

The Deep Equity Process:

Working Together for Inclusion, Equity, and Excellence

Chandler Unified School District

Day 5/Year 2

Agenda ~~September 13th and 15th, 2019~~ Dates differed by groups

Morning Session: 8:00am

Reconnecting

School District Welcome & Equity Update

Overview & Purpose

Agenda & Materials

Tracking Deep Equity Outcomes (SH-1)

Creative Expression

Who's In The Room

Facilitation Team

What's In A Name

Affirming our Community Agreements (p.30 TT-1)

J2025- Brought in

Break

Cross-Team Sharing of Ideas and Reflective Conversations

Victories, Struggles and Lessons Learned with Site-Based Implementation

(SH-8)

Good Ideas Note-Taking (SH-9)

Move, Listen & Learn

Personal Growth Project check-in (p.83 PC-15)

CRT Personal Action Research Project check-in (p.206 CA-13)

Lunch

Afternoon Session

Resources and Strategies for Professional Development in your Schools

Dealing with Difficult Conversations and Situations (SH-14)

Strategies for Dealing with Resistance (p.257 ST-10)

-Top only

Site-Level Planning With Your Team

Implementation Planning Guide (pp. 259-265 ST-11)

Implementation Self-Assessment (p.266 ST-12)

The Three A's (SH-19)

Not Used:

Turned to team

planning time -

equity dashboard

Closing Comments and Evaluation

Adjourn 3:00pm



CUSD Journey 2025 Action Plan (2019-2020)

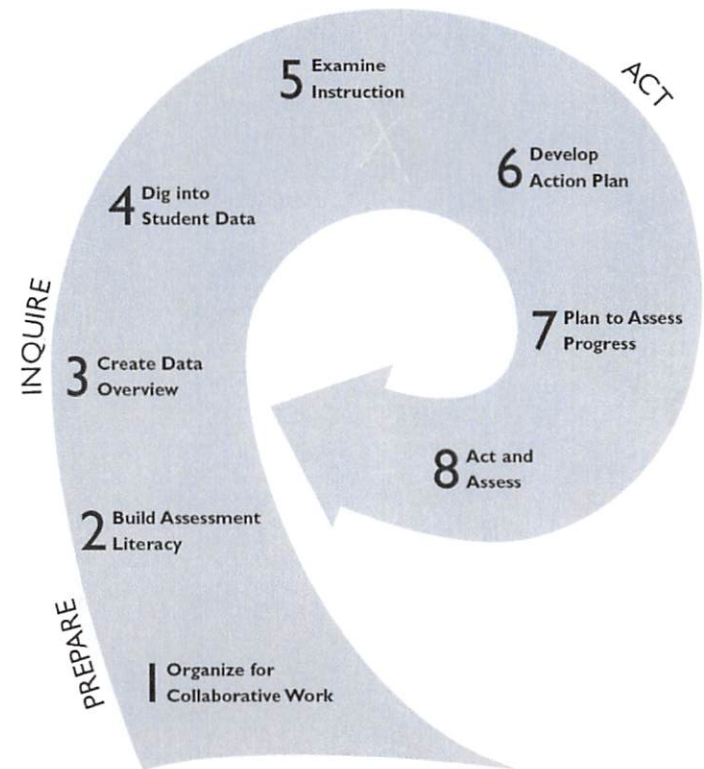
SCHOOL:

PRINCIPAL:

ASSISTANT SUPERINTENDENT: Craig Gilbert

Journey 2025 Action Team	
Name	Position

Building Leadership Team	
Name	Position





I. 2019-2020 ACADEMIC GOALS

Make note of each academic goal your school has. Provide data to support the identification of this goal.

SITE GOAL	DATA TO SUPPORT IDENTIFICATION OF THIS GOAL

II. ACADEMIC ACTION PLAN

CONTENT AREA:
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?):
DATA ANALYSIS (In 1-2 sentences, describe the analytic process that the team went through that demonstrates the LCP is tackling a root-cause issue that is high leverage?):
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?):
STUDENT ACHIEVEMENT GOAL (SMART GOAL):
SPECIFIC AREA OF ALIGNMENT WITH JOURNEY 2025 (What metrics of Journey 2025 is the plan designed to address?):
EQUITY LENS DATA REVIEW (In reviewing student data associated with the following indicators: attendance, discipline and program accessibility: 1. What did you discover? 2. What District Metric(s) have you identified for improvement? 3. What are your next steps to ensure student success?

EVIDENCE-BASED INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the Action Plan.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS AND ACCOUNTABILITY <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <i>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (Short and Medium-term data sources).</i>	USE AND SUSTAINABILITY OF RESOURCES <i>How will you align your resources (people, time, dollars, technology, materials, partnerships) to accomplish your goals?</i>	TIMELINE FOR COMPLETION <i>What is the timeline for completion of the SMART goal?</i>
			1. 2.		

III. PARENT AND COMMUNITY ENGAGEMENT PLAN

In accordance with CUSD policies CFD and CFD-R on School-Based Management (School Councils), and other applicable district policies, the school shall engage parents and community members as follows:

- ☐ Our plan for family and community involvement will be reviewed at least annually by each school council, as well as by district-wide representative group of parents and community members, including families from under-represented groups like parents of students with disabilities, migrant-eligible families and language minority families.

Review Date(s): _____

To be reviewed by:
(Groups)

_____	_____
_____	_____
_____	_____

- ☐ School council and other community engagement meetings to discuss family and community involvement will be held in accessible meeting rooms and will be advertised broadly in a variety of formats and languages as needed to accommodate our patrons.

- ☐ All communications regarding our academic program, Journey 2025 Action Plan, and student achievement will be provided in all major languages of our school to the extent possible.
- ☐ We will have strategies for assisting parents in understanding our program and how to help their children achieve.
- ☐ A meeting will be held with parents of ESL students to explain the services that their students are receiving and how to access interpretation and translation services. Date of meeting:

☐ _____

☐ _____

☐ _____

PARENT AND COMMUNITY ENGAGEMENT ACTION PLAN

Student Achievement Goal (SMART Goal from Academic Action Plan):

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE		DATE	GRADE LEVEL/ TARGET AUDIENCE	LEAD PERSON AND SUPPORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, technology, materials, partnerships) to accomplish this goal?)</i>



*✓ in
Where are your schools @?*

Tracking Deep Equity Outcomes

Level 1: Shift in the tone and depth of adult conversations

- More trust/more honesty
- Take on difficult topics
- Clearer leadership focus on equity

Level 2: Improvement in the climate of inclusion for students

- Increased belongingness/connectedness
- Reduced incidents of bullying and harassment
- More positive student-adult relationships
- Students empowered to speak their truth

Level 3: Broad implementation of Culturally Responsive practices

- The Seven Principles of CRT are embedded
- Critical thinking about complex socio-political topics
- Support staff engaged in cultural competence work
- "Leading for Equity" guides all decisions

Level 4: Significant reduction in educational disparities

- Discipline and Special Education referrals
- Achievement levels
- Access to higher level courses
- Graduation and college attendance rates



Working Agreements

- ▶ *Participate fully*
- ▶ *Speak for yourself*
- ▶ *Listen for understanding*
- ▶ *Take some risks*
- ▶ *Support risk takers*
- ▶ *Say "ouch" so we all can learn*
- ▶ *Encourage participation of others*
- ▶ *Recognize the right to pass*
- ▶ *Share the "air" time*
- ▶ *Ask questions*
- ▶ *Be clear about language*
- ▶ *Honor confidentiality and privacy*
- ▶ *Start and end on time*
- ▶ *So that:*

We create a high-trust, low-fear climate



Team Sharing Guidelines

1. Please prepare a 5-minute presentation that your team will make to the large group at our next session.
2. In your presentation, highlight one Good Idea and one Struggle you have experienced in your implementation of the Cultural Competence and Culturally Responsive Teaching work.
3. Be as specific as possible, using anecdotes and stories to give an experiential feel for what has taken place and what you have accomplished – don't try to summarize all of your activities, just highlight a few.
4. Please make sure you describe at least one Victory and one Struggle.
5. Be as creative as possible in your presentation, using visuals, handouts, stories, videos, music, dramatic performances—whatever best gives a feel for the outcomes and substance of your work. For any AV materials, please bring them on a memory stick, so you are not dependent on web connectivity.
6. Please involve multiple members of your team in your presentation.
7. Have fun and please remember: this is not competitive sharing, just a collegial pooling and celebration of our outcomes and experiences and real work with CC and CRT over the past 2 years.
8. Please watch your timing—not to go over 5 minutes!

Thanks!



Good Ideas Recording Sheet

As you listen to the team presentations this morning, please record here several good ideas that might be helpful in furthering the work of your team.

You will be sharing these notes with your team during your afternoon work time.

Good Implementation Ideas



Personal Growth Project

Your Name:

Date:

► Objective: (Something you will do this year to enhance your own cultural competence.)

► Action Steps: (Steps you will take to accomplish this objective.)

► Actions:	With Whom?	By When?

► Assessment: (How will you know you have accomplished this objective?)

► Allies and Critical Friends: (People who can help you accomplish and reflect on this work.)



Personal Action Research Projects

Step 1: Set Your Goal

Select one of the Seven Principles for CRT that you want to work on strengthening in your own practice this year.

My Principle to work on:

Possible Barriers or Missed Opportunities I may have created:

Step 2: Plan Your Actions

What will you do to grow your own skills related to this Principle and what behaviors/actions will you be adding or changing in your practice?

My Actions and Doorways I will open:

Step 3: Evaluate Your Results

How will you know that you have achieved your desired goal or improvement? What will be the evidence that it is working?

My Evaluation Criteria:

Step 4: Choose a Critical Friend

With whom among your colleagues will you discuss your project and ask for support along the way?

My Critical Friend:

Keep some notes and be ready to give periodic progress reports to your critical friend and to other colleagues at our future meetings.



Dealing With Difficult Conversations and Situations

Protocols for Increasing the Likelihood of Real Conversation

Preparation and Practice

- Cultivate an openness to diverse perspectives.
- Recognize and soften my own biases.
- Seek out people and information that challenge my worldview.

In the Moment

- Take a deep breath.
- Interrupt my defensive reactions.
- Check my biases.
- Ask questions.
- Listen with genuine interest.
- Seek common ground.
- Share my perspective.
- Look for the deeper learning.

This
part
used

Youth Equity Stewardship (YES!) Creative Resistance Strategies

How to Deal with Insensitive Comments

Ask a Question

How we ask is as important as *what* we ask.
Give the other person a chance to honestly respond.

Listen to the Response

Don't let anger get in the way of your listening.
You may learn something unexpected.

Speak Your Truth

This is your opportunity to share your perspective.
It's not necessarily about convincing someone, but about planting the seeds of possible change.



Strategies for Dealing With Resistance

When resistance occurs, possible Facilitator responses include the following:

Recognize the Resistance

Look for signs of resistance in the workshop and acknowledge them to yourself and your Facilitation Team.

Ignore Behaviors

It is sometimes best simply to ignore the behavior for a while. See where it goes. Participants test us just like kids test teachers.

Delay

When you experience any behavior that feels like a direct verbal attack or negative challenge, simply tell the participant you will be dealing with that issue in a future activity or session. "We'll be getting to that, so just hold the thought and we'll deal with it during our next session."

Respond

In the case of a direct verbal challenge, you can also respond directly. Treat the issue not as an attack but as a reasonable question or concern, and give your best response to it. This can help reduce resistance by demonstrating that you can take any reaction seriously without becoming defensive.

Team

If you find yourself feeling angry or thrown off balance by a comment or behavior, turn to your Facilitator teammates and ask if one of them has a response. This has the added advantage of giving you some time to think or count to ten.

Back-Door Approach

In dealing with particularly negative behavior or attitudes, you may want to meet with the person during lunch or a break. Don't confront the resistance; just try to establish rapport and create a sense of inclusion. The realization that you aren't rejecting or avoiding the person because of his or her negative behavior can in itself sometimes reduce the resistance.

Direct Confrontation

Occasionally, a person or group becomes so negative that you need to confront the behavior directly during the session or perhaps privately afterward. This is necessary to demonstrate to the other participants that you value their feelings and commitment and will not allow one or two people to destroy the experience for others.

Regrouping

In the case of negative groups of participants, people who seem to reinforce each other's resistance or negativity, use small-group activities that separate these people. Plan ahead for the next activity, and organize the groups so these clusters of negativity are neutralized.

Evaluation Review

When you are reviewing any Evaluation Comments you have gathered from your participants, use this opportunity to directly or indirectly acknowledge or confront resistance behaviors and issues. Make public the most "damaging" evaluation comments you have heard or read. Once again, this demonstrates that your Facilitation Team is willing to deal directly with any feedback from the group. Also, bring up any comments that suggest other participants are being negatively affected by some of the resistance or distracting behaviors evident in the group. Ask the group to respond, and give your response if it seems appropriate. Be creative with the evaluation review—if you and the other Facilitators have an issue, bring it up. You are part of the group too.