

Building Equity

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“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....



Emmakae Noel

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 it be?



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.

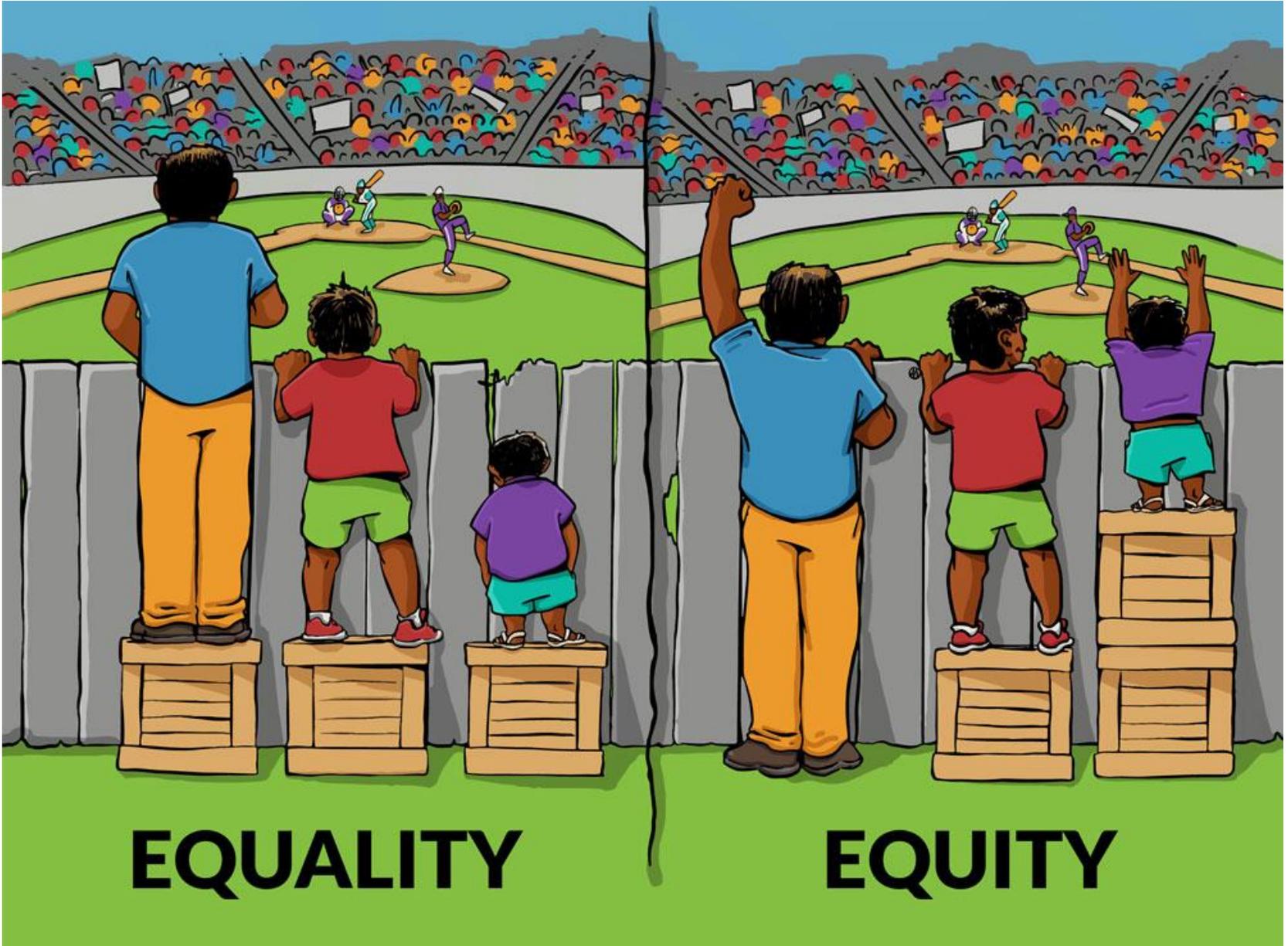


WHY?





EQUALITY \neq EQUITY



EQUALITY

EQUITY



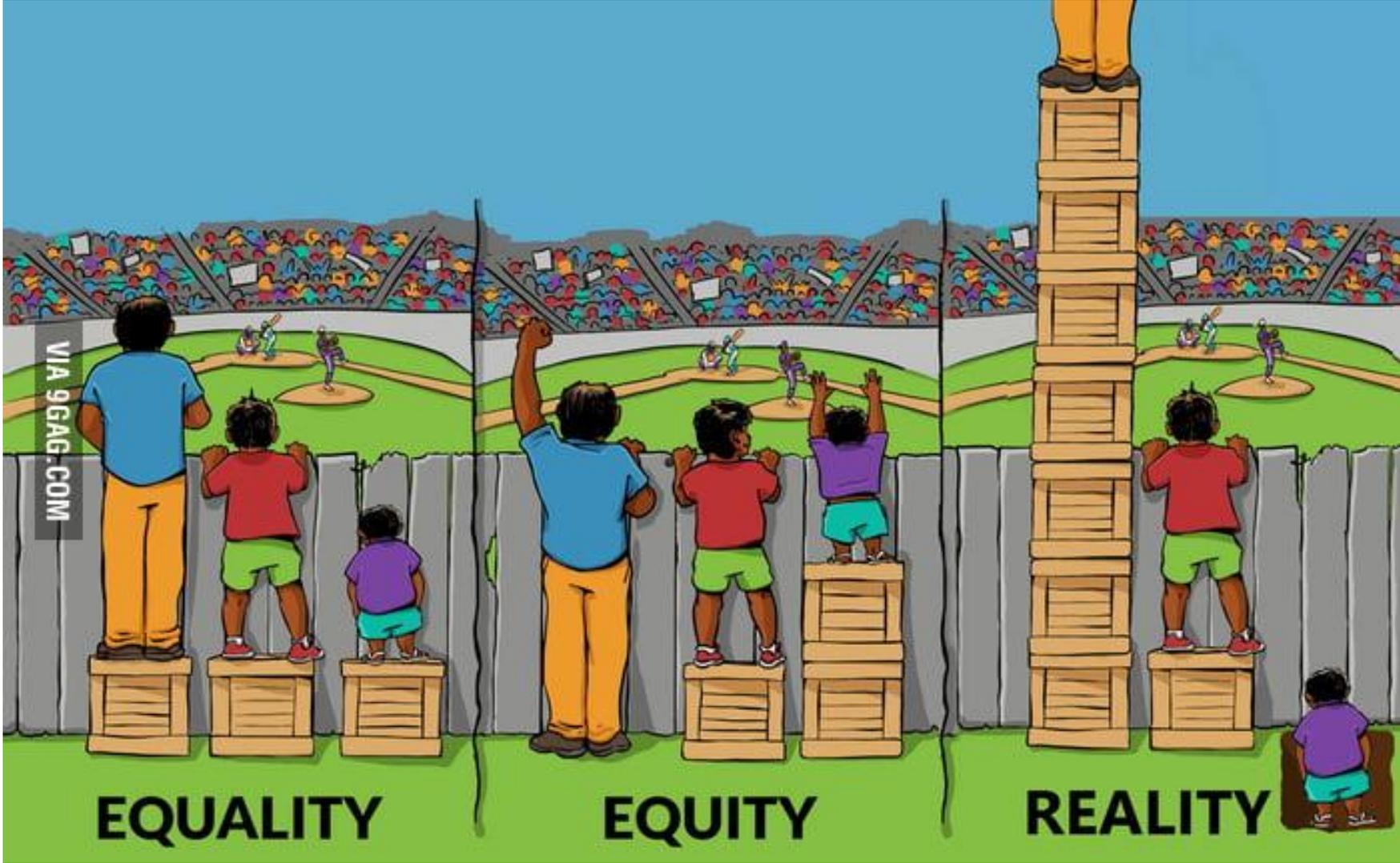
Equality

doesn't mean



Equity

VIA 9GAG.COM



EQUALITY

EQUITY

REALITY

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.

EQUITY TAXONOMY

Inputs

Outputs

**Engaged,
Inspired, and
Successful
Learners**
*Student voice and
aspirations,
assessment-capable
learners*

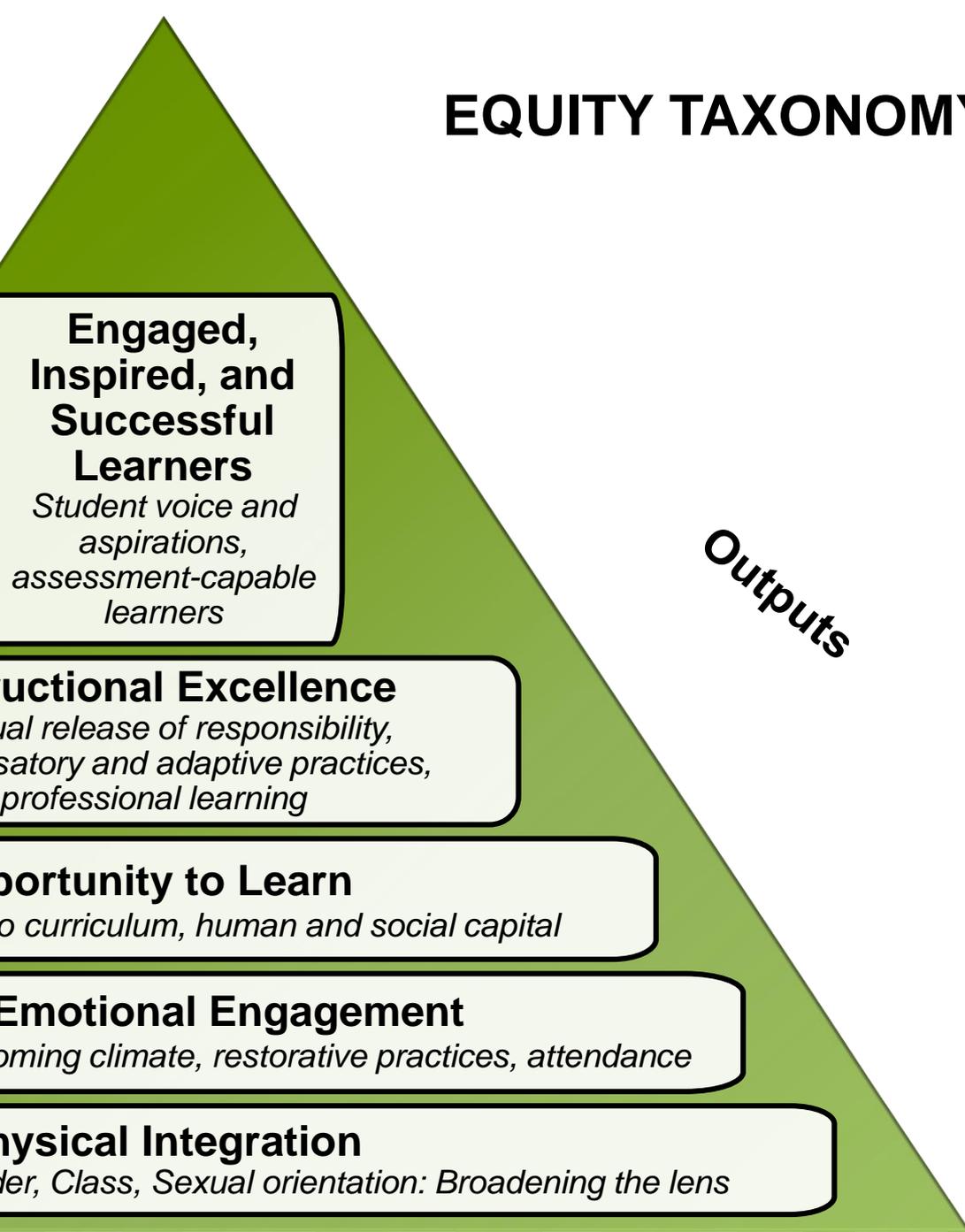
Instructional Excellence
*Gradual release of responsibility,
compensatory and adaptive practices,
professional learning*

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

EQUITY TAXONOMY



- Achievement
- Attendance
- Discipline
- Language Acquisition
- Post-secondary Success
- Social Emotional Growth

Students are
disciplined,
suspended,
and
expelled at
different rates.

WE WELCOME

ALL RACES AND ETHNICITIES
ALL RELIGIONS
ALL COUNTRIES OF ORIGIN
ALL GENDER IDENTITIES
ALL SEXUAL ORIENTATIONS
ALL ABILITIES AND DISABILITIES
ALL SPOKEN LANGUAGES
ALL AGES
EVERYONE.

**WE STAND HERE WITH YOU
YOU ARE SAFE HERE**

* Content adapted from the original "We Welcome" sign created by IPRC members Lisa Mangum and Jason Levidy.

Clip charts everywhere

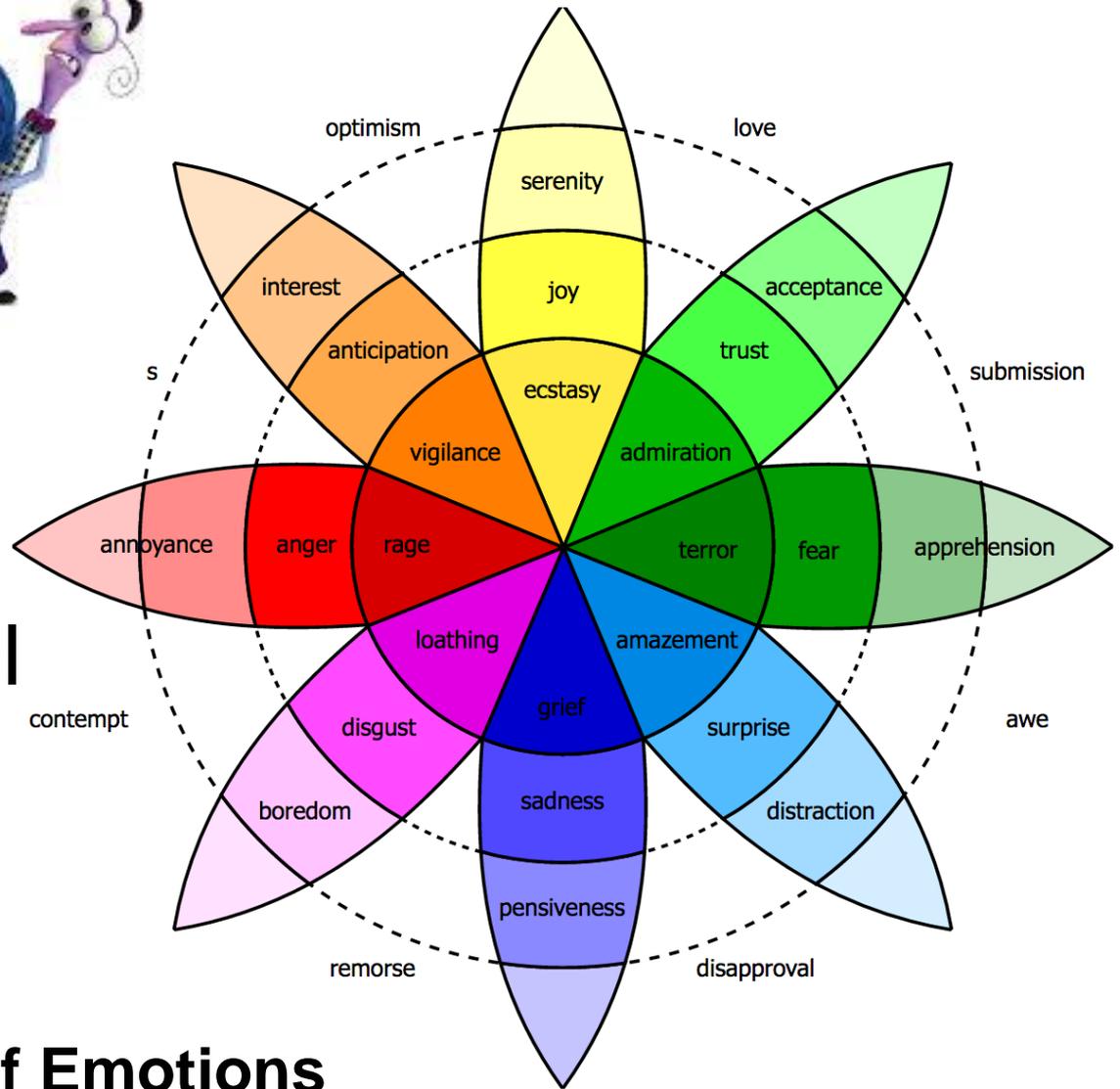


I had a Rainbow day

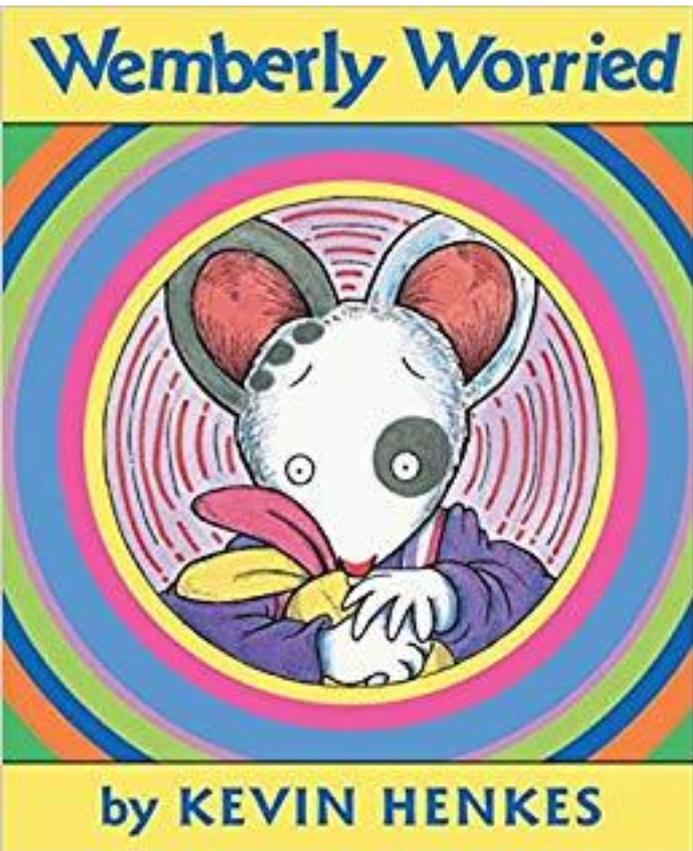




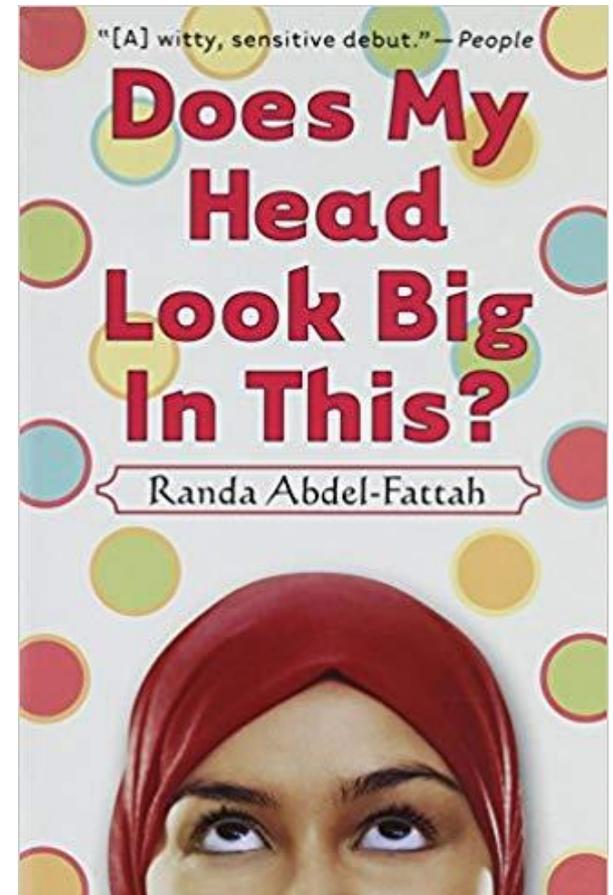
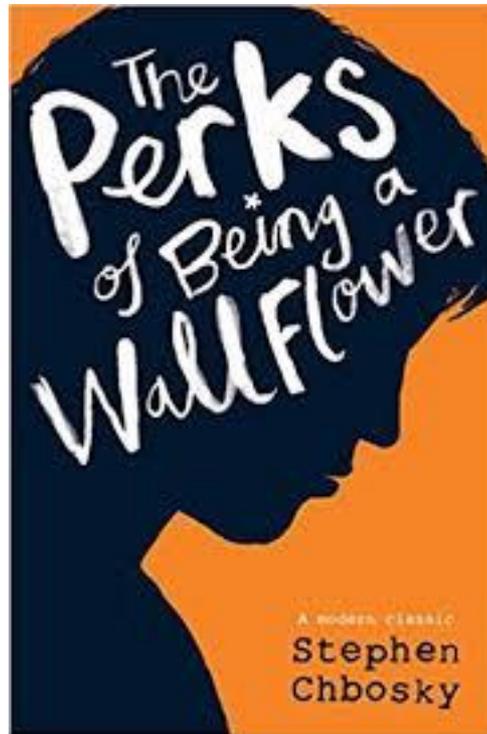
Help students identify and label emotions.

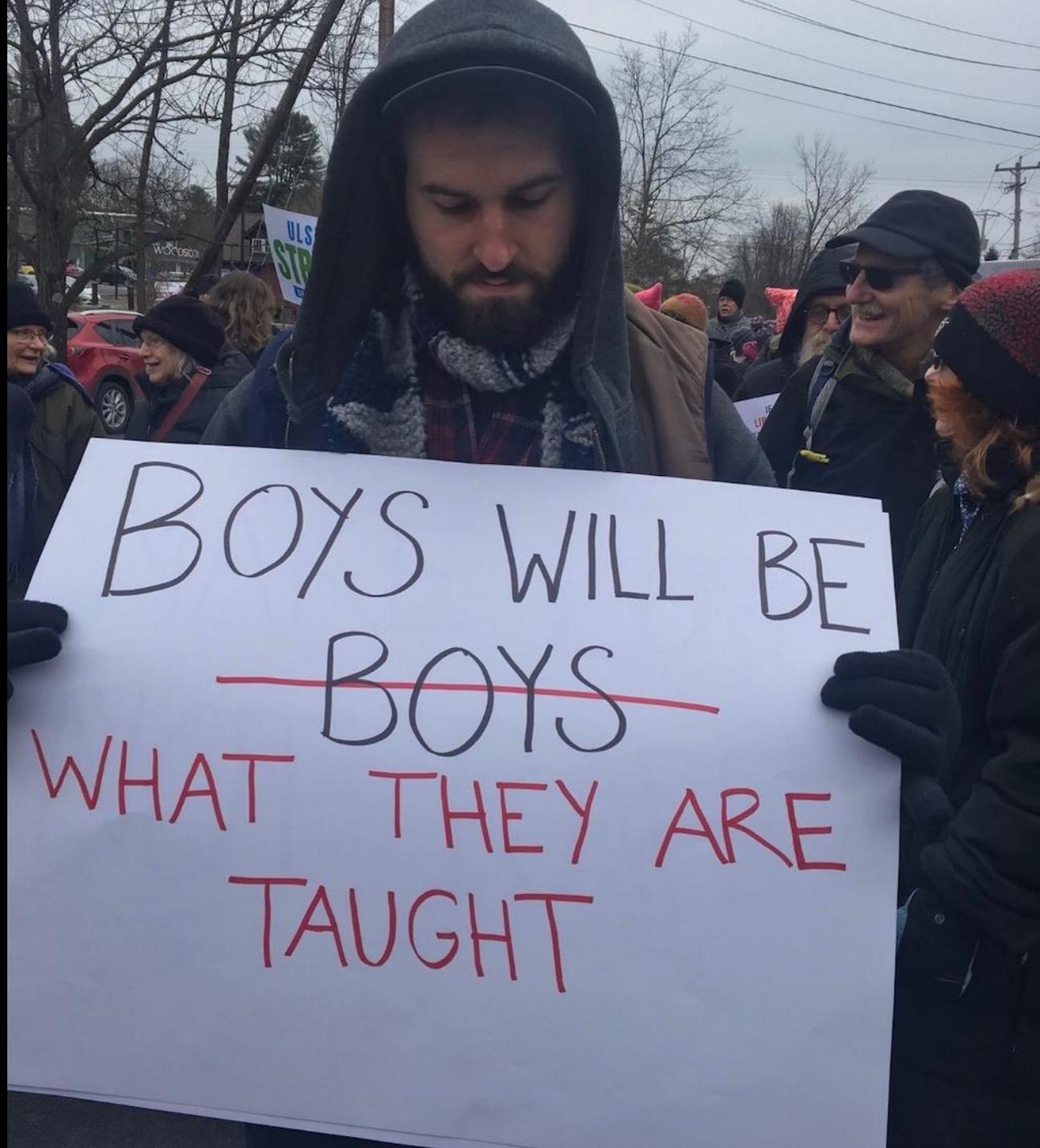


Pultchik's Wheel of Emotions



Discuss characters' emotions in literature.





BOYS WILL BE
~~BOYS~~
WHAT THEY ARE
TAUGHT



A World-Class Educational Experience

A culture ...

that is ***welcoming***



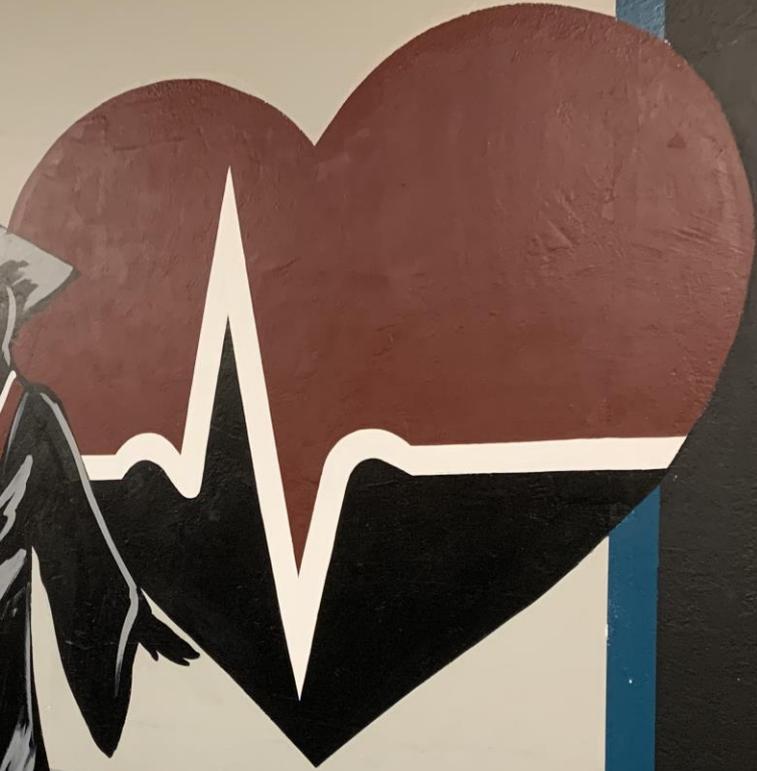


YOU ARE BEAUTIFUL
SO BE THE BEST YOU



EXIT

AS MENTORS WE PROMISE...



Est. 2017

That every student at our school is known beyond the surface by at least one adult.



YOU

YOU

you
we we
당신

你
you

انت
WOL
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you
vos t

ti

MATTER!



Robin

School of Opportunity
for all Students
**Health Sciences
& Middle College**
SCHOOLS OF OPPORTUNITY
SCHOOLS OF OPPORTUNITY
opportunity@arizona.edu
Gold Recognition 2017

DAILY ATTENDANCE
MONITORING



WATS COOL? NO!

CITIBANK

CITIBANK

On-the-go trades.
Time well spent.
Mobile investing made easy.
Get access to your investment account from virtually
anywhere with digital tools that fit your life.
Low equity trading fees from
\$2.95

World?

Martin Luther King

Rosa Parks

Nipsey Hussle

Cesar Chavez

Jackie Robinson

Bruce Lee

Amelia Earhart



Barack Obama

Mother Teresa

Oprah Winfrey

Albert Einstein

Muhammed Ali

Nelson Mandela

Malala Yousafzai

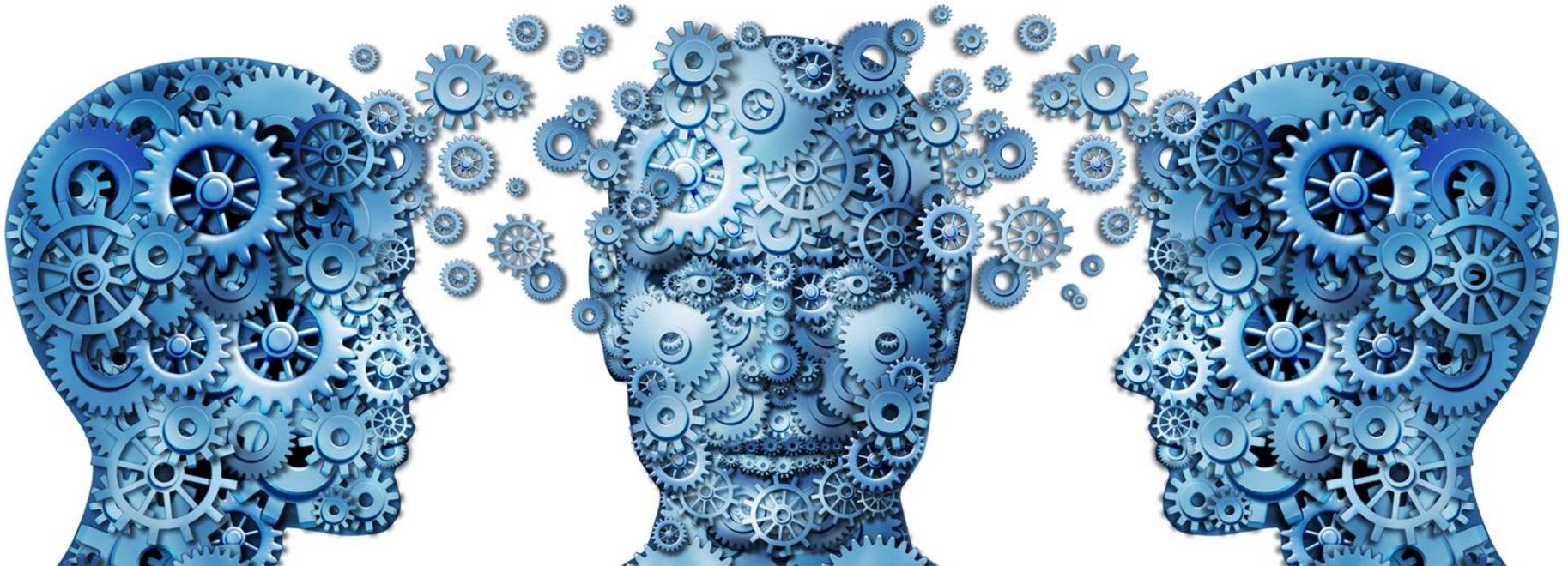
Frida Kahlo

HMC Lobby



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

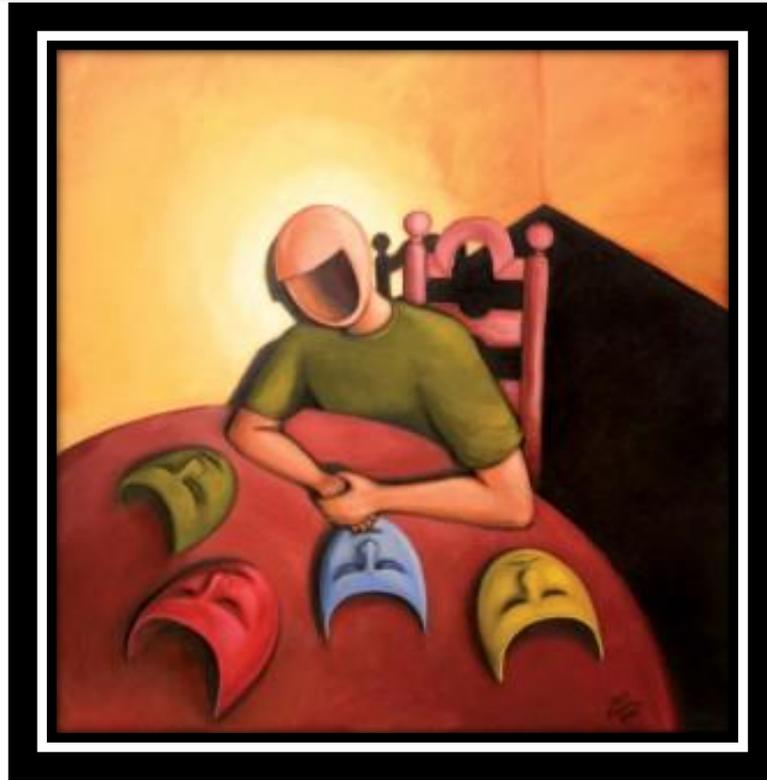
***pride,
purpose, and
power.***





How can you change your environment?

Identity is how we define ourselves.



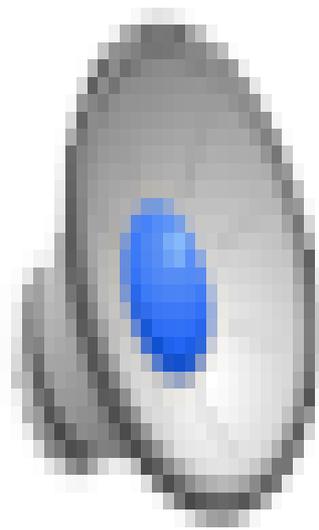
People learn from their lives through the stories they tell to and about themselves.

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!



**KEEP
CALM
AND
SCHOOL
IS BORING**

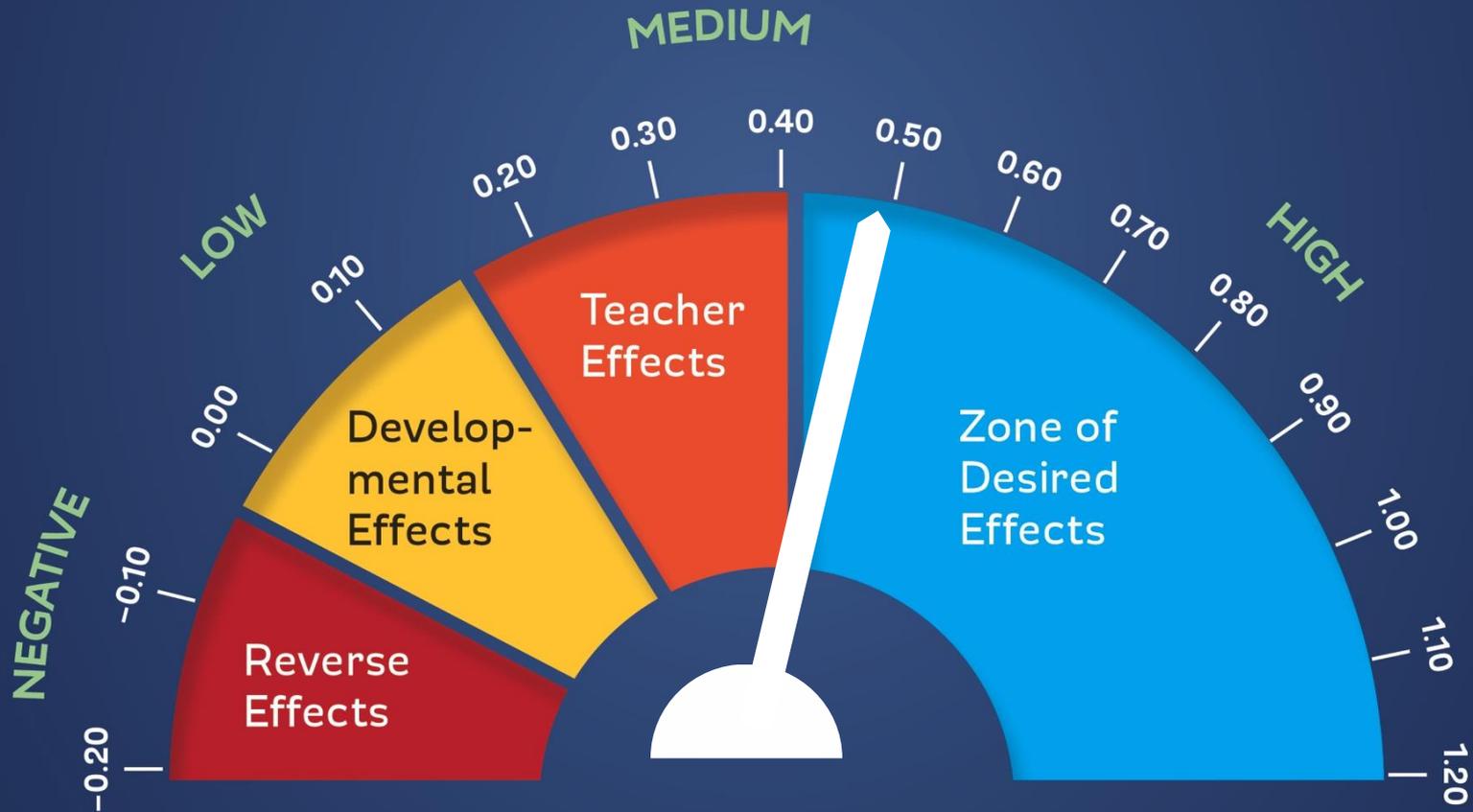


Peace Building

Building Relationships



Teacher-Student Relationships: $d = 0.48$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

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

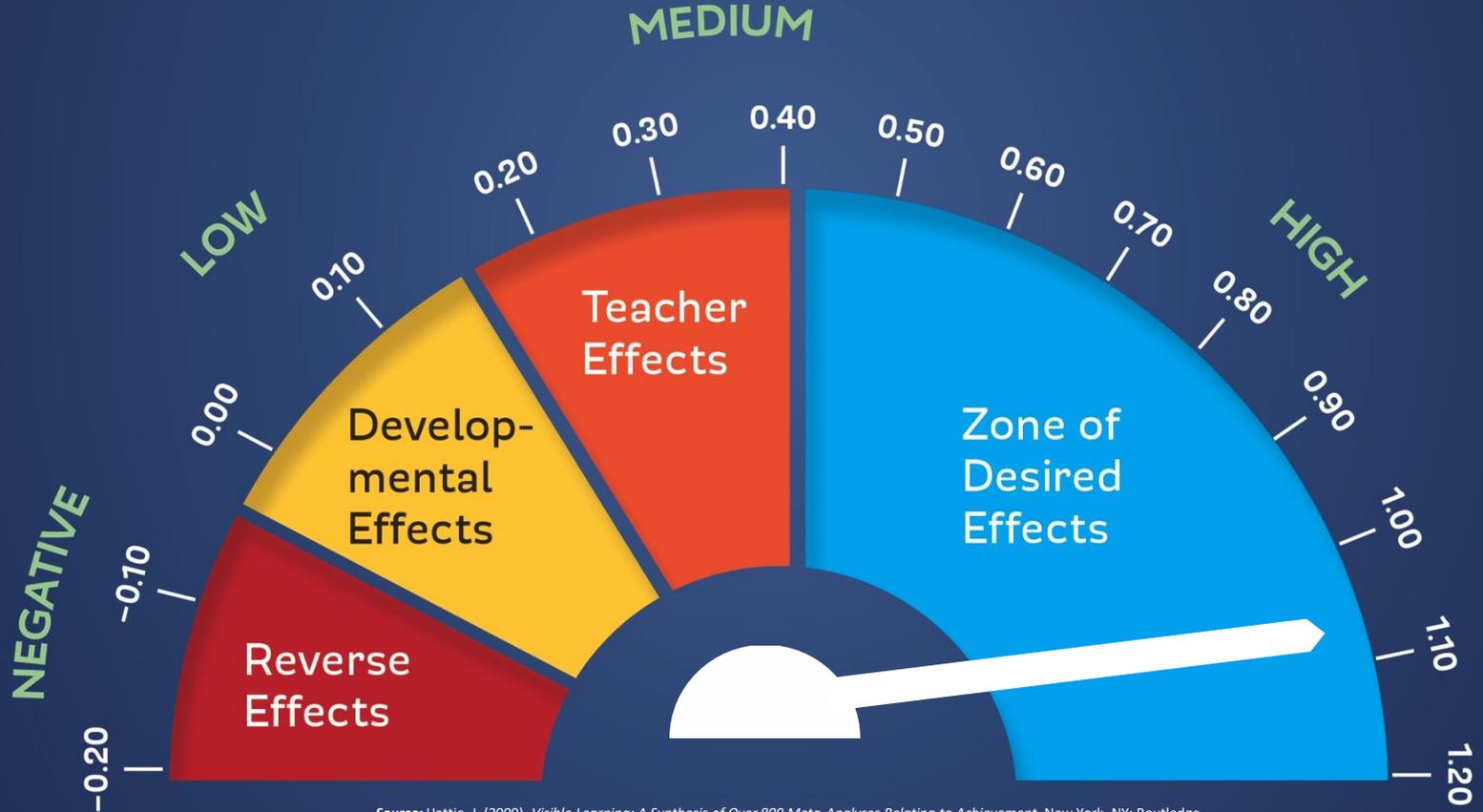
10 days in a row

Talk about anything EXCEPT school
or work



Ginsberg, M. & Wlodkowski, R. (2004) Creating Highly Motivating Classrooms

Teacher Credibility: $d = 1.09$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.



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.*

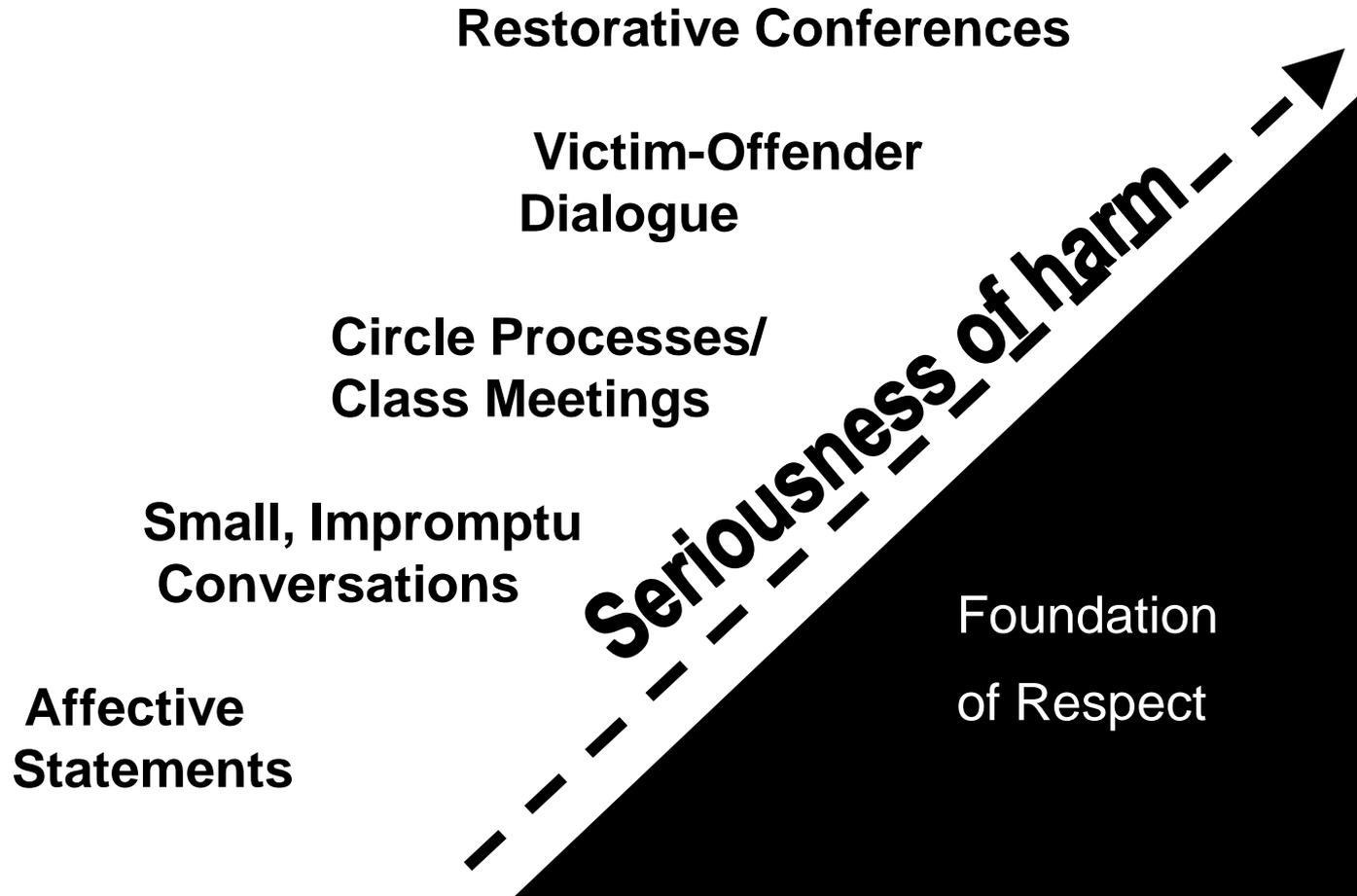
*same student

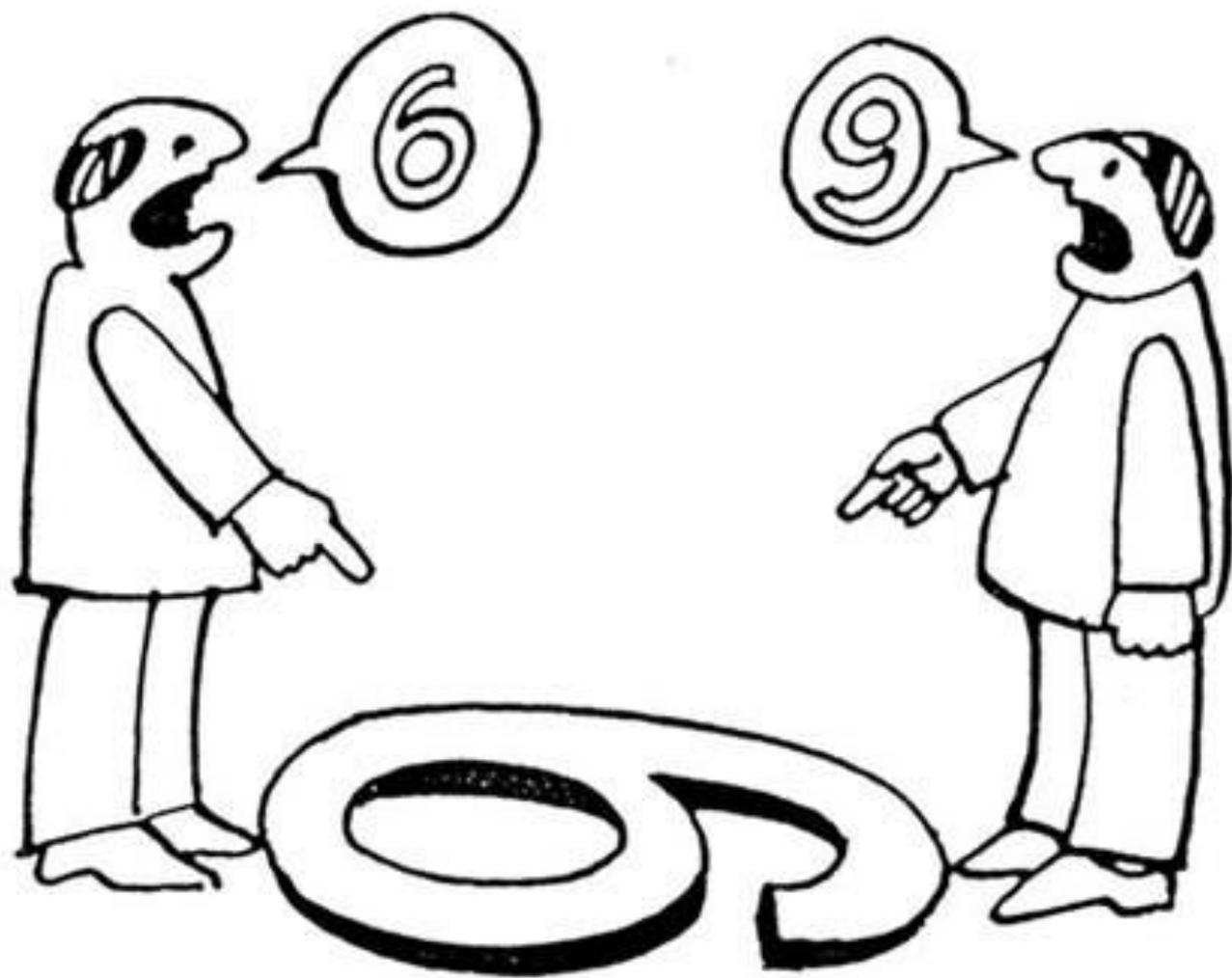


Do not miss the small victories.



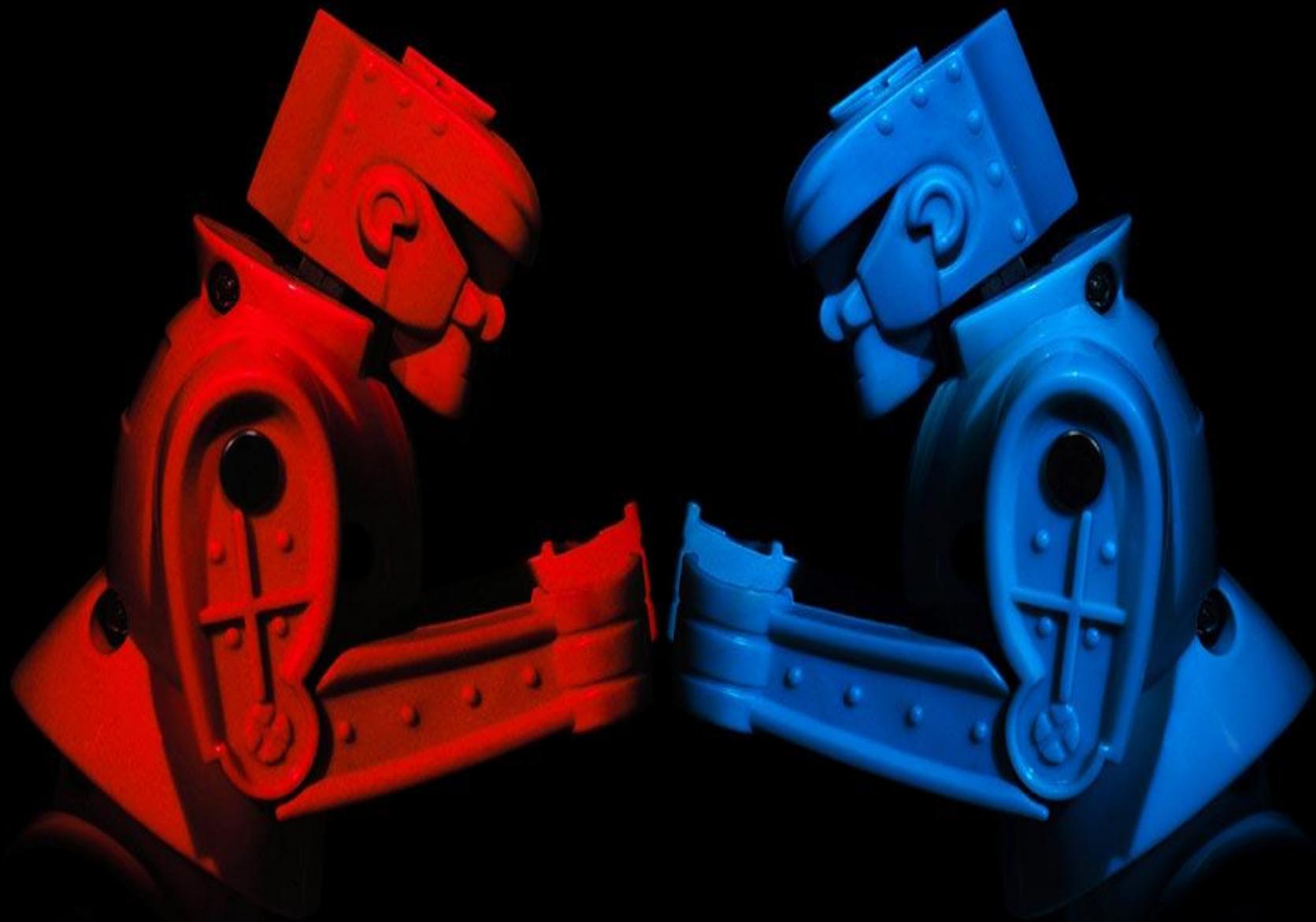
Continuum of Restorative Practices





Leadership Challenges of Restorative Practices

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





Scripts for Impromptu Conferences

Students who struggle academically or behaviorally

- How do you describe yourself?
- How do others describe you?
- What assumption do others make about you that aren't true?
- **How would you like others to describe you?**
- Let's make a plan to get you where you want to be.

Students who are doing well

- How do you describe yourself?
- How do others describe you?
- What assumption do others make about you that aren't true?
- **What should we be doing more of or less of to help you reach your goals?**
- Let's make a plan to get you where you want to be.

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?

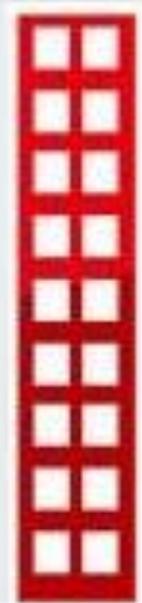
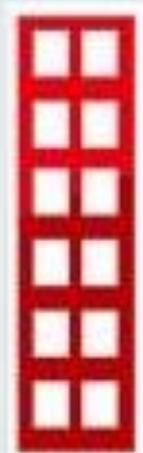


Don't forget



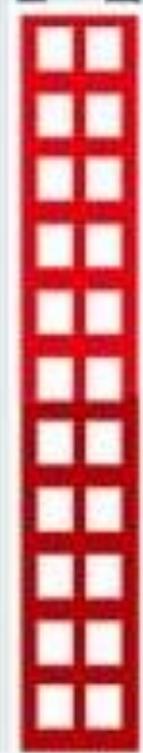
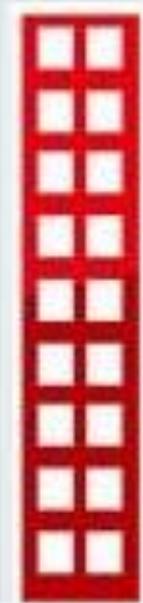
these practices take time

Acquisition
"I can do it"



Acquisition
"I can do it"

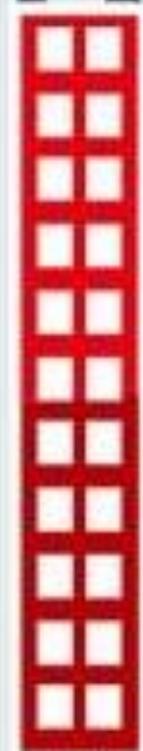
Fluency
"I can do it
consistently"



Acquisition
"I can do it"

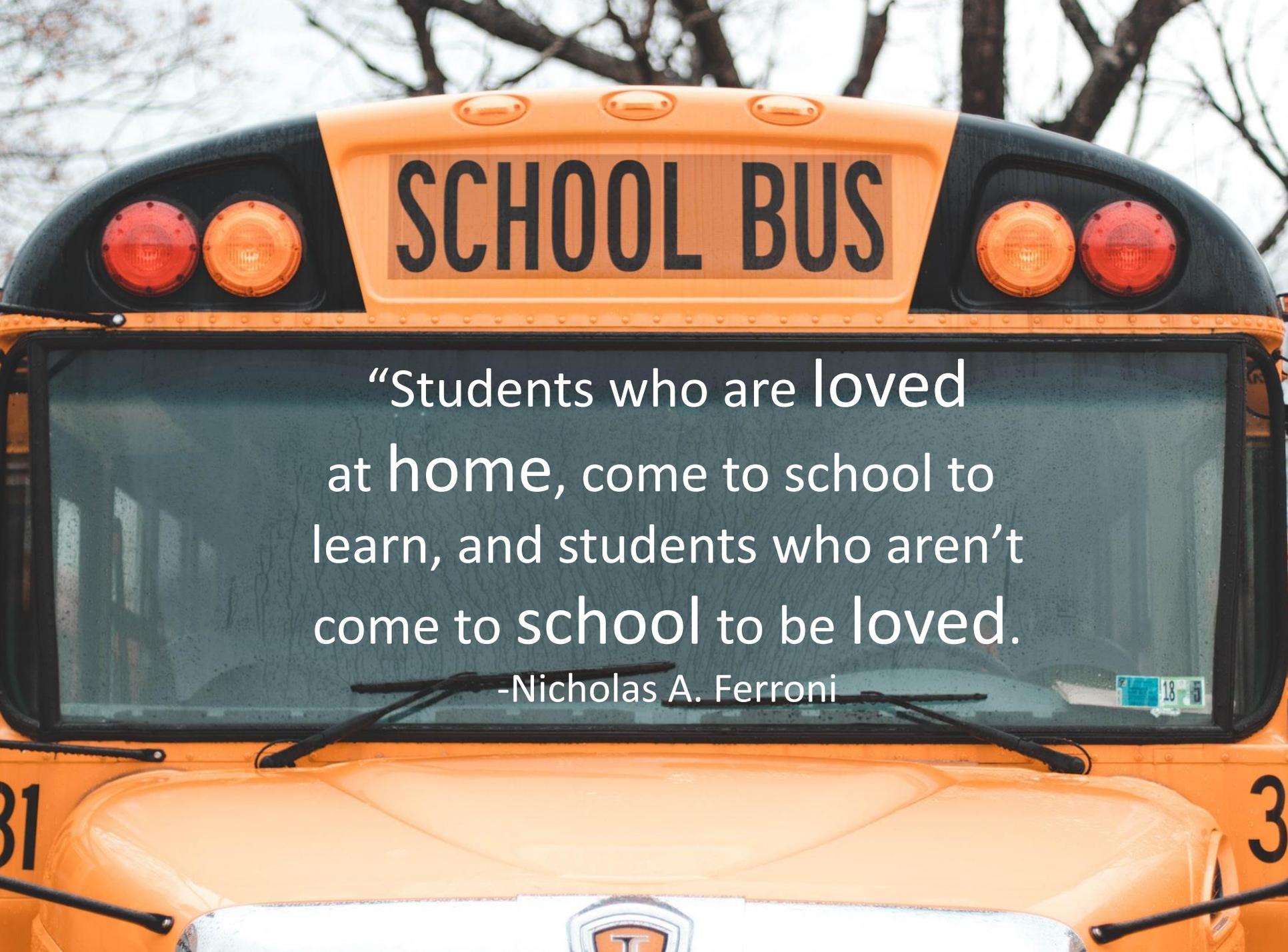
Fluency
"I can do it
consistently"

Maintenance
"I can keep doing
it later"





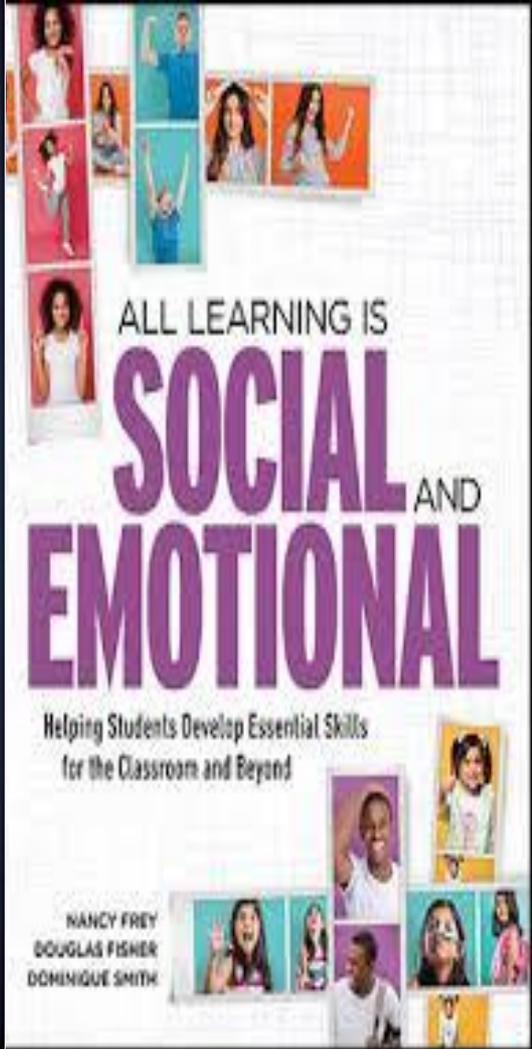
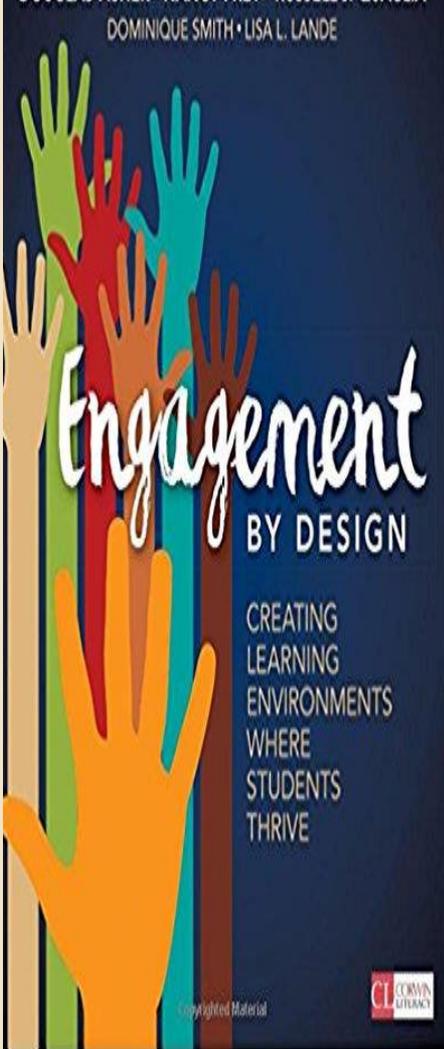
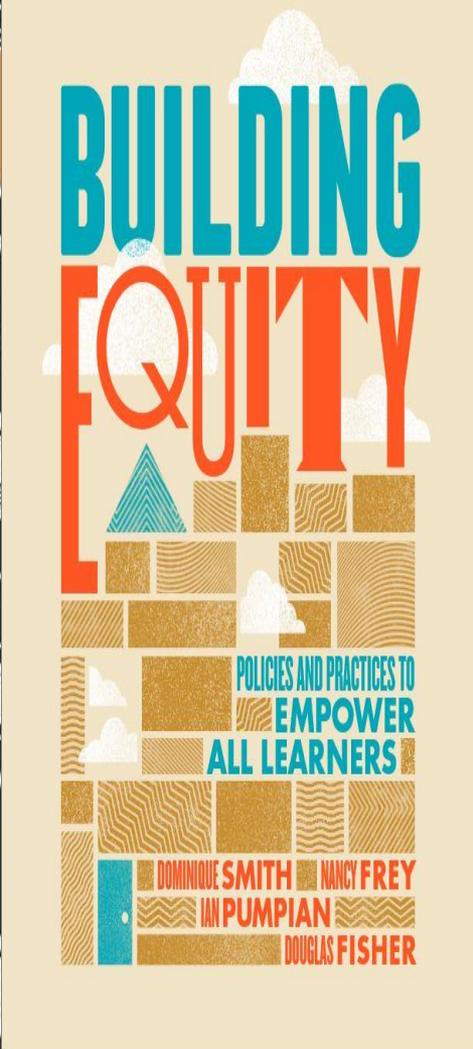
EQUALITY \neq EQUITY

A close-up, front-facing view of a yellow school bus. The top of the bus features a black sign with the words "SCHOOL BUS" in large, bold, black capital letters. On either side of the sign are two circular lights: a red one on the left and a yellow one on the right. Below the sign is the windshield, which is dark and has two black wipers. A small blue and white sticker is visible on the bottom right corner of the windshield. The bus's hood is yellow and has a silver grille with a logo in the center. The numbers "31" and "3" are partially visible on the left and right sides of the bus, respectively. The background shows bare tree branches against a light sky.

SCHOOL BUS

“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



THANK YOU!

@domsmithrp