# DR. COLEMAN'S SELFIE

*Race/Ethnicity*
Black/
African American

*Biological Sex/*
*Sexual Orientation*
Female/Heterosexual

*Gender & Pronouns*
Cisgender
She, Her, Hers

*Religion/Spirituality*
Christian-Catholic

*Age/Class/Ability*
Middle Age & Class/
Able-bodied & Emotionally Well

*Values/Beliefs*
Equity, Fairness and Inclusiveness

*Do I Have Bias?*
*Am I A Good Person?*
YES & YES

*BIAS Language*
Incompetent, Angry Black
Woman

*Social Injustice I've Confronted*
Racism, Colorism, & Sexism

# DIMENSIONS OF DIVERSITY

Diversity

Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of teaching, learning and advancing the human condition. *Additionally, it includes tracking the numerical and proportional representation of various racial and ethnic groups among students and employees.*



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# Courageous Conversations

**Stay Engaged**

**Speak Your Truth**

**Experience Discomfort**

**Expect and Accept Non-Closure**

**Balance Showing Up as Experts and as Learners**

AGREEMENTS

**Safe Space vs Brave Space**

**Allow for growth and evolution in understanding**

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# *INSERT NAME HERE* SELFIE

Race/Ethnicity

Biological Sex/
Sexual Orientation

Gender & Pronouns

Religion/Spirituality

Age/Class/Ability

Values/Beliefs

Do I Have Bias?
Am I A Good Person?

BIAS Language

Social Injustice I've Confronted

# BIAS . . .

**"Explicit bias"** refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

**"Implicit bias"** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner…it is the mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age and appearance.



white    female    latino
black    teen    gay
indian    male    asian

whistling vivaldi

how stereotypes affect us
and what we can do

CLAUDE M. STEELE

"This is an intellectual odyssey of the first order—a true tour de force."
—WILLIAM G. BOWEN

# Racial Bias in the School



- Students of color are significantly more likely to be concentrated in low-income schools with less qualified teachers, fewer material resources, larger classes sizes, and lower long-term expectations for their students.

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# Teacher Bias: The "Elephant" in the Classroom

| *40% of Black and Latinx youth in the USA are in situations that cause them to be "at risk" of school failure.* | Black/Latinx Students are Labeled Negatively Deficit-minded |
|---|---|
| ■ Lower grades<br>■ Less successful on standardized tests<br>■ Graduate less often<br>■ Drop-out more often | • Dumb<br>• Dangerous<br>• Deprived<br>• Deviant<br>• Disturbed |

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# Teacher Bias: The "Elephant" in the Classroom

- Whether it's gender or race, student preference or handwriting, any factor that causes a teacher to have higher expectations for some of their students and lower expectations for others is bound to create results to match.

- Teachers' belief in their students' academic skills and potential is "a vital ingredient for student success" because it is linked to students' beliefs about "how far they will progress in school, their attitudes toward school, and their academic achievement."

- When teachers underestimate their students, it affects not just that one student-teacher relationship but the student's entire self-concept as well as more tangible measures like their GPA.

- "Teacher expectations were more predictive of college success than most major factors, including student motivation and student effort."

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# PRIVILEGE AND OPPRESSION

## Privilege

- A group of unearned cultural, legal, social, and institutional rights extended to a group based on their social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. Some people who can "pass" as members of the privileged group might have access to some levels of privilege.

## Oppression

- The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships structures that saturate most aspects of life in our society.

# MODEL OF OPPRESSION



Conscious

Unconscious

Attitudes

Behaviors

**Individual   Institutional   Societal**
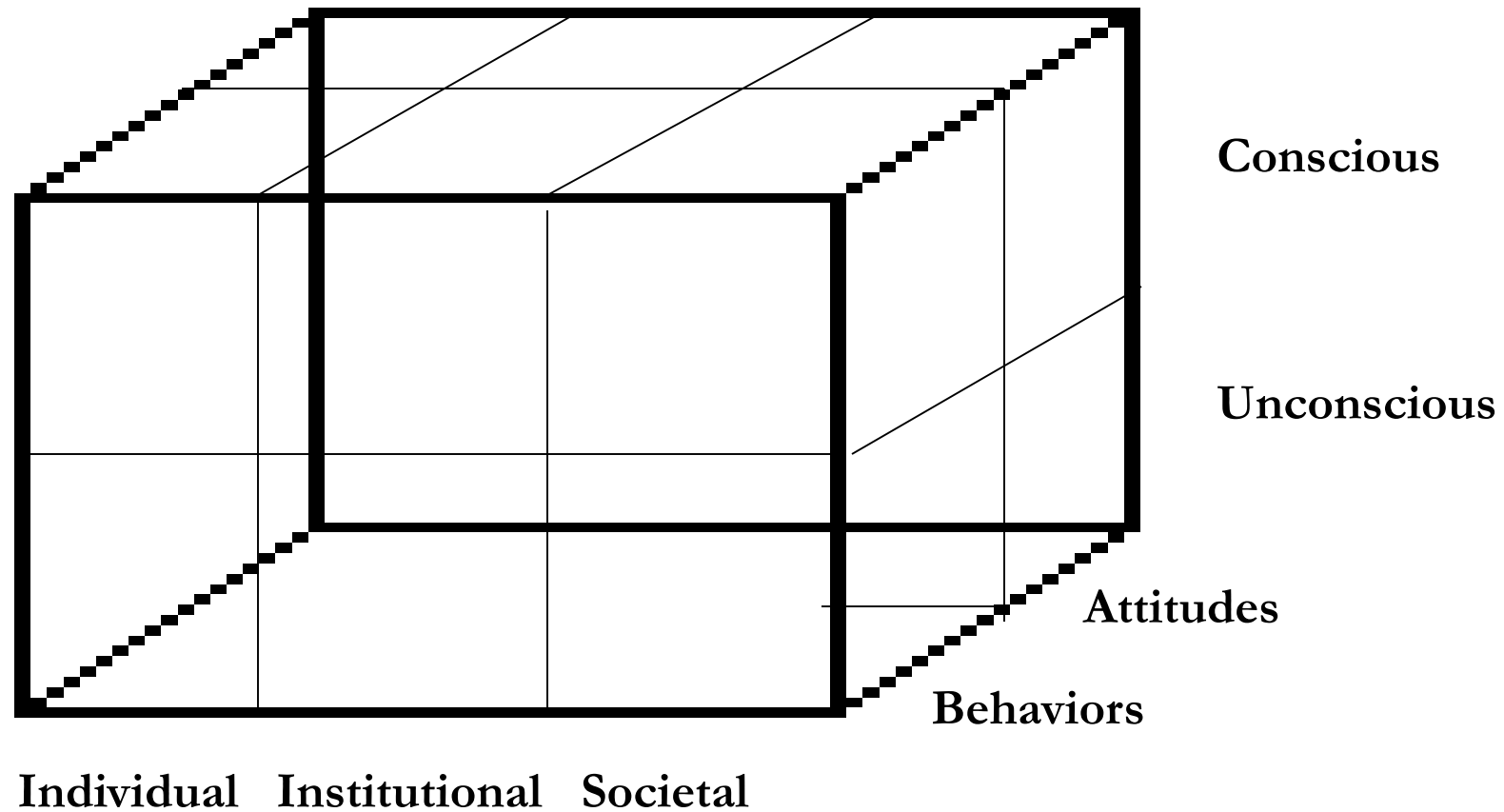
# Educational Inequities

- The achievement gap affects Black and Latinx Students, those from a lower socioeconomic status, LGBTQ students and students with disabilities more than any other subcultures of the population.

- Black/Latinx students, students from a lower socioeconomic status, LGBTQIA+ students and students with disabilities are negatively labeled as low-achieving, disadvantaged and struggling.

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# Racial Educational Inequities

| | 4th math | 8th math | 12th math | 4th reading | 8th reading | 12th reading | 4th science | 8th science | 12th science |
|---|---|---|---|---|---|---|---|---|---|
| **White** | 249 | 292 | 159 | 230 | 272 | 295 | 163 | 165 | 161 |
| **Black** | 224 | 260 | 128 | 204 | 244 | 263 | 130 | 133 | 125 |
| **Hispanic** | 231 | 268 | 138 | 209 | 252 | 274 | 138 | 141 | 136 |
| **Asian/Pacific Islander** | 260 | 310 | 173 | 237 | 281 | 299 | 166 | 167 | 164 |
| **American Indian/Alaskan Native** | 227 | 262 | 136 | 204 | 248 | 272 | 141 | 144 | 142 |
| **Two or More Races** | 244 | 286 | 157 | 226 | 267 | 295 | 159 | 159 | 156 |

Source: Nations Report Card, 2019 (math/reading scale, 0-500; science scale, 0 - 300)

*Expanding access to quality education is key to making opportunity real for all. It is key to closing America's deepening divides, strengthening the middle class, and ensuring our nation's vitality. Yet at all levels of U.S. education, there are entrenched practices that reinforce inequities—and that lead to vastly different outcomes for low-income students and for students of color. We are failing the very students who must become our future leaders (AACU, 2015).*

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# Socioeconomic Educational Inequities

| | 4<sup>th</sup> math | 8<sup>th</sup> math | 12<sup>th</sup> math | 4<sup>th</sup> read | 8<sup>th</sup> read | 12<sup>th</sup> read | 4<sup>th</sup> science | 8<sup>th</sup> science | 12<sup>th</sup> science |
|---|---|---|---|---|---|---|---|---|---|
| **National Student Lunch Program Eligible** | 229 | 266 | 136 | 207 | 250 | 271 | 137 | 140 | 135 |
| **National Student Lunch Program Not Eligible** | 253 | 296 | 160 | 235 | 275 | 294 | 266 | 166 | 160 |
| Source: Nations Report Card, 2019 (math/reading scale, 0-500; science scale, 0 - 300) | | | | | | | | | |

*I have seen many students of color and those living in poverty survive and even thrive in our public schools. But I have seen far too many who did not survive our school systems and instead, fell onto pathways of limited- or under-employment, poverty and even more destructive lifestyles of drugs, crime and incarceration* (ECCBN, 2016).

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## State of Illinois Report Card - 2019

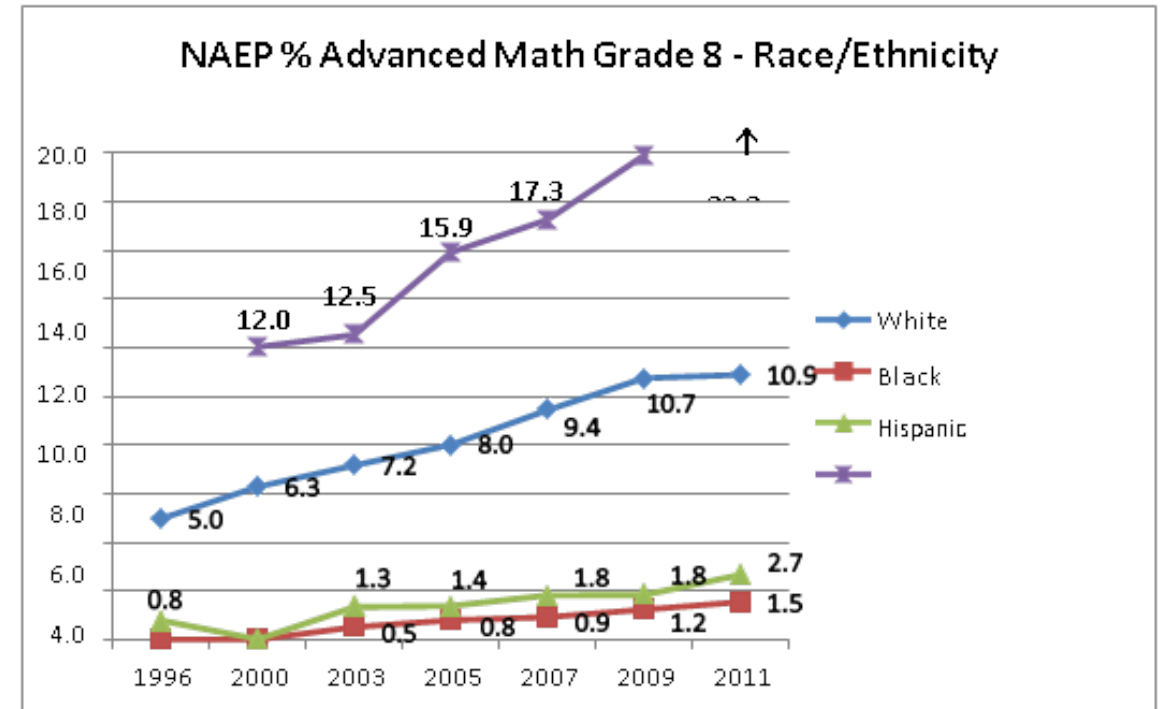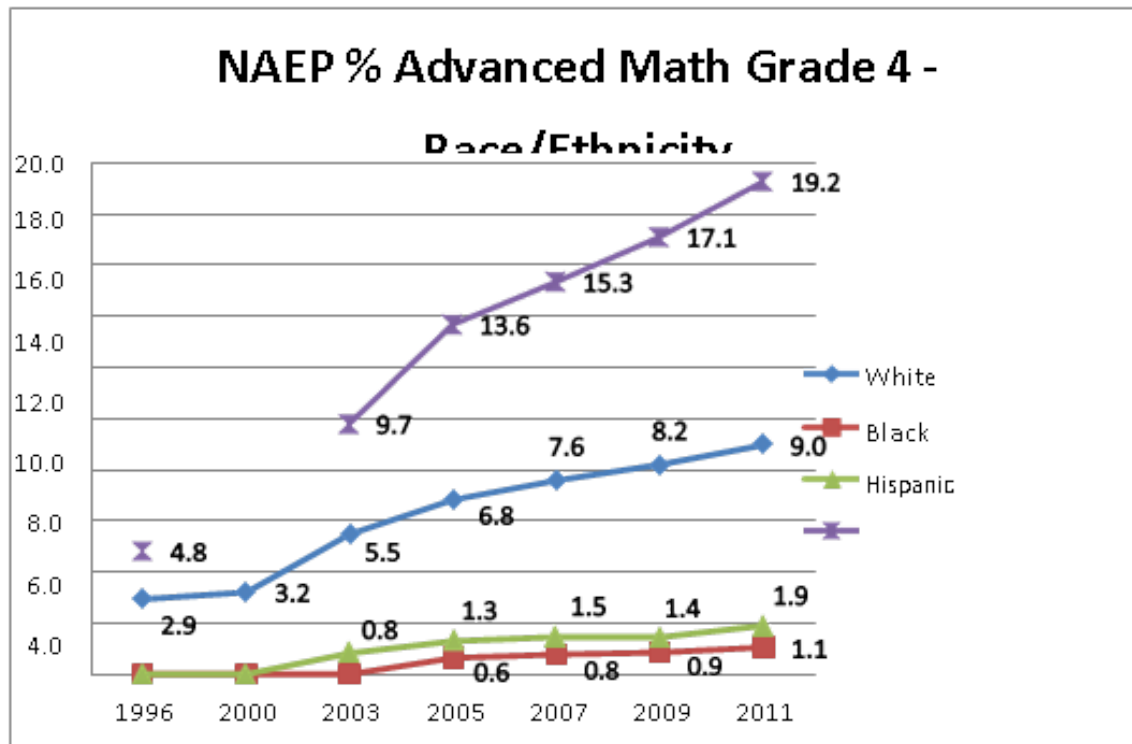| | Enrollment | NAEP Assessment Proficient Grade 8 - 2017 | | Chronic Absenteeism (18%) | Drop-Out Rate (4%) | Gifted – 2020 (7.6%) | Graduation Rate – 4 years (86%) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | ELA | Math | | | | |
| **American Indian** | N/A | N/A | N/A | 24% | 7% | 7.4% | 78% |
| **Asian** | 5% | 68% | 66% | 9% | 2% | 18.4% | 94% |
| **Black** | 17% | 15% | 11% | 31% | 8% | 4.7% | 77% |
| **Hispanic** | 26% | 25% | 21% | 20% | 5% | 5.5% | 82% |
| **Pacific Islander** | N/A | N/A | N/A | 18% | 5% | 8.1% | 80% |
| **Two or More Races** | 4% | 50% | 39% | 20% | 4% | 9.1% | 87% |
| **White** | 48% | 45% | 42% | 13% | 3% | 8.5% | 91% |
| **Low-Income** | 49% | 22% | 18% | 25% | 6% | N/A | 78% |
| **Students with IEP** | 16% | N/A | N/A | 26% | 4% | N/A | 70% |

## Equity and Student Growth: Lessons Learned from the COVID-19 Pandemic
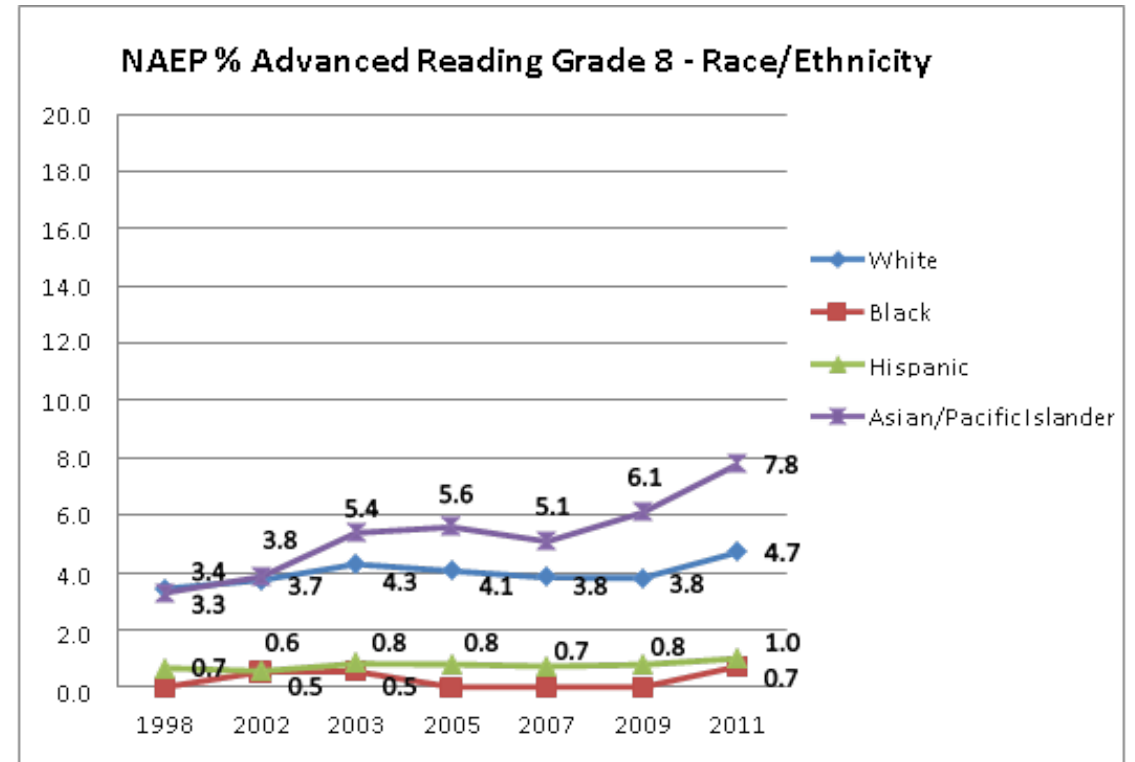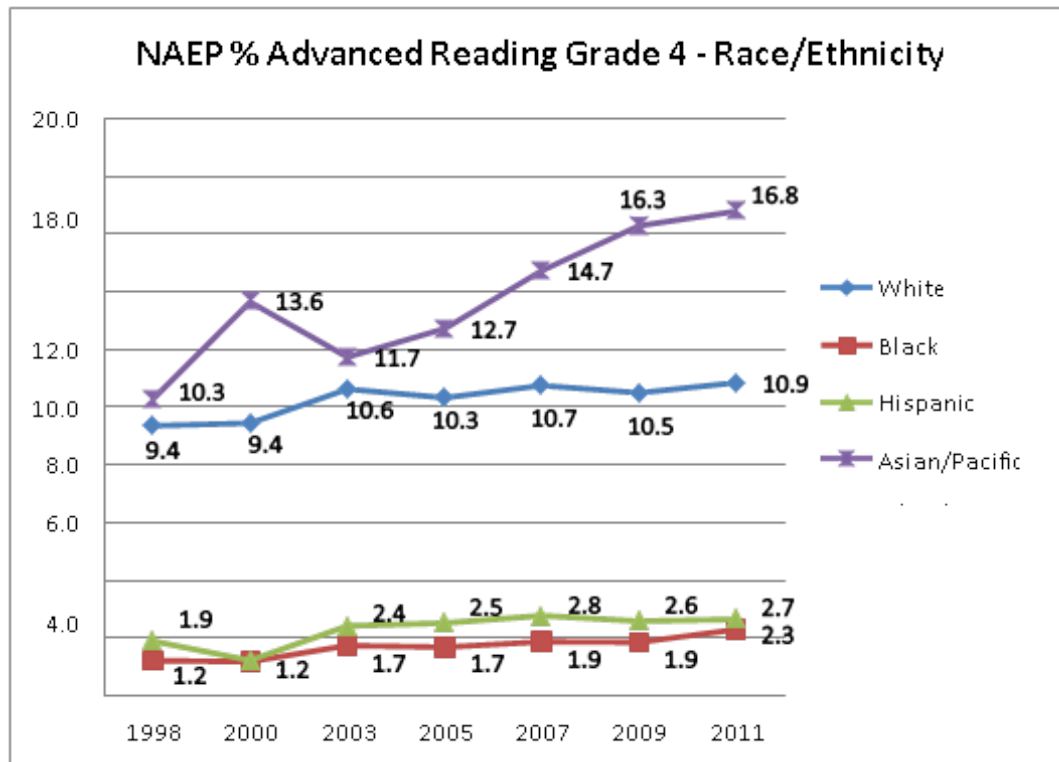### N = 67,081 Students in Grades 2 through 8 in the State of Illinois

**Education|Consulting|Research|Analytics - ECRA Group, Inc.**

| | Math | | Reading | |
|---|---|---|---|---|
| | *Observed Effect* | *Months of Recovery Needed* | *Observed Effect* | *Months of Recovery Needed* |
| Asian | -0.47 | 2.9 | -0.17 | 1.5 |
| Black | -0.94 | 5.8 | -0.69 | 5.7 |
| Hispanic | -0.91 | 5.6 | -0.69 | 5.7 |
| Other | -0.76 | 4.7 | -0.44 | 3.7 |
| White | -0.68 | 4.2 | -0.34 | 2.9 |
| Female | -0.80 | 4.9 | -0.41 | 3.4 |
| Male | -0.77 | 4.7 | -0.58 | 4.9 |
| IEP | -0.76 | 4.7 | -0.51 | 4.2 |
| Low Income | -0.89 | 5.4 | -0.66 | 5.5 |
| ELL | -0.86 | 5.3 | -0.74 | 6.1 |

# Racial Excellence Gap



NAEP % Advanced Math Grade 4 – Race/Ethnicity



NAEP % Advanced Math Grade 8 - Race/Ethnicity

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# Racial Excellence Gap



NAEP % Advanced Reading Grade 4 - Race/Ethnicity



NAEP % Advanced Reading Grade 8 - Race/Ethnicity

# Racial Identity Conflict

"Raceless Persona Theory"

- The conflict Black and Latinx students face when they achieve academic success

"Acting White"

- Black and Latinx Students tend to deny or hide their talent and potential in order to not being seen or viewed as smart or valuing academic achievement
- Caught in this middle position . . . not real enough and too smart to be part of the home community and not cultured enough or too foreign to be part of the mainstream"
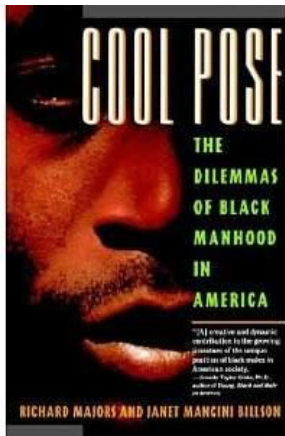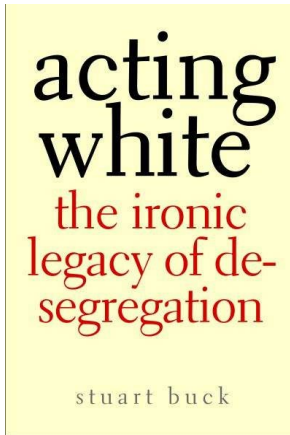
"Cool Pose"

- A defense mechanism and ritualized form of masculinity that allow them to cope with oppression, racism and oppression
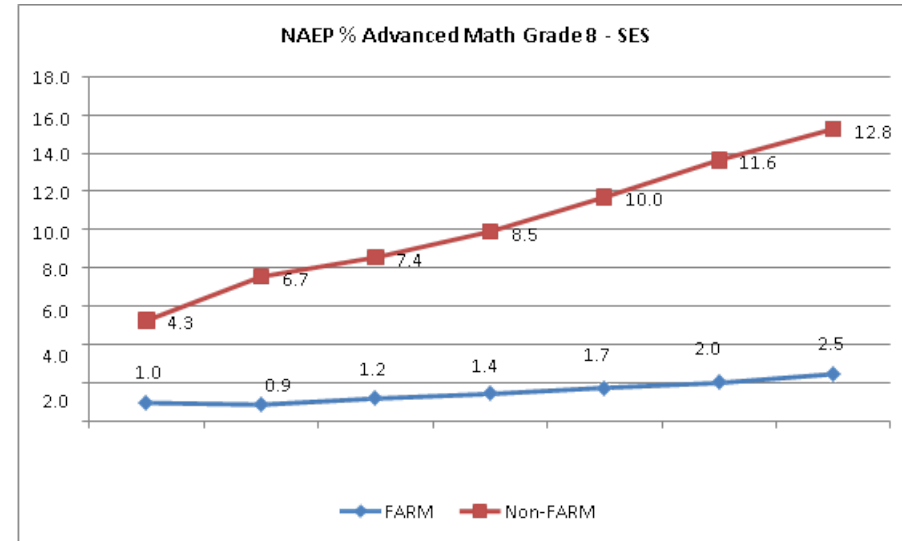
"Imposter Syndrome"

- A feeling of self doubt when one's internal racial identity doesn't match with others' perception of their racial identity.

*"We can hear it loud and clear when we receive almost daily messages from society that we truly don't belong!"*

# ECONOMIC-ROOTED EXCELLENCE GAP

# ECONOMIC-ROOTED EXCELLENCE GAP



NAEP % Advanced Reading Grade 4 - SES

Non-FARM values: 10.5, 9.8, 10.0, 11.0, 10.8, 11.7, 11.7, 13.1
FARM values: 1.5, 1.6, 2.5, 2.2, 2.2, 2.3, 2.3, 2.4

NAEP % Advanced Reading Grade 8 - SES

Non-FARM values: 3.3, 3.4, 3.7, 3.9
FARM values: 0, 0.7, 0.9, 0.7, 0.6, 0.6, 0.9

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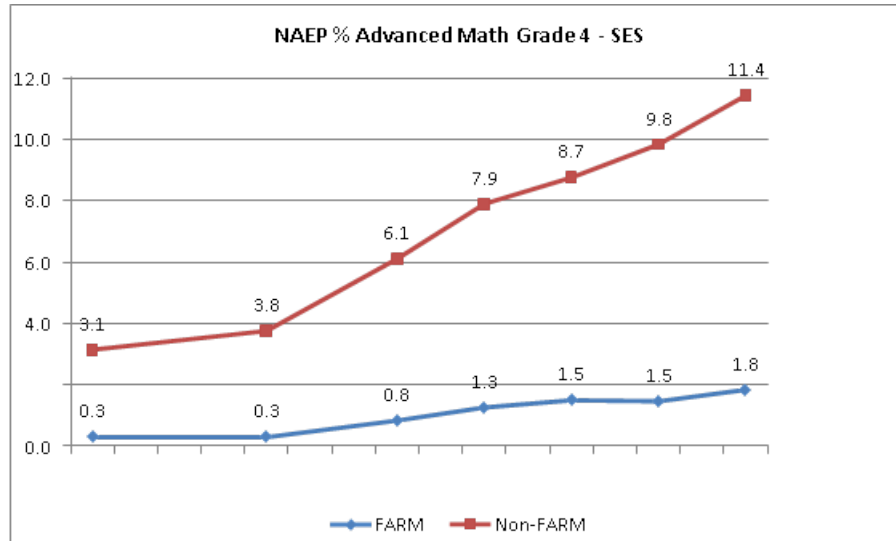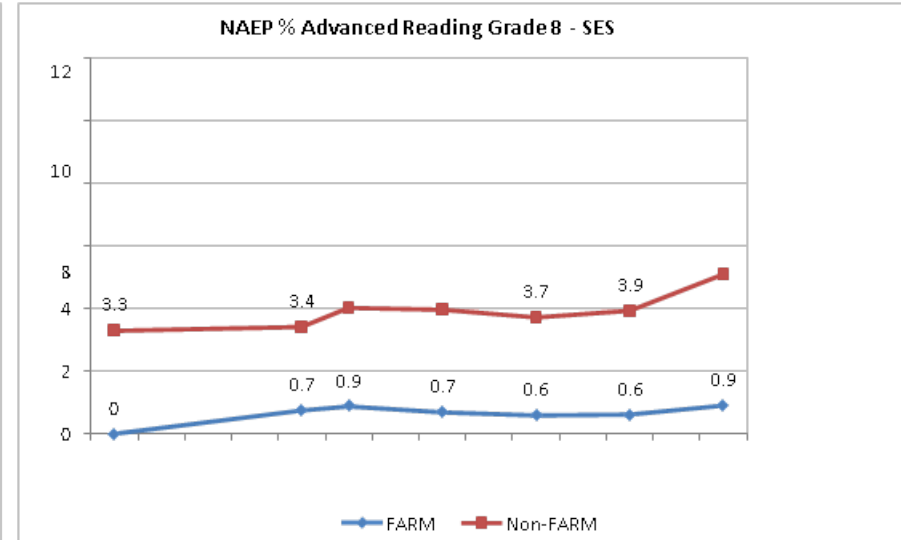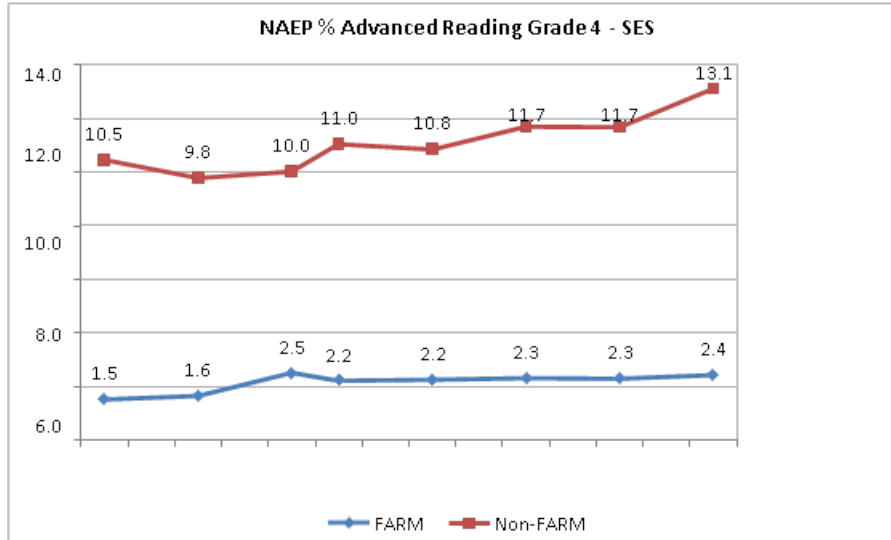
# Why Does the Equity Gap Exist?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Inadequate training for educators who work with underperforming subgroups of students | The exclusive use of standardized tests, which reflect middle-class, majority values and do not reflect the exceptional abilities, experiences, cultural styles, and values of minority students | Systemic bias in the design and implementation of programs for advanced learners | Attitudes about high achievement potential | Lack of aggressive poverty reduction policies | Disparities in parents' awareness of and advocacy for access to advanced and gifted education services | Under-resourced schools that serve predominately lower income and disadvantaged culturally, linguistically and economically diverse students | Fewer environmental opportunities that enhance intellectual achievement |

# Indicators of Inequities in Access to Educational Opportunities

| Domain | Indicators | Constructs to Measure |
|---|---|---|
| Extent of Racial, Ethnic, and Economic Segregation | **Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation** | ✓ Concentration of poverty in schools<br>✓ Racial segregation within and across schools |
| Equitable Access to High-Quality Early Learning Programs | **Disparities in Access to and Participation in High-Quality Pre-K Programs** | ✓ Availability of licensed pre-K programs<br>✓ Participation in licensed pre-K programs |
| Equitable Access to High-Quality Curricula and Instruction | **Disparities in Access to Effective Teaching** | ✓ Teachers' years of experience<br>✓ Teachers' credentials, certification<br>✓ Racial and ethnic diversity of the teaching force<br>✓ Culturally Responsive Teaching and Learning |
| | **Disparities in Access to and Enrollment in Rigorous Coursework** | ✓ Availability and enrollment in advanced, rigorous course work<br>✓ Availability and enrollment in Advanced Placement, International Baccalaureate, and dual enrollment programs<br>✓ Availability and enrollment in gifted and talented programs |
| | **Disparities in Curricular Breadth** | ✓ Availability and enrollment in coursework in the arts, social sciences, sciences, technology, and mathematics |
| | **Disparities in Access to High-Quality Academic Supports** | ✓ Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners |
| Equitable Access to Supportive School and Classroom Environments | **Disparities in School Climate** | ✓ Perceptions of safety, academic support, academically focused culture, and teacher-student trust |
| | **Disparities in Non-exclusionary Discipline Practices** | ✓ Out-of-school/in-school suspensions and expulsions |
| | **Disparities in Nonacademic Supports for Student Success** | ✓ Supports for emotional, behavioral, mental, and physical health |

# CHARACTERISTICS OF LEARNERS FROM CLED DIVERSE BACKGROUNDS

| Black/African American Students | Hispanic/Latinx Students | Asian Students | Rural | LGBTQIA+ |
|---|---|---|---|---|
| Facility to express feelings and emotions • effective ability to tell stories, rap or debate and employ convincing oratory • creativity in the visual and performing arts • intuitive or resourceful problem-solving • imaginative and dynamic team membership • athletic talent • persuasive leadership skills • keen awareness of equity and justice issues | Learn to speak a second language quickly • Highly curious and eager to delve into new ideas in either language • Enjoy older playmates and readily engage adults in conversation • Resourceful, intuitive problem-solvers • Have excellent memory for stories, songs, and poetry • Enjoy performing • Persevere in attaining goals • Demonstrate social maturity at home and in the community • Become absorbed in self-selected tasks | Families placing high value in academic learning • Insistence that children pursue careers in math, science, and technical fields • Instilling the value that effort is a greater factor in success than innate intelligence or talent • Belief in the formula that individual hard work, delayed gratification, and strong family support will yield success | Lack of community resources: museums, cultural centers and professional mentors • Charge of "elitism," by some community members • Unlikely to find intellectual peers • Colleges and universities may be inaccessible • Flexible scheduling to accommodate special programs may be problematic • Lack of Advanced Placement or college-credit learning programs •May not attract teachers with advanced training and experience •Talent development may be costly in time and financial resources •Highly gifted girls may feel pressured to early marriage or a traditional career choice •Conservative setting may not allow diverse viewpoints •Student fear that competencies may not be competitive with those of other gifted learners in the larger community •Parent fear that once students expand their horizons they may abandon family values, leave the community or not be accepted back | Possess high intellectual aptitudes/abilities • Attain high academic achievement • Earn youth awards for leadership, creativity or athletics at school or in the community • Multipotentiality due to wide interests • Exhibit creativity in the visual and performing arts • Demonstrate empathy for the woes of others • Perfectionism: strong drive to excel • Fragile identity may yield to desire to fulfill expectations of others • Talent/s may emerge early • Gender preference may emerge early • May hide talent/s to be accepted • May express confusion about gender identity |
| Low-Income | Gifted students from low-income backgrounds, including those who are culturally or linguistically different, share many of the personal traits and characteristics of gifted students who are not. However, because they may have had fewer opportunities to gain the academic background knowledge needed to be successful in school and may have unique psychological and social issues as a result of poverty and marginalization, different and distinct approaches to identification and programming are sometimes necessary to fully develop their talents and abilities.<br><br>• Wide range of interests not necessarily related to school • Specific talent with exceptional memory or knowledge • Creative • Unusual imagination • Humorous in unique ways • High energy levels • Insightful • Great story tellers • Desire to perform with mixed messages from peer groups • Discrepant identification profiles | | | |

## Identifying A Deficit, Diversity or Equity Frame:  Where are you???

|  | Deficit-Minded | Diversity-Minded | Equity-Minded |
|---|---|---|---|
| **WHO** | Students are described as deficient and race/ethnicity is alluded to, but not named:<br>• Unprepared<br>• Developmental<br>• Urban<br>• Minorities | Diverse and equal representation is emphasized without any one group being specifically or intentionally targeted:<br>• All students<br>• Inclusive<br>• Diverse<br>• Multicultural | Specific racial/ethnic groups experiencing gaps in access or outcomes are specifically named and focused on:<br>• Latinx students<br>• Black students<br>• Native American students<br>• Pacific Islander students |
| **WHAT** | The "gap" pertains to the student (under-preparation and lack of motivation, for example), and the "goal" is to fix the student:<br>• Prepare<br>• Develop<br>• Remediate | The focus is solely on increasing access and representation, without mention of outcomes:<br>• Represent<br>• Equal<br>• Include<br>• Celebrate | The "gap" is found in the institution's preparation and response to historically underserved racial/ethnic groups' educational needs.  The goal is to use disaggregated data to find gaps and fix the policies, practices, and mindsets that haven't been sufficient to ensure equity. |
| **HOW** | Support services that are an "addon" to existing campus practices, are the primary intervention, and are intended to fix the student:<br>• Tutoring<br>• Summer programs<br>• Remediation<br>• Basic skills | Cultural traditions and important leaders from racially minoritized groups are celebrated, but are an "add-on" to existing campus practices:<br>• Martin Luther King Jr. Day and Dia de los Reyes Magos are listed on the campus calendar, but are absent from course curricula<br>• Black and Latinx student unions exist, but are under-resourced | The institution is the focus:<br>• All institutional data is disaggregated by race and ethnicity, and any gaps are named and targeted<br>• Faculty and staff are trained on culturally inclusive practices<br>• Faculty and staff are expected to critically examine their practices to determine if historically underserved racial/ethnic groups are equitably served |

## Deficit- or Equity-Minded

| | | | |
|---|---|---|---|
| **1** | "You can teach students all you want, but if they're going to choose not to learn, not to show up for class, or not to follow the rules, they aren't going to succeed no matter what the teacher does." | **2** | **"There are fewer Black students who graduate after five years because they aren't educationally prepared in the same way others are. There is very little that we can do."** |
| **3** | **"Students of color oftentimes find themselves needing to quickly adapt not only to the culture of our institution but also to the expectations required of our courses, so it's important that we take them seriously."** | **4** | **"We have to be more aware of how we talk to our students and make them feel inept, inferior, or stigmatized. Individuals have the capacity to learn at any time, but we tend to see students of color as underprepared."** |
| **5** | "I can lead a horse to water, but I can't make it drink." | **6** | "They're just not prepared. There's nothing I can do about that." |
| **7** | **"What if we experimented with some new ways to do things based on what seems to be working—and then see if the gaps close?"** | **8** | **"Shouldn't we really be talking about our teaching pedagogy rather than what students don't know?"** |

## Deficit- or Equity-Minded

| | | | |
|---|---|---|---|
| **9** | "If we look at the data together, we'll be able to see specifically where students are struggling, and where we can take specific steps to help them succeed." | **10** | "We're all doing peer observations this term so we can better understand our classes—do you want to join us?" |
| **11** | **"Because we want to be well-informed about what's happening with our students, it's important to investigate any questions with data. We need to find out what's happening with this student group, no matter the size."** | **12** | "Why don't we look at our department data so we can better understand our students based on race and ethnicity?" |
| **13** | "I can't help the Black students in my courses, because they just don't ask for help." | **14** | "Students receive limited support about career options in their first and second semesters. This may impact their retention." |
| **15** | "Students are not focused and lack motivation." | **16** | "Information on student support services is poorly disseminated in the classroom." |

# Educational Equity

*When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can participate, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities.*

*Source: Great Lakes Equity Center  - https://greatlakesequity.org/sites/default/files/20161008564_presentation.pdf*

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# Educational Equity

Source: Great Lakes Equity Center

**Access:** All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices, which are attentive to heritage and community practices.

**Representation:** Providing and having adequate presence of all when decision and choice making as to examine patterns of underlying beliefs, practices, policies, structures, and norms that may marginalize specific groups and limit opportunity.

**Meaningful Participation:** Agency and voice are afforded to all members of a community by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resources communities, differently-abled people, as well as with racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued.

**High Outcome:** Efficacy of solutions benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community.

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# Equity-Minded and Student-Centered

| | | | | |
|---|---|---|---|---|
| What made you think hard this week? | How will you challenge yourself today? | What can you learn from this experience or mistake? | What would you do differently next time to make things work better? | What else do you want to learn? |
| What strategy can you try? | Who can you ask for honest feedback? | Did you work as hard as you could have? | If it was too easy, how can you make it more challenging? | Did you hold yourself to high expectations or did you accept "good enough"? |
| Did you ask for help if you needed it? | What can you do to manage distractions? | Have you reviewed your work or logic for errors or flaws? | Are you proud of the end result? Why or why not? | What's the next challenge to tackle? |

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# Equity-Mindedness

| Abilities | Examples of Associated Knowledge and Skills |
|---|---|
| **Ability to Recognize even the subtlest biases and inequities** | <ul><li>notice subtle bias in learning materials and classroom interactions</li><li>remain curious about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways</li><li>reject the deficit view that outcome inequalities (like test score disparities) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students</li></ul> |
| **Ability to Respond to biases and inequities in the immediate term** | <ul><li>develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom, lab or school</li><li>cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies</li><li>foster conversations with colleagues about equity concerns</li></ul> |
| **Ability to Redress biases and inequities in the long term** | <ul><li>advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices</li><li>never confuse celebrating diversity with equity, such as by responding to racial conflict with cultural celebrations</li><li>talk about poverty, racism, transphobia, and other forms of injustice</li></ul> |
| **Ability to Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures** | <ul><li>express high expectations for each student through higher-order teaching</li><li>understand that inequities are operating right now in their spheres of influence and proactively advocate for the institutional change necessary to eliminate them at their roots rather than waiting for individual people to report, and then episodically responding to, individual manifestations of that inequity</li><li>prioritize the interests of students whose interests historically have not been prioritized in all policy and practice decisions and in the cultivation of institutional culture.</li></ul> |

# Equity–mindedness

FIGURE 7 | Equality vs. equity in the short and long term

In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.

Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.

All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

Deloitte Insights | deloitte.com/insights

The outlook, perspective or mode of thinking exhibited by those who call attention to patterns of inequity and are willing to assume personal/institutional responsibility for the elimination of inequity. **This includes being "conscious," noticing differences in experiences among cultural groups, and being willing to talk about race, gender, class, sexual orientation, ability, ethnicity as an aspect of equity.** Equity perspectives are evident in actions, language, problem-solving, & cultural practices.

# Equity-mindedness Principles

- The **Direct Confrontation** Principle: The path to equity requires direct confrontations with inequity—with interpersonal, institutional, cultural and structural racism and other forms of oppression. "Equity" approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.

- The **Equity Ideology** Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.

- The **Prioritization** Principle: In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, "What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?"

- The **Redistribution** Principle: Equity requires the redistribution of material, cultural, and social access and opportunity. We do this by changing inequitable policies, eliminating oppressive aspects of institutional culture, and examining how practices and programs might advantage some students over others. If we cannot explain how our equity initiatives redistribute access and opportunity, we should reconsider them.

- The **"Fix Injustice, Not Kids"** Principle: Educational outcome disparities are not the result of deficiencies in marginalized communities' cultures, mindsets, or grittiness, but rather of inequities. Equity initiatives focus, not on "fixing" students and families who are marginalized, but on transforming the conditions that marginalize students and families.

- The **One Size Fits Few** Principle: No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (like group-level "learning styles") almost always are based on simplicity and stereotypes, not equity.

- The **Evidence-Informed Equity** Principle: Equity approaches should be based on evidence for what works rather than trendiness. "Evidence" can mean quantitative research, but it can also mean the stories and experiences of people who are marginalized in your institution.

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# What does it mean to be Equity-Minded?

**Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.**

Belief in the fairness of allocating additional educational resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.

Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.

**Recognition that the elimination of entrenched biases, stereotypes, and discrimination in educational institutions requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.**

**Respect for the aspirations and struggles of students who are not well served by the current educational system.**

# IMSA's Equity Lens

| Rate the extent to which the policy: | To a Great Extent | Somewhat | Very Little | Not at All |
|---|---|---|---|---|
| Connects to IMSA's mission, beliefs, Equity and Excellence Plan and Strategic Initiatives. | | | | |
| Satisfies/meets relevant legal mandates (e.g. Title IX, Civil Rights Act). | | | | |
| Reflects principles derived from scholarly research and best practices that will likely bring about effective outcomes for all students. | | | | |
| Confronts inequities and disrupt barriers to equitable outcomes. | | | | |
| Adequately informs stakeholders about the rationale, purpose and scope of its application for appropriate decision-making and practice. | | | | |
| Provides examples of behaviors the demonstrate violation of the policy and examples of behaviors demonstrating compliance. | | | | |
| | | | | |
| Rationale/Explanation | | Recommendations/Considerations | | |
| | | | | |

- Describe the policy used for this Equity Lens application, along with intent, desired outcomes, and connection to IMSA's Mission/Beliefs, Equity and Excellence Policy, and/or Strategic Initiatives.

- Describe the group(s) who will be positively affected/benefit the most from this policy.

- Describe the group(s) who will be concerned the most with/benefit the least from this policy.

- How does this policy demonstrate an equity-minded frame and/or positions equity as an institutional responsibility?

- How does the policy expand opportunities to advance equity?
  - How are CLED and Marginalized groups affected?
  - Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?

- How does the policy confront inequities and disrupt barriers to equitable outcomes?

- Describe any proposed actions/changes to the policy, after applying this lens.

- Identify any biased, stereotypical, and/or deficit-rooted language being use, and then suggest more inclusive/asset-based language.

- What information/evidence/data did you base your policy/program/practice/decision analysis upon?

# Leading for Equity and Excellence
*Adapted from Awake to Woke to Work: Building a Race Equity Culture Framework*

| AWAKE | WOKE | WORK |
|---|---|---|
| At the **AWAKE** stage, educational institutions are focused on people and on building a staff comprised of individuals from different race, gender, backgrounds. The primary goal is representation, with efforts aimed at increasing the number of people of different race backgrounds. | At the **WOKE** stage, educational institutions are focused on culture and creating an environment where everyone is comfortable sharing their experiences and everyone is equipped to talk about educational equity and inequities. The primary goal is inclusion and internal change in behaviors, policies, and practices. | At the **WORK** stage, educational institutions are focused on systems to improve educational equity. The primary goal is integration of an equity lens, into all aspects of an organization, policies, practices, programs, services. This involves internal and external systems change and regularly administering an educational equity assessment to evaluate processes, programs, and operations. |

| Educational History Map | | | |
|---|---|---|---|
| | *Elementary/Middle School* | *High School* | *Higher Education* |
| **Opportunities:**<br>• In school, which key people helped facilitate your success? Why?<br>• What activities, groups, or resources were available to you through your family, community, school, or other institutions?<br>• What motivated you to take advantage of these opportunities?<br>• How did you decide which educational opportunities to pursue? | | | |
| **Challenges:**<br>• What difficulties did you face in primary, secondary, and higher<br>• education? How did you overcome these difficulties? Were they different as you progressed?<br>• What obstacles and/or hardships did you experience/overcome in your life, your neighborhood, and/or your community? | | | |

| Educational History Map | | | |
|---|---|---|---|
| | Elementary/Middle School | High School | Higher Education |
| **Goals:**<br>• What circumstances in your life helped you set an educational goal and objective for yourself?<br>• What hopes, aspirations, dreams, or achievements did you strive for?<br>• Were you successful? | | | |
| **Support Networks:**<br>• What significant events in your home and on your job impacted your educational journey?<br>• Who was your biggest supporter, and why? What did your supporter do that was the most beneficial to you?<br>• Can you identify people or organizations that helped you along your educational path? What role did your family play? | | | |

# IMSA's Change

Individual(s) Responsibility

**Institutional & Collective Responsibility**

Multicultural Development

Diversity and Inclusion

**Equity and Excellence**
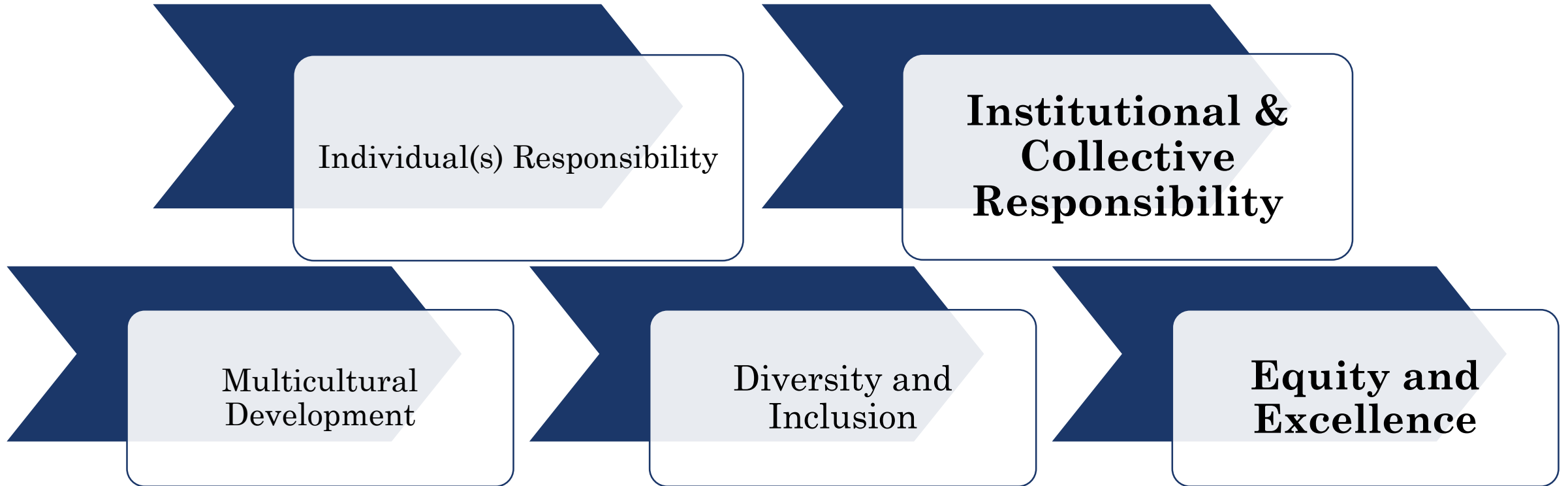
- SYSTEMIC EQUITY *is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.*

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# E$^2$: Equity and Excellence Framework

| | |
|---|---|
| Educational Equity Impact Case | The Value of Equity and Excellence |
| Equity and Excellence Policy | The Outcome of Equity and Excellence |
| Equity-mindedness Capacity Building | The Embracing of Equity and Excellence |
| Equity-mindedness Data Collection | The Truth of Equity and Excellence |
| Equity-mindedness Data Meaning-Making | The Inclusiveness of Equity and Excellence |
| Equity and Excellence Plan | The Heart and Soul of Equity and Excellence |
| Equity and Excellence Scorecard | The Impact and Future of Equity and Excellence |

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# Educational Equity Impact Case

Discuss the value of engaging in equity work in relation to your organization's function and values.

Research and share concepts of equity and equity trends.

Connect to organization's mission, vision, and beliefs.

Connect to organization's approach to teaching and learning.

# Business Case for Diversity, Equity and Inclusion

*Financial Data – Hard Business Benefits*

- Return on Investment
  - How much money will the business make?
- Lost Customer or Profit Share
  - How much money will the business lose?
- Legal Costs and Fines Resulting from Lawsuits
  - How much money will the business avoid in loss?

**This Model Does Not Work for Education!**

# Educational Impact Case for Equity and Excellence

| NADOHE | United Nations - UNESCO | Danielson Framework | STEM |
|--------|-------------------------|---------------------|------|
| *Over the past two decades, there have been national trends toward (a) diversification of students and faculty in colleges and universities throughout higher education (b) assessment and improvement of the campus climate for diversity (c) improvements in the representation and inclusion of diversity in the curriculum (d) development of intergroup dialogues in curricular and co-curricular student engagement and (e) integration of broad campus-wide diversity plans integrated into institutional strategic planning.* | Sustainable Development Goal 4 calls for countries to *'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*. | This framework has diversity and equity at the heart of it, *"it is the primary common theme and describes the ultimate purpose of our work with students… in the classrooms of excellent teachers, the purpose of instruction is not the transmission of basic knowledge or student compliance but deep understanding, important learning, and active intellectual engagement so that each student can succeed in school and beyond."* If equity is the goal, *"it is important for students, all students to acquire deep and flexible understanding of complex content, to be able to formulate and test hypotheses, to analyze information, and to be able to relate one part of their learning to another."* | The nation has persistent inequities in access, participation, and success in STEM subjects that exist along racial lines, which threaten the nation's ability to close education and poverty gaps, meet the demands of a technology-driven economy, ensure national security, and maintain preeminence in scientific research and technological innovation. |

# Equity and Excellence Policy

Apply the Theory of Change

    Identify the long-term outcome of institutionalizing and prioritizing equity?

    Identify 3-5 intermediate outcomes of institutionalizing and prioritizing equity?
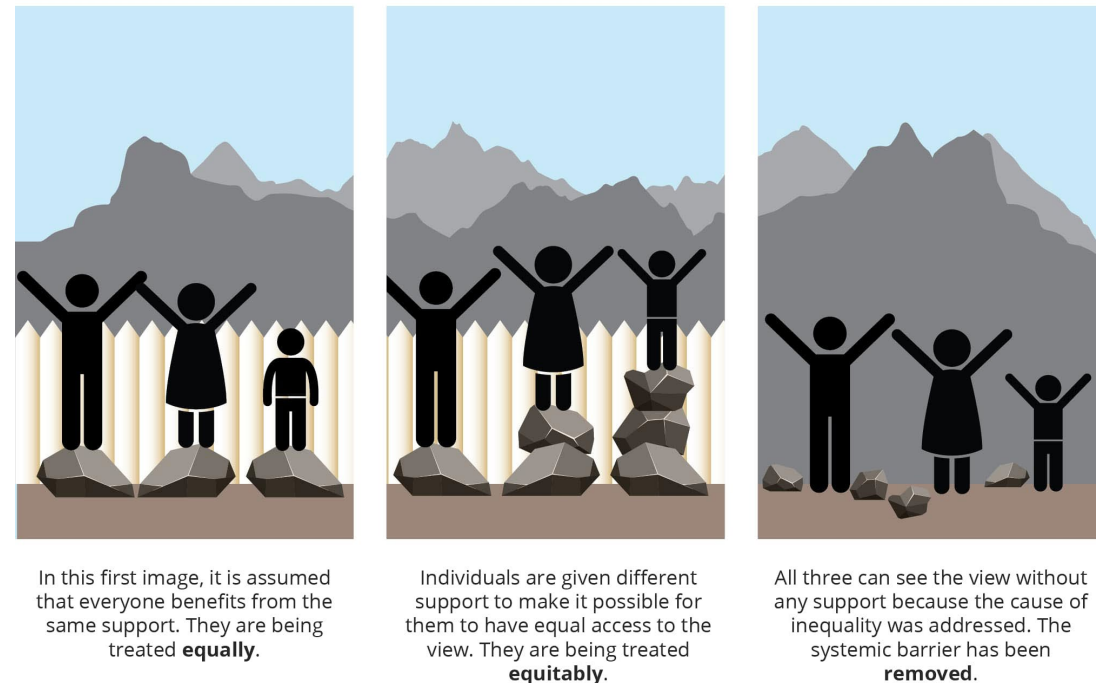
Define related DEI terms for common understanding

Apply a model of Inclusive Excellence

    This includes a process of collecting feedback from constituents

# Equity and Excellence Policy

*The Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both universally, and particularly, in STEM education and professions.We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.*

FIGURE 7 | Equality vs. equity in the short and long term

In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.

Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.

All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

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# IMSA's Equity and Excellence Policy Outcomes

Faculty/Staff Recruitment, Support, Retention

Professional Learning

Cultural Competence/ Equity

Diversifying STEM Education to Career Pathway

**LONG TERM OUTCOME**

STEM Equity
+
Global Citizens Development
+
Advance Human Condition
=
Equity and Excellence

Equity Lens

CLED/Marginalized Students

Recruitment, Support, Retention

Research
Scholarship
Innovation

Differentiating Resources through Culturally Responsive Pedagogy

*"We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence."*

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# Equity and Excellence

## Equity

- Access for Culturally, Linguistically and Economically Diverse and Marginalized students to differentiated academic and social-emotional supports and interventions that create opportunity for them to participate in educational programs and co-curricular activities that are capable of closing the excellence gaps in student experiences, success and retention. Additionally, with respect to the Academy's workforce, Equity means differentiated strategies and resources to attract, retain and professionally develop Culturally, Linguistically and Economically Diverse and Marginalized applicants and employees.

## Excellence

- The expectation and standard that whatever the Academy does in teaching and learning, research, innovation, student and workforce development, institutional functioning, and participation in local and global communities, is of the highest quality, is on the cutting edge, rigorous, nourishes critical and creative thinking, is responsive to stakeholders and advances equity.

# Equity-Mindedness Capacity Building

Provide professional learning around educational equity, equity, equity-mindedness, cultural competence, cultural responsive pedagogy, anti-racism, social injustice, inclusion

# Equity-Mindedness Capacity Building

- Critical Reflection to Critical Action: Leadership Practices for Advancing Educational Equity

- Critical Consciousness: Moving Beyond Critical Reflection to Critical Action

- Critical Reflection to Critical Action: Planning to Operationalize the IMSA Equity and Excellence Model & Policy
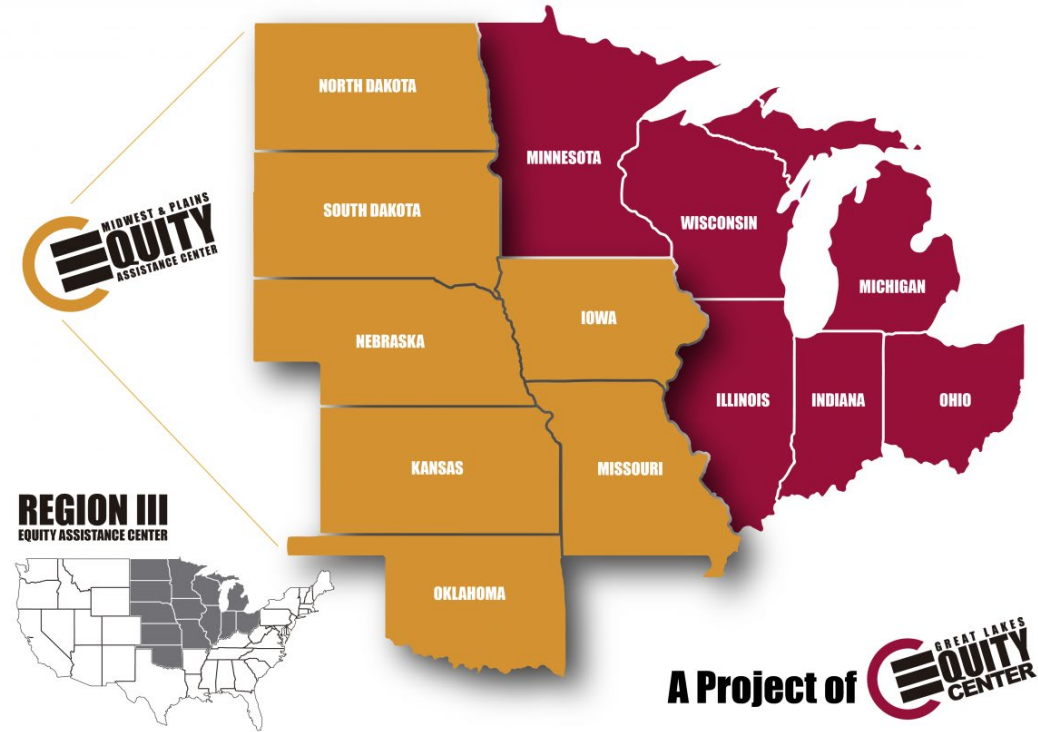
# Equity-Minded Data Collection

Conduct Theory of Change Assessment, Identifying Assumptions, Pre-Conditions, Strategies for each intermediate outcome defined in policy

Create Data Collection/Meaning-Making Team

Implement Equity Context Analysis Process
- Climate Surveys, all constituents
- Faculty interviews
- Classroom observations
- Building walk-throughs
- Internal data, desegregated by race, income, gender, sex, ability

# Equity-Minded Data Collection

## *Theory of Change – Phase 1*

- Approved IMSA IRB Study
- Extracting the long-term/ intermediate outcomes from the Equity and Excellence Policy
- Drafted a rationale focused on the value of equity and excellence in relation to the Equity and Excellence Policy outcomes.
- Disseminated survey to identify assumptions, pre-conditions and strategies for each intermediate outcome.

## *Theory of Change – Phase 2*

- Conducted modified focus groups with IMSA departments & teams as well as students from Peer Multicultural Education, Student Council and all cultural organizations.
- Ranked/prioritized assumptions, pre-conditions and strategies
- Discussed additional department/ role-specific strategies.

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# Equity-Minded Data Collection

## *Midwest and Plains Equity Assistance Center*

- Sixty-Two Member ECAP Team
  - Cabinet, Senior Leadership Team, Curriculum and Assessment Leaders, Individuals from departments not represented in those groups, Parents, Students and three External Reviewers were coordinated to administer the ECAP.

- Seven Equity Indicators
  - Climate
  - Environment and resources
  - Leadership and governance
  - Continuous improvement and inquiry
  - Instruction and assessment
  - Student engagement and outcome
  - Family and community partnerships.

## *Equity Context Analysis Process (ECAP)*

- Climate Surveys

- Classroom Observations

- Faculty Interviews

- Building Walk-Through

- Internal Data
  - Course enrollment
  - Discipline
  - Co-Curricular/Organization involvement
  - Student/Employee Demographic Data

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# Equity-Minded Data Collection

| Equity and Excellence Data | # of responses |
|---|---|
| Theory of Change Survey – Phase 1 | 119 |
| Theory of Change Survey – Phase 2 | 114 respondents from 15 departments/3 teams & 99 students |
| ECAP Parent Survey | 131 |
| ECAP Administration Survey | 8 |
| ECAP Faculty/Staff Survey | 69 |
| ECAP Faculty Interviews | 24 |
| ECAP Classroom Observations | 43 |
| ECAP Building Walk-Through | 24 individuals conducted 155 observations of 39 physical spaces (main building, residence halls, external areas) |
| IMSA Fall 2019 Course Enrollment Data (by race, sex, socioeconomic status and geographic location) | 21 Math and Science Courses |
| IMSA Student Diversity Climate Survey | 4 years of data, average response rate = 526 |

# Equity-Minded Data Meaning Making

Triangulate Data Sources

Data Co-Interpretation

# Equity-Minded Data Meaning Making

- Triangulate Data Sources. Triangulation is a method used to check and establish validity. Triangulation involves analyzing a questions from multiple data sources and perspectives (Student Data Profile, Stakeholder Survey Data, School Review Data)

- Co-Interpretation. Data co-interpretation is a process that involves multiple stakeholders leveraging their individual and collective expertise to draw inferences, suggestions, or hypothesis about what the data mean. Engaging Multiple Perspectives allows for accountability for positionality and reflexivity; utilizing the assets of diverse members of the learning community, and drawing inferences, about what the data mean, based evidence and individual experience.



WHAT IS THE THE EQUITY CONTEXT ANALYSIS PROCESS (ECAP)?

The ECAP is a set of data collection tools; and a comprehensive data collection and analysis process developed and used by the Midwest & Plains Equity Assistance Center with Systemic Equity Partners to:

- Provide an **assessment** of the extent to which aspects **of educational equity** are evident in the district;
- Identify areas that may be **opportunities for growth** related to advancing educational equity; and
- Support equity-oriented strategic planning, as well as ongoing monitoring and assessment activities related to promoting educational equity.

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# Equity and Excellence Plan Development

Connect the data to each intermediate outcome

Identify strategies to make movement in each outcome (year 1 – 3), that build upon one another

Identify year 1 interventions, specific initiatives that will be put in place

After year 1 implementation, identify interventions for year 2, and subsequently for year 3, informed by informal pulse checks, emerging related data and/or previously implemented intervention activity level

# Equity and Excellence Plan
## Long-Term Outcome
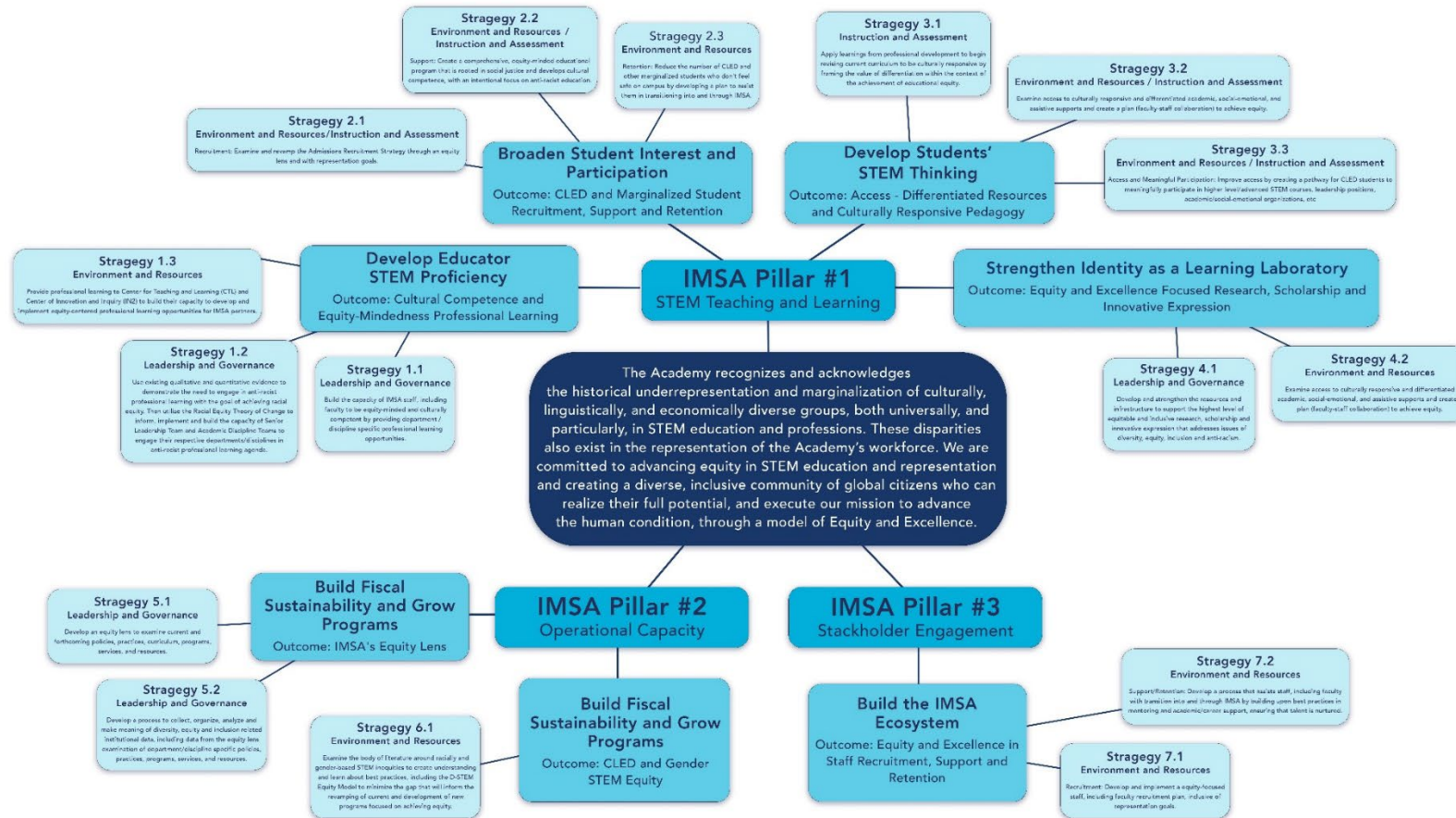
Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.

*According to the Equity Context Analysis Process, only 46% of staff and 38% of administrators believed there was ongoing support for professional learning and growth for all educators, staff members and administrators that is aligned with strategic improvement efforts, is job-embedded, and includes coaching and mentoring. While most believed that educational equity is centered  as a cross-cutting tenet in all professional learning experiences, the Theory of Change data collection process suggested that professional learning is too general, surface-level, and does not include practical application.* The ECAP further said that while there is rhetoric about advancing educational equity, there appears to be a lack of understanding of what equity is and specific instructional and curricular practices that would lead to equitable outcomes for all students.  It was suggested that IMSA provides time for professional learning that extends beyond theory and is inclusive of discipline specific practical application strategies and techniques. This should include on-going assessment of equity-mindedness and cultural competence.  *Based on the IMSA Student Diversity Climate survey which states that over four years  of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff/faculty that discuss an institutional culture of racism at IMSA, an anti-racist professional learning agenda is being put forth.*

Equity and Excellence Policy Outcome #1

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Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.

| Strategies | | |
|---|---|---|
| Build the capacity of IMSA staff, including faculty to be equity-minded and culturally competent by providing department/discipline specific professional learning opportunities. | Use existing qualitative and quantitative evidence to demonstrate the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective departments/disciplines in an anti-racist professional learning agenda. | Provide professional learning to Center for Teaching and Learning and IN2 to build their capacity to develop and implement equity-centered professional learning opportunities for IMSA partners. |

Equity and Excellence Policy Outcome #1

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| Strategy | Progress | Artifacts |
|---|---|---|
| **1.1** Build the capacity of IMSA staff, including faculty to be equity-minded and culturally competent. | ✓ Community Day: Series of Professional Leaernings on culturally responsive pedagogy, STEM equity, anti-racism, economic-rooted inequity, cutltural responsiveness when working with gifted/talented students and LGBTQIA+ students.<br>✓ Thrive App – 68% Engagement<br>✓ Administered Intercultural Development Inventory | **IDI Group Profile**<br>**Perceived Orientation (PO)**<br>55 — 70 — 85 — 100 — 115 — 122.62 — 130 — 145<br>Denial / Polarization: Defense/ Reversal / Minimization / Acceptance / Adaptation<br><br>**Developmental Orientation (DO)**<br>55 — 70 — 85 — 97.28 — 100 — 115 — 130 — 145<br>Denial / Polarization: Defense/ / Minimization / Acceptance / Adaptation |
| **1.2** Use existing qualitative and quantitative evidence to demonstrate the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective teams in an anti-racist professional learning agenda. | ✓ Common book read and discussion of Robin DiAngelo's White Fragility<br>✓ SLT common book read of Ibram X. Kendi's Stamped From the Beginning: The Definitive History of Racist Ideas in America | *"A NECESSARY BOOK FOR ALL PEOPLE INVESTED IN SOCIETAL CHANGE." —CLAUDIA RANKINE*<br>**WHITE FRAGILITY**<br>*New York Times #1 BESTSELLER*<br>**WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM**<br>**ROBIN DIANGELO**<br>FOREWORD BY MICHAEL ERIC DYSON<br><br>NEW YORK TIMES BESTSELLER<br>NATIONAL BOOK AWARD WINNER<br>**STAMPED FROM THE BEGINNING**<br>*The Definitive History of Racist Ideas in America*<br>**Ibram X. Kendi** |

Implementing strategies to recruit, support, and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.
.

*Based on findings from the Equity Context Analysis Process, approximately 1/3 of students feel unsafe at IMSA because of their race or sexual orientation. It was further reported that racist and homophobic remarks were regularly heard at IMSA, and when adults were present, nearly 50% of the time, they do not intervene. During the school building walk-through, 30% agreed/strongly agreed that the building climate is NOT student and family centered, nor does it facilitate a safe and inclusive learning environment. The Theory of Change data suggested that IMSA needs to create a welcoming and inclusive environment and create equity focused support plans. Based on the IMSA Student Diversity Climate survey which states that over four years of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff/faculty that discuss an institutional culture of racism at IMSA, an anti-racist professional learning agenda is being put forth.*

Equity and Excellence Policy Outcome #2

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Implementing strategies to recruit, support, and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.
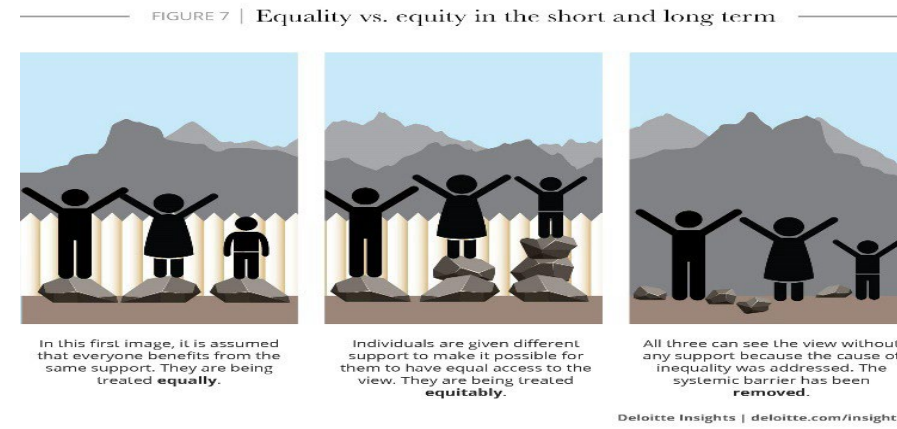.

| Strategies | | |
|---|---|---|
| Recruitment: <br><br> Examine and revamp the Admissions Recruitment Strategy through an equity lens and with representation goals | Support: <br><br> Create a comprehensive, equity-minded educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education. | Retention: <br><br> Reduce the number of CLED and other marginalized students who do not feel safe on campus by developing a plan to assist them in transitioning into and through IMSA. |

Equity and Excellence Policy Outcome #2

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| | | | |
|---|---|---|---|
| 2.1 | Examine and revamp the Admissions Recruitment Strategy through an equity lens and with representation goals. | ✓ Reimagining what a *Differentiated and Equitable* Admissions Processes looks like, based on best practices. | 

FIGURE 7 | Equality vs. equity in the short and long term

In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.

Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.

All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

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| 2.2 | Create a comprehensive, equity-minded educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education. | ✓ Held two Black@ISMA Town Halls, led by Black Student Union, centering the voices of our Black Students.
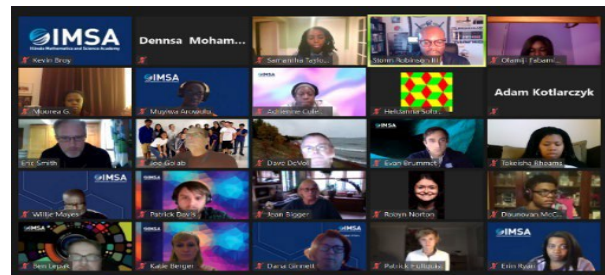


✓ IMSA sophomores, juniors and seniors participated in diversity education programs. | ## HEADLINER

*Some questioned why we chose to have racially based affinity group discussions around "I Am Not Your Negro"! It was to create a sense of safety for Black Students and reduce the "invisible tax" of being traumatized when they have to explain systemic racism and some of their lived experiences to their peers, especially those who invalidate their experience and refuse to acknowledge the extent of racism in America and at IMSA, not even in its most basic form.*
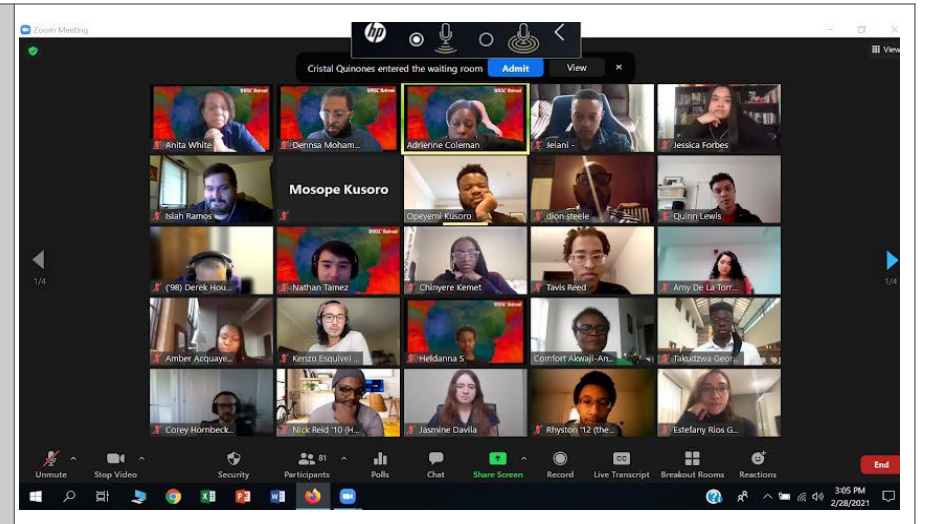
 |

| | | |
|---|---|---|
| *2.3* | Reduce the number of CLED and other marginalized students who do not feel safe on campus by developing a plan to assist them in transitioning into and through IMSA. | ✓ The PROMISE and EXCEL Extension Program is back, with assistance from IMSA's Black Alumni Association. PEEP's provides additional tutoring and mentoring support to CLED students. . |  |

# Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

*The Equity Context Analysis Process yielded that culturally responsive teaching is not evident approximately 50% of the time (score = 344/696). It was agreed upon by 50% of parents and observed during classroom interactions that 21% of the time instruction is not relevant to and representative of students' lived experiences and personal identities, and builds upon students' prior knowledge.* While curricular materials fostering an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves were only observed 19% of the time during classroom observations; instruction and assessments are differentiated and adjusted to address a continuum of student learning rates, interests, funds of knowledge, and assets, were observed 73% of time during classroom observations and agreed upon by 70% of parents. *As observed, positive representations of diverse peoples (e.g., lived experiences, personal identities, and world views) are not present throughout IMSA in texts, displays, and materials, and experiences of historically marginalized groups are not represented accurately, evident 47% of the time during classroom interactions, 58% of the time during school building walk-through and agreed upon by 69% of parents. It was further observed that sufficient structures are not in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community, observed 36% of time during school building walk-through and 14% of time during classroom observations.* The ECAP also yielded significant inequities across CLED populations in access to some STEM offerings. From the Theory of Change process, it was suggested that IMSA creates a common understanding of what cultural competence looks like in practice and provide related professional learning, as well as ensure faculty understand their audience, include culturally relevant language/culturally relevant examples and "problem sets", so that equity and excellence is demonstrated in all learning offerings.

## Equity and Excellence Policy Outcome #3

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Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

| Strategies | | |
|---|---|---|
| Apply learnings from professional development to begin revising current curriculum to be culturally responsive by framing the value of differentiation within the context of the achievement of educational equity. | Examine access to culturally responsive and differentiated academic, social-emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity. | Improve access by creating a pathway for CLED students to meaningfully participate in higher level/advanced STEM courses, leadership positions, academic/social-emotional supports, etc. |

Equity and Excellence Policy Outcome #3

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| | | | |
|---|---|---|---|
| 3.2 | Examine access to culturally responsive and differentiated academic, social- emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity. | ✓ Convened Trauma Response Team<br> ✓ Administered the Trauma Responsive School Implementation Assessment. | *Based on the findings, the following goals to provide social-emotional support to students have been adopted:*<br><br>**Goal 1** To pilot a peer-helper program that equips IMSA students with skills to be an additional resource for their peers who have/are experiencing trauma.<br><br>**Goal 2** Utilizing the Centering Equity in Social Emotional Learning and Trauma Responsive School Implementation Assessments a guide will be developed to conduct 4 focus groups with CLED (culturally, linguistic, economically diverse) and historically marginalized students to gain insight into the development of an equitable and differentiated trauma responsive culture. |
| 3.3 | Improve access by creating a pathway for CLED students to meaningfully participate in higher level/advanced STEM courses, leadership positions, and academic/social-emotional organizations. | ✓ Growth of EXCEL 2 - Summer enrichment program for rising IMSA juniors and seniors<br> o Eliminates the need to double up on math courses<br> o Ability to reach calculus<br> o Desire to enroll in higher level math courses<br> o Increased student confidence | *As a STEM school for gifted students, no student should graduate from IMSA without having completed a semester or two of Calculus instruction or pre- calculus elective courses. If sophomore and junior (and in some cases, senior) years are required to complete or re-take core courses, little time remains for completion of this variety of electives that we offer.* |

# IMSA's Equity and Excellence Plan – Year 2

- Rejuvenate mathematics problem sets to be culturally relevant and utilizing reality pedagogy, a form of Culturally Responsive Pedagogy, coach the Mathematics faculty on application of respective techniques in their teaching and learning practices.

- Utilizing Culturally Responsive Education embedded within a sound historical model, continue to build the capacity of English and Social Science faculty to understand culture and how to teach within frames of students' histories, identities and literacies, as well as rejuvenate curriculum through that lens.

- Led by experts in STEM, STEM Equity, and Culturally Responsive Pedagogy, engage CTL and IN2 staff in professional learning around equity-minded curriculum examination and culturally responsive STEM pedagogy.

- Implement a professional learning series that includes a foundational virtual course around cultural humility, cultural fluency, cultural competence, and cultural intelligence, as well as workshops on racism/classism that develops the capacity of IMSA staff to interact with and be responsive to the needs of CLED advanced learners.

- Utilizing the National Science Foundation Indicators of Disparities in Access to Educational Opportunities, develop an access scorecard to be used as part of the admissions review process, as a means to quantify students' lived educational experiences.

- Create a comprehensive, equity-minded educational program for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.

- Informed by social-emotional focus groups held with Black, Latinx and LGBTQIA+ students, implement culturally responsive trauma interventions that are equity-minded and differentiated supports.

- Convene Racial Equity Task Force to works towards creating an anti-racist organization.

- Develop gender and sexuality inclusion protocol.

- Informed by the D-STEM Equity Model assessment and the STEM Equity Program Evaluation Rubric, align pre-existing IMSA programs (PROMISE, CTL, IN2) to create a STEM pre-enrichment pathway that prepares CLED students for IMSA.

- Actively recruit CLED STEM alumni and professionals as well as increase the number of minority owned businesses that collaborate with IMSA to provide CLED students with increased opportunity to engage in research, scholarship and innovative expression.

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# Equity and Excellence Scorecard

Identify assessments that align with each intermediate outcome for measurement purposes

These assessments should allow you to take a deep look from various perspectives

Assessments should be action-inquiry rooted

# Equity and Excellence Scorecard Development

- USC Center for Urban Education Equity Scorecard
  - The Equity Scorecard is a tool intended to initiate self-assessment and dialogue; it can lead to organizational change by motivating institutional leaders to respond to known inequities with purposeful actions.
  - This process involves a cycle of action inquiry, including identification of gaps in educational outcomes, inquiry into instructional and academic support practices, purposeful changes in practices based on the results of systematic inquiry, and evaluation of the effectiveness of changes.

- The Diversity Scorecard: Evaluating the Impact of Diversity on Organizational Performance by Edward E. Hubbard
  - Views the Organization's diversity performance from six perspectives
    - Financial Impact
    - Diverse customer/community partnership
    - Workforce profile
    - Workplace climate/culture
    - Diversity leadership commitment
    - Learning and Growth

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# Equity and Excellence Scorecard

| IMSA Pillars | IMSA Priority Outcome | Equity and Excellence Plan Outcomes | Equity and Excellence Scorecard |
|---|---|---|---|
| STEM Teaching and Learning | Develop Educator STEM Proficiency | *Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.* | **Intercultural Development Inventory® (IDI®)** |
| | Broaden Student Interest and Participation | *Implementing strategies to recruit, support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.* | **Student Diversity Climate Survey Trauma Responsive School Implementation Assessment** |
| | Develop Students' STEM Thinking | *Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.* | **STEM Education Equity Analysis Tool** |
| Operational Capacity | Build Fiscal Sustainability and Grow Programs | *Addressing Culturally, Linguistically and Economically Diverse (CLED) and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.* | **STEM Equity Program Evaluation Rubric** |
| Stakeholder Engagement | Build the IMSA Ecosystem | *Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners.* | **The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool** |

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# Equity and Excellence Scorecard Assessments

- Intercultural Development Inventory® (IDI®), 1986
  - The Intercultural Development Inventory® (IDI®) assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.

- Student Diversity Climate Survey – developed by Gay, Lesbian, Straight Education Network in 2001
  - The Illinois Mathematics and Science Academy utilizes GLSEN (gay, lesbian, straight, educational network) Climate Survey to collect data on students' experiences at IMSA related to discrimination, biased language and availability and accessibility of supportive resources.

- Trauma Responsive School Implementation Assessment – developed by Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools in collaboration with the Center for School Mental Health in 2018
  - The TRS-IA is an evidence-informed self-assessment that can be quickly and efficiently used to identify trauma responsive programming and policy domains of strengths, as well as areas with greater room for improvement.

- STEM Education Equity Analysis Tool – developed by Great Lakes Equity Center in 2015
  - This self-assessment provides an opportunity to pause and critically reflect on policies and practices, particularly in regard to equity in STEM teaching and learning; this tool in particular invites schools into a self-evaluation of equity in STEM teaching and learning, with an eye toward graduating students who are prepared for and excited about engaging in STEM careers.

- STEM Equity Program Evaluation Rubric – developed by National Alliance for Partnerships in Equity in 2019
  - This rubric is designed to measure the degree to which STEM education programs are inclusive and supports access and success for students who have not historically been engaged in STEM.  The rubric contains eight sections with research-based attributes of high-quality, equitable STEM programs, (a) equity focus, (b) capacity, (c) career connection, (d) instruction, (e) professional development, (g) leadership, (h) community.

- The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool – developed by Association of Public and Land-grant universities in 2020
  - This tool evaluates the actions taken to effectively hire, retain, and support the success of underrepresented STEM faculty. IMSA will utilize this instrument to assess its' STEM faculty diverse talent acquisition practice, focusing on these four core areas:
    - Institutional context - the overarching commitment and investment the campus has made in promoting diversity and inclusion;
    - Faculty recruitment - short- and long-term efforts to bring faculty from diverse backgrounds to campus
    - Transition - the process by which faculty are welcomed and incorporated into campus communities between their hiring and formal initiation of employment;
    - Retention - efforts focused on promoting faculty success and satisfaction that keep them at the institution.

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# IMSA's Equity and Excellence Score = **49.988/100**

*Linear Transformation of Instrument Scores*

| Assessment Name | Overall Score | Instrument's Scale | | Recalculated Score (Out of 100) |
|---|---|---|---|---|
| | | Minimum | Maximum | |
| Intercultural Development Inventory | 97.28 | 55 | 145 | 46.978 |
| Student Diversity Climate Survey | 61.2 | 0 | 100 | 61.200 |
| Trauma Responsive School Implementation Assessment | 2.04 | 1 | 4 | 34.667 |
| STEM Education Equity Analysis Tool | 3.18 | 1 | 4 | 72.667 |
| STEM Equity Program Evaluation Rubric | 2.8 | 1 | 4 | 60.000 |
| The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool | 21 | 0 | 86 | 24.419 |

| | |
|---|---|
| Sum of Scores | 299.930 |
| IMSA Equity and Excellence Score | 49.988 |

# Equity and Excellence Scorecard Aspirations

| IMSA Policy Intermediate Outcome | Assessment | Where others are... | Overall Score | Instrument's Scale | | Aspirational Score | IMSA's Scaled Scores (Out of 100) |
|---|---|---|---|---|---|---|---|
| *Professional Learning* | Intercultural Development Inventory | 85-114/145 (global) - Minimization | 97.28 minimization | 55 | 145 | 115 acceptance | 46.978 |
| *Student Recruitment, Support, Retention* | Student Diversity Climate Survey | 43/100 (national, based on LGBTQ+ students) | 61.2% students safe | 0 | 100 | 75% students safe | 61.200 |
| | Trauma Responsive School Implementation Assessment | 2.01 (CPS Schools) | 2.04 progressing | 1 | 4 | 3.00 mastery | 34.667 |
| *Differentiation* | STEM Education Equity Analysis Tool | Not Available | 3.18 mature | 1 | 4 | 3.5 mature | 72.667 |
| *CLED Student STEM Gaps* | STEM Equity Program Evaluation Rubric | Not Available | 2.8 established | 1 | 4 | 3.3 accomplished | 60.000 |
| *Staff Recruitment, Support, Retention* | The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool | Not Available | 21 | 0 | 86 | 37 | 24.419 |

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# Equity and Excellence Scorecard Strategies and Interventions

| Equity and Excellence Plan Outcomes | Equity and Excellence Strategies | Equity and Excellence Interventions |
|---|---|---|
| *Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.* | Continue to build capacity of IMSA staff, including faculty focused on the practical application of equity-mindedness and cultural competence in teaching and learning. | ✓ Professional Learning by University of Southern California Race and Equity Center<br>✓ Cultural Competence e-Learning course for all staff, developed by the Office of Diversity, Equity, and Inclusion |
| *Implementing strategies to recruit, support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.* | Implement equity-minded educational program for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.<br><br>Implement process to assist CLED and other marginalized students in transitioning into and through IMSA. | ✓ Utilizing the National Science Foundation Indicators of Disparities in Access to Educational Opportunities, develop an access scorecard to be used as part of the admissions review process, as a means to quantify students' lived educational experiences.<br>✓ Create a comprehensive, equity-minded educational program for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.<br>✓ Informed by social-emotional focus groups held with Black, Latinx and LGBTQIA+ students, implement culturally responsive trauma interventions that are equity-minded and differentiated supports. |
| *Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.* | Continue to strengthen pathway for CLED students and broaden the curriculum to include more courses that consider the diversity of cultures, ideas and perspectives that will contribute to meaningful participation in and center the voices of CLED and marginalized students in the curriculum. | ✓ Rejuvenate mathematics problem sets to be culturally relevant and utilizing reality pedagogy, a form of Culturally Responsive Pedagogy, coach the Mathematics faculty on application of respective techniques in their teaching and learning practices.<br>✓ Utilizing Culturally Responsive Education embedded within a sound historical model, continue to build the capacity of English and Social Science faculty to understand culture and how to teach within frames of students' histories, identities and literacies, as well as rejuvenate curriculum through that lens. |

# Equity and Excellence Scorecard Strategies and Interventions

| Equity and Excellence Plan Outcomes | Equity and Excellence Strategies | Equity and Excellence Interventions |
|---|---|---|
| *Addressing Culturally, Linguistically and Economically Diverse (CLED) and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.* | Implement STEM programs designed to achieve racial and gender STEM equity and continue to build upon D-STEM Equity Model by creating a racially-based STEM potential identification protocol and a culturally responsive STEM curriculum. | ✓ Informed by the D-STEM Equity Model assessment and the STEM Equity Program Evaluation Rubric, align pre-existing IMSA programs (PROMISE, CTL, IN2) to create a STEM pre-enrichment pathway that prepares CLED students for IMSA. |
| *Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners.* | Implement process that assists staff, including faculty with transition into IMSA, and retention, by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured. | ✓ Based on the findings from the Institutional Model for Increasing Faculty Diversity and Self-Assessment results, complete the Equity and Excellence in Teacher Recruiting at IMSA guide.<br>✓ Continue to implement a modified version of the Rooney Rule, in that every faculty opening requires interviewing at least two candidates who identify as a Black, Indigenous Person of Color.<br>✓ Create faculty pathway program of faculty development institute, diverse fellows, visiting scholars, faculty exchange, adjunct faculty, student teachers. Establish a process of "cluster hiring" to recruit diverse candidates with interdisciplinary backgrounds.<br>✓ Discuss the creation new faculty/adjunct faculty positions that teach cultural-related studies.<br>✓ Discuss the creation of a professional development program in which members of the Senior Leadership Team and Academic Discipline Teams volunteer or recommend someone from their department to serve as mentors for new employees. |

## Racial Equity Task Force

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Awake to Woke to Work: Building a Race Equity Culture Framework

Content-based Curriculum for Low income and Minority Gifted Learners

Culturally Responsive Teaching: A 50-State Survey of Teaching Standards

Diversity and Equity in Illinois: Responding to the Differences within the Gifted Population

Every Child, Everyday Institute: Culturally Responsive & Sustaining Practices in the Classroom

Equity Literacy Institute

Great Lake Equity Center

Illinois State Report Card

LAYING THE GROUNDWORK Concepts and Activities for Racial Equity Work

Monitoring Educational Equity

Multnomah County Equity and Empowerment Lens

7 Key Steps to Achieve Equity and Excellence

Step up and Lead for Equity

Summary Of Stages of Racial Identity Development by Interaction Institute for Social Change

Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass

The Portland Public Schools Equity & Social Justice Lens