

**Bringing an Equity Lens to School
Traditions and Practices:
Tending to the Ongoing Growth of an
Equity-Centered School Culture**

October 24, 2022



Introductions:



Meg Leonard

Principal

Cedaroak Park Primary School
(PreK-5)



Debbie Pritchett

ELD Specialist

Boeckman Creek Primary School (K/1)
Cedaroak Park Primary School
(K-5)
(K-5)

Who are you?



Introduce yourself to the person on your left and the person on your right or to the person in front of you and the person behind you...or some combination of that!

Anticipated Outcomes:

Articulate (some) tools and strategies for promoting the use of an equity lens in all that you do within a school community.

Consider next steps and inspirations for equity growth in the educational community you serve.





This is the story of only one school community and how we continue to travel the path of equity and inclusion with intention and care. We make mistakes and we take missteps. We are reflective and we are honest with each other. No one claims to be an expert, yet we all stand firmly committed to inclusive and equitable practices for the sake of student engagement, outcomes, accomplishments, and success.

"If school communities are committed to achieving inclusive and equitable learning environments, they must resist the pull of premature confidence, sustain their efforts and resilience through the valley of humility and apply concrete practices to challenge biases and barriers until equity best practice becomes an integral part of their classrooms, hallways, front offices and boardrooms."



-T. Nicole Tucker-Smith

Tucker-Smith, T. N. (2021, March). *The Illusion of Equity PD*. ASCD. Retrieved October 19, 2022, from <https://www.ascd.org/el/articles/the-illusion-of-equity-pd>

There is a lot of nuance.

nuance

noun 1. a subtle difference in or shade of meaning, expression, or sound.
(Oxford Languages)

This is a shared story of so many educators, students, families and community members.

This is not just the work of our school or our district. This represents the work of so many educators and this is the story of the school that we know best.

You might find yourself in this story.



**Cedaroak Park
Primary School**



How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?





Mission

Why we are here:

We are an inclusive and equitable learning community. We ensure academic and social-emotional success for each student, every day, with intention and care.

Vision

What we strive for:

Our school welcomes all students with equitable, inclusive, meaningful, and rigorous instruction throughout the school day. Each and every learner in our community is known, valued, celebrated and has a strong sense of belonging. Our staff skillfully provides universal design for learning as well as strength-based supports for all students so that each is confident and eager to pursue their goals, possibilities, and dreams for themselves and for the world.

Guiding Question:

How do we keep ourselves firmly rooted in the soil of inclusive and equitable practices while tending to the ongoing growth of a fully inclusive and equity-centered learning community?

Turn and Talk

What is something that you and/or your educational community do to uphold the lens of inclusive and equitable practices in your setting?



What are our BIG ROCKS?

What do you mean by big rocks?





Our Big Rocks

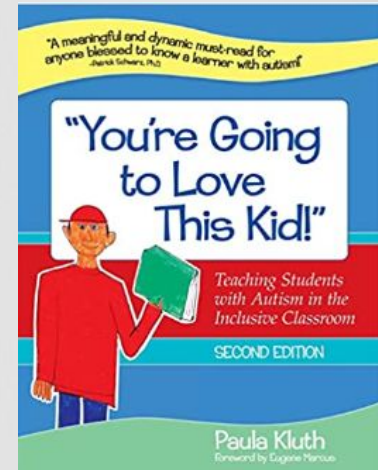


- ◆ Universal Design for Learning
- ◆ 5 Dimensions of Teaching and Learning
- ◆ 7 Components of Inclusive and Equitable Classrooms
- ◆ Restorative Practices
- ◆ Assessment Plan for Learning
- ◆ School Wide Expectations
- ◆ Workshop Structure
- ◆ Social-Emotional Learning
- ◆ State Standards→ GVC
- ◆ WLWV Equity Action Plan

Explicit Step#1 2014

Inclusive Practices “100%”

- ◆ You can prepare forever or you can jump in.
- ◆ We jumped in.
- ◆ Meg was a kindergarten classroom teacher at the time and Debbie was a WLWV substitute teacher.
- ◆ In 2014 Meg was handed the book You are going to Love this Kid! By Paula Kluth
- ◆ **“Why would you leave anyone out? The opposite of include is exclude.”** Wilsonville HS Student



ELD

Then

ELL students

- ◆ **Pull out model**
- ◆ **Clock watching** for ELD time and to go to a separate setting which felt like the place and space where they belonged.
- ◆ Learning language was **separate** (disconnected) from classroom content.
- ◆ State required ELL classes could and would often be a **barrier** to earning other course credit towards graduation.

Now

Emerging Bilingual Students

- ◆ **Push In model**, co-teacher
- ◆ In classrooms with language modeling peers.
- ◆ Integration allows a language specialist to be **in the classroom, co-teaching** with the classroom teacher.
- ◆ Ongoing opportunities to practice language and discourse through the workshop model and collaboration models for learning.
- ◆ All language learning is **connected to classroom content**. No classroom learning is missed which promotes a sense of belonging.
- ◆ ELL work is **not presented separately** from other course requirements.
- ◆ Emerging bilinguals feel they **truly belong** in the classroom community.

Explicit Step#2 2019

School Board Commitment to Disrupting Systems of Racism

In context...

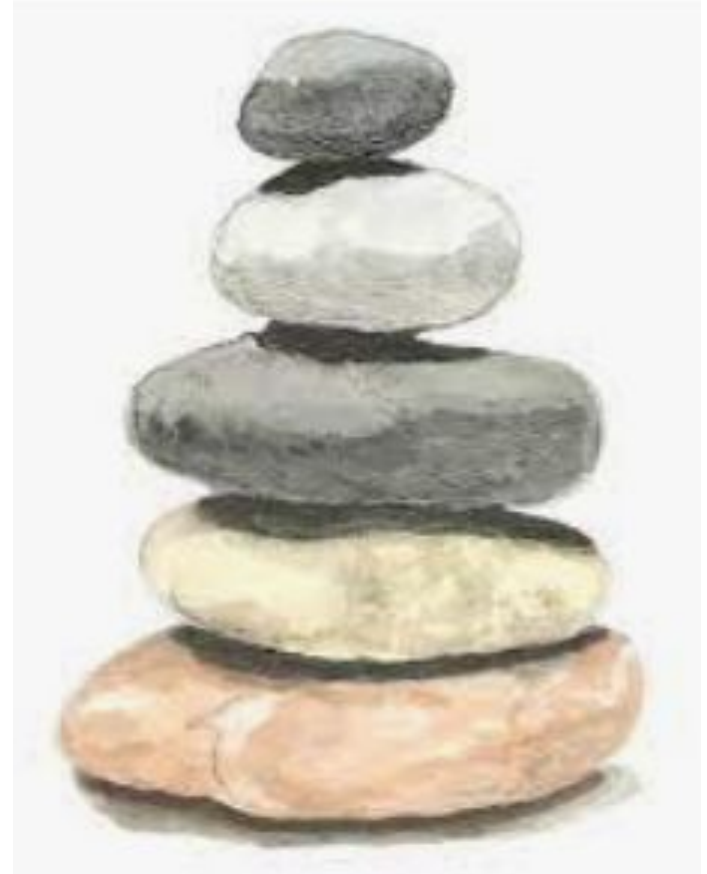
1. Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, **disrupt systems of racism**, and generate equitable outcomes for all students while eliminating **opportunity** (and achievement?) **gaps**.

“Teachers have the backing and support to always be equity minded and lead their classrooms through the lens of equity.”

-WLWV Educator, Fall 2022

“The board goals are the backbone to our most courageous work.”

-WLWV Administrator, Fall 22



Anti-racist learning in equity-centered classrooms

- This is not a school or an educator's agenda
- This is written into the district's board goals
- There is a direct connection to social studies state standards at each grade level.
- In Oregon the connections are there! (Check out ODE Website re: Equity, Ethnic Studies, Social Studies, 2/22 Ed Update)

K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)

“

Doing the work.



How did/do we become effectively and increasingly anti-racist?

As an educator:

- Understand the difference between impact and intent
 - Acknowledge when YOUR impact did not match intent
- Take responsibility for your own learning
- Do a lot of work- read, research, watch, listen, apply, participate
- Ask lots of questions
- Push each other and hold each other accountable
- Talk about it
- Cultural norm-Does that work for everyone? Ex: Field Trip
- Know your learners and their families. This is on the school not the family or student.
- Use equity-centered, person first, and strengths -based language

How do we become effectively and increasingly anti-racist?

As a community of educators:

- Book studies
- Equity Leadership Teams
- District Equity Leadership
- District Equity Action Plan
- District Equity Summit
- District sponsorship and participation in the annual OALA Winter Conference
- Building Work Plans
- Invite experts to ponder the questions. (People who choose this role.)
- Equity Protocol Tool
- Agree on the strengths-based, person first, and equity-centered language we will use

“

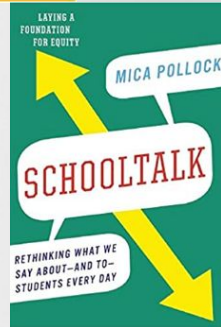
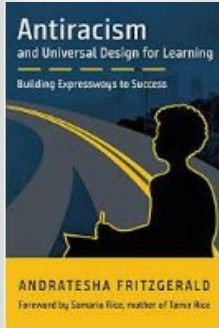
*Is our SEL curriculum truly
anti-racist and culturally responsive?*

“

Equity Leadership Team

We are all equity focused educators. We all bring an equity lens to what we do with students every day. The role of this group is to be lead learners, to be honest, and to make a difference as teacher leaders throughout our school community.

Essential Elements of an Equity Leadership Team



- ◆ Make an intentional plan with the team
- ◆ Lift teacher voice in planning for this team's learning
 - ◆ Book Study connected to UDL
 - ◆ Andratesha Fitzgerald's work
 - ◆ Guest Speaker Q and A
- ◆ Offer monthly meeting agendas and provide integrity for the meeting implementation
- ◆ Meeting format should be predictable
- ◆ The end goal is to establish and take actionable steps
- ◆ The meeting should be more than just a discussion but an opportunity to learn and connect learning to student outcomes
- ◆ Value teacher time with a plan and in-depth discussion prompts
- ◆ Be transparent and share the EQL Team's work with the staff and community
- ◆ Make something happen!

Be Courageous!

This work takes intentional action.

This work is an educator's obligation.

This work can be terrifying*.

****We know we are making mistakes right now! And, this is our action and the most important work of our profession.***

Equity Protocol and Planning Tool

- Field Trip to Museum
- Open House and Supply Drop Off

Then: Teachers would let us know of their plans.

Now: A team plans together and determines needs, considerations, and viability of experience for each and every student, staff, and family member who might participate.



Appendix C

Protocol Tool: Applying an Equity Lens to School/District Events & Activities

When considering an event or activity, this protocol tool may help determine if the event is appropriate for your school community, considers equitable access, and results in a greater experience of belonging for each participant.

Question	Consideration
Who was part of the planning and making decisions for this event? Who else should be included at the table?	<input type="checkbox"/> Parents/Guardians (representative group) <input type="checkbox"/> Classroom teachers <input type="checkbox"/> Specialists <input type="checkbox"/> Principal/Office Staff <input type="checkbox"/> Students (representative group) <input type="checkbox"/> Community member
What is the purpose of this event/activity? Does it align with our mission and vision?	Examples: Build Community, Celebrate Learning, Include Others, Create Joy
Will there be barriers for participation for any of our students/families/staff? Can we eliminate these barriers or does the event need to be adjusted?	Examples: Financial, transportation, food, religious identity, access (physical, social, learning), culture
Are there any staff, students or family members who might choose not to participate? Are there ways to proactively address this?	Examples: Religious identities, food allergies, access (physical, social, learning), culture, belief/philosophy regarding the event itself, use of class time
What might be some unintended consequences or messages from this event?	Examples of negative/exclusive messages: "We only celebrate _____ at our school." "We all have the same traditions." "We promote a specific culture/belief system at _____" "We value the dominant culture only." "We are promoting a specific religion or political party."
How will we communicate with students, staff and families about this event so that everyone is reached?	Examples: Newsletter (translations) Emails Phone calls In Person Hard Copy (letter, flyer, note) Website (social media)

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Question	Consideration
Who was part of the planning and making decisions for this event? Who else should be included at the table? <i>CW, DK, HS - grade level</i> <i>Meg - Principal</i>	<input checked="" type="checkbox"/> Parents/Guardians (representative group) <input checked="" type="checkbox"/> Classroom teachers <input checked="" type="checkbox"/> Specialists <i>LS, PT, SLP</i> <input checked="" type="checkbox"/> Principal/Office Staff <input type="checkbox"/> Students (representative group) <input type="checkbox"/> Community member
What is the purpose of this event/activity? Does it align with our mission and vision?	Examples: <i>Build Community, Celebrate Learning, Include Others, Create Joy</i> <i>Science Standards</i>
Will there be barriers for participation for any of our students/families/staff? Can we eliminate these barriers or does the event need to be adjusted?	Examples: Financial, transportation, food, religious identity, access (physical, social, learning), culture <i>HS, ASB & PTA Sponsorship available</i> <i>transport must be planned</i>
Are there any staff, students or family members who might choose not to participate? Are there ways to proactively address this?	Examples: Religious identities, food allergies, access (physical, social, learning), culture, belief/philosophy regarding the event itself, use of class time <i>before approved</i>
What might be some unintended consequences or messages from this event? <i>Standards based</i> <i>Rock 'pile' access (Peer plan)</i> <i>Meg: No gift shop use!</i>	Examples of negative/exclusive messages: "We only celebrate ____ at our school." "We all have the same traditions." "We promote a specific culture/belief system at ____" "We value the dominant culture only." "We are promoting a specific religion or political party."
How will we communicate with students, staff and families about this event so that everyone is reached?	Examples: <input checked="" type="checkbox"/> Newsletter (translations) <input checked="" type="checkbox"/> Emails <input checked="" type="checkbox"/> Phone calls - <i>as needed, as anticipated</i> <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hard Copy (letter, flyer, note) <input checked="" type="checkbox"/> Website (social media)

other Follow-up w/call to learn more about bathroom setting - LS
 Protocol Tool Courtesy of Willamette & Cedar Park Primary Schools, WLVV School District

LS - What para & specialist support is needed?

SLP - How will these roles be covered in their absence?

SEAF - Who is needed for personal care? feeding? transfer?



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Protocol Tool: Applying an Equity Lens to
School/District Events & ActivitiesAugust Open
House & Supply
Drop off2:30-3:30
pm

When considering an event or activity, this protocol tool may help determine if the event is appropriate for your school community, considers equitable access, and results in a greater experience of belonging for each participant.

Question	Consideration
Who was part of the planning and making decisions for this event? Who else should be included at the table?	<input checked="" type="checkbox"/> Parents/Guardians (representative group) FTA <input checked="" type="checkbox"/> Classroom teachers <input checked="" type="checkbox"/> Specialists <input checked="" type="checkbox"/> Principal/Office Staff <input type="checkbox"/> Students (representative group) <input type="checkbox"/> Community member
What is the purpose of this event/activity? Does it align with our mission and vision?	Examples: Build Community, Celebrate Learning, Include Others, Create Joy Meet Teacher
Will there be barriers for participation for any of our students/families/staff? Can we eliminate these barriers or does the event need to be adjusted?	Examples: Financial, transportation, food, religious identity, access (physical, social, learning), culture time of day - working parents other people
Are there any staff, students or family members who might choose not to participate? Are there ways to proactively address this?	Examples: Religious identities, food allergies, access (physical, social, learning), culture, belief/philosophy regarding the event itself, use of class time
What might be some unintended consequences or messages from this event? Not everyone can attend at this time. *I have to have supplies. Counselor can provide prior to event	Examples of negative/exclusive messages: "We only celebrate ____ at our school." "We all have the same traditions." availability "We promote a specific culture/belief system at ____" "We value the dominant culture only." "We are promoting a specific religion or political"
How will we communicate with students, staff and families about this event so that everyone is reached?	Examples: <input checked="" type="checkbox"/> Newsletter (translations) Is this enough? <input checked="" type="checkbox"/> Emails All digital. <input type="checkbox"/> Phone calls <input type="checkbox"/> In Person <input type="checkbox"/> Hard Copy (letter, flyer, note) <input type="checkbox"/> Website (social media)

Protocol Tool Courtesy of Willamette & Cedar Park Primary Schools, WLPV School District

How do we reconcile staff hours & parent schedule for this event?
 Non-digital communication * Gather supplies for all before hand.

Reflection:

What is a school tradition, school event, or classroom event that you could apply this to?

Please take a few minutes to privately do so.

Turn and Talk:

What did you notice?

What did you learn?

What else do you wonder about?

What does the form miss?

Who do you need to talk to?



Appendix C

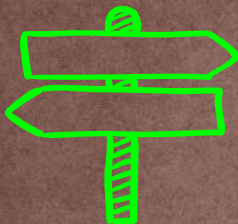
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Outcomes

- ◆ Sense of Belonging (Panorama Data) Student Voice
- ◆ Reading Growth Goals met in MAP 90th percentile (1-5)
- ◆ Students are known (Example: 3 hellos by name minimum upon arrival)
- ◆ Union and Union Representative Feedback
- ◆ EQL Team over 30% of certified staff
- ◆ Staff Retention
- ◆ Growing enrollment- 25% larger since the fall of 2019
- ◆ Anecdotal feedback from visiting, inquiring, current families
- ◆ Exit Ticket feedback from staff
- ◆ Staff engagement in professional learning and ownership of students across grade levels from Exit Ticket Data
- ◆ Consistent and clear communication and transparency lead to an ALL IN spirit



This is not...

THE END

Thank you for all the work you are doing and all the work you will do to uphold an equity lens to what is happening in your world of education. We can't wait to hear about it!

Thank you for your time.

For thought partnership please contact us:



Debbie pritched@wlwv.k12.or.us



Meg leonardm@wlwv.k12.or.us