# Congratulations on your promotion! Please sit with your new colleagues.

- **Area Superintendents for Area 1:**
  - **Secondary Principals**
- **Area Superintendents for Area 2:**
  - **Principals for OMES, LMS, RMS, and BES**
- **Area Superintendents for Area 3:**
  - **Principals for CES, DTE, GES, IRA, and VBES**
- **Area Superintendents for Area 4:**
  - **Principals for PIES, SES, TCES, and FES**

# Walk-in Exercise

Individually, jot down as many supports and strategies your school uses to address racial/ethnic, social, and/or socioeconomic inequities in academic or SEL outcome measures.

# Avoiding Symptom → Solution PITFALLS:

Effectively Addressing Educational Inequities
Through Meaningful Root Cause Analysis

September 2019

# AN OVERVIEW

→ Start with the "why."

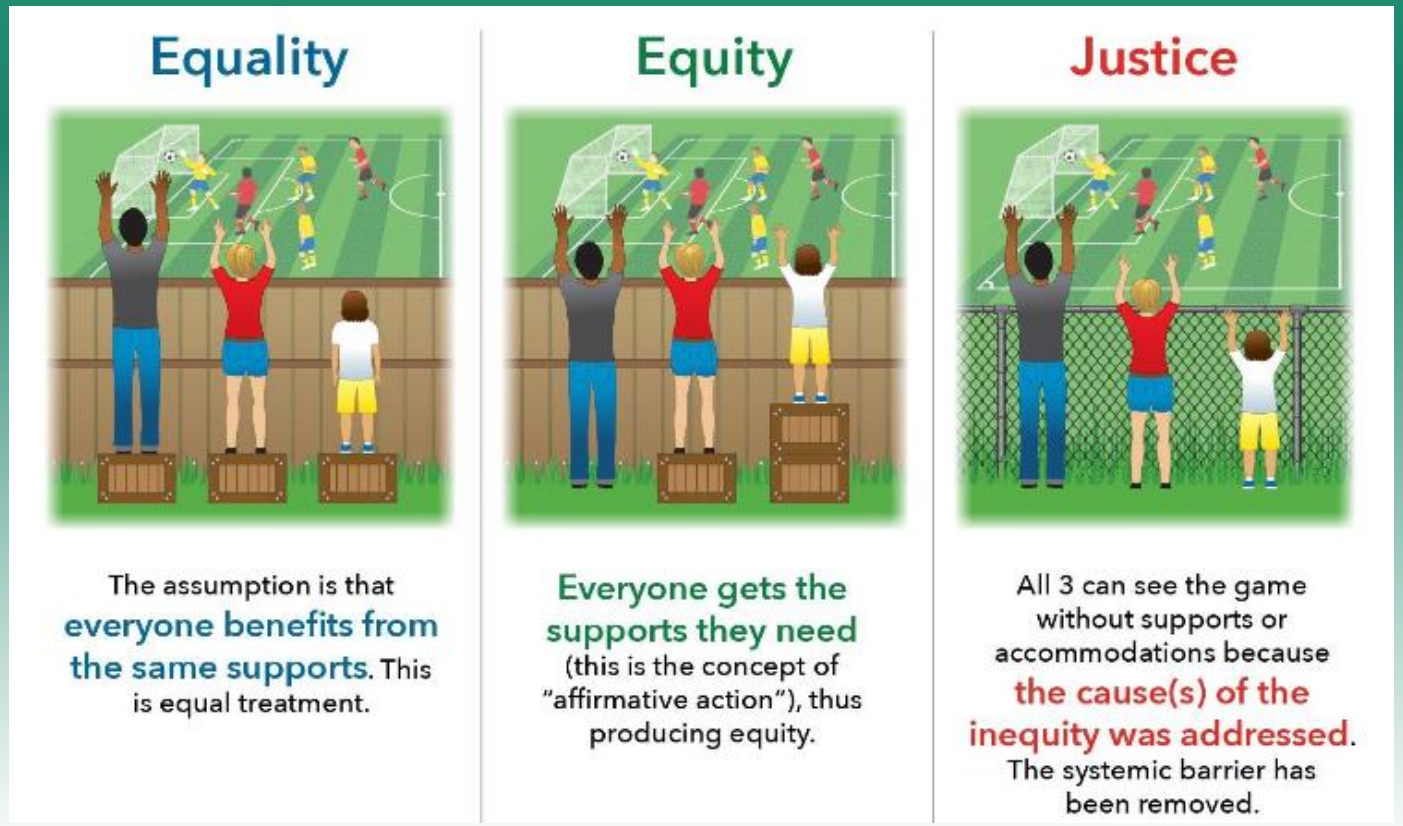
**Education either functions as a system which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity** ***or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world.***

-Paulo Freire, Pedagogy of the Oppressed

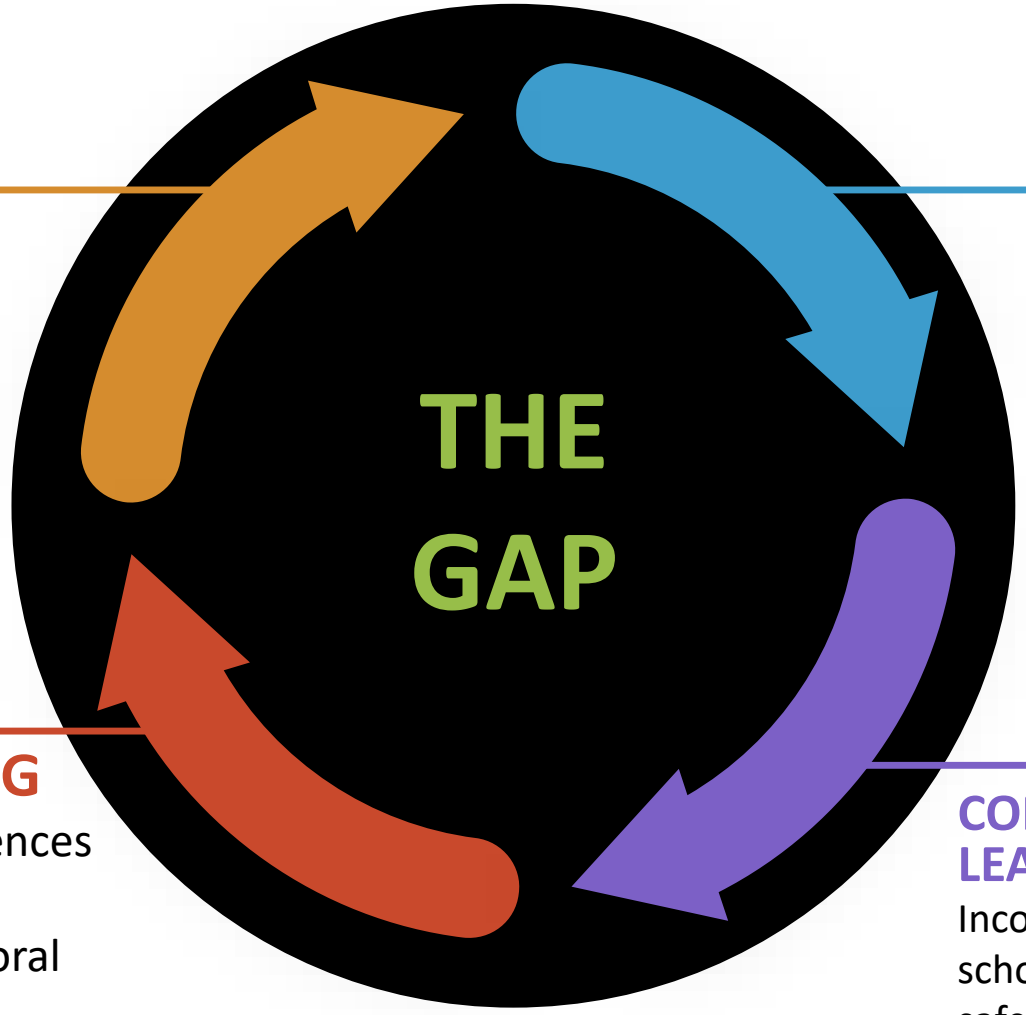
9/12 | [redacted] | Purpose of school

The purpose of school is not just to learn, but to become a better human being. Sure, you also need to know your math and history facts. But the point of school is to gain skills like, compassion, self-awareness, organization, and kindness. That is a teachers ultimate goal.

In education, there is a golden triangle of quantity, quality, and equity. You just can't ignore one, while strengthening others. -Sitaram Yechury



# “Ready for Rigor” Framework for Culturally-Responsive Education




1

## AWARENESS

Acknowledgement & awareness of one’s own cultural lens, sociopolitical positions, and social-emotional responses to diversity.

2

## LEARNING PARTNERSHIPS

Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways.

3

## COMMUNITY OF LEARNERS AND LEARNING ENVIRONMENT

Incorporate cultural components & themes into school settings, use cultural practices to build safe spaces, & implement routines that reinforce self-directed learning.

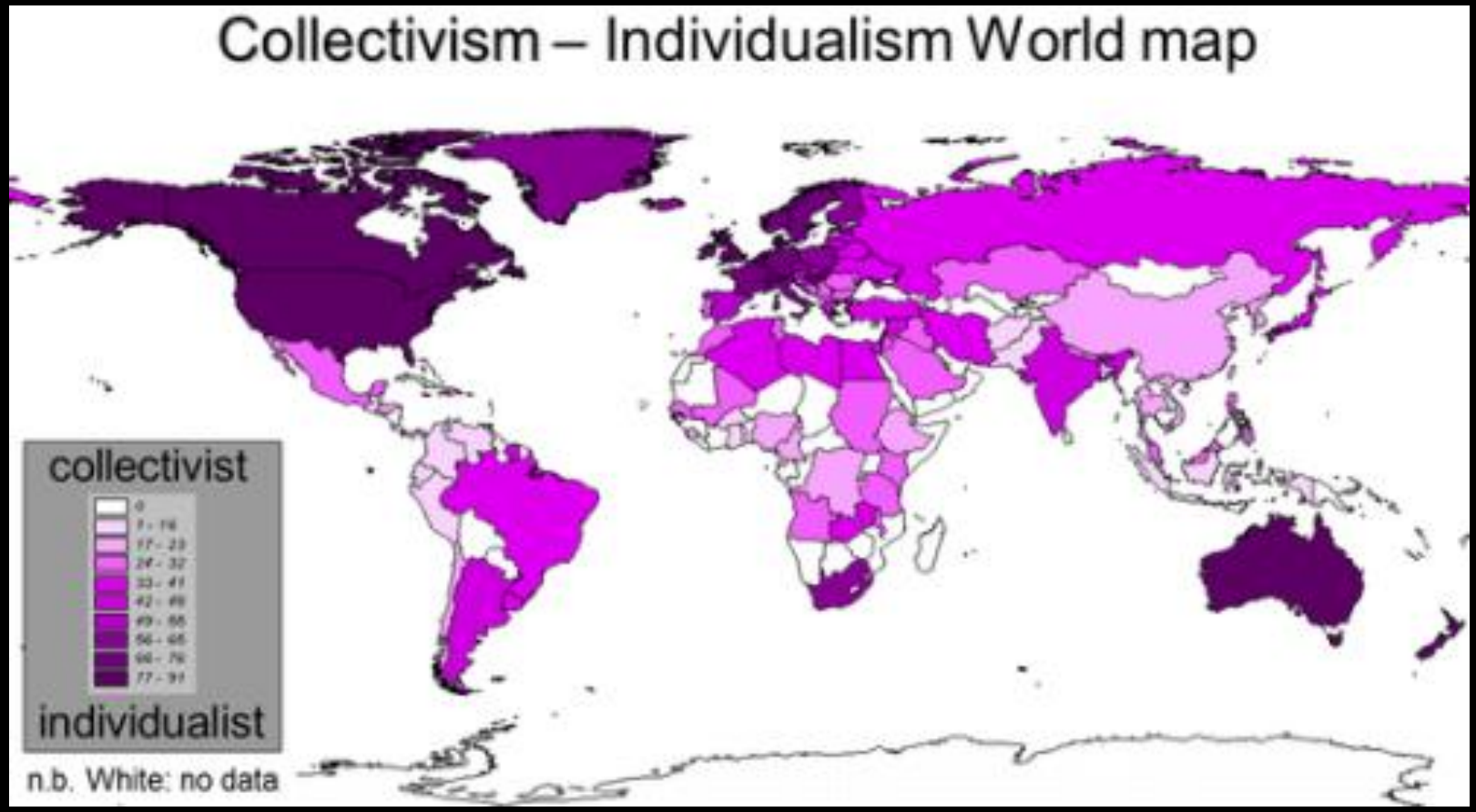
4

## INFORMATION PROCESSING

Understand & build learning experiences that are culturally congruent, & use processing strategies supportive of oral cultures.

Adapted from: Hammond, 2015

# Two cultural archetypes: Collectivism vs Individualism Oral vs Written Traditions



# Two cultural archetypes: Collectivism vs Individualism Oral vs Written Traditions

## Cognition in Oral vs Written Traditions

### Oral Traditions

- All senses are balanced and simultaneous while auditory sense is dominant
- Non-linear thinking
- Symbols and situations
- Phenomenal memory
- Mnemonic devices
- Improvising

### Written Traditions

- Visual sense is dominant (how do you spell it?)
- Logic and analysis
- Categories and classification
- Connected linear sequences
- From easy to difficult; from simple to complex

(McLuhan, 1962)

# Why do we engage in root cause analysis?

**Root Cause Analysis: "The deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction of the symptom." (Preuss, 2003)**

Solutions

Symptoms

Average Daily Attendance
Adequate vs. Chronic Attendance
Habitual Attendance

Classroom Incident Reports (CIR)
Office Discipline Referrals (ODR)
In- and Out-of-School Suspensions
Alternate Discipline Placement

Perceptions of Safety
Perceptions of Bullying
Average Daily Attendance
Student Survey Results
ODR

ATTENDANCE

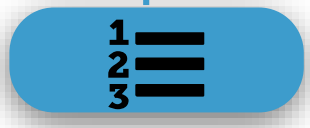
DISCIPLINE

SCHOOL CLIMATE

ACADEMIC PERFORMANCE

SOCIAL EMOTIONAL LEARNING

FAMILY ENGAGEMENT

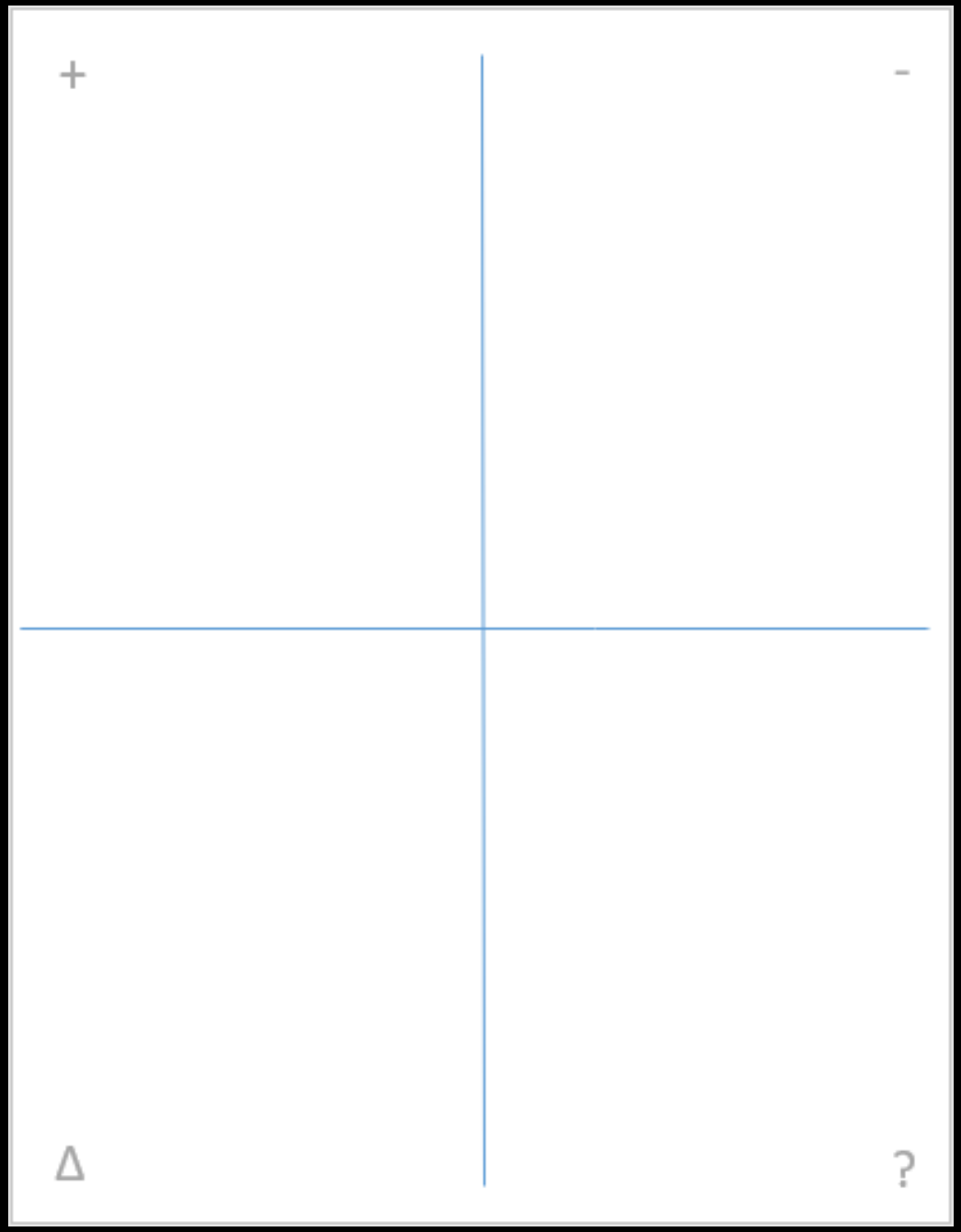


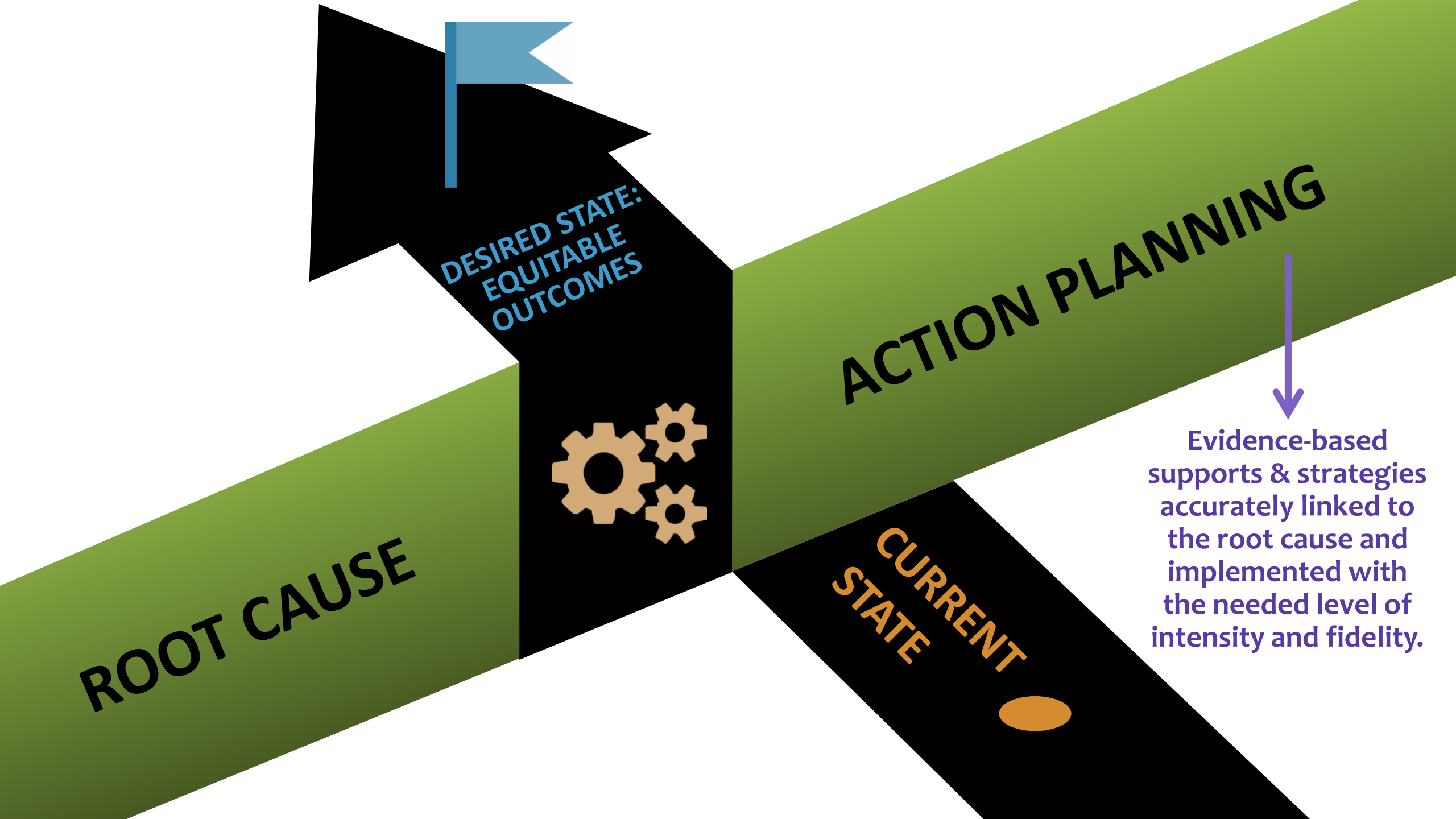
iReady and Achieve 3000
Unit Assessments
FSA, EOC, and FSAA
Exceptional Student Education Identification
Gifted Identification

Panorama Data
ODR and CIR
Average Daily Attendance

Parent Survey Completion Rates
Parent Survey Results
SAC Participation
PTA Participation

# Data “Noticings”




DESIRED STATE: EQUITABLE OUTCOMES
ACTION PLANNING
ROOT CAUSE
CURRENT STATE
Evidence-based supports & strategies accurately linked to the root cause and implemented with the needed level of intensity and fidelity.

# ICEO Root Cause Variable Domains

## Problem Analysis

Instructional Variables to review include:

- Use of data to drive instructional decisions
- Alignment with State Standards/benchmarks
- Pace of lesson delivery
- Variety of modalities, strategies, and structures
- Cognitive Complexity of examples, models, and questioning
- Frequency of interaction to reinforce or redirect student behavior
- Communication of expectations & criteria for success
- Use of research-based lesson delivery model (e.g., explicit instruction, modeling, and guided practice, and independent)
- Sequencing of lesson designs to promote success
- Variety of practice activities

1

## Problem Analysis

Curriculum Variables to review include:

- Alignment with State Standards - Identify content clusters in need of more time and focus
- Scope and sequence of content
- Instructional materials
- Intent
- Arrangement of the content/ instruction within lesson plans
- Stated outcomes for the course of study
- Cognitive Complexity of activities and assessments
- Accommodations, modifications, and extensions of content as appropriate for specific students (e.g., ELL, ESE, high performing)

2

## Problem Analysis

Environmental Variables to consider include:

- Physical arrangement of the room
- Furniture/equipment
- Clear classroom expectations
- Management plans
- Routines and schedules
- Peer interaction, expectations, reinforcement
- Peer and family influence
- School and classroom climate

3

## Problem Analysis

Organization Variables to review include:

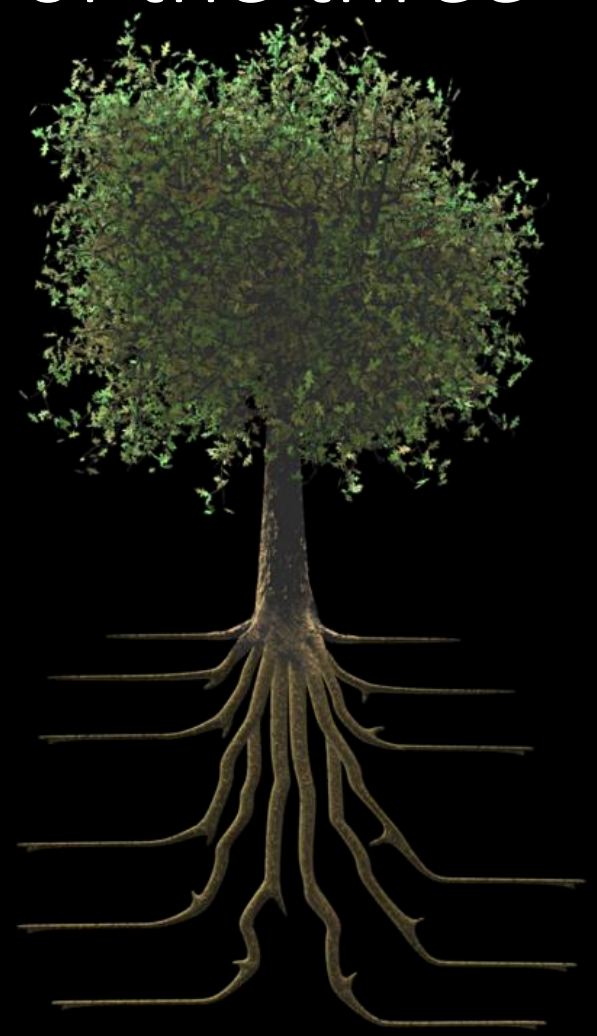
- School Climate
- School Culture
- Leadership Style
- Diffusion of Leadership
- Data Analysis Infrastructure
- Framework of Tiered Supports
- Parental and Community Involvement
- Student Demographics

4

# Modeling Root Cause Analysis

Now your turn. As area superintendents, use the data provided to frame your root cause analysis to identify the primary barrier in each of the three areas:

- **Establish genuine connections & trust with students.**
- **Communicate high expectations while offering novel challenges.**
- **Provide feedback in emotionally intelligent ways.**



# Strategy Crosswalk

| Ready for Rigor Framework<br>COMPONENT 1: AWARENESS<br>Strategy Crosswalk for Culturally Responsive & Inclusive School Settings | | | |
|---|---|---|---|
| **Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.** | | | |
| **Domain** | **Strategy** | **Marzano Element(s)** | **Source/Reference** |
| School Climate | Conduct a self-assessment related to implicit bias. | 55, 56 | Project Implicit, 2001; https://implicit.harvard.edu/implicit/takeatest.html |
| Social Emotional Learning | Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional. | 55, 56 | Stockman & Gray, 2018 |
| Social Emotional Learning | Engage in mindful awareness practices (e.g., mindful breathing, seeing oneself in others, you are not your emotion) to cultivate personal resiliency and well-being, and increased awareness of "the present" in supporting students. | | Srinivisan, 2019; Stockman & Gray, 2018 |
| Academic Performance | Establish an understanding of the primary cultural archetypes and how they impact student learning and performance. | | Srinivisan, 2019 |
| School Climate | Engage in self-reflection related to personal, cultural, and linguistic assets; as well as, personal prejudices and biases and how this impacts one's emotional, social contexts, and identities. | | Srinivisan, 2019 |
| School Climate | Practice self-compassion, which includes the accurate assessment and acknowledgement of personal strengths and areas of growth, while supporting the importance of self-care and resiliency. | | Stockman & Gray, 2018 |
| School Climate | "Set an intention" for the day which explicitly outlines which virtues or characteristics we would like to promote in ourselves as educators. | | Stockman & Gray, 2018 |
| Social Emotional Learning | Incorporate routines, strategies, or practices which support the expression of gratitude and appreciation. | | Stockman & Gray, 2018 |
| Choose an item. | | | |
| Choose an item. | | | |

# Action Plan

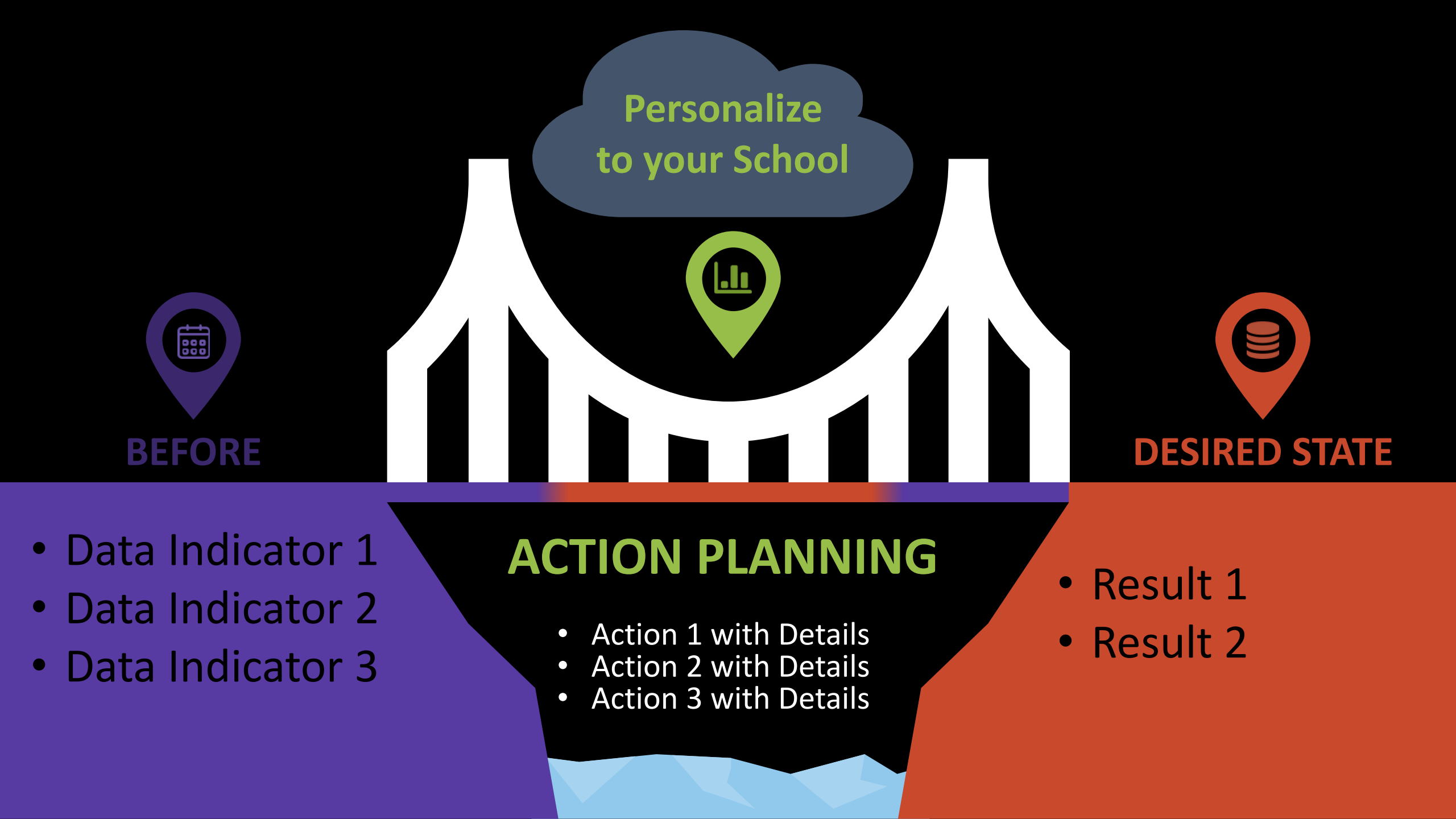
Root Cause:

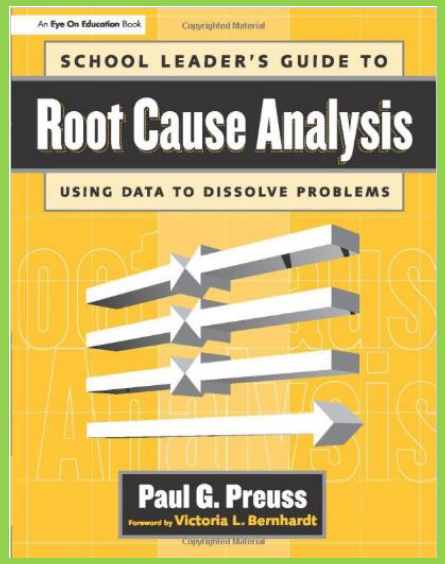
Key steps to bridge the GAP

Using the crosswalk and drawing upon your expertise as Area Superintendents, develop an action plan for your Area that utilizes evidence-based supports & strategies accurately linked to the root cause your team identified. Include adequate checks to ensure the supports and strategies are implemented with the needed level of intensity and fidelity!

## Action List

1. Support & Strategy
2. Implemented with intensity!
3. Implemented with fidelity!


Personalize
to your School
BEFORE
DESIRED STATE
ACTION PLANNING
• Data Indicator 1
• Data Indicator 2
• Data Indicator 3
• Action 1 with Details
• Action 2 with Details
• Action 3 with Details
• Result 1
• Result 2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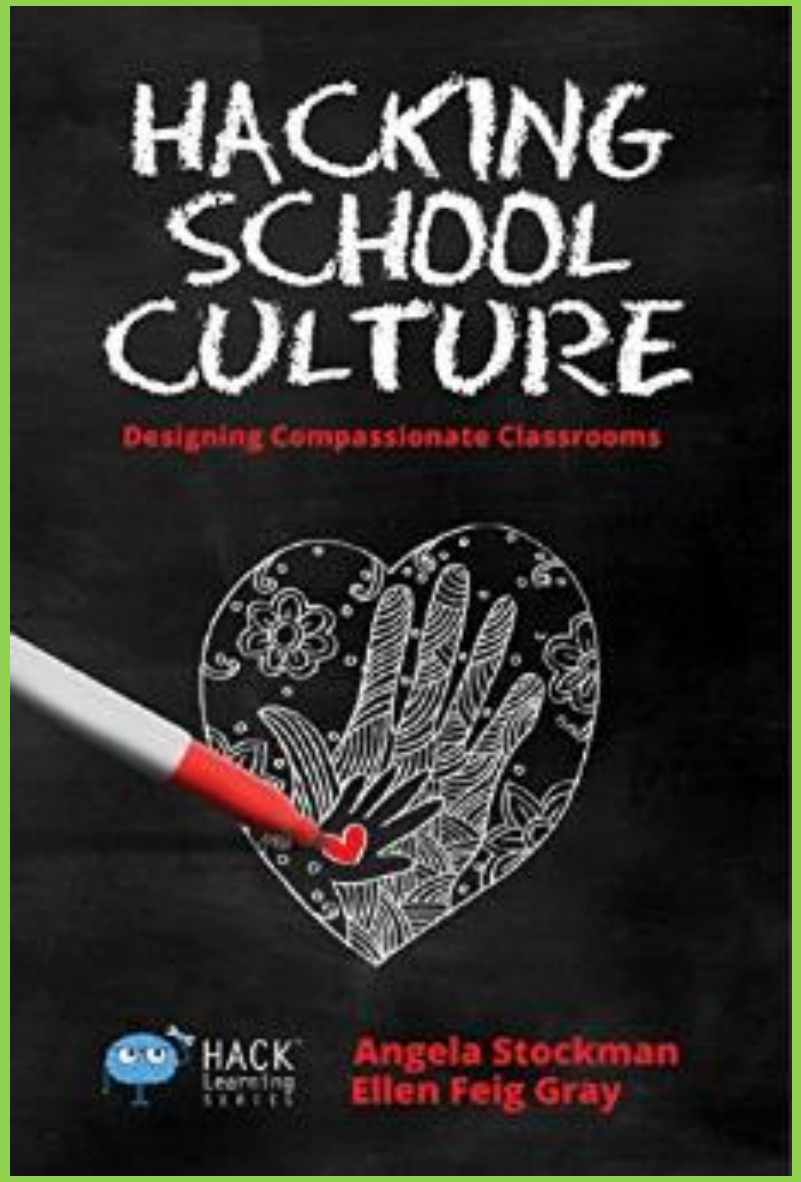
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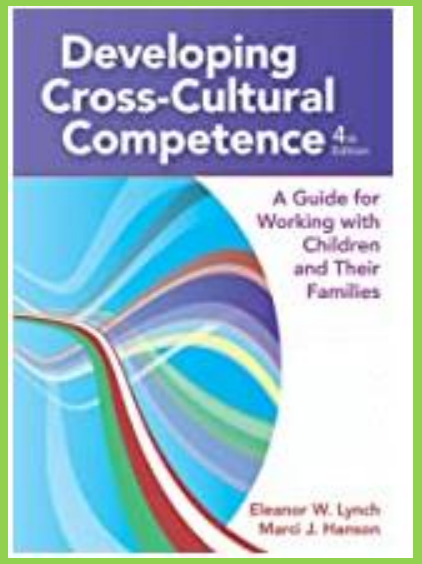
Designing Compassionate Classrooms
HACK Learning Series
Angela Stockman
Ellen Feig Gray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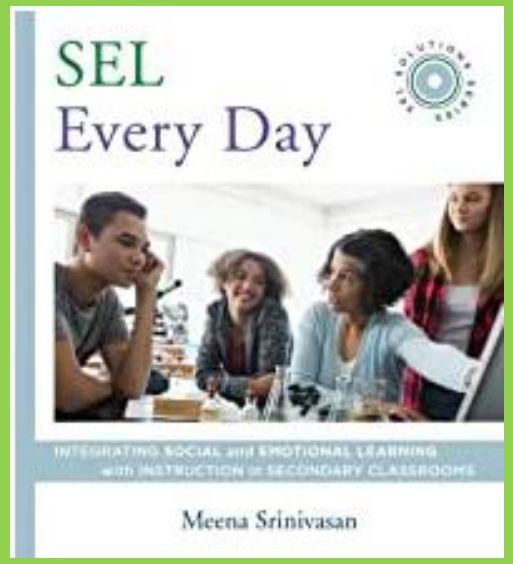
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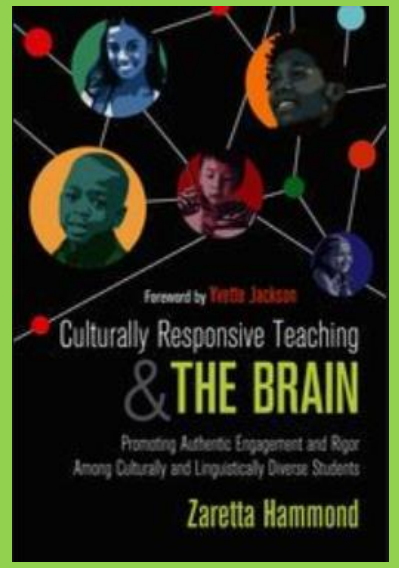
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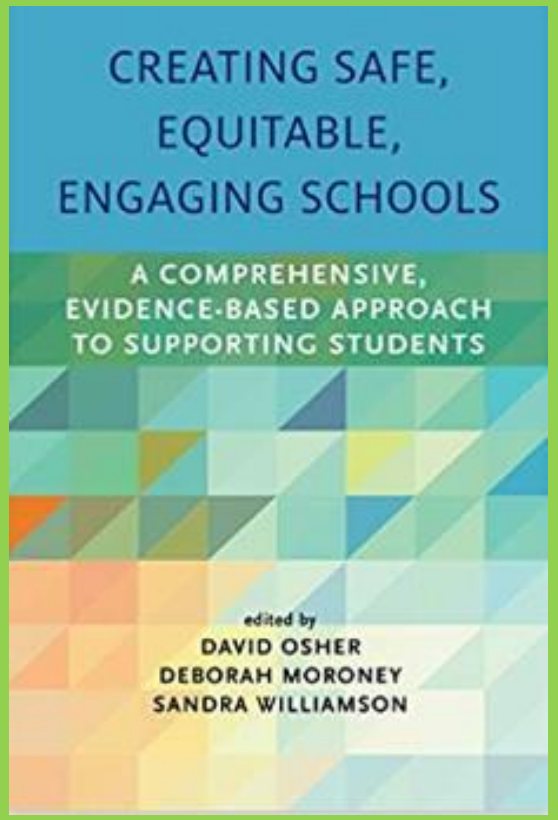
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edited by
DAVID OSHER
DEBORAH MORONEY
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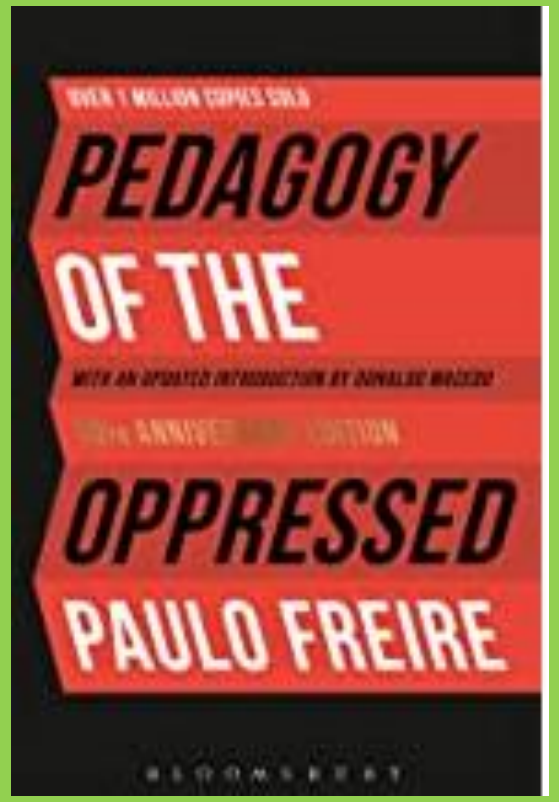
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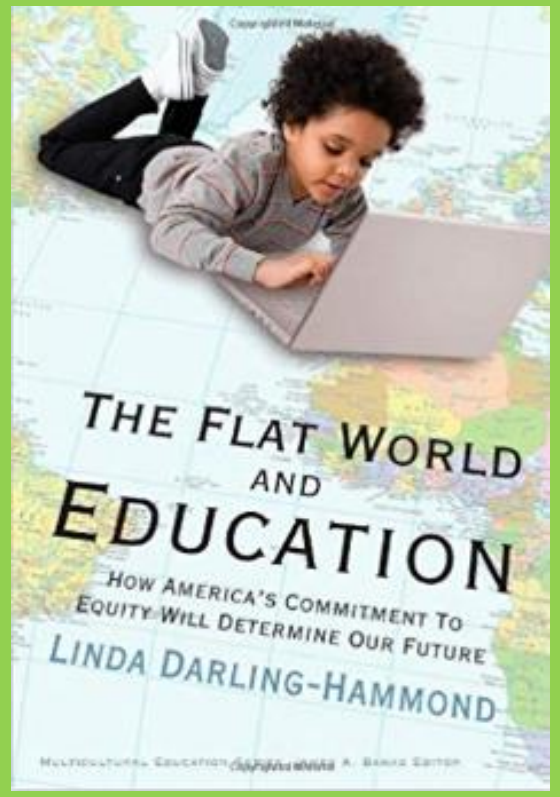
PAULO FREIRE
BLOOMSBURY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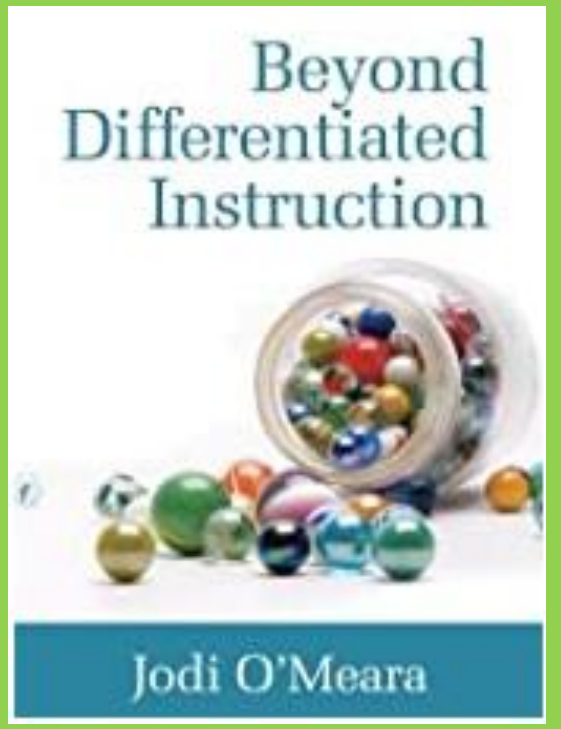
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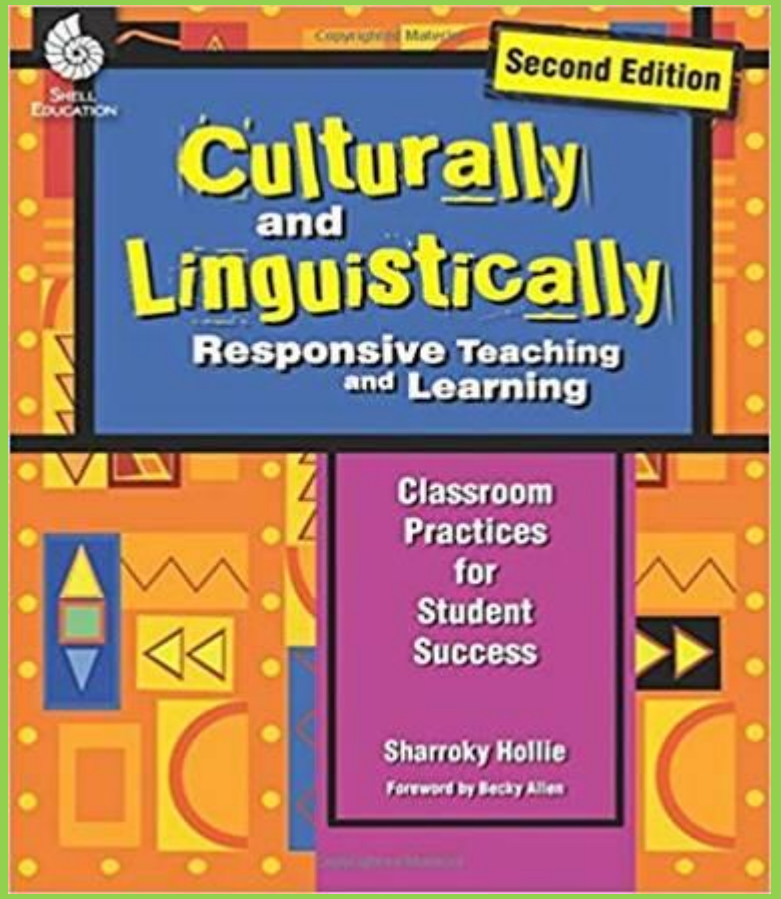
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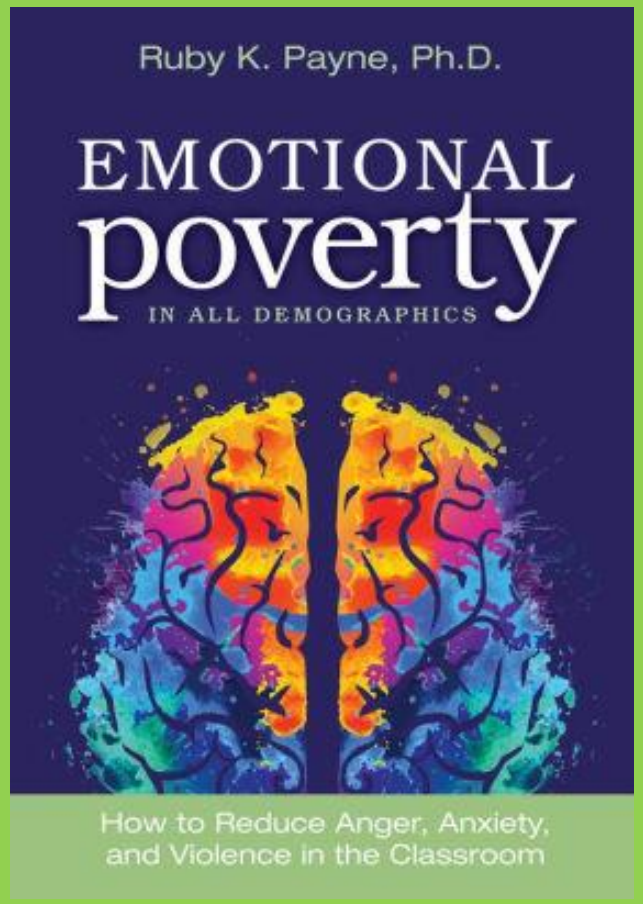
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IN ALL DEMOGRAPHICS
How to Reduce Anger, Anxiety, and Violence in the Classroom

To achieve greatness,
start where you are,
use what you have,
do what you can.
-Arthur
Ashe