
The Power of Collective: MS Principals Working Together to Eliminate Racial Disproportionality in Discipline

40th Annual COSA Seaside Conference

Thursday, June 19, 2014

10:15 – 11:30 a.m. Riverview B

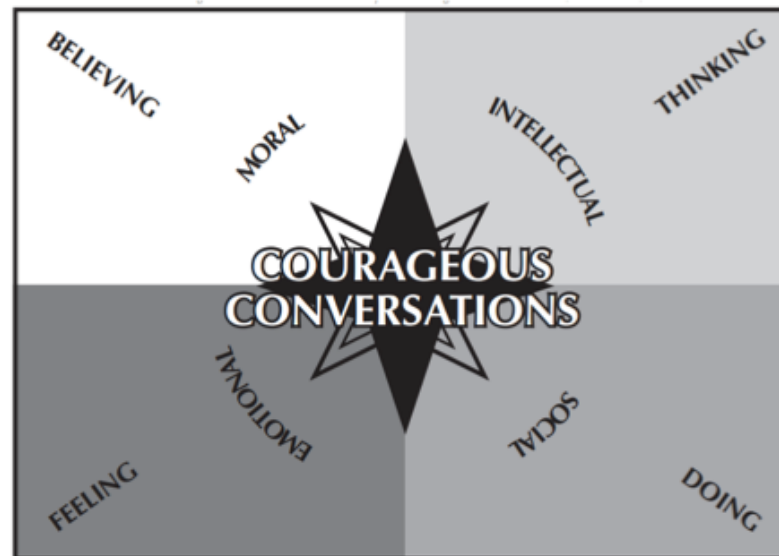
Learning Targets

As a result of today's session, I will...

- Understand Beaverton's process for bringing MS principals together to address the issue of racial disproportionality in discipline
- Develop an action plan to form my own learning group

Agreements & Compass

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure
- Confidentiality



Panel of “Collective” Wisdom

- Claudia Ruf – Mountain View MS
- David Nieslanik – Highland Park MS
- Ken Struckmeier – Cedar Park MS
- Shirley Brock – Five Oaks MS

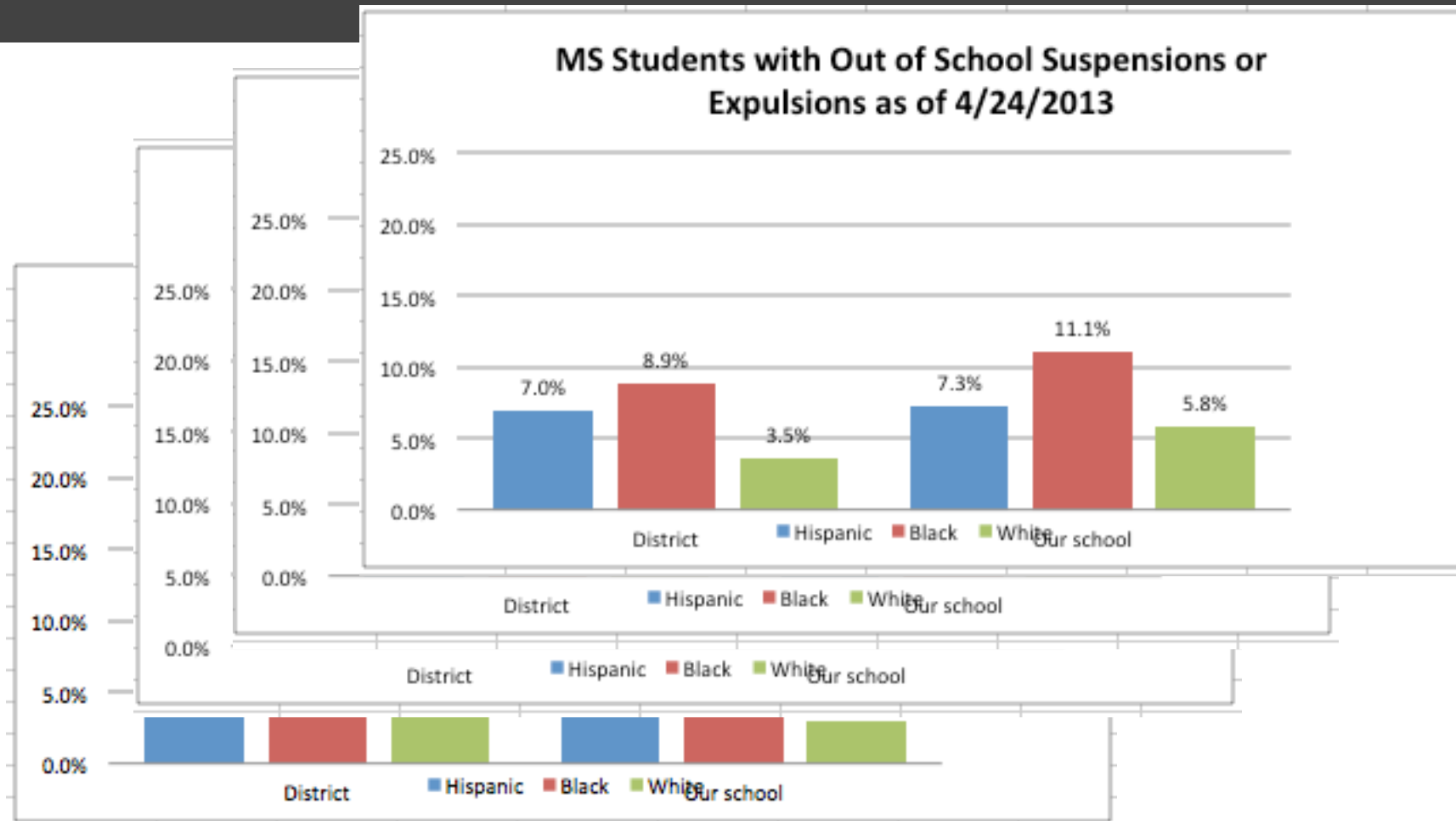
MS Principal PLC Journey

- Began in 2011
- Collectively developing:
 - Self-awareness
 - Knowledge of culturally responsive leadership research & practices
 - Skills
 - Capacity building

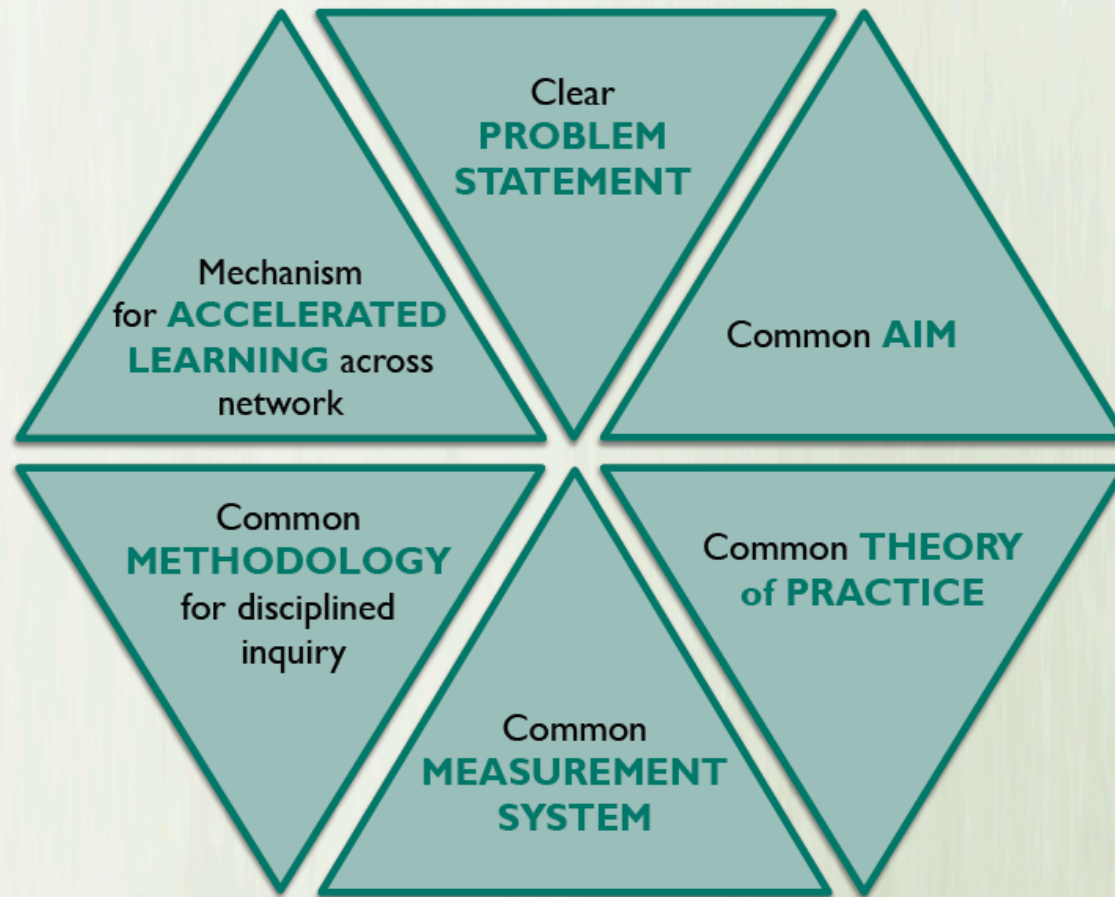
Content

- What is equity?
- Discourse I vs. Discourse II
- Assessment of human capacity
- Literature review on closing the gap schools & discipline equity
- Data analysis on racial disproportionality
- SMART goal

School data



NIC Learning System Components



Research-Based Practices to Reduce Racial Disproportionality

1. Positive, caring teacher-student relationships

2. High expectations

3. Structured learning environment

4. Parental involvement

5. Access to resources

6. Preventive and proactive school discipline policies and practices

7. Discipline policies focused less on punitive measures

8. Social and emotional learning

Theory of action:

If we collectively employ leadership practices that help facilitate the learning for teachers to develop the attitude, knowledge, and skills to nurture positive, caring teacher-student relationships, in particular with those students of color who have more than 1 OSS and expulsion, **then** the disproportionate minority discipline will be reduced.

**Continuum of
School-Wide
Culturally Responsive
Positive Behavior
STAFF Support**

**School-
Wide Systems**

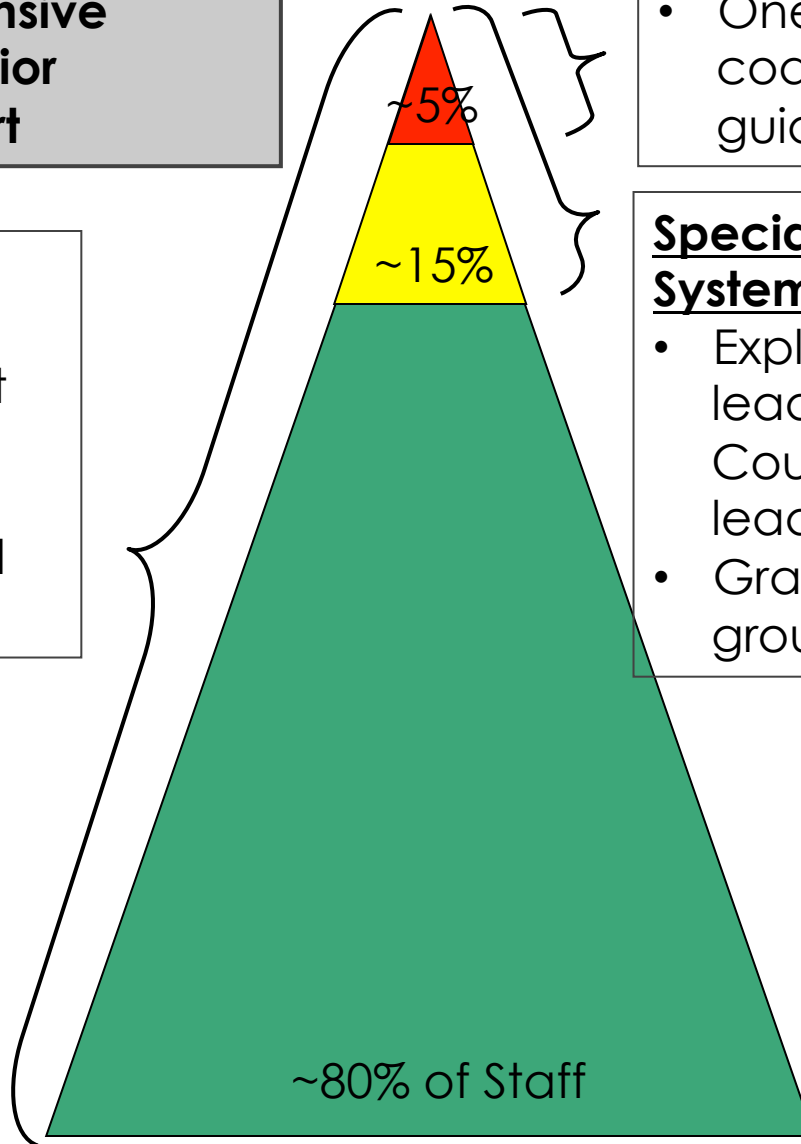
- Staff development
- Classroom obsv.
- PBIS as foundation for inclusive school
- SIP

**Individualized
Intervention/Support**

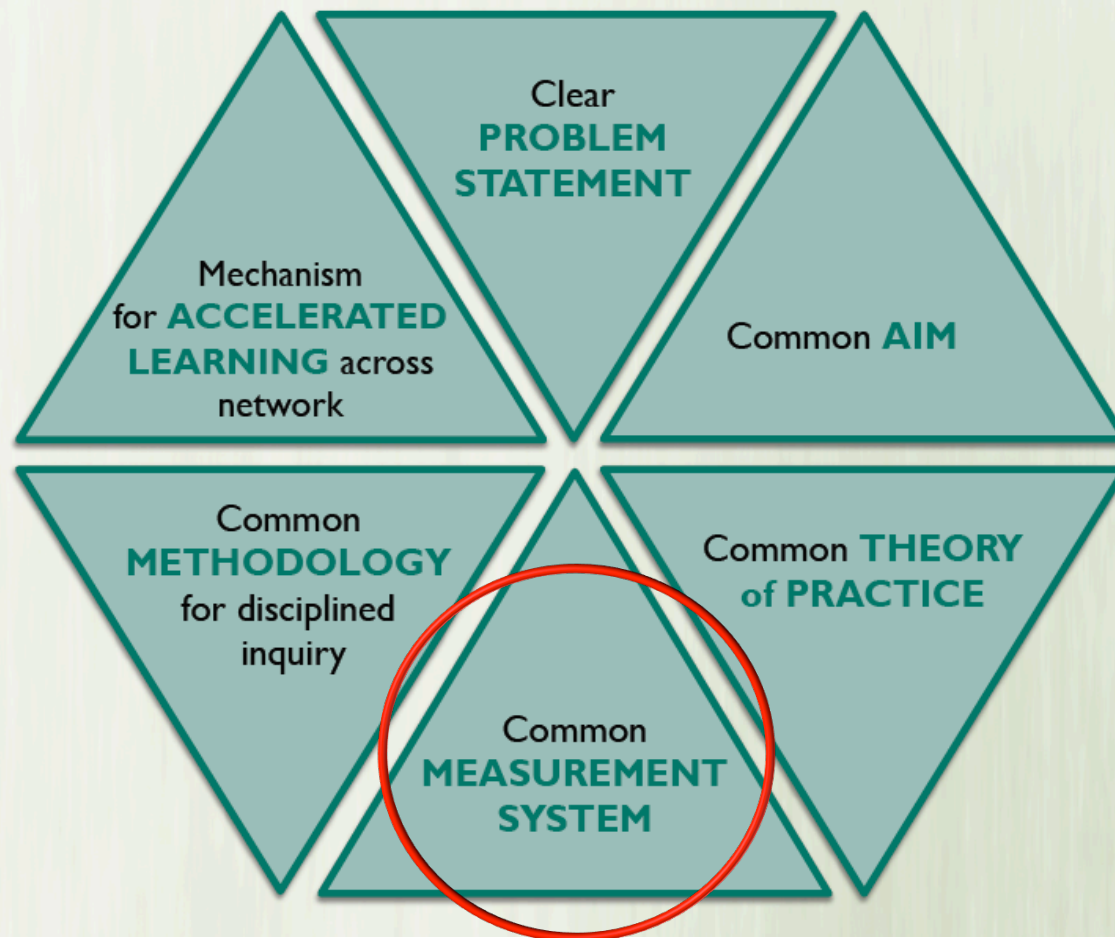
- One-on-one coaching and guidance

**Specialized Group
Systems for staff**

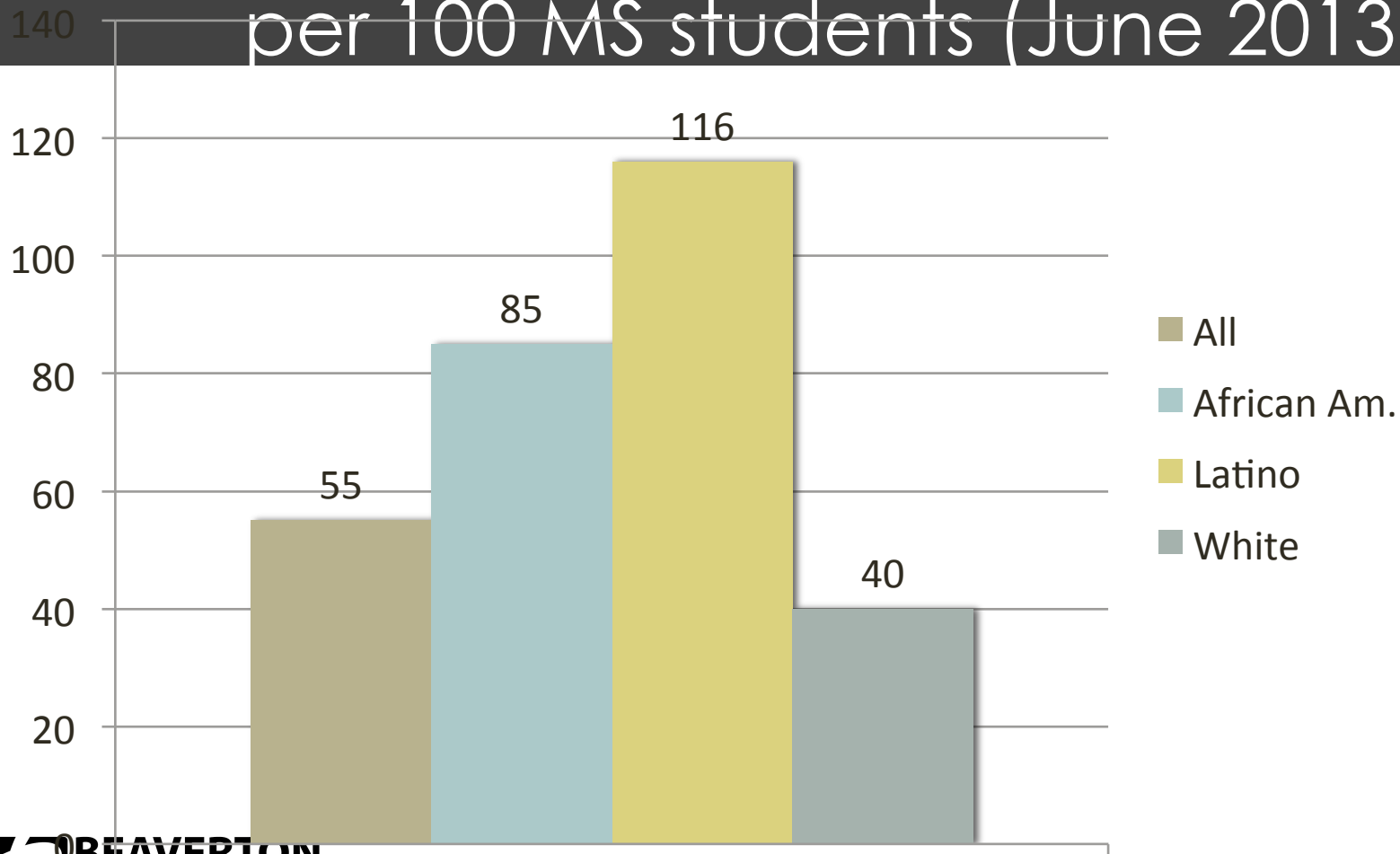
- Explicit PD via leadership, Site Council, PBIS leadership team
- Grade-level PLC groups



NIC Learning System Components



of Days Missed for ISS/OSS/Expulsion per 100 MS students (June 2013)



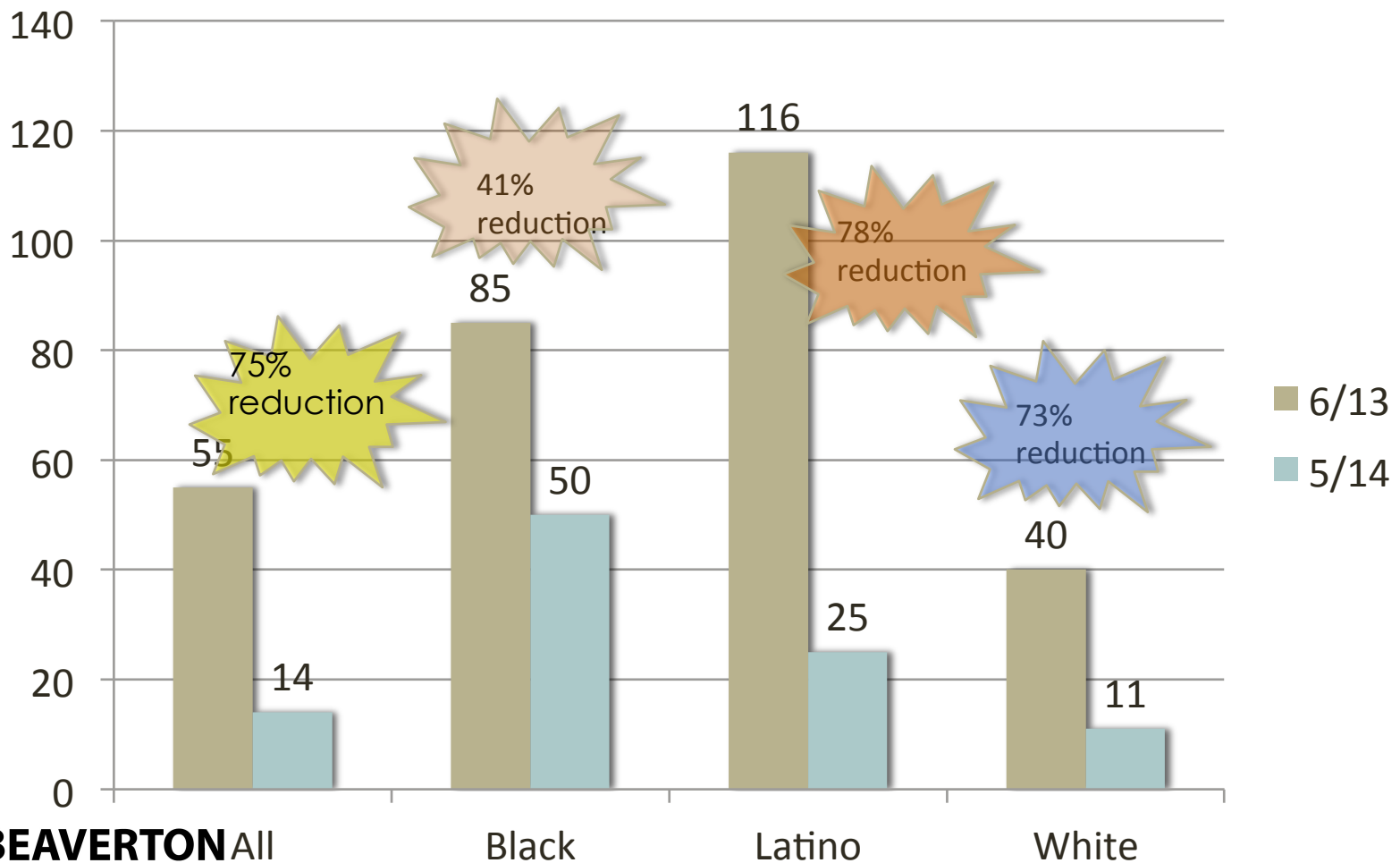
Sample SMART goal 2013-14

- By June 2014, the number of days students of color miss due to ISS/OSS/expulsion will reduce by 10% from last year's number. I will facilitate this process by:
 - Identifying a teacher who sends a disproportionate number students of color to the office for behavioral issues,
 - Observing his/her classroom at least twice a month
 - Identifying an area of need in his/her instructional skills using the 5D+ Framework
 - Providing on-going guidance for him/her to improve classroom instruction based on needs

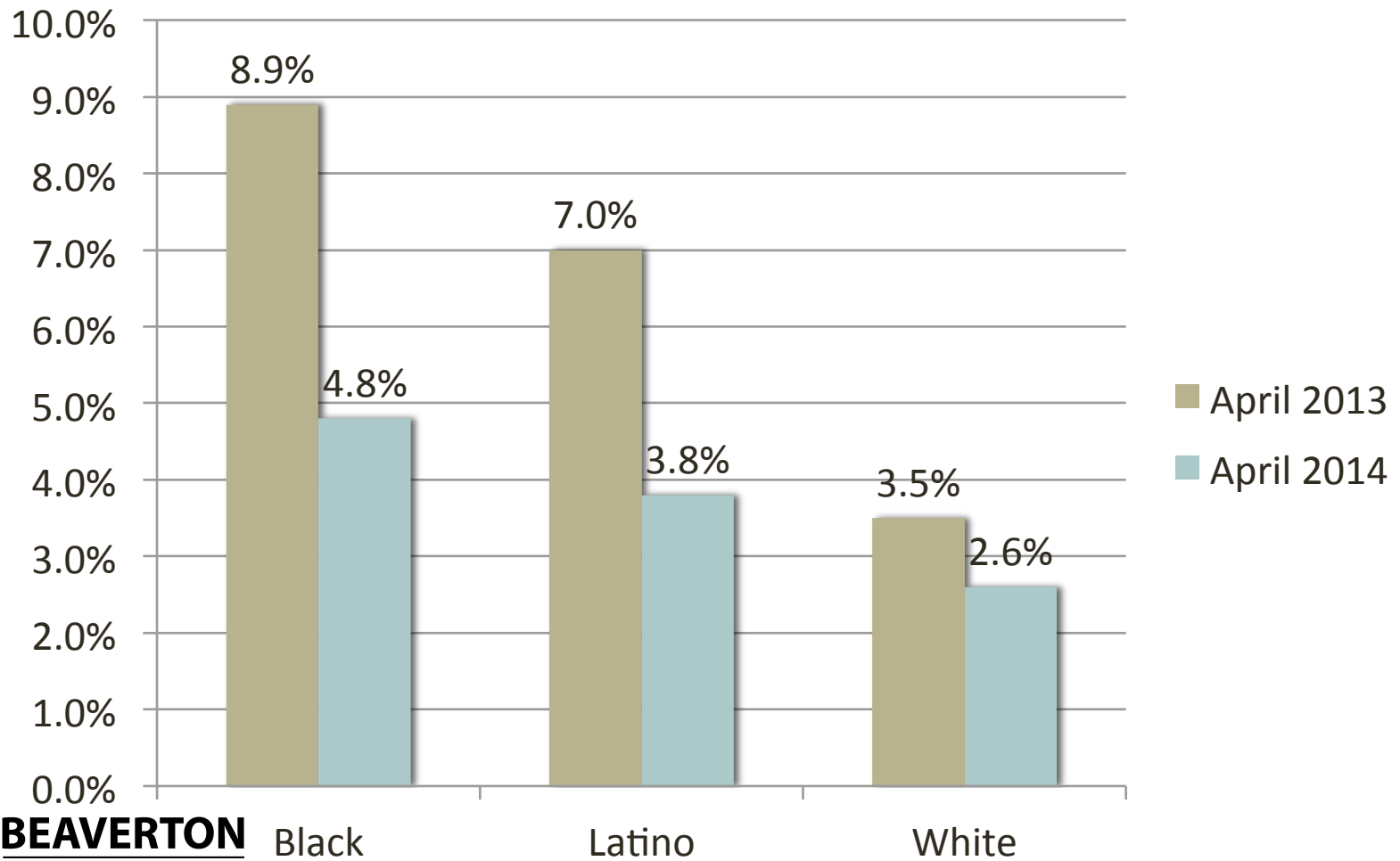
Drum Roll Please.....



of Days Missed Due to ISS/OSS/ Expulsion Per 100 Students



MS Students with 1 or More OSS/Expulsion (within a racial group)



Reflection: Leadership practices that made a difference

- Encouraging teachers to pay attention to positive behaviors and let students know via sending notes home or calling home
- Constant check in with high flyer teachers
- Providing strategies to teachers on way to reduce power struggles
- Embedding restorative practices into the classroom
- Student-centered staffing
- Redesigning of school-wide classroom management plan
- Providing teachers with resources on Restorative Justice

Lessons Learned from the process

- Understand the difference between equity vs. equality
- Highlight themes and patterns via data – don't shy away from putting race on the table
- Be reflective of your own awareness, knowledge & skills
- Collaborate – learn from each other and ask for help
- Hold each other accountable
- Be persistent

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