

Riverside County Office of Education Excellence and Equity Conference



“If I tell you, will you do something?”
Valuing the voice of our students to implement Equity

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10 MTSS Strategies to Address Learning and Behavior for Equity, Diversity and Inclusion

1. **Provide positive descriptive feedback on effort as a class incentive** – Be descriptive in your feedback to students for them to replicate the positive behavior or action.
2. **Validate, affirm, bridge and build home/community behavior and language aligned expectations** – If there is a conflict or miscommunication in behavior and verbal interaction, the teacher should attempt to understand the action, acknowledge positively and share another strategy as a tool that aligns with the school/class expectations.
3. **Be purposeful, intentional and deliberate in your teaching proximity to “catch” students ready to participate in class activities** – Being overtly mindful of your positioning in the classroom to observe specific students being called on them to participate in class discussion/class activities actively.
4. **Teach situational appropriateness and code-switching as a classroom expectation** – Teach students that there are different environments/expectations to engage (behaviorally and linguistically) and know-how and when to move back and forth within the different environments.
5. **Use growth mind-set statements before students working on independent tasks** – Make affirming statements in the classroom to challenge negative thoughts that the student may have when tackling challenging independent tasks.
6. **Teach students how to praise their peers for positive behavior and effort** – Create prompts where students can praise the effort of their peers in developing a communal learning environment.
7. **Plan lessons that empower students culturally, racially and linguistically** – When planning is intentional in developing lessons that have experiences of “who and how” the student taps into intrinsic motivation.

8. **Embed intervention strategies as part of your Tier I instruction** – When planning lessons embed strategies for students that may lack pre-requisite skills/learning.

9. **Use the student's caretaker information when building an academic and behavior plan** – When communicating with the student's parent, extended family guardian; seek positive information to support developing an asset-based academic and behavior plan.

10. **Plan and overtly use sentence frames with key vocabulary for students to practice the formal academic and content formal language** – When developing lessons, be intentional in crafting sentence frames that allow students to use the vocabulary of the content and open-ended frames to explain their thinking.

Digging Deeper with Data "getting below the surface"

Tier I – State Assessment Data (30,000 feet – analysis)

- Analyze aggregated data
- Review trends
- Determine strengths and weaknesses
- Disaggregated by sub-groups (Race, language, gender, SES etc...)

What questions would you generate at this level?

- *i.e. What do you notice? (Just the facts)*
 - *Stay away from causation statements*

Tier II – Formative (10,000 feet - triangulate)

- Subgroup analysis
- Correlate multiple data sources
- Generate questions to explore the problem
- Connect data to school instruction and practices
- Initiate solutions through Plan-Do-Study-Act (PDSA) and PLC protocols

What questions would you generate at this level?

- *i.e. What are the sub-skill strengths of the racial group we have targeted?*

Tier III – Under the surface (ground 0 – root cause)

- Explore antecedence
- Develop a problem of practice
- Know more about what the data is highlighting as a problem
- Connect qualitative data with quantitative to gain a better picture
- Begin testing the solution(s)/strategies in 2 to 3-week cycles to the problem that may exist (PDSA & PLC)

What questions would you generate at this level?

- *i.e. To what extent does the teacher's perception impact the data?*
 - *How would we measure fix and growth mind-set during our PDSA cycle?*

Tier I-III Reflective Data Questions

Tier	Reflective Equity Data Questions
Tier I	<p>What areas of the Dashboard is drawing our focus? Why?</p> <p>What sub-group is displaying red and orange on the dashboard gauge?</p> <p>What sub-group is displaying an upward trend from the last two years?</p> <p>What area of the Dashboard will the team need to know more about?</p> <p>Which LCAP priority, based on the Dashboard has had significant growth from last year?</p> <p>What area of the Dashboard data will be targeted in our LCAP for the remainder of the year?</p>
Tier II	<p>What additional data will we use to determine a potential problem of practice?</p> <p>How often will we analyze our formative data to progress monitor areas of weakness identified on the Dashboard?</p> <p>What is the CAASPP data and formative district data telling us about our instructional program?</p> <p>What area of the CAASPP cluster (Math & ELA) are our strengths and weaknesses by sub-groups?</p> <p>To what extent do we have formative data that is a predictor of how our student will perform on SBAC?</p> <p>How are we using the Dashboard, District Benchmark and Interim Assessments to drill down to identify a problem of practice?</p>
Tier III	<p>How are we using qualitative data to gain a different perspective on the problem of practice?</p> <p>In your root cause analysis, what data will you be using to monitor and measure the effectiveness of the strategy(ies) to address your problem of practice?</p> <p>During your PDSA cycles to what extent is the data dis-aggregated by Race, SES, SPED ect...?</p> <p>What is possible antecedence to the problem that is emerging from your data and root cause analysis?</p> <p>What data do you use to tease out implicit bias, unconscious bias and fixed mind-set toward the problem of practice?</p>

Empathy Interview Questions

Student Engagement Problem of Practice

Interviewees

Administrator	Teacher	Student	Parent/Guardian/Care-taker
<p>When you speak with students of color about possible discipline issues, what are the common responses of the students?</p>	<p>What section of the lesson will the students experience struggle or frustration?</p>	<p>What are the activities in the class that gets you excited to learn at your best?</p>	<p>What could school do to get more parents involved (in/out of school activities)?</p>

Empathy Interview Summary Tool

Date:	Interviewee/Group				
Interviewer:	Student	Teacher	Administrators	District Office	Parents
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem of Practice:					
Specific and key ideas that you heard from the interview?	Key summary notes from the interview:				
What are variations (differences) that you noticed when interviewing different people/groups about the problem?	What questions and wonderings do you still have?				
Overlapping ideas, patterns or themes:					



Whole group – overall commonalities or patterns:



Coaching for Equity Will or Skill?

Deconstruct the issue(s)

- When dealing with equity, biases and culture incongruencies, there could be multiple issues at play

Identify the issues as possible Will or Skill (or both)

- Will issues are typically linked to fixed mind-set and relationship issues
- Skill issues are linked to pedagogical issues

Choose the issue that will have the greatest impact

- What impact will it have on the system as well?
- What impact does it have on the other person in the issues?
- You may have to repair the other person in the issue?

Check your non-verbal reaction

- If you are addressing Will issues, don't react to insensitive comments
- Ask clarifying questions to drill down the root cause of the comment
- i.e. Tell me more about...

Ask reflective questions

- Empower the teachers to reflect on the identified issues you are addressing
- Don't attempt to solve all the issues in the problem
- Your questions need to be simple, to have the teacher reflect
- Complex or unclear questions will frustrate and confuse the teacher

Don't get tempted

- The teacher may say, I don't know, tell me?
- If the teacher is really lost, provide three strategies and have the teacher choose one that they are willing to implement (ownership is back on the teacher)
- If you give one strategy, the ownership of success is on you

Assess the efficacy of the teacher to implement

- When both of you agree on the strategy to implement, ask the question, "walk me through how does that look like?"
- If missing elements to successful implementation, ask questions to have teacher reflect on the covering the missing element(s)

Schedule time to provide feedback

- Ask the teacher, "when can you come see the strategy being implemented for feedback?"
- No more than two days to implement

Culturally Conscious MTSS Behavior Vignettes

Classroom Level

James is an African American fifth grade student who is loud, active, assertive, and quick to interject comments into a class discussion without raising his hand. His teacher (who is African American and was educated in predominantly White schools) realizes that school behavior expectations are to have low tone, passivity and “turn-taking” is strikingly different from the behavioral expectations that exist in James's home; nonetheless, he believes it is important for James to learn "appropriate" classroom behavior. For this reason, he frequently reprimands him, allows him to go to the bathroom whenever he wants and doesn't allow him to make-up any missing work.

Culturally Conscious MTSS Behavior Vignettes

Behavior Team Meeting

You are leading a behavior support meeting with the site's PBIS team and one general education teacher of the student. Behavior data is circulated around the table, and the group begins to recognize some emerging trends with the student. The discipline report indicates 90% of his referrals are for being sent out of the class for disruptions and dis-respect. The student has been referred for shouting out answers without raising his hand, even if the answer is correct. There was a behavior plan in place, and the teacher was to conference with the student's parent and talk about any support the parent can provide for implementing the school's behavior expectations at home. Also, the behavior plan suggested 5 to 7 instructional/behavioral strategies be implemented that could support dis-respect and disturbance. The effectiveness of the strategies would be discussed at future meetings.

When you begin to follow up with the behavior plan, the general ed teacher becomes very irritated when the teacher was asked to talk about how was the conversation with the student's parent. The teacher indicates, "I never was able to talk with his parents, they probably would not have an answer if I called anyway!" As the meeting continues, one of the team members noticed on the behavior plan; all seven instructional/behavioral strategies were deployed on the same day. When you asked about a strategy, the teacher responded by saying. "why are you wasting my time and your time, why don't we test him for special education? Don't the family get more money, if he is special ed anyway?" No one on the team responds and you move the meeting on. However, you are noticeably affected by the comment. The teacher reads your non-verbal and abruptly shares, I would like to have my Union rep here next meeting and walks out the meeting.

Culturally Conscious MTSS Behavior Vignettes

Classroom Level

A group of leadership students come into class after the bell and are excited about the upcoming rally that is leading for the school. The voices are somewhat raised, and the rest of the class stops what they were doing in the class to watch them. The teacher stops instruction to address the students about the rally in an affirming and validating engagement. Jesus, who is sitting in the back of the class, watches the interaction intently and shakes his head and whispers under his breathe “see what I’m talking about.” The teacher hears Jesus say something, however, she did not hear what he actually said, and directs him to go to the vice principal’s office for disrespect.

Culturally Conscious MTSS Behavior Vignettes

Classroom Level

4 Latino students come to you and are visibly upset over a conversation that took place in their class. The students feel they were disrespected by the teacher, over a social justice topic on civil disobedience and free speech, about immigration into the United States from Mexico and South American countries. The teacher had very staunch views and didn't mind sharing them in class.

Initially, the students were excited to “finally” share their views on the topic. However, the discussion became very lively, with different points of view from the students. Ten minutes into the student discussion, one of the students commented by saying, “if they don't like it here in the United States, they should go back home!” One of the Latinas responds by saying, “this is our home, and you should go back home!”

The teacher jumps in the conversation and adds, “if the Mexicans left, who would clean my house?” The class becomes awkwardly silent! 4 Latino students walk out of the class and come to see you. Five minutes after the students are with you, an e-mail crafted by the teacher is circulating to all staff, indicating the students were disrespectful and defiance and should be suspended.

Culturally Conscious MTSS Behavior Vignettes

School-Wide Level

African American students are walking to class, and a campus supervisor says to the students “let’s get to class.” One of the students responds, in a cavalier tone, by saying, “I’m going to class”, without looking at the supervisor. The student is then told to go to the office. You are in the meeting with the Vice-Principal, and the student begins to advocate for himself, and he shares that he did not say anything disrespectful to the campus supervisor. He continues to share with both of you that nothing is usually happening within the first 10 minutes of class because the teacher is just taking roll.

Culturally Conscious MTSS Behavior Vignettes

Family Level

A White teacher has exhibited struggles with an African American student, and the PBIS team has recommended that the teacher facilitate a parent/teacher conference. The teacher has a solid relationship with you and has asked if you could sit in on the meeting with him. He invites you because, from past calls, the tone of the African American mother was not always perceived as pleasant. Before the meeting starts, you notice a level of anxiety in the teacher and he tells you that he is not going to tolerate much. You are not necessarily facilitating the meeting, but you are there for support and to assist the flow of the conversation as needed. The teacher begins to explain the problems he is having with her son, behaviorally and academically.

The mother listens intently, does not interrupt, and her level of concern is evident. The mother is allowed to talk and immediately starts advocating for her son. In a slightly animated fashion, she begins presenting him, with a mildly elevated voice, while using her hands to emphasize her speech. Suddenly the teacher interrupts her, turns to you and says, “See what I mean, I will not tolerate such disrespect!” As you are now put on the spot, how will you handle the situation?