

WELCOME!

The Webinar will begin shortly.

Tips:

- Be sure your audio is turned on.
- When the webinar begins you will have the option of using the "chat" feature to communicate with the host and technical support.
- From the drop-down menu at the bottom right corner of your screen, be sure to click the option "Q & A to all participants" for all content-related questions and/or comments.





RIDESVIRTUAL COMMUNITY WEBINAR

MARCH 7, 2019

4:00 PM PST/ 7:00 PM EST

HARVARD



GRADUATE SCHOOL
OF EDUCATION

AGENDA OVERVIEW

7:00-7:05pm: Welcome & Introductions

7:05-7:10pm: Overview of RIDES

7:10-7:15pm: Navigating the RIDES website & resources

7:15-7:45pm: Addressing the Problem of Practice

7:45-8:00pm: Questions, answers and Next Steps

8:00-8:30pm: Additional Q&A and discussion



Objectives for today's webinar:

- Provide an overview of the HGSE RIDES program
- Create an online learning community to reimagine integration, learn with and from others doing the work of equity
- Share resources and practices that can improve efforts to successfully integrate schools, educate and graduate all students
- Reflect on and learn how to engage and cultivate students as equity agents in integrated schools
- Build individual and collective knowledge, will and skill to be more effective in our work of educational equity and excellence

OUR VIRTUAL COMMUNITY



REQUESTED NORMS

- Stay engaged- during the webinar and over the course of the series
- Seek clarification
- Share your knowledge, resources and experience
- Experience discomfort, and stay in it
- Expect and accept non-closure
- Be willing to do the work



Problem of Practice:

How can we engage and cultivate ***students to become equity agents*** when many school efforts to increase equity treat them as subjects of improvement efforts designed and implemented by adults?



REIMAGINING
INTEGRATION
Diverse and Equitable Schools



**HIGH
SCHOOL**
of
**FASHION
INDUSTRIES**

Dr. Lee Teitel



Faculty Director

HARVARD



GRADUATE SCHOOL
OF EDUCATION

RoLesia Holman



RIDES Webinar Manager



OUR ESSENTIAL QUESTION

How do we support ***students as equity agents*** in integrated schools?



REIMAGINING
INTEGRATION
Diverse and Equitable Schools

Who we are

West High School:

Andres Fajardo, Senior

Amira Nash, Teacher

Circe Stumbo, Equity
Coach (West Wind
Education Policy)

RIDES/Rounds:

Lee Teitel, Director

High School of Fashion Industries:

Rukaiyaa Arssath,
Junior

Ocean Hardwick,
Junior

Derek Stampone,
Teacher



Plan for our session

- Description of the Three-Day Intensive and what plans came out of them at each school
- Impacts of involvement on
 - students
 - teachers
 - schools
- Challenges and opportunities in engaging students as partners in equity work
- Discussion



REIMAGINING
INTEGRATION
Diverse and Equitable Schools

RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, that seeks these outcomes:

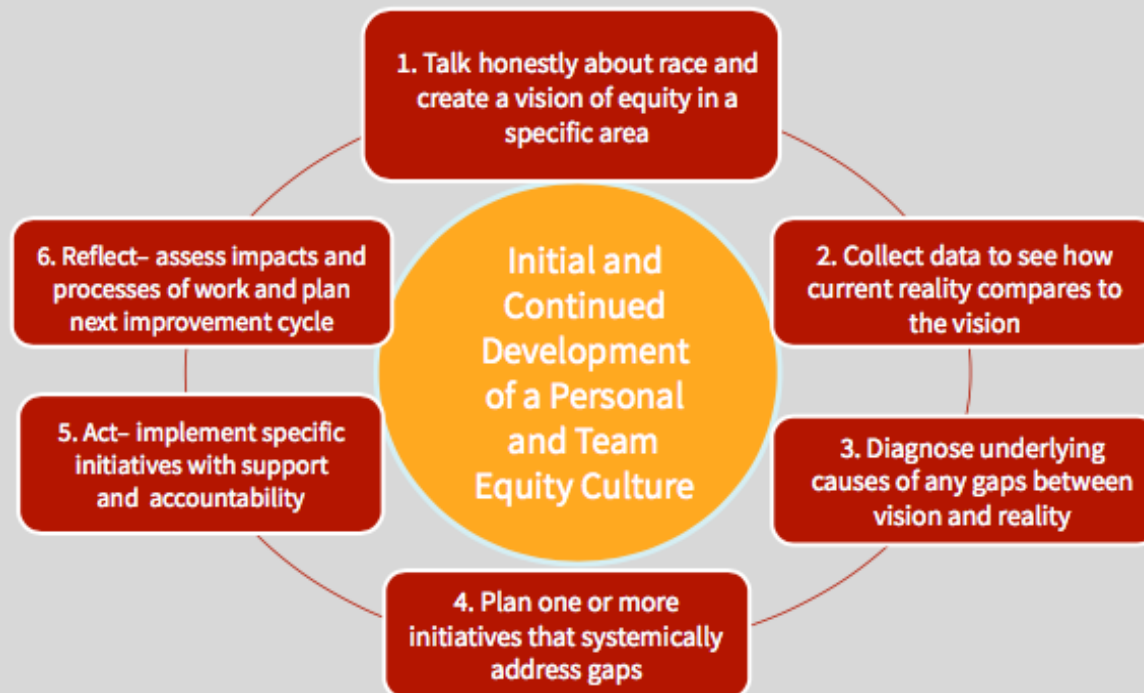
- **Academics**
- **Belongingness**
- **Commitment to dismantling racism and oppression**
- **Diversity**



REIMAGINING INTEGRATION

Diverse and Equitable Schools

The RIDES Equity Improvement Cycle helps sites
1- develop a Personal and Team Equity Culture and
2- then guides them through six recursive steps:





REIMAGINING INTEGRATION

Diverse and Equitable Schools

The RIDES Three Day Intensive, jump-starts the first four steps of the cycle and can be done with students as partners.

Today's webinar includes students and staff involved in two recent Three-Day Intensives:

- West High School, Iowa City, Iowa, December 2017
- The High School of Fashion Industries, New York City, November 2018



REIMAGINING
INTEGRATION
Diverse and Equitable Schools

Demographics

West High

1,600 <u>stdnts</u>	60% white	40% <u>stdnts of color</u>
92 teachers	92% white	8% <u>tchrs of color</u>

High School of Fashion Industries

1,600 <u>stdnts</u>	5% white	95% <u>stdnts of color</u>
90 teachers	85% white	15% <u>tchrs of color</u>



Participants

WEST

- 14 West High teachers
- 1 West High guidance
- 4 West High admins
- 8 West High students
- 3 district admins
- 4 West Wind coaches
- 2 from Iowa Dept of Ed

FASHION

12 HSFI teachers
12 HSFI Students
3 school administrators
3 from central office
3 from HS Supt's office

West



Fashion





Main Activities on Day One

- Build community, trust, and some common understandings about race, equity, and how we would work together within the group
 - Shared reading
 - Personal stories
 - Conversation with other students partnering on equity and teachers
 - Norms, including “no rank”
- Develop a vision of what equitable and diverse classrooms would ideally like at WHS
 - focusing on the “instructional core” -- teachers, students, content
 - visioning work in small groups of students and teachers

West



Fashion

Role of teachers in an equitable classroom

- encouraging more students to participate and share ^{their best experiences}
- Convey high expectations through personal experience and/or connections.
- Have a heart to heart with students who are struggling + encourage them to be "better".
- Being deliberate about considering students' preferred pronouns or name.
- Representation of students in the classroom decor.
- Empower students through CRT.
- Motivate students with different learning styles ^{stay on task}.

STRATEGIES/PRACTICES & ACTIVITIES

- LESSONS ARE ALIGNED N. AIA/LE
- GOALS/OBJECTIVES + LEARNING
- WHY ARE WE LEARNING THIS?
- IN DEPTH CONNECTIONS
- AUTHENTIC/REAL
- OFF SCRIPT?
- ASSESSMENT
- STANDARD
- FORMAL STANDARDIZED TESTING
- SEQUENCE OF CONTENT WITH INSTRUCTION

*STRATEGIES:

- PROCESS
- CONCEPT
- FOCUS ON STUDENT
- COMMUNICATION & CONSISTENCY
- ENGAGE STUDENTS WITH CULTURAL
- ETHNIC CONTENT (EX. JUANITA HAS 3 APPLS. IN NAME PLACES (a, t, c) YES!

- ## Students
- = SAYING PRONOUNS - STUDENTS SPEAK UP TO RESPECT PRONOUNS (WITH TEACHER SUPPORT)
 - ✓ OPPORTUNITY TO DISCUSS 'TABOO' SUBJECTS & PRONOUNS, PRIVILEGE
 - ✓ STUDENTS INFORMED ABOUT THESE TOPICS
 - ✓ IT-TO-STUDENT SAFE SPACES / BUILDING TRUST BETWEEN STUDENTS
 - ✓ BUILD COMMUNITY IN A CLASSROOM / JUST TALKING
 - ✓ HAVE A TEACHER THAT CARES ABOUT SOCIAL-EMOTIONAL COMPONENT - NOT JUST A COMPLIANCE ITEM (CHECK IT OFF)
 - NOT FORCE PARTICIPATION - SPEAKING PRESENTATION
 - ✓ ALLOWED TO PARTICIPATE IN DIFFERENT FORMS
 - 7 MORE STUDENT-LED DISCUSSIONS

- INTRO/ED
- RACE & ETHNICITY
- TESTING
- EXPLAINS
- LOGICAL SEQUENCING
- PROGRESSION OF LEARNING
- HONORS for all

Day Two

- Reviewed the vision and articulated “Look-for’s” (West)
- Observed classrooms

* Students Actively engaged in Learning process:

- Equal opportunities to speak
- Students get to be experts
- Students listening to each other
- Students comfortable asking questions & admitting confusion.

* Students integrate themselves

- courses
- groups
- seats

* Students feel comfortable raising issues outside of the curriculum

* Student to Student Communication Reflects that they:

- disagree respectfully
- take risks w/o fear of judgement
- challenge each other
- hold each other accountable
- are a community

Instructional Practices + Motivation

Faculty racial make-up

Classroom community environment

- ① Teacher fosters a classroom environment where students feel safe, respected + included, as seen in:
 - teachers use students' preferred names + pronouns.
 - affirmation for all students.
 - establish norms to prepare students for difficult convos
- ② Teachers are skilled to facilitate + are willing to embrace discussions about race.
- ③ Teacher discipline
- ④ Teachers and active implicit b
- ⑤ Teachers a in providing + enriching
- ⑥ Teachers practices that engaging +
- ⑦ The School staff are repr of the broader



REIMAGINING INTEGRATION

Diverse and Equitable Schools

Look-Fors West



INTERACTIONS w/ OTHER STUDENTS

- Challenge, complement, complicate class
- invites other perspectives

OWNERSHIP of LEARNING

- When students ask questions (challenge + self, ask others + themselves)
- Students take correction between content + class

Respectful communications

- Balance between teachers and students
 - Students answer each other questions
- ### Informed equity practices

- Affirming students from all backgrounds
- Teachers are modeling "Brave" behavior
 - overt discussions on race
 - Establishes group norms

Attentive to student needs

- Classroom is welcoming
- modifies tasks

① Students initiate conversations with each other, have positive body (and teachers) language, being able to participate without hesitation

② Students in diverse groupings are interacting, students engage in dialogues with other students

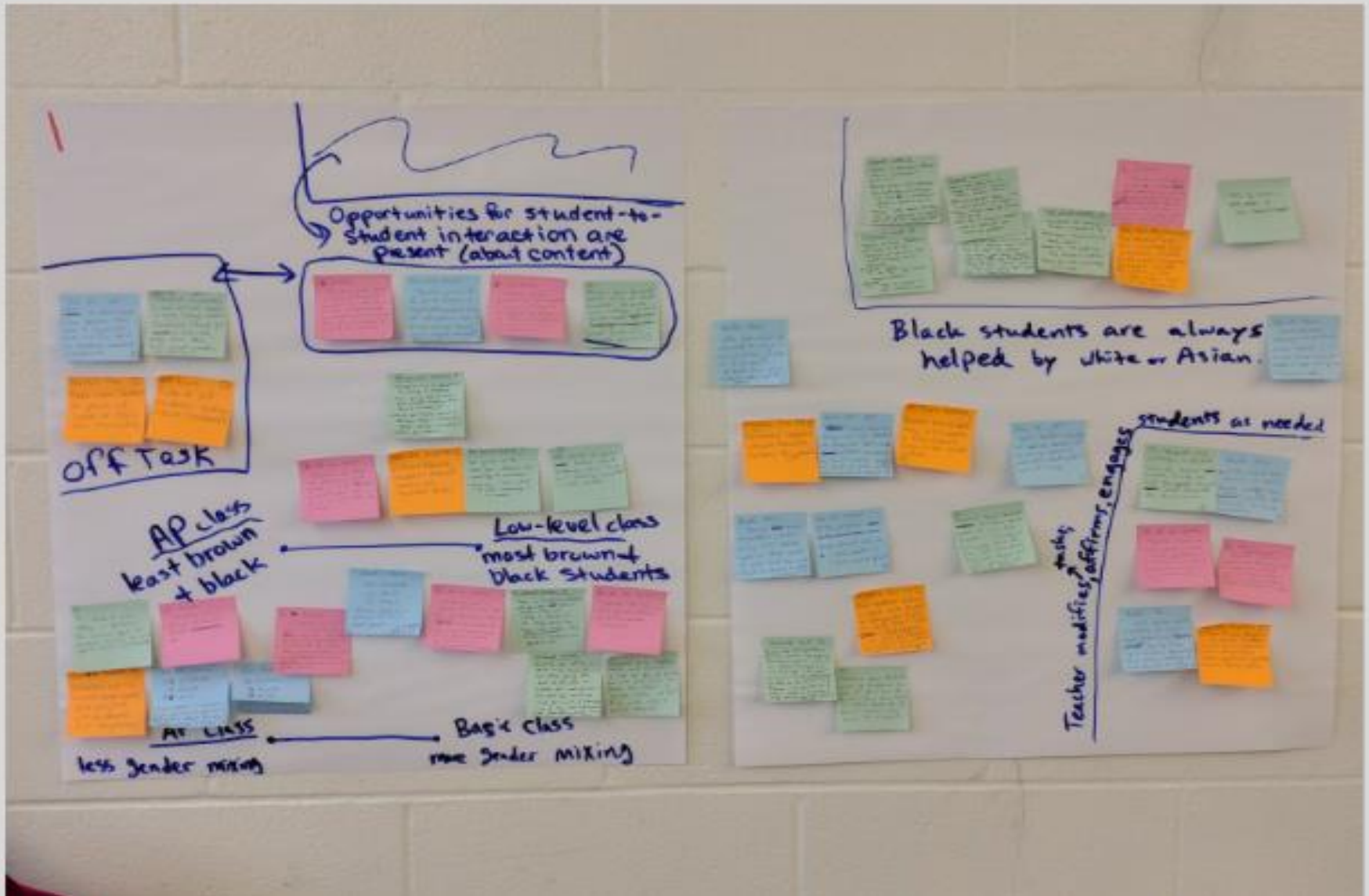
③ Apply experiences to content being taught in class



Observation Practices

- Visited about 25 classrooms
- Individually identified key observations (specific and descriptive data) and wrote data on sticky notes
- Groups selected 10 pieces of data
- Examined the “evidence” to identify high-leverage patterns

West



West

ID'd High Leverage Themes: Building-wide patterns that, changed, could improve equity & student learning





High-Leverage Patterns

West High

1. Classes are racially disproportionate
2. Students are segregated by race and gender
3. Students of color not connecting with the teacher, the material, or other students
4. Teacher-centered classrooms had low levels of student engagement

Fashion

1. Classrooms and public spaces lacked cultural relevance for our students
2. Classes did not provide opportunities for young men of color to think critically
3. Teacher centered classrooms lacked norms, or evidence of student input on the creation of norms
4. School community lacks student leadership & empowerment opportunities

Fashion

HSFI "Vision of Equity" in the classroom

- 1/3 classrooms had a clearly defined/rigorous aim
- 2/3 had no norms posted
- 2/3 classrooms were teacher-centered (T's dominated the discussion)
- 2/3 classrooms had low level questioning (short 1 word responses)
- 2/3 had multicultural room decor (ex. flags from 17 countries)
- 2/3 classes used the phrase "you guys" for largely female student body
- 2/3 classes students engaged in work-related activities

STUDENTS

Teachers

Curriculum

Cuing up your questions

In a minute, we will shift to discussion, with an emphasis on impacts on students, teachers and the schools.

Please start using the chat box (chat to everyone) to post some questions or wonderings that you have for the panel.



Day 3

- Worked in small groups to dig below the surface to understand these patterns
- Developed plans to address the pattern
- Planned next steps to connect with the rest of the school community
- Reflected on experience

Fashion

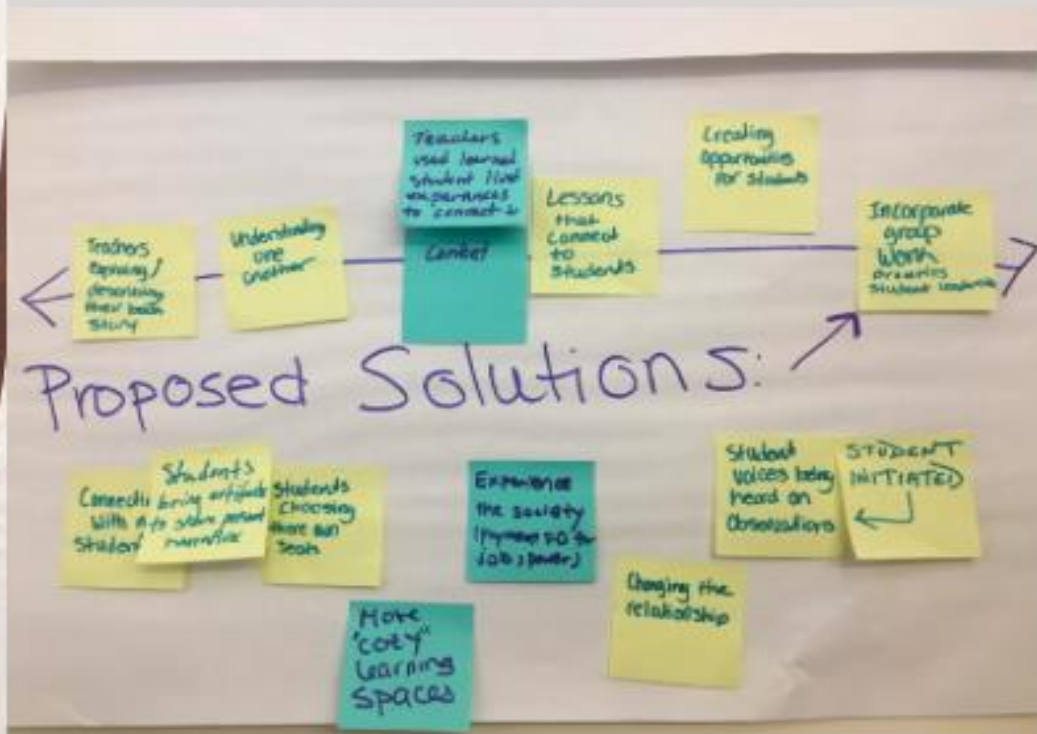
2
Boy

Idea: Re-imagining Boy's Group

- Collect data (surveys, interviews)
- Take inventory of what resources and activities are already here
- Develop a plan for B.G. based on what we learn about student needs.
- Figure out student leadership and staff/teacher leadership.
- Determine operational needs and constraints.
- Research successful initiatives at other schools/in the community

Reimagining Boy's Group

- Basketball
- Board games
- Community service
- Gardening
- Reading
- Sports
- Video games
- Writing





REIMAGINING
INTEGRATION

Diverse and Equitable Schools

Impact



CLOSING COMMENT EXCERPT

THE POWER OF STUDENT VOICE





Impact of Having Students in the Rounds

- On students
 - Andres, Rukaiyaa, Ocean
- On teachers
 - Amira, Derek
- On schools
 - West High, Fashion High

Advice: Intentionally attend to the regularities of school

- Check Your Habits
 - *We forget to include students as participants; we don't think to include students as leaders or presenters*
- Make Changes to Your Routines and Structures
 - *e.g., standard meeting agendas*
 - *Remember that we typically do business through meetings among adults, run by adults. These meetings are regular, already on the calendar, and are our default.*
- Be Careful that Interruptions Don't Stop the Work
 - *Construction example at West High*

QUESTIONS OR COMMENTS?

Q & A

HARVARD



GRADUATE SCHOOL
OF EDUCATION



REIMAGINING
INTEGRATION
Diverse and Equitable Schools

RIDES RESOURCES



ABOUT ▼ RESOURCES RIDES INSTITUTE ▼ FELLOWSHIP ▼ EVENTS ▼ BLOG CONTACT

RESOURCES

ABCDs

[Systemic Improvement Map](#)

1. Student

2. Teacher

3. Curriculum

4. Family & Community
Partnerships

5. Culture

6. Systems & Structures

7. Leadership

ABCDs

The desired outcomes for diverse and equitable schools can be summarized in four categories. RIDES helps schools achieve the ABCDs through coaching, as well as collecting promising practices on the Resources section of our website.

[Academics](#)

All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

[Belonging](#)

All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

[Commitment to dismantling racism and oppression](#)

All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

[Diversity](#)

All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from different racial and economic backgrounds



White Paper on Students

Students

The role of students in segregated, desegregated, and integrated schools.

Student-centered learning

- [Student-Centered Learning How Four Schools Are Closing the Opportunity Gap](#)
 - Learning has shifted from teacher-centered and what is mostly convenient for educators to focusing primarily on what will actively engage students.
- [Lifting Up Our Kings: Developing Black Males in a Positive and Safe Space](#)
 - The African-American Male Achievement (AMA) is lifting up African-American male students in Oakland Unified School District and has received national attention for their success in improving the academic, social and emotional development of this subgroup of students. Read about their exemplary work in this Voices in Urban Education article.
- [Learn about Youth Participatory Action Research](#)
 - This resource provides a training to develop students' competency to conduct research to improve their lives, schools and communities. This practice is especially useful for students who are experiencing racial, classism, ableism and other forms of discrimination.



REIMAGINING INTEGRATION

Diverse and Equitable Schools

[An Equity Toolkit for Inclusive Schools: Centering Youth Voice in School Change](#)

Approaches and Strategies:

Our research highlights practices of student voice and involvement, which has made a difference in their local school, districts and communities. For teachers and students who want to develop student leadership and civic engagement, here are some tools and practices to activate students' voices and organize for equity.

Pedagogy to Activate Student Voices

- [Let's Talk About Race](#)
 - This is a video made by students sharing their perspectives about addressing race in conversation. Students share norms and approaches for having these conversations in a skillful and respectful manner.
- [Helping Whites Develop Anti-Racist Identities: Overcoming Their Resistance to Fighting Racism](#)
 - Dismantling racism is everyone's responsibility in schools and the larger community. Oftentimes, as whites start their individual and collective identity development, the process is rife with denial, resistance and conflicting emotions. This article addresses Whiteness as a strategy for the development of anti-racist identities and combating racism.
- [The Chinese Students Fighting Racism - BBC News](#)
 - Intolerance to students' race and background exists across multiple subgroups. In this video Chinese students at Columbia University fight racism by explaining the meaning behind their names when their school was vandalized and they decided to take action to educate others about their culture.

Student-centered learning

- [Student-Centered Learning How Four Schools Are Closing the Opportunity Gap](#)



REIMAGINING INTEGRATION

Diverse and Equitable Schools

RIDES's Systemic Focus

Stakeholder Groups in RIDES Systemic Map	Resources with a lens for diversity, equity and inclusion	A* B* C* D *A-academics *B-belongingness *C-commitment to dismantling racism *D-diversity
Teachers	Educator Competencies for Personalized, Learner-Centered Teaching	A
Students	White Students Reflecting on Whiteness: Understanding Emotional Responses Youth and School Reform	A; B; C; D
Family and Community Partnerships	Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children	A; B; D
Leadership	Leadership Competencies for Learner-Centered, Personalized Education	A; C
Culture	How to Fight Racism in Your School	B; C; D
Systems & Structures	In Pursuit of Equality: A Framework for Equity Strategies in Competency-Based Education	A; B; C; D



AN EQUITY TOOLKIT FOR INCLUSIVE SCHOOLS: CENTERING YOUTH VOICE IN SCHOOL CHANGE

Centering Student Voice in Inclusive Schools

Collaborating with Adults

Transforming Descriptors	Where do adults/youth see evidence of this descriptor (school wide, in certain classrooms, in certain subjects)?	Who is represented and not represented in this practice?	Which of these descriptors are equity priorities (rate as low, moderate, or high priority area)?
Students have opportunities to identify equity issues impacting their educational experiences without adult censorship.			
Students have opportunities to work with adults to learn more about the issues they identify.			

Building Capacity for Leadership

Transforming Descriptors	Where do adults/youth see evidence of this descriptor (school wide, in certain classrooms, in certain subjects)?	Who is represented and not represented in this practice?	Which of these descriptors are equity priorities (rate as low, moderate, or high priority area)?
Students are actively involved in school improvement meetings.			
Adult facilitators support youth in developing the capacities to address the issues they identify (e.g., research methods, dissemination strategies).			
Historically marginalized youth have opportunities to re-engage in their education through leadership and civic engagement rather than over-relying on academic			

Mapping Youth Voice at School

Recommended tools: Paper copies of the school map, color-coding dot labels in assorted colors, pens/pencils

Youth can create individual maps, work in pairs (social peer groups), or in small groups to map their school. The following coding system can be used to map student voice in your school, but you can also add your own categories:

	Where do I feel that school adults care about my ideas and opinions?
	Where do I feel like I can express my opinion even if it is different from adults' opinion?
	Which students are most respected or listened to in different parts of the school? You can label the dots with different student groups by race, ethnicity, sexual orientation or gender identity, ability differences, sex, or income. Ex: LGBTQ might be placed on a sticker in Ms. Smith's class because of a LGBTQ after school club.
	Add your own category. For example, are there places in school where some students are really listened to and others are not?

Next Steps:

- *Visit* the RIDES website and review a few of the resources introduced today, and others
- *Select* a practice, resource or idea you heard from today's webinar and presentation, share and discuss it with students and colleagues
- ***Commit*** to a practice, behavior or action, a shift in thinking about doing this work differently...something that you will explore before the next webinar
- *Share* your action, tell us how it went and questions you have on our shared google doc [here](#). (Also, see *link in chat box.*)

Expand our Virtual Community



- Why?** We are a community of learners, so let's learn with and from each other about RIDES and the work happening in integrated school communities all across the country.
- Who?** You, your school team, coaches, organization, all are welcome!
- What?** Topics will include RIDES's ABCDs, Problems of Practice, resources and strategies for improvement, discussion, and more.

OUR VIRTUAL COMMUNITY

For each topic, we will provide resources and then discuss examples of promising practices. The next session will be...

When? April 4

Problem of Practice: Creating a sense of belonging with ESL, refugee, immigrant, and undocumented students

Domains: **Belonging, Diversity**

Where? Anywhere you are and can get connected to the internet from a laptop, iPad, mobile phone or other device.





REIMAGINING
INTEGRATION
Diverse and Equitable Schools

FUTURE WEBINAR DATES & TOPICS:

April 4	<i>Problem of Practice:</i> Creating a sense of belonging with ESL, undocumented, refugee, immigrant students
May 9	<i>Problem of Practice:</i> Discipline disparities in integrated schools



THANK YOU FOR ATTENDING!

**LOOKING FORWARD TO RECONNECTING
ON APRIL 4**



ADDITIONAL

QUESTIONS AND DISCUSSION



THANK YOU FOR ATTENDING!

HARVARD



GRADUATE SCHOOL
OF EDUCATION