

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.*

National Task Force on Race and Equity

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-Dugat
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



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naesp™ National Association of
Elementary School
Principals

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 / Survey Results

NAESP & Project Implicit

November 12 – December 9, 2020

Implicit Association Test Results (n=735)

Strong preference for African American over European American	3.2% (n=23)
Moderate preference for African American over European American	6.4% (n=47)
Slight preference for African American over European American	8.2% (n=60)
Little to no preference between African American and European American	21.3% (n=155)
Slight preference for European American over African American	18.2% (n=133)
Moderate preference for European American over African American	23.7% (n=173)
Strong preference for European American over African American	19.8% (n=144)

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)

Not at all prepared	2.1% (n=15)
Somewhat prepared	41.6% (n=301)
Prepared	37.6% (n=272)
Very prepared	18.7% (n=135)

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

Not at all prepared	6.7% (n=46)
Somewhat prepared	45.6% (n=313)
Prepared	36.5% (n=251)
Very prepared	11.2% (n=77)

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

Not at all	6.9% (n=48)
Minor emphasis	71.7% (n=501)
Major emphasis	15% (n=105)
Not sure	6.4% (n=45)

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)

Male	32.4% (n=236)
Female	67.6% (n=493)

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

White	82% (n=589)
Black or African American	10% (n=72)
American Indian or Alaska Native	1.3% (n=9)
Asian	2.9% (n=21)
Native Hawaiian and Pacific Islander	.6% (n=4)
Some Other Race	3.2% (n=23)

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

Urban	20.8% (n=150)
Suburban	55.4% (n=400)
Rural	23.8% (n=172)

Tips for Conducting an Equity Audit



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MAEC's 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

School Policy				
Criteria/Questions	Compliant Yes	Compliant No	Non-Compliant Yes	Non-Compliant No
1. Does the school/system have a specific educational equity policy in place related to race, ethnicity, socioeconomic status, national origin, English learner status, sex, gender identity, gender expression, sexual orientation, religion, and disability status?				
2. Does the educational equity policy clearly explain the procedures for reporting complaints, investigating complaints, and equity?				
3. Is the educational equity policy monitored for consistency and complete implementation as well as amended if necessary?				
4. Does the educational equity policy regarding race or equity address the harmful impact of racial stress and trauma?				
5. Does the educational equity policy identify the roles of teachers, staff, and administrators in mitigating race-based disparities?				
6. Does the school have a clear mission statement regarding educational equity?				
7. Are updates to policies and procedures published to staff, students, and families in an accessible manner and on a timely and continuous basis?				
8. Has the school developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?				
9. Did all relevant stakeholder groups (staff, families, students, and community members) participate in the development of the mission statement and equity plan?				

MAEC - Equity Audit 2021

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/>




Implicit Bias Mitigation Strategies


Impact Reduction Strategies

FOR INDIVIDUALS AND GROUPS


Explain your decision-making process to others.



Prioritize decision-making for your best time of day.




Be cautious about using "fit" to evaluate someone.



Spend more time on tasks with the most potential to impact others.




Consider how bias can affect who you help or favor.




Search for counterevidence or appoint a "devil's advocate" to help you see all sides.



Construct evaluation criteria in advance, and apply them consistently.



Collect data to understand organizational climate, policies, and practices.




projectimplicit.net

Project Implicit


Bias Reduction Strategies

INTERNAL AND EXTERNAL


Seek out, learn about, and listen to members of groups to which you do not belong.




Commit to learning about your biases, attitudes, and stereotypes.




Reflect on your actions with humility, and be willing to apologize if you've wronged someone.




Educate yourself on the history of systematic oppression.



Support organizations that work toward social justice and equality.



"Mind what you put in your mind" – be intentional about the information and images that you consume.



projectimplicit.net

Project Implicit

Wallace Foundation Research



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

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

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How Principals Affect Students and Schools

A Synthesis of Research

Wallace Foundation
2015



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.

Summary of Key Findings

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

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

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

Equity Resources

Taking the First Steps

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

APRIL 30, 2021 | BY SHAUN CAMPBELL
TOPICS: EQUITY AND DIVERSITY
PRINCIPAL, MAY/JUNE 2021: A NEW DIRECTION FOR SEL, VOLUME 100, ISSUE 5

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.

APRIL 30, 2021 | BY ANDREA THOMPSON AND JESSICA GOMEZ
TOPICS: EQUITY AND DIVERSITY, WOMEN IN LEADERSHIP
PRINCIPAL, MAY/JUNE 2021: A NEW DIRECTION FOR SEL, VOLUME 100, ISSUE 5

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 brings 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

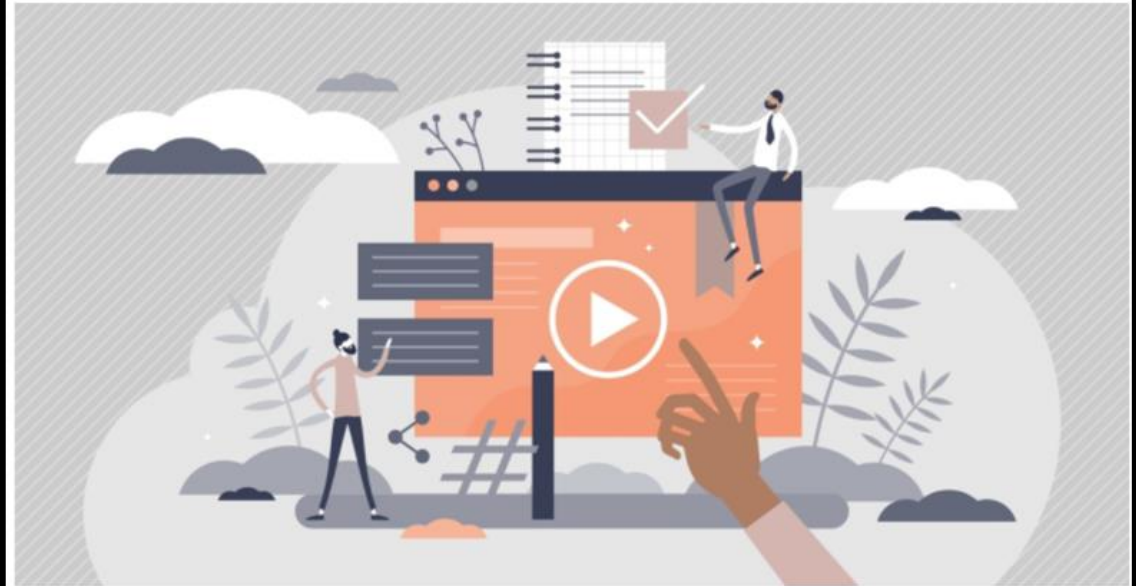
A new article series by the NAESP National Task Force on Race and Equity highlights the principal voice in the advancement of equity in schools.

APRIL 2, 2021 | BY KIMBRELLE BARBOSA LEWIS
CATEGORIES: PRINCIPALS' VOICES IN SCHOOL EQUITY
TOPICS: EQUITY AND DIVERSITY



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



Kaylen Tucker, Ph.D.

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 equity. Well-Intentioned adults in schools. Well-Intentioned adults outside of

Q/A