

W. Clement & Jessie V. Stone FOUNDATION



Grantee Convening

Pursing Educational Equity Early Childhood Through 12th Grade
Fall 2016

Purpose of the 2016 Convening

The W. Clement & Jessie V. Stone Foundation is committed to improving student outcomes in urban schools in the United States. In order to advance this mission, the Foundation has identified several levers for change and has chosen to fund organizations that have made important contributions to the levers. Twenty organizations were invited to a cross-grantee convening from early childhood and k-12. The focus of the groups work spanned policy, practice and research.

The convening had the following goals:

- **Advance** the *long pursued* goal of equity, development, support and retention of high effective and experienced teachers and leaders, especially for the most at-risk children and students;
- **Reflect with K-12 and early childhood grantees on equity**, specifically the challenges and opportunities around effective and experienced teachers, leaders and other professionals for our children so that they may achieve equitable outcomes;
- **Reduce silos** between early childhood and k-12 grantees *through discussions of* shared values around the outcomes for children; and
- **Create a learning community** bringing early childhood and k-12 grantees together.

Framework for the Convening

- Participants recognized that a single meeting or effort ***cannot “solve” issues*** such as institutional racism or white privilege, etc.
- The convening provided an opportunity to:
 - ***have a safe space*** to discuss common challenges, share lessons, and learn about some best practices and innovation;
 - ***learn from others who are seeking to address issues of equity***; and
 - ***Identify a few next steps*** in the journey toward racial equity.
- Participants agreed to use ***racial equity as a gateway to create solutions*** on a range of other equity issues including gender, socio-economic status, disability, and dual language learners.

Three Ideas, One Question



To ensure educational equity each child needs an effective teacher.

High effective teaching and environments are needed to ensure educational equity for students of color.

To ensure educational equity we recognize that health, human services, families and communities are key to learning and achievement.

Question

What policies, practices, procedures, environments, systems, services and supports are essential for achieving educational equity?

Effective Teaching and Environments are Needed to Ensure Educational Equity for Students of Color

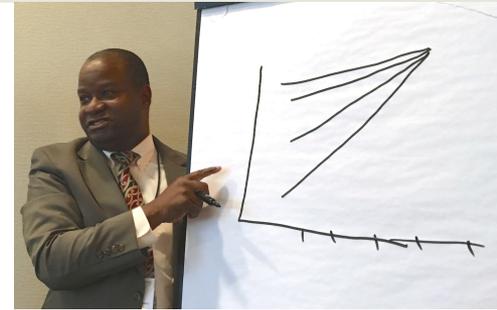
➤ The Achievement Gap

- Is the result of a variety of structured inequalities as they manifest themselves in student outcomes.
- Doesn't start in school, but has roots that track back to prenatal experiences, even parent education levels.
- Is both produced by and influences school culture
- Produces predictable achievement patterns in groups (e.g. gender, race, social economic status, special needs, primary language, national origin, etc.) in the absence of extraordinary interventions.

➤ Factors that contribute to the perceptions of or reasons for the persistent achievement gap.

- Beliefs about achievement: Fixed or Variable
- Belief about student groups
- Beliefs about the role schools should play
- Framing of Definitions of Equity and Equality

Derek Mitchell



Effective Teaching and Environments are Needed to Ensure Educational Equity for Students of Color

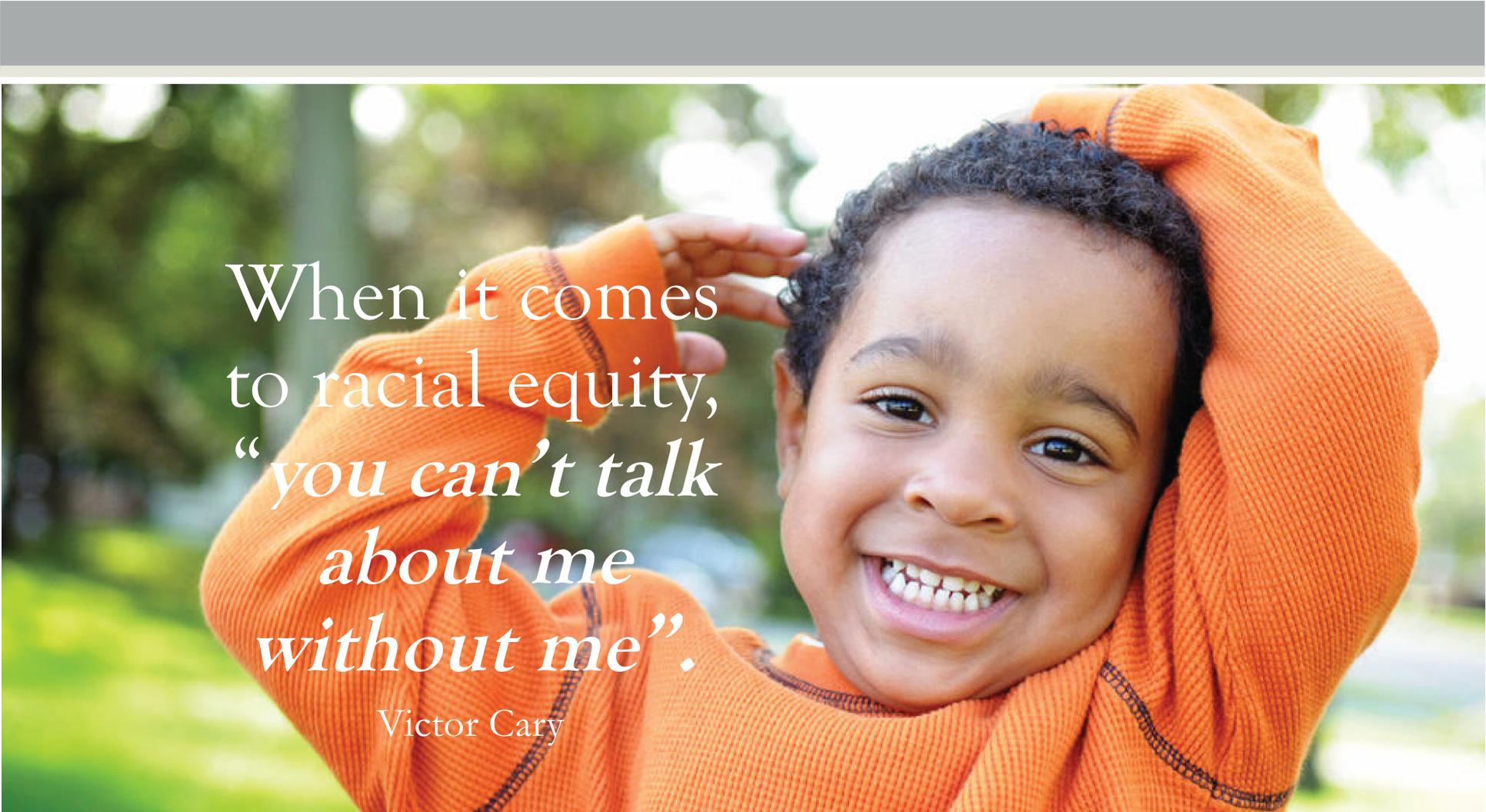
What policies, practices and procedures lead to recruitment and maintenance of teachers of color, classroom support, and school environments which lead to equity in achievement for students of color?

School Environments - Leaders for equity need the vision, political will, skill, knowledge capacity and emotional intelligence to create a culturally responsive community where all thrive.

Classroom Practice - Equity must be viewed as a systemic value and not a value that drives individual practice only.

“Schools are often dehumanizing places, especially for people of Color – their own schools may have been dehumanizing places and they might therefore look at a graduate school or teacher preparation program and worry it too will be dehumanizing.” This could prevent people of Color from wanting to put themselves in a situation where they don’t see themselves as being able to thrive. So we talked about what it would look like for people to thrive in this community, in this school, this program and borrowed an idea from the church: the idea of “soul care” or asking the question of to what extent are we attending to the souls of our teachers?

Jonathan Osler



When it comes
to racial equity,
*“you can’t talk
about me
without me”.*

Victor Cary

To Ensure Educational Equity Each Child
Needs An Effective Teacher

To Ensure Educational Equity Each Child Needs An Effective Teacher

*“Poor compensation and benefits are felt most by African American women”
(Ulrich, Hamm and Herzfeldt-Kamprath, 2014)*

*“Without wages and benefits early childhood will struggle to recruit and retain highly qualified teachers.”
(Whitebook, 2014)*

Compensation should be adjusted - Compensation Packages are a reflection of the **VALUE** ascribed to teacher(s) and the children they teach!

We have such disparate expectations and qualifications for 0 -5 educators. In k-12, teachers are usually expected to get a degree or some type of certification from the state, but in early childhood expectations run the gamut from nothing to advanced degrees.

Lea Austin

To Ensure Educational Equity Each Child Needs An Effective Teacher

“Three arguments for minority teacher representation: more effective role modeling; higher learning expectations and future; and fewer cultural differences.” (Goldhaber, Theobald, & Tien, 2015)



Teachers of Color are needed

- We need to know how to recruit, retain and sustain teachers of color to thrive as education professionals, early childhood through the 12th grade.

We looked into the reasons why people of color weren't applying to our teacher preparation program. We discovered that our program was not placing a priority on recruiting students of color and that our approach was not seen as welcoming to students with different backgrounds and experiences. We held up the mirror and looked at ourselves in a deep way, and made an intentional effort to diversify our student body.

Sara Ray Stoelinga

To Ensure Educational Equity Each Child Needs An Effective Teacher

The University of Chicago Urban Teacher Education Program made an intentional effort to diversify our student population. In year 5, we opened up our program to accept students from outside of the University of Chicago to intentionally increase the diversity. In 2 years it went from 90% female and white to being a majority (almost 75%) students of color. The

Soul Strand, which focuses our aspiring teachers on race, class, culture, and gender and identity, has been a part of the UTEP curriculum from its inception. But having these conversations with a diverse student body is different from having it with a majority white student group. We have learned a lot from our students and have improved our program over time. ***Diversifying the program was our goal but it turned out that wasn't the whole story. More important was the dialogue that followed from diversification.***

Sara Ray Stoelinga

There are many barriers that keep people from being successful, but we know from programs across the country, that if you put the right resources and supports in place people can be successful regardless of their background—we have to be intentional about setting and tending to the right condition. And we must raise the question: What are we saying about race if we assume that raising qualifications equates to a “whitening of the fields?” We must disrupt this narrative.

Lea Austin

To Ensure Educational Equity Each Child Needs An Effective Teacher

When I started teaching as a high school history teacher, I was wholly unprepared to be a teacher. And “pedagogy”? ..I did not know what pedagogy meant at the time. 40 years later I was invited to talk to the school. Why would they call me? I wondered. The response: “Because you saw us, and you respected us”. I don’t know if that’s pedagogy or not, but it seemed to matter.”

Victor Cary

Teachers as Ambassadors and Diplomats are:

- ❖ **Well educated**- They need extensive knowledge of local communities and their families.
- ❖ **Good listeners** - Great leaders listen. Effective teachers make connections between the thoughts and ideas of their students with those of the great minds of the day and throughout history. “Students of all ages and backgrounds grow tall in the presence of a teacher who listens.”
- ❖ **Diplomatic** - Acutely aware that decisions need to be made with care and caution. Decisions require being nimble and audacious in the active pursuit of their talents– in the classroom now, and in the future.
- ❖ **Ambassadors** - Never work in isolation, but with teams of experts to gather up data, information and advice for courses of action that secure the well being at the local and global arena. There are no solo mindsets in an ambassador.

Gillian McNamee



To Ensure Educational Equity We Recognize That
Health, Human Services, Families, And Communities
Are Key To Learning And Achievement

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“There is a recognition that classroom processes do not occur in isolation from organizational processes” (Ehrlich, Pacchiano, Stein & Luppescu, 2016)

“Educators are turning to parents and outside partners in formal and grassroots efforts” (Monlar, 2013)

Community Environments which Support Conditions of Learning -- Communities have to be safe and stable. If/when they are not, children, family & educator stress stymies the ability to be engaged and gets in the way of social emotional and academic achievement.

We are working in Dudley Square in Boston at the Pre-K -12 level. I was afraid I would meet my program metrics, but not really change the prospects for the children. We have now adopted a place-based approach, starting at a set of schools and using a teaching hospital model. We need to focus less on teacher quality and more on the notion of effective teaching.

Jesse Solomon

To Ensure Educational Equity We Recognize That Health, Human Services, Families, And Communities, Are Key To Learning And Achievement

We need to create the systems that get all children what they need.

This includes spending more time re-imagining what education means for children.

Government often reinforces the challenge. It is not inconsequential that Head Start, the only program that does look at dental, mental health, family support, etc. is administered by DHHS- not at all in the Department of Education- it completely bypasses State Departments of Education.

Kristie Kauerz

“We are still tinkering toward utopia”

Policies and Funding -- At every level (federal/state/local) in both private and public spheres should be connected for equitable access to quality services and supports from early childhood through a college education.

Families -- Families have the biggest impact on a child's outcome. Families should be included as a key partner in their child's education.

Next Steps in a partnership between Grantees and W. Clement & Jessie V. Stone Foundation to Advance Equity



➤ Support Organizations to Understand and Take Action

- Professional and Organizational Development
- Regional gatherings
- Communities of Practice
- Building the capacity at the organizational level
- Sharing “tool kits” to support advancing equity

➤ Continue the Conversation

- Engage at the policy level
- Capture and share stories that engage policy makers
- Document patterns and evidence of what is working to advance equity
- Broaden safe spaces for conversation about equity and include other stakeholders and speakers

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