

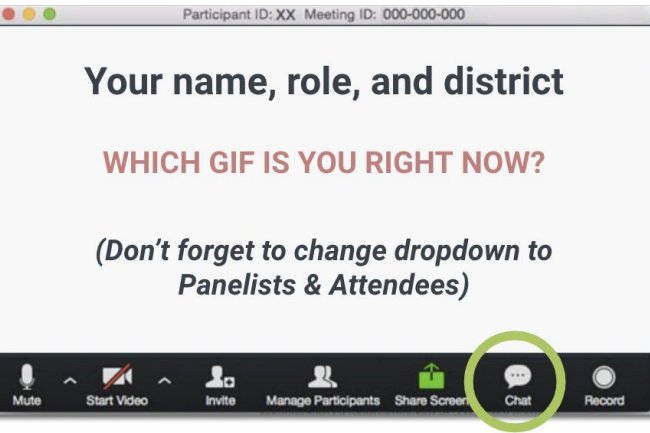


Capture the Opportunity: Steps to Redesign School-Level Systems for Equity

Webinar

July 21, 2020

Check in the chat: Name, Role, Location + Which gif are you?



3 "Trying my best to never give up at grasping at the answer!"



4 "I really need this information NOW"



1 "I am not one of them, how do I help every child feel seen"



2 "I have been thinking about it but haven't shared anything with anyone..."

Welcome



Crystal Xu

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@EE_CrystalX



Purvi Patel

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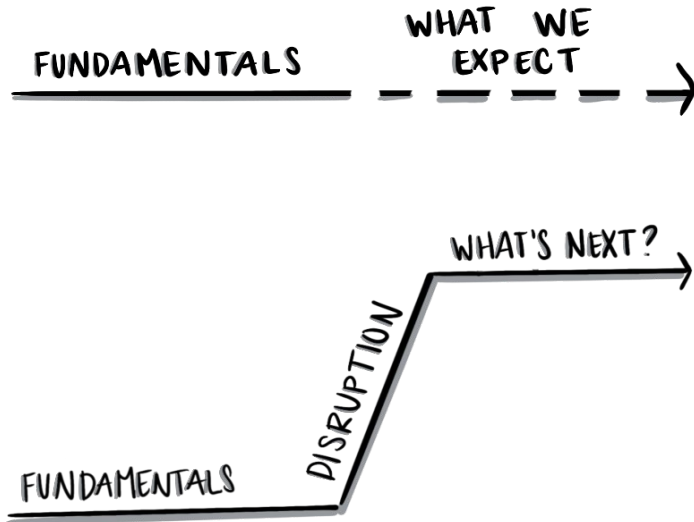
@Purvip4

Participant ID: XX Meeting ID: 000-000-000

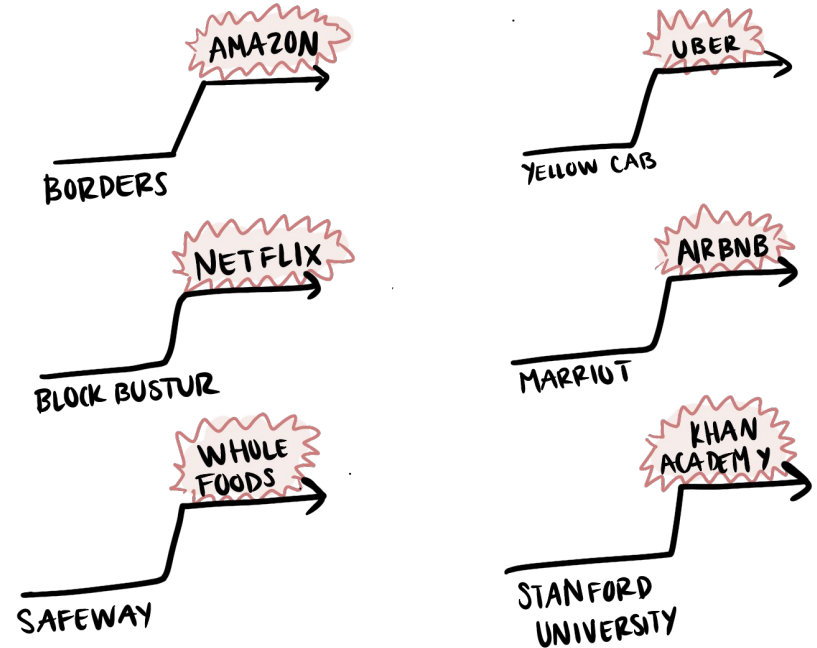
- Keep yourself on **mute** unless you're speaking
- Keep your **video** on if possible - We'd love to see you!
- Prepare to engage! Use the **chat** to ask questions

Mute Start Video Invite Manage Participants Share Screen Chat Record

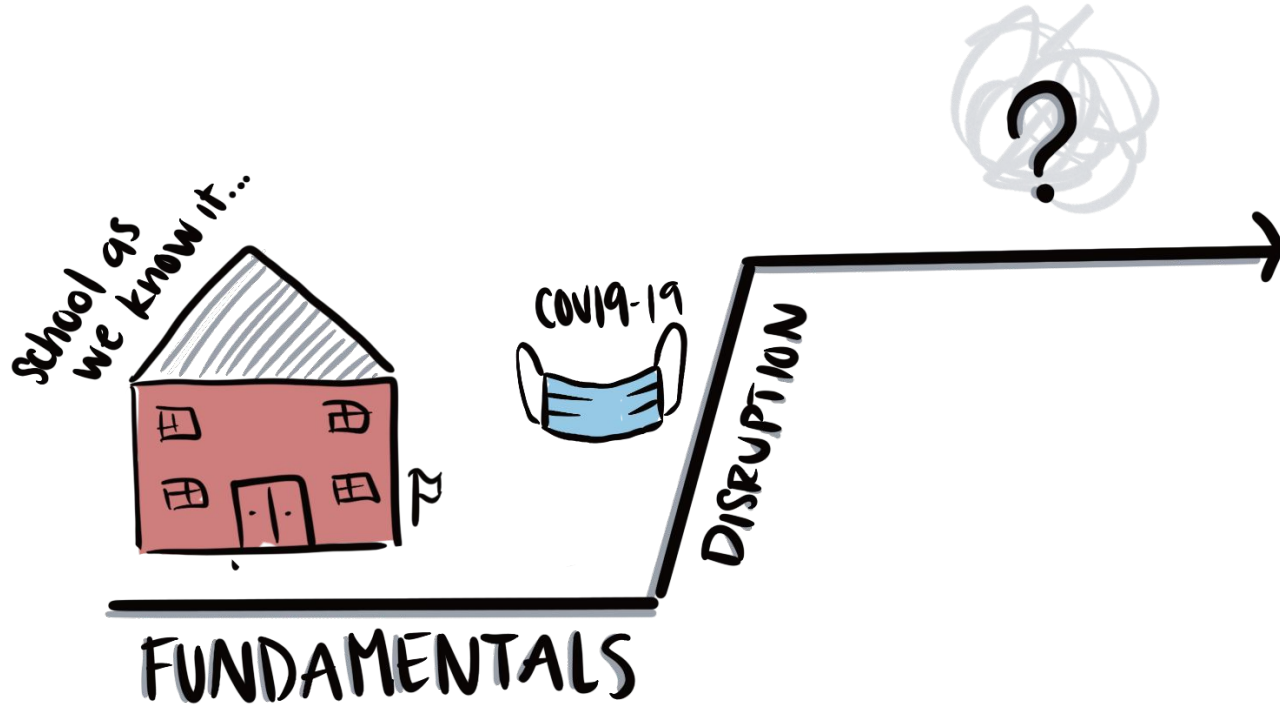
Disruption and Innovation



BUSINESS BREAK-LINES



So let's Reimagine and Revamp!



“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?”

- HUGH VASQUEZ, NATIONAL EQUITY PROJECT

**Inequity is a
product of
design**

Impact on Society

Slavery has create policies and beliefs that have created a society that is intentionally separated by race and disguised by class.



25% Native Americans
20% Black Americans
18% Latin/o/a/x Americans
10% White Americans



[Unemployed](#)

6.6% Native Americans
6.5% Black Americans
4.7% Latin/o/a/x Americans
3.1% White Americans



Have food [insecurity](#)

40% Live in Poverty
25% Black Americans
26% Latin/o/a/x Americans



72% White Americans
55% Latin/o/a/x Americans
43% Black Americans

Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

Families in poverty often work differently, experience trauma, enter the prison system, and live in single parent households which decreases the rate of participation in school related activities of their children

Families and children of color have higher rates of preexisting conditions that impact brain chemistry and physical well being that impedes learning process

White families own more and higher valued homes that creates the tax base for school quality. Families of color more frequent rent or live in lower valued homes that result in sending their kids to under resourced schools

Impact on Systems in Schools

The institutionalized systems and their corresponding policies directly impact how schools are run, attended, and staffed

Communication Systems

Community Engagement

School Operations

Human Resources/Talent

Organizational Structure

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72% White Americans
55% Latin/o/a/x Americans
43% Black Americans

Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

78%

of school
board
members

are white even though
they only make up
48% of the student
population

80%

of teachers

Are not people of color
even though they make up
52% of the student
population is of color

57%

Of students

of color attend
underperforming high
schools even though
they only make up 30%
of the student
population

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**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**

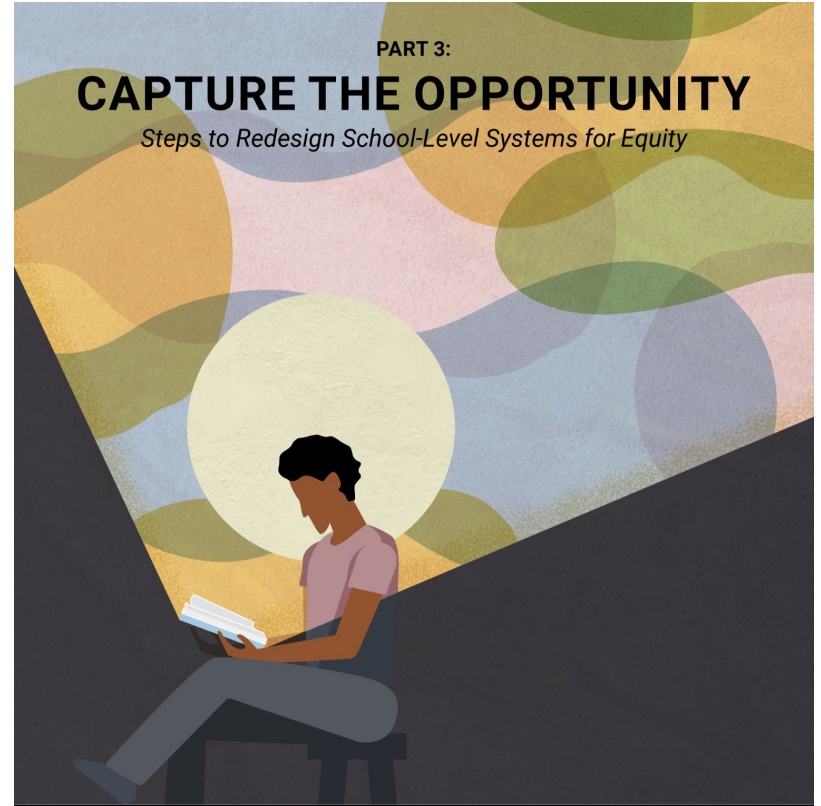
**Psychological Bias, Implicit Bias, Power,
Privilege and Internalized Racism**

An illustration of two hands, one on the left and one on the right, holding a white banner. The hands are rendered in a stylized, blocky manner with a reddish-brown skin tone. The banner is white with a subtle, grainy texture and contains text. The background consists of abstract, overlapping shapes in shades of blue, green, and yellow, suggesting a landscape or sky. The overall style is modern and clean.

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.

Capture the Opportunity: Steps to Redesign School-Level Systems for Equity



Are you a leader or team...



I am a principal faced with creating a master staffing and calendar to fit operational, social-emotional and academic needs of all in two weeks.

We are a school team that knows we have to prioritize parent engagement this fall. We are not reaching the parents we need to and must do better this year.



- ❑ **making changes** on how you operate as a school amongst ambiguity
- ❑ ultimately wanting to ensure you are **providing your students** with what they need
- ❑ supporting with reopening plans with a **certain area or expertise** i.e., professional development, transportation, health and safety

Use Part 3: Capturing the Opportunity to ...



SPARK

A different approach in how you make decisions and design for students at the margins through reading and sharing



EXPAND

How you think about recreating systems to account for the embedded inequities through discussions



PRACTICE

Through doing the step by step protocols from the paper to redesign one system for equity



APPLY

A prototype during reopening designed with marginalized students at the center



DEBRIEF

How your redesigned system is uplifting your marginalized students and start iterations

1-minute Break

How are you hoping to *Capture the Opportunity* to redesign school?
Continue the conversation on Twitter
#ReturnwithEquity @edelements

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Framework

STEP 0: Start with Yourself + Cede Power

Identify your own bias, power, and privilege in how you make 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

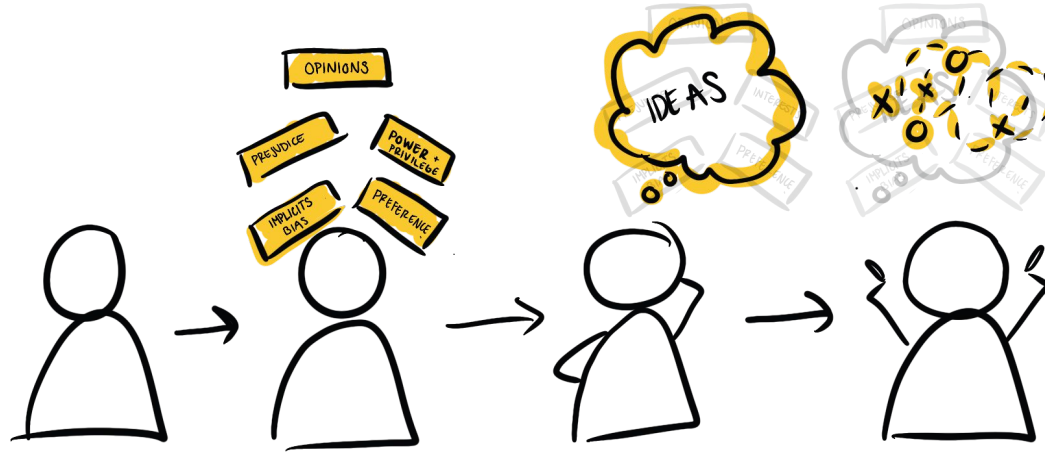


STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

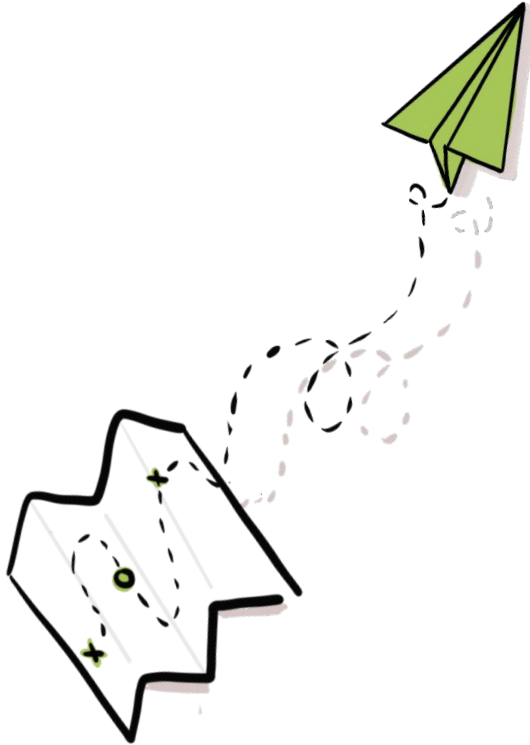
We start with our identity because our past experiences and unique understanding of the world can **influence our decisions as leaders.**

STEP 0: Start with Yourself + Cede Power



Redesign can only be successful in addressing inequities if the current designers recognize, consider, and design against the ways implicit bias, psychological bias, racism, power and privilege impact decision-making.

STEP 0: Start with Yourself + Cede Power



- ❑ In what ways have my biases helped to maintain racism within my school?
- ❑ What are examples of interpersonal racism and how does it play a role in my interactions at my school?
- ❑ How does institutional racism live within our school?

Resources in Paper

Great resources for learning how implicit bias impacts decision-making as well as your working and learning environments.

1. [Implicit Bias Tests](#)
2. [What](#)
3. ["Cha](#)
4. [Inter](#)
5. [What](#)
6. [Color](#)
7. [Bren](#)

Be aware of the power and privilege that you bring.

Great resources available for **white allies**.

1. [Deconstructing White Privilege](#)
2. [Well-meaning white people](#)
3. [Whistling Vivaldi NPR](#)
4. [White Privilege- Unpacking the Invisible Knapsack](#)
5. [Unpacking White Fragility](#)
6. ["The Surprisingly Racist History of 'Caucasian'"](#)
7. [Addressing Whiteness](#)
8. [Side effects of white women](#)
9. [Who gets to be afraid in America- Ibram Kendi](#)
10. [The Danger of a Single Story](#)

Great resources available for **POC allies**.

1. [Non-Black POC start having conversations](#)
2. [Racisms has a cost for everyone](#)
3. [30 ways Asians perpetuate Anti-Black racism everyday](#)
4. [A History of Race and Racism in America in 24 Chapters](#)

Identify institutional bias of the school and district

Great resources available are...

1. [What is systemic racism?](#)
2. [Intersectionality Wars](#)
3. [How studying privilege systems can strengthen compassion?](#)
4. [Moving the Race Conversation Forward](#)
5. [Deepening of Our Understanding of Structural Marginalization](#)
6. [The problem with othering: toward inclusiveness and belonging](#)
7. [Targeted Universalism Policy and Practice](#)
8. [ASCD 14 resources for culturally responsive teaching](#)
9. [Culturally Responsive teaching guide](#)



STEP 0: Master Scheduling

Questions

- What are my beliefs around how time should be spent in school?
- Where do I hold preferences for what gets prioritized in scheduling?
- Who do I consult when creating the master schedule?

Potential Learnings

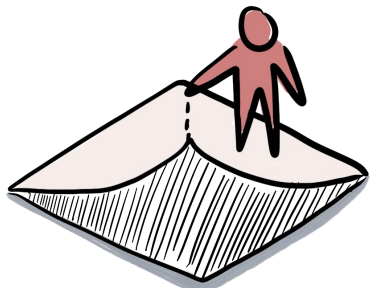
- I have a group staff that I consistently go to for feedback because they share the same core values as I do or are the people that I know will provide it
- I prioritize decisions on how time is spent based on my own values and preferences around education
- I consider feasibility over marginalized group needs



In the chat:

What are biases you are aware of within yourself? How does it affect a system within your school?

STEP 1: Connect



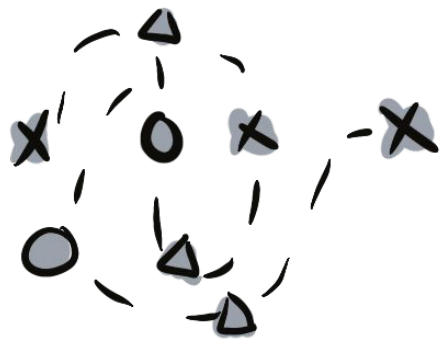
Connect with your challenge by understanding the experiences of those most deeply impacted. Who is most impacted by the challenge? How is the challenge presenting itself? Why does this matter?

Outputs or Outcomes

- Define the system you need to address, the scope of change you want to make, and whom you are making the change for.
- Empathize with the identified school level challenge
- Determine your redesign priority: are you redesigning for impact, urgency or ease?

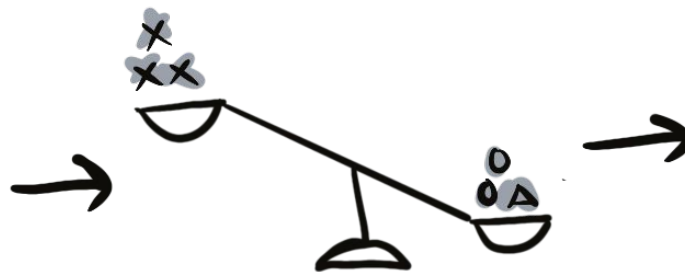


PROCESS



Determine the information you need to collect

HISTORICAL INEQUITY DATA



Decide from whom you need to collect the data

DATA BY GROUP



Engage with stakeholders to identify your problem statement

STEP 1: Master Scheduling



Questions

- What are the district requirements for master scheduling? What aspects does the school have autonomy over?
- What actual choice do marginalized students have within the schedule?
- How have made decisions prior? For policies? For preferences and choices?
- What about the schedule works for marginalized students? Where does the schedule create inequities for them?

Potential Learnings

- I prioritized adult logistics over continuity of the student experience
- I plan for SPED/EL students last
- There are few permutations of options for electives and advanced course times resulting in lack of choice for marginalized groups



In the chat:
What is a system that would
benefit from deeper
connection with
stakeholders?

STEP 2: Include



Too often, products, systems, and services are designed *for* rather than *with* the people they serve. Even when we design with the people for whom the system serves, we often make decisions based on ease, accessibility, and privilege. Therefore, we must include and elevate voices of stakeholders at the margins.

- Bring voices to the table
- Empathize with the marginalized group
- Outline the success criteria for truly changing the system for equity

STEP 2: Master Scheduling



Questions

- Whose voices have been traditionally excluded from the conversation?
- Who are my users at the margins?
- Who has the system or challenge failed to serve?
- What has worked for you about the master schedule? What has been challenging?
- If you had a magic wand, what would you want master schedule to look like?
- What would successful change in the master schedule look like?

Potential Learnings

- Are we marginalizing single parents or parents working multiple jobs.
- Are we scheduling the learning time for adults vs best learning time for students
- Are we scheduling to meet the needs of multi-student families



In the chat:

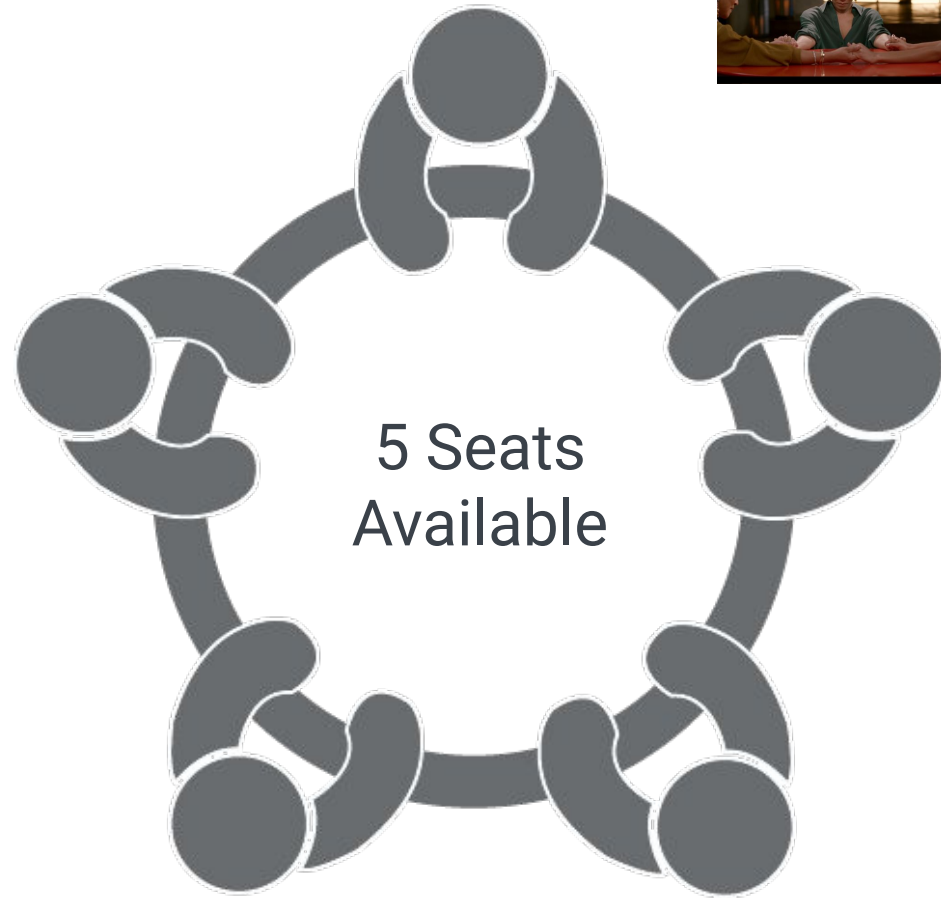
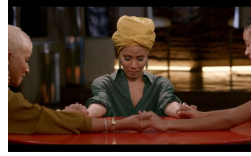
Who are stakeholders at the margins that are currently not a part of your decision making?

Roundtable Talk

Sit Down. Get Real.

Creating a Return Planning Task Force on how to keep kids safe:

1. Share one stakeholder you think needs to be on the Task Force
2. Explain why
3. Group agrees or disagrees until table is “full”



STEP 3: Create



As you delve into creating solutions and prototypes for your challenge, first consider how you might continue to design *with* your users rather than *for* them. Build in intentional cycles and space for feedback and reflection from stakeholders at the margins around the solutions that you create.

- Create opportunities for voices at the margin to be included in the design process
- 2-3 prototypes designed with the marginalized group at the center
- Clear communication of the what (decision trade offs), how (process used), and why (your reason for selecting the system for redesign)

Questions: Equity Design Principles



- **Design at the margins:** Whom does this prototype serve? Whose needs are unaccounted for? Does this prototype create inclusion and belonging for marginalized stakeholders?
- **Make the invisible visible:** What assumptions might we be making as designers? Are we still upholding underlying systems of inequity?
- **Speak to the future:** Does this prototype promote new, equitable ideas or simply restate existing systems that were never designed to serve all students?

STEP 3: Master Scheduling



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:30	Direct 90 mins	Direct 90 mins	Direct 90 mins	Direct 90 mins	Direct 90 mins
9:40-11:00	Supplemental +Intervention	Supplemental +Intervention	Supplemental +Intervention	Supplemental +Intervention	Supplemental +Intervention
11:00-12:30	Lunch				
12:30 -2:00	Direct 90 mins				
2:10-3:10	Supplemental mins				

	TEACHER A	TEACHER B	TEACHER C	TEACHER D
9:00	Homeroom	Homeroom		
10:00*	ELA/Push-in			
11:00*	Planning/Specials	Planning/Specials	Homeroom	Homeroom
12:00*	Lunch	Lunch	ELA/Push-in	
1:00*	Math/Push-in		Lunch	Lunch
2:00*	Science/Social Studies		Math/Push-in	
3:00*	Office Hours/SpEd	Office Hours/SpEd	Planning/Specials/SpEd	Planning/Specials/SpEd
4:00*			Science/Social Studies	
5:00			Office Hours	Office Hours

Potential Learnings

- Designing for parents at the margins created higher levels of engagement
- Designing for SPED and EL student needs on the front-end created prioritizations of how staffing decisions are made



In the chat:

What questions do you have?

Additional Systems Applications

● Hiring

- Teacher recruitment and selection
- Onboarding

● Parent Engagement

- Parent-teacher conferences
- Access to information

● Transportation

- Length of routes
- Dismissal procedures

● Instruction

- Teacher professional development
- Criteria for student engagement

Parent Engagement

Marginalized Groups Impacted	Data Point
<ul style="list-style-type: none">● Parents with disabilities● Single-parent working families● Queer parents/guardians● Parents with...● Parents wo...● Parents wit...	<ul style="list-style-type: none">● Attendance/ tardies● Referrals or discipline rates● Parent attendance for events

Connect To the Challenge: Resources to Explore

Take 10 minutes to explore resources, review data, or chat with a colleague to better understand the problem we are trying to solve for around parents not successful in engaging...

Review Data to Answer	Resources to Unpack
<ol style="list-style-type: none">1. Who are the most engaged parent2. What are the gaps among the different parent sub-groups within your school?3. How wide are the gaps in learning outcomes in your...	<ol style="list-style-type: none">1. Implicit Bias Tests2. What is my complicity?3. Parent Engagement through the lens of equity4. Cultivating a community of champions through parent...

Let's craft our connect statement ...

How might we connect with our parents to ...

- Create an engagement system for parents with transportation limitations
- Create an engagement system for parents with schedule limitations based on working schedules
- Create an engagement system for parents with students with the highest discipline rate

2-minute Break

Please share which system are you inspired to redesign for equity on Twitter **#ReturnwithEquity** @edelements

Crystal Xu

 CrystalX_EE

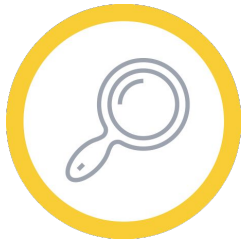
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Tips for Leading Systems Change



KNOW YOURSELF

**Personal or
Personnel Biases**

**Dig Deep for
Strengths**



NURTURE TRUST

**Don't get
discouraged**

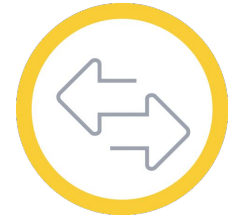
**Takes multiple
attempts and
time to create**



COMMUNICATE
CONSTANTLY

**Explicit and
transparent on
the why**

**Increase
reflection and**

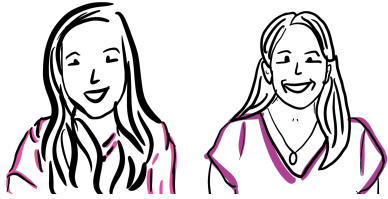


DECIDE
DELIBERATELY

**Avoid talking in
generalities**

**Agree on the data
before opinions**

Call to Action



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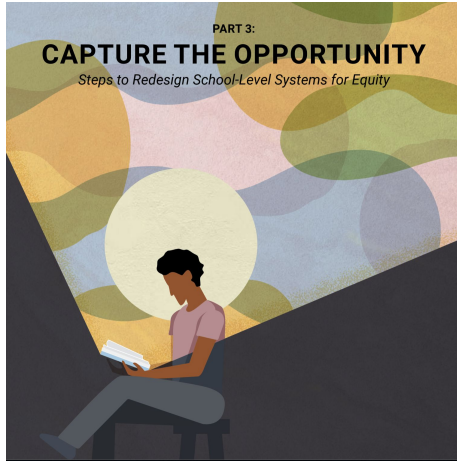
Connect with us to share learnings and needs via social media or email

Sign up for office hours:

<https://calendly.com/ee-equity/30min>

- Thursday, July 30th
 - 3:00 pm - 3:30 pm
 - 3:30 pm - 4:00 pm
- Monday, August 3rd
 - 10:00 am - 10:30 am
 - 10:30 am - 11:00 am
- Monday, August 3rd
 - 3:30 am - 4:00 pm
 - 4:00 am - 4:30 am

Call to Action



Use the paper and workbook to guide conversation in making school level decisions



Share out with your stakeholders and collect feedback



SYSTEMS FOR EDUCATION EQUITY DEVELOPMENT

SEED FELLOWSHIP

AN EQUITY FELLOWSHIP FOR K-12 LEADERS

Addressing inequity in education with a systemic approach.
Join the 2020 cohort of fellows to unlock ways to address systemic inequity in your school or district.

APPLICATIONS ARE DUE JULY 29TH

An Equity Fellowship

APPLY BY JULY 29

Return To School

RETURN PLANNING FOR K-12



COFFEE CHAT:

Reimagining What Professional Learning Looks Like

July 27th @ 12pm PT/ 3pm ET