching students of color: Looking race in the face

Derek Mitchell, Jesse Hinueber, and Brian Edwards

January 23, 2017



## Disrupting inequity through collaboration, engagement and mindset

Working together in teams to cultivate an equity mindset, and to create lessons that resonate with and equalize the experiences of low-income students

Too many public schools in California's low-income communities of color are under-performing. But building and sustaining equity and social justice in these communities requires more than just disrupting inequity; it requires transforming our struggling schools into high-performing organizations that prepare all students for college and careers.

For these transformations to occur, struggling schools must establish structures that foster collaboration among educators, implement instructional strategies known to engage students, and cultivate an equity



## Common Core: A TOOL FOR EQUITY

If California educators pair new instructional approaches with the new standards, the Common

Core will help California's students progress on the percentage of students demonstrating proficiency on state standards in most years, much more quickly. Only 10 percent of all students were proficient on the California Standards Test in English language arts in 2013, the last time the state

tested and communicated results in writing through a variety of media. If the instructional approaches of the past are continued, we will likely see performance differentials among ethnic groups widen, as has already happened in Illinois, Kentucky and New York.

Disengagement among low-income stu-

## Essential practices for Equity

California's students hold vast potential. With the proper academic support, they will become college- and career-ready and go on to help the state's businesses, farms, non-profits and local governments succeed. Unfortunately, too many of California's public schools are struggling to bring out their students' talents. This is especially true among schools serving low-income students of color.

In some cases, external support providers can help a school transform into a place where staff and students excel. Partners in School Innovation is one such provider that facilitates the transformation of under-performing schools. Using a continuous-improvement, equity-focused approach, Partners works to help schools eliminate achievement gaps and create an environment in which every student, regardless of background, thrives. In the schools that we serve, where 84 percent of students are low-income and 94 percent are students of color, the need for accelerated learning is urgent.

Partners helps schools align their leadership, professional learning systems and instruction around the goal of such accelerated learning. We do not address all of the

**This program aligns leadership, instruction and professional development around the goal of accelerated learning to close achievement gaps.**

factors that influence student achievement, such as parental involvement, but our approach does include explicit conversations about equity. The conversations are substantial and informed by regular monitoring of student achievement data.

To assess a school's progress, we regularly conduct assessments called School Transformation Reviews. These reviews are done in the fall of the initial year of a partnership (which generally lasts three to five years) and in the spring of each subsequent year. They consist of interviews and classroom observations and are guided by our School Transformation Rubric.

The rubric is grounded in research and has been refined based on our experience with fostering systemic change in schools during the past nine years. The rubric and review

provide school leaders with the language needed to gain agreement on what constitutes powerful instruction for each student. They are valuable tools for promoting equity in achievement among all students.

An even more important tool, however, is the continuous, on-site support. Below, the rubric and school-review process are described, and a detailed example of on-site support is provided to demonstrate the level of progress that is possible.

### School transformation rubric: Equity focus

The rubric describes 76 practices deemed by researchers to be essential to transforming schools, particularly those serving low-income students of color. These essential practices are organized into three domains: results-oriented leadership, systems for professional learning, and the core instructional program. Of the 76 practices on the rubric, 20 relate directly to equity. Thus, when staff members conduct a review of a school's progress, they do so through an equity lens.

The set of equity-focused items on the rubric pertain to school culture, aspects of

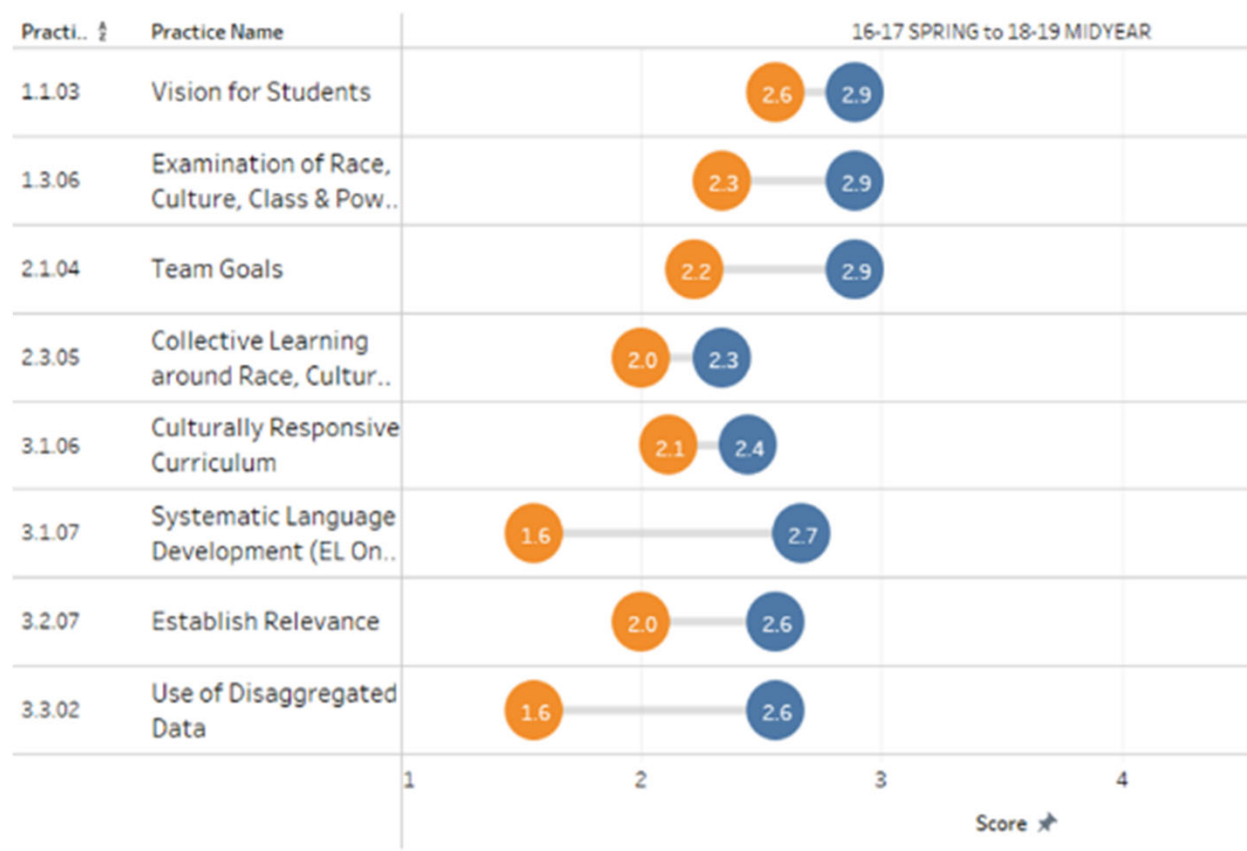
By Brian Edwards

# Developing change agents to disrupt Inequality

- Encourage use of an “equity lens”
- Emphasize relationships
- Set ambitious goals
- Provide rigorous, culturally responsive instruction
- Reflect on classroom power dynamics -- speaking time, etc.
- Distribute leadership so that the work is not overly dependent on “superhero educators”
- Strengthen educators’ results-orientation

# Educators can improve at equity work

## Growth in Equity-focused Practices (6 pt. scale)





# Many educators value equity work

“Being able to dive deeper into learning about Race Culture, Class & Power over the course of multiple sessions has been AMAZING!! Having a system/structure for looking at disaggregated schoolwide data has kept us accountable for doing this incredibly important work.”



Whose solution was this?

What problem were you trying to solve, exactly?

What will that child do the day after tomorrow? Next week? Next month?

Why did you rob the children of the opportunity to solve this problem for themselves?





“Your life is the sum of a remainder of a series of unbalanced equations inherent to the systems in which we operate.”





