Building Equity

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you are beautiful

We do not have Wifi
Talk to each other
Pretend it's 1995

❤️❤️❤️
“If you get a chance to be kind to someone tomorrow take it, I think we need it.”
I hope you know...

I have never told you but...

I appreciate....
What is your name?

Have you had any other names?

What does your name mean?

How does your name reflect your culture?

How do people respond to your name the first time they hear it?

If you could change your name, what would you change it to?
Only 52% of students believe their teachers know their name.

National Student Voice Data Results, 2016
Making your way in the world today takes everything you've got. Taking a break from all your worries, sure would help a lot.

Wouldn't you like to get away?

Sometimes you want to go

Where everybody knows your name, and they're always glad you came.
You wanna be where you can see, our troubles are all the same
You wanna be where everybody knows Your name.

You wanna go where people know, people are all the same,
You wanna go where everybody knows your name.

You wanna go where people know, people are all the same,
You wanna go where everybody knows your name.
WHY?
EQUALITY ≠ EQUITY
Equality doesn’t mean Equity
Equality

Equity
Equity

- **Recognizes** that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.
- **Occurs** as a result of sensitive, courageous, and creative conversations and actions.
- **Requires** the distribution and redistribution of resources and initiatives based on individual and group needs derived from multiple sources of qualitative and quantitative data.
- **Leads** to engaged, inspired, and successful learners.
Engaged, Inspired, and Successful Learners
Student voice and aspirations, assessment-capable learners

Instructional Excellence
Gradual release of responsibility, compensatory and adaptive practices, professional learning

Opportunity to Learn
Structural access to curriculum, human and social capital

Social-Emotional Engagement
Cultural proficiency, welcoming climate, restorative practices, attendance

Physical Integration
Race/Ethnicity, Ability, Gender, Class, Sexual orientation: Broadening the lens
Achievement
Attendance
Discipline
Language Acquisition
Post-secondary Success
Social Emotional Growth

equity taxonomy

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Physical Integration
Race/Ethnicity, Ability, Gender, Class, Sexual orientation: Broadening the lens
Students are disciplined, suspended, and expelled at different rates.
Clip charts everywhere
I had a Rainbow day
Help students identify and label emotions.

Pultchik’s Wheel of Emotions
Discuss characters’ emotions in literature.
BOYS WILL BE

BOYS

WHAT THEY ARE

TAUGHT
A World-Class Educational Experience
A culture ...

that is **welcoming**
YOU ARE BEAUTIFUL
So be the best you
YOU MATTER!
You MATTER
A culture ...

in which the *conditions for learning*

are ever-present
A culture ... in which we examine how our behavior affect us, others, and our world.
A culture ... in which there is a shared belief that we are *part of something special and great*
A culture ... in which language creates and facilitates personal pride, purpose, and power.
How can you change your environment?
Identity is how we define ourselves.

People learn from their lives through the stories they tell to and about themselves.
Agency is belief in one’s capacity to act upon the world.

People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.
We gauge our identity and agency from the way the world reacts to us.
Do adults “still face” students at school?
The climate of any school is based on three practices used to prevent and manage conflict: peacekeeping, peace building, and peacemaking.
Peace Keeping
OUR CLASSROOM PROMISES

1. We will make choices that help us do our best learning!
2. We will be kind and take care of each other!
3. We will do our best and keep trying, even when things get tough!
Building Relationships
Teacher-Student Relationships: $d = 0.48$

Know students’ names
Bring the right attitude to school
Know students’ interests
Make home visits
Attend extracurricular activities
Provide quality, meaningful instruction
Build relationships with 2 x 10’s

2 minutes a day
10 days in a row
Talk about anything EXCEPT school or work

Teacher Credibility: $d = 1.09$

Four Components of Teacher Credibility

- Trust
- Competence
- Dynamism
- Immediacy
WHAT DO PEOPLE SEE WHEN THEY LOOK AT YOU?

IF A PERSON REALLY KNEW YOU, WHAT WOULD THEY SEE?
WHAT DO PEOPLE SEE WHEN THEY LOOK AT YOU?

IF A PERSON REALLY KNEW YOU, WHAT WOULD THEY SEE?
Nine times out of 10, the story behind the misbehavior won't make you angry; it will break your heart.

-Annette Breaux
We have fewer interactions with hard-to-reach students.
Peace Making
If a child can’t read, we teach him to read.

If a child can’t do math problems, we teach him how to do math problems.

If a child doesn’t know how to behave, we punish him.

*same student*
Do not miss the small victories.
Continuum of Restorative Practices

- Restorative Conferences
- Victim-Offender Dialogue
- Circle Processes/Class Meetings
- Small, Impromptu Conversations
- Affective Statements

Seriousness of harm – Foundation of Respect
# Leadership Challenges of Restorative Practices

<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>Restorative Practices</th>
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<tbody>
<tr>
<td><em>School and rules violated</em></td>
<td><em>People and relationships violated</em></td>
</tr>
<tr>
<td>Justice focuses on <em>establishing guilt</em></td>
<td>Justice identifies <em>needs and obligations</em></td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact, repairing harm</td>
</tr>
<tr>
<td>Justice directed at offender, while victim is ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working toward positive outcome</td>
</tr>
<tr>
<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse</td>
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</tbody>
</table>
# Scripts for Impromptu Conferences

<table>
<thead>
<tr>
<th>Students who struggle academically or behaviorally</th>
<th>Students who are doing well</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do you describe yourself?</td>
<td>• How do you describe yourself?</td>
</tr>
<tr>
<td>• How do others describe you?</td>
<td>• How do others describe you?</td>
</tr>
<tr>
<td>• What assumption do others make about you that aren’t true?</td>
<td>• What assumption do others make about you that aren’t true?</td>
</tr>
<tr>
<td>• How would you like others to describe you?</td>
<td>• What should we be doing more of or less of to help you reach your goals?</td>
</tr>
<tr>
<td>• Let’s make a plan to get you where you want to be.</td>
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Restorative Questions for Challenging Behavior

• What happened?
• What were you thinking at the time?
• What have you thought about since?
• Who has been affected by what you have done? In what way?
• What do you think you need to do to make things right?
Restorative Questions to Help Those Harmed By Another’s Action

• What did you think when you realized what had happened?
• What impact has this incident had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?
Don’t forget these practices take time
Acquisition
“*I can do it*”
Fluency
“I can do it consistently”

Acquisition
“I can do it”
Acquisition
“I can do it”

Fluency
“I can do it consistently”

Maintenance
“I can keep doing it later”
Acquisition
“I can do it”

Fluency
“I can do it consistently”

Maintenance
“I can keep doing it later”

Generalization
“I can do it in a different context”
EQUALITY ≠ EQUITY
“Students who are loved at home, come to school to learn, and students who aren’t come to school to be loved.”

-Nicholas A. Ferroni