Pivot and Reset With an Equity Lens

Webinar Wednesday, October 20, 2021
3:00 p.m. – 4:00 p.m. ET

Members of NAESP National Task Force on Race & Equity

This webinar is offered in partnership with The Wallace Foundation.
Meet Our Panelists

Dr. Kimbrelle Barbosa Lewis
NAESP Past President, Chair, National Task Force on Race and Equity, and Principal, Cordova Elementary Optional School

Dr. Liza Caraballo-Suarez
NAESP Vice President and Principal, Magnet School of Architecture, Engineering & Design, P.S. 120

Nicole Moore-Samson
Task Force Member and Principal, Indian Mills School

Thomas Payton
Director, Zone 2, Task Force Member, and Principal, Roanoke Avenue Elementary School

Annette Sanchez
Task Force Member and Principal, Hampton-Moreno-Dugas Early Childhood Center
NAESP’s National Task Force on Race and Equity

Dr. Kimbrelle Barbosa Lewis
NAESP Past President, Task Force Chair, and Principal, Cordova Elementary Optional School
NAESP Taskforce Development

Purpose

Because it values diversity in our culture and prioritizes achieving education equity, the National Association of Elementary School Principals (NAESP) formed its National Task Force on Race and Equity. The task force will advise NAESP on issues related to racial equity in school communities, reveal schools’ common challenges and solutions, and support a peer-to-peer network of support for school leaders.

The task force will focus on collecting information related to racial equity in schools, elevating relevant research, and determining how best NAESP can provide support to principals around these issues. In conjunction and collaboration with NAESP staff, the task force will host events for school leaders to share valuable best practices and produce recommendation to advance racial equity in the principal profession and in public schools.
NAESP NATIONAL TASK FORCE ON RACE AND EQUITY: GUIDING PRIORITIES

- Strengthening Principals as Leaders of Equity
- School Assessment and Action Planning
- Equity-Aligned Policy and Advocacy Agenda

An Equitable and Inclusive Education System for Students

LEARN MORE: NAESP.ORG
Guiding Priorities

1. Strengthening Principals as Leaders of Equity: Professional learning for principals that positions them as equity leaders and enhances key skill sets such as:

   • Personal reflection on race and implicit bias: Explore implicit biases and how they impact safe and culturally responsive learning communities.
   • Listening skills and courageous conversations: Develop critical facilitation skills to address race and equity with students, staff, and school community.
Guiding Priorities Continued

2. School Assessment and Action Planning: Curated tools and customized resources for school leaders that will include:

• Schoolwide equity audit and screener tool: Review building and district-level student achievement data, staff hiring and retention practices, discipline policies, and digital access.

• Curriculum and access review: Assess text selection, instruction, assignments, standards, and assessments with an eye toward equity. Also review gifted and special education programs?

• Schoolwide equity training: Vetted training resources on various aspects of culturally responsive leadership.
Guiding Priorities Continued

3. Equity-Aligned Policy and Advocacy Agenda

- Data collection: Gain insights about principals’ experiences and professional learning needs from unconscious bias survey.
- Policy review: Use insights from principal unconscious bias survey to inform advocacy agenda, including identification of federal funding opportunities to support principals in their race and equity work. Examples may include targeted principal professional funding and grant programs to support principals to lead on equity in their schools.
School Equity Audit

Dr. Liza Caraballo-Suarez
NAESP Vice President and Principal, Magnet School of Architecture, Engineering & Design, P.S. 120
Equity Audit

• What?
  • An equity audit is a study of the fairness of an institution’s policies, programs, and practices.

• Why?
  • Brings attention to persistent disparities in the learning experiences and opportunities offered in U.S. schools.

• Scope?
  • Can be extensive in scope or narrow.

• Challenges
  • Stem from the attention to societal, organizational, and personal values and how those are enacted.
Equity Pilot Results – Project Implicit
## Implicit Association Test Results (n=735)

<table>
<thead>
<tr>
<th>Preference</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong preference for African American over European American</td>
<td>3.2%</td>
<td>(n=23)</td>
</tr>
<tr>
<td>Moderate preference for African American over European American</td>
<td>6.4%</td>
<td>(n=47)</td>
</tr>
<tr>
<td>Slight preference for African American over European American</td>
<td>8.2%</td>
<td>(n=60)</td>
</tr>
<tr>
<td>Little to no preference between African American and European American</td>
<td>21.3%</td>
<td>(n=155)</td>
</tr>
<tr>
<td>Slight preference for European American over African American</td>
<td>18.2%</td>
<td>(n=133)</td>
</tr>
<tr>
<td>Moderate preference for European American over African American</td>
<td>23.7%</td>
<td>(n=173)</td>
</tr>
<tr>
<td>Strong preference for European American over African American</td>
<td>19.8%</td>
<td>(n=144)</td>
</tr>
</tbody>
</table>
Explicit Questions

1. To what extent do you feel prepared to lead a school culture that affirms students from different racial, ethnic, and cultural backgrounds? (n=723)

<table>
<thead>
<tr>
<th>Not at all prepared</th>
<th>2.1% (n=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat prepared</td>
<td>41.6% (n=301)</td>
</tr>
<tr>
<td>Prepared</td>
<td>37.6% (n=272)</td>
</tr>
<tr>
<td>Very prepared</td>
<td>18.7% (n=135)</td>
</tr>
</tbody>
</table>

2. To what extent do you feel prepared to implement anti-racist practices in your school? (n=687)

<table>
<thead>
<tr>
<th>Not at all prepared</th>
<th>6.7% (n=46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat prepared</td>
<td>45.6% (n=313)</td>
</tr>
<tr>
<td>Prepared</td>
<td>36.5% (n=251)</td>
</tr>
<tr>
<td>Very prepared</td>
<td>11.2% (n=77)</td>
</tr>
</tbody>
</table>

3. To what extent does your school’s curriculum emphasize historical contributions from individuals of color? (n=699)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>6.9% (n=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor emphasis</td>
<td>71.7% (n=501)</td>
</tr>
<tr>
<td>Major emphasis</td>
<td>15% (n=105)</td>
</tr>
<tr>
<td>Not sure</td>
<td>6.4% (n=45)</td>
</tr>
</tbody>
</table>
Explicit Questions

4. To what extent does your school’s curriculum emphasize historical contributions from immigrants? (N=683)

| Not at all | 9.1% (n=62) |
| Minor emphasis | 67.6% (n=462) |
| Major emphasis | 16.6% (n=113) |
| Not sure | 6.7% (n=46) |

5. In an average school year, how much implicit bias training/professional development do you receive? (N=707)

| A lot | 3.5% (n=25) |
| Fair amount | 16% (n=113) |
| Some | 45.8% (n=324) |
| None | 34.7% (n=245) |

6. Do you feel equipped to support your teachers and staff in providing implicit bias training? (N=711)

| Yes | 14.4% (n=102) |
| Somewhat | 63.4% (n=451) |
| No, not at all | 22.2% (n=158) |
### Demographic Questions

1. **What is your gender? (n=729)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32.4% (n=236)</td>
</tr>
<tr>
<td>Female</td>
<td>67.6% (n=493)</td>
</tr>
</tbody>
</table>

2. **What is your race? (n=718)**

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>82% (n=589)</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10% (n=72)</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.3% (n=9)</td>
</tr>
<tr>
<td>Asian</td>
<td>2.9% (n=21)</td>
</tr>
<tr>
<td>Native Hawaiian and Pacific Islander</td>
<td>.6% (n=4)</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>3.2% (n=23)</td>
</tr>
</tbody>
</table>

3. **Your school is best described as: (n=722)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>20.8% (n=150)</td>
</tr>
<tr>
<td>Suburban</td>
<td>55.4% (n=400)</td>
</tr>
<tr>
<td>Rural</td>
<td>23.8% (n=172)</td>
</tr>
</tbody>
</table>
Tips for Conducting an Equity Audit
In this tool you will find:

- Criteria for an Equitable School
- Criteria for an Equitable Classroom
- Teacher Behaviors that Encourage Student Persistence
- Questions addressing virtual learning and the COVID-19 pandemic (new in 2021)

**LOOK INSIDE!**

About the Equity Audit:

MAEC, Inc. developed its Equity Audit to offer districts, schools, and teachers a way to develop a more concrete understanding of what it means to practice equity, and reflect on whether current school policies, procedures and practices are equitable. Unlike a regular organizational audit, MAEC's Equity Audit critically examines policies, programs, and practices that directly or indirectly impact students or staff relative to their race, ethnicity, gender, national origin, color, disability, age, sexual orientation, sexual identity, religion, or other socio-culturally significant factors. These tools are meant to provide a birds-eye view of various aspects of equity and highlight many systemic barriers to equity that might exist.

If you have not used an equity audit before, please refer to MAEC's *An Equity Audit: Is It Your Future?*

It's important to remember that the equity audit provides a starting point in evaluating your institution's current state concerning equity. Once you receive the initial data from this tool, it might be necessary to investigate your system further to better understand different constituents’ individual experiences with additional data collections.

For guidance on next steps after completing an equity audit, please contact MAEC.
What is different about the 2021 version of the tool compared to previous versions? We significantly revised the tool based on feedback from practitioners and researchers, and in light of the new realities faced by schools due to COVID-19. Additionally, we revised the scale for rating each item from a two-point scale to a four-point scale. Expanding the scale allows for a more thorough look at where each entity is in regards to equity.

Note: The Equity Audit is going through an external review and validation process, and as a result of this review, the language may change. The evaluation process is expected to end by the early part of 2021. In addition, this tool is still undergoing WCAG 2.0 compliance edits. If you need an accessible version, please email us.

Download MAEC's Equity Audit

Please enter your information to download the free PDF.

Name *

Title *

Organization *

Zip code *

Email *
Conducting a School Wide Equity Audit

• According to Mid-Atlantic Equity Consortium, “an equity audit is a study of the fairness of an institution’s policies, programs, and practices”

• MAEC’s Free Equity Audit
  ✓ Criteria for an Equitable School
  ✓ Criteria for an Equitable Classroom
  ✓ Teacher Behavior
  ✓ You can download a free Equity Audit

• MAEC Equity Audit website
  ➢ https://maec.org/equity-audit
Building Belonging

Annette Sanchez
Task Force Member and Principal, Hampton-Moreno-Dugat Early Childhood Center

Thomas Payton
Director, Zone 2, Task Force Member, and Principal, Roanoke Avenue Elementary School
Leading Change

• Be Conscious of your own Biases
• Build Relationships
• Create a library with research and resources for staff and teachers
• Walk through Classrooms, Be aware, and Be Courageous
• Provide PD for all staff
• Seek out Lead Ambassadors in your school
• Reflect and Reevaluate
Know Yourself First

• To build belonging; you must know yourself first
• Engage in a “Who Am I?” activity with your staff
• Start with I am …
• Set a timer for 60 seconds having each person write as many descriptors of themselves in 60 seconds
• It’s important you engage in this activity as well
• Start and facilitate a conversation around the activity
Difficult and Courageous Conversations

Nicole Moore-Samson
Task Force Member and Principal, Indian Mills School
How to Start

• Prioritize continuing education about bias in the classroom
  • Keep in forefront of everyday practices

• Recognize and publicly acknowledge that we ALL have bias; no “shame” in the discussion
  • Use a tool like the Implicit Association Test to gather a baseline for discussion
  • Establish ground rules prior

• Share reasons why we need to discuss bias
  • i.e, disproportionality as it pertains to poor test scores of minority students
Unconscious Bias – Strategies for Mitigating Unconscious Bias

Thomas Payton
Director, Zone 2, Task Force Member, and Principal, Roanoke Avenue Elementary School
Understanding Implicit/Unconscious Bias

• Everyone possesses implicit biases

• Our implicit biases do not necessarily align with declared beliefs or reflect stances we would explicitly endorse

• We generally tend to hold implicit biases that favor our in-group, but we can still hold implicit biases against our in-group

• Implicit biases we hold can be gradually unlearned

• Kirwan Institute for the Study of Race and Ethnicity
What are your Implicit/Unconscious Biases?

• You can take an Implicit Association Test (IAT) for free at https://implicit.harvard.edu/implicit/takeatest.html
• There are several different types of IATs – take the Race Test

• After you take the test, reflect on the following questions:
  • Were you surprised by your results?
  • Do you agree with your results?
  • If you have taken the RACE IAT before, were your results similar/different?
  • Reflecting upon your results, will this change or influence your future decisions or actions in your workplace/school? What about everyday life?
Project Implicit

• Our Task Force has worked closely with Project Implicit – Their website is [https://www.projectimplicit.net/](https://www.projectimplicit.net/)
Implicit Bias Mitigation Strategies
Wallace Foundation Research

Dr. Kimbrelle Barbosa Lewis
NAESP Past President, Task Force Chair, and Principal,
Cordova Elementary Optional School

http://www.wallacefoundation.org/principalsynthesis.

www.naesp.org  @naesp  @thенаesp
How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Equity occupies a central and timely place for school level practices and policies

- Researchers identify Four Principal Practices linked to effective outcomes
- High Level Instructional Activities
- Building a Productive Culture and Climate
- Facilitating Collaboration and Learning Communities
- Strategic Management of Personnel and Resources

http://www.wallacefoundation.org/principalsynthesis.
What Drives Principals’ Contribution
Implications for Policymakers, Practitioners and Researchers

1. Effective principals are at least as important for student achievement as previous reports have concluded—and in fact, their importance may not have been stated strongly enough.

2. Principals have substantively important effects that extend beyond student achievement.

3. Effective principals orient their practice toward instructionally focused interactions with teachers, building a productive school climate, facilitating collaboration and professional learning communities, and strategic personnel and resource management processes.
Implications for Policymakers, Practitioners and Researchers

4. Principals must develop an equity lens, particularly as they are called on to meet the needs of growing numbers of marginalized students.

5. Effective principals are not equitably distributed across schools.

6. Principals are becoming more racially and ethnically diverse, but representation gaps with students are growing, which is concerning, given the payoffs to principal diversity.

7. Research on school principals is highly variable, and the field requires new investment in a rigorous, cohesive body of research.

Summary of Key Findings

www.naesp.org  @naesp  @thenaesp
Pivot and Reset

• There should be continued reorientation of school principal work toward educational equity, prioritizing the needs of increasingly diverse students

• Cultural Responsiveness and equity include fair, just and nondiscriminatory treatment of students, removal of barriers, resource and support provisions and creation of opportunities
Equity Resources

Taking the First Steps

Embracing practices that advance equity will take multiple resources and an extended effort from school leadership.

Leading a school community down the long road toward equity can be intimidating. It’s difficult to know the best way to start challenging systems that have been in place for generations. Fortunately, there are resources school leaders can use to adjust the ways in which they lead and exercise more control over the school processes that might have created barriers in the past.

In leading the quest for equity, a great place to start is with yourself. It is crucial for you to be clear and resolute in your belief that this is important work so that you are able to communicate that vision to your stakeholders.

Your rationale might be different from that of your colleagues. You might be aware of inequities in school data and wish to improve outcomes for your students, while others might say that it is an obligation to create and maintain systems that eliminate barriers and ensure that all students have the same access. Neither answer is wrong, but part of your work is to know what’s bringing staff and families to the table.

Listen to Your Community

Taking Equity Beyond Gender

Use design thinking to create policies, practices, and programs that welcome diverse women.

As organizational leaders become more intentional about increasing gender diversity, inclusion, and equity, we must understand how intersectionality plays a role in marginalization and an opportunity for organizational enhancement and enrichment alike. To emphasize the latter, we should begin with the view that diversity enriches an organization, then follow up with a willingness to confront gender-related implicit biases and an empathetic approach toward developing policies, practices, and programs.

The landscape architect who embraces the benefits of different plants and flowers is likely to design a diverse and cohesive garden. Similarly, organizational leaders who understand that gender is not monocultural have the chance to benefit from the intersection of identities that a variety of women bring to it. Female experiences vary greatly based on characteristics such as race, ethnicity, language, ability, sexual orientation, class, and age, and leaders should acknowledge and capitalize on all variety of identities for the organization's benefit.
**Equity Resources**

**Principals’ Voices in School Equity**

A new article series by the NAESP National Task Force on Race and Equity highlights the principal voice in the advancement of equity in schools.

_April 2, 2021 | by Kimbrelle Barbosa Lewis_  
_Categories: Principals’ Voices in School Equity_  
_Topics: Equity and Diversity_  

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**How to Achieve Educational Equity**

_May 13, 2021 | by NAESP Staff_  
_Topics: Equity and Diversity, Principal Leadership, Professional Learning, School Culture and Climate, School Management_  

Educational equity is more than being able to watch a baseball game while standing on boxes. To frame it as such oversimplifies the complexities in education. In this presentation, an actionable definition and helpful resources will be provided to leaders.
Equity Resources

Let’s Talk About Race

Principals must examine their own privilege to conquer unconscious bias and ensure equity for students of color.

JANUARY 4, 2021 | BY NEILL ALLEVA
TOPICS: EQUITY AND DIVERSITY
PRINCIPAL, JANUARY/FEBRUARY 2021: LEADERSHIP TEAMS, VOLUME 100, ISSUE 3

Social—Emotional Learning Meets Equity

The focus on social—emotional learning for students should be reinforced by SEL and equity training for adults.

APRIL 30, 2021 | BY KAYLEN TUCKER
TOPICS: EQUITY AND DIVERSITY, SOCIAL EMOTIONAL LEARNING
PRINCIPAL, MAY/JUNE 2021: A NEW DIRECTION FOR SEL, VOLUME 100, ISSUE 5

Bias. Racism. Cultural competence. Justice. While these are terms that every school community has come to acknowledge, they are not words typically associated with social-emotional learning. But if 2020 has taught us anything, it is that the importance of educational equity knows no bounds.

That’s why CASEL—the organization with the best-recognized definition for SEL—recently updated its language to include support for educational equity, placing more focus on authentic partnerships with families and communities, as well as the ongoing examination of identity, prejudice, bias, and cultural competency. All can contribute to the student well-being that undergirds the purpose of SEL.

SEL Is for Adults, Too

To do this work, principals and teachers need training in SEL that is culturally competent and advances racial equity...
Q/A