

Advancing School Leadership for Continuous Improvement

Oh No! There's a Pink Elephant In the Room!

Diversity



Inclusion

Equity

Dr. Kimberly George-Reid
School Effectiveness Specialist

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Session Norms



Place electronics on silence/vibrate.



Remain engaged in learning.



Respectfully share opinions.



Ask questions for clarification to avoid making assumptions.

Learning Goals

Today I will:

- Understand my personal biases
- Identify the gaps within the instructional program of my school
- Collaborate with colleagues to maximize my resources to become a HIGHLY functioning school
- Outline how to embrace inclusion, equity and diversity into my school environment

Leadership is not being
in charge;
it is about taking care of
people in your charge

~ Simon Sinek



Separation by Degrees

Separation by Degrees



Separation by Degrees

- Attained a doctorate degree
- Parents not divorced
- Did not receive scholarships or financial aid for undergraduate degree
- Have traveled to 20 or more states
- A swimmer
- Had pets other than dogs/cats
- Celebrated your birthday every year with a party
- Had a car at 15 years old
- Received an allowance from parents until 25 years of age

Color Symbolism

Brain
Exercise

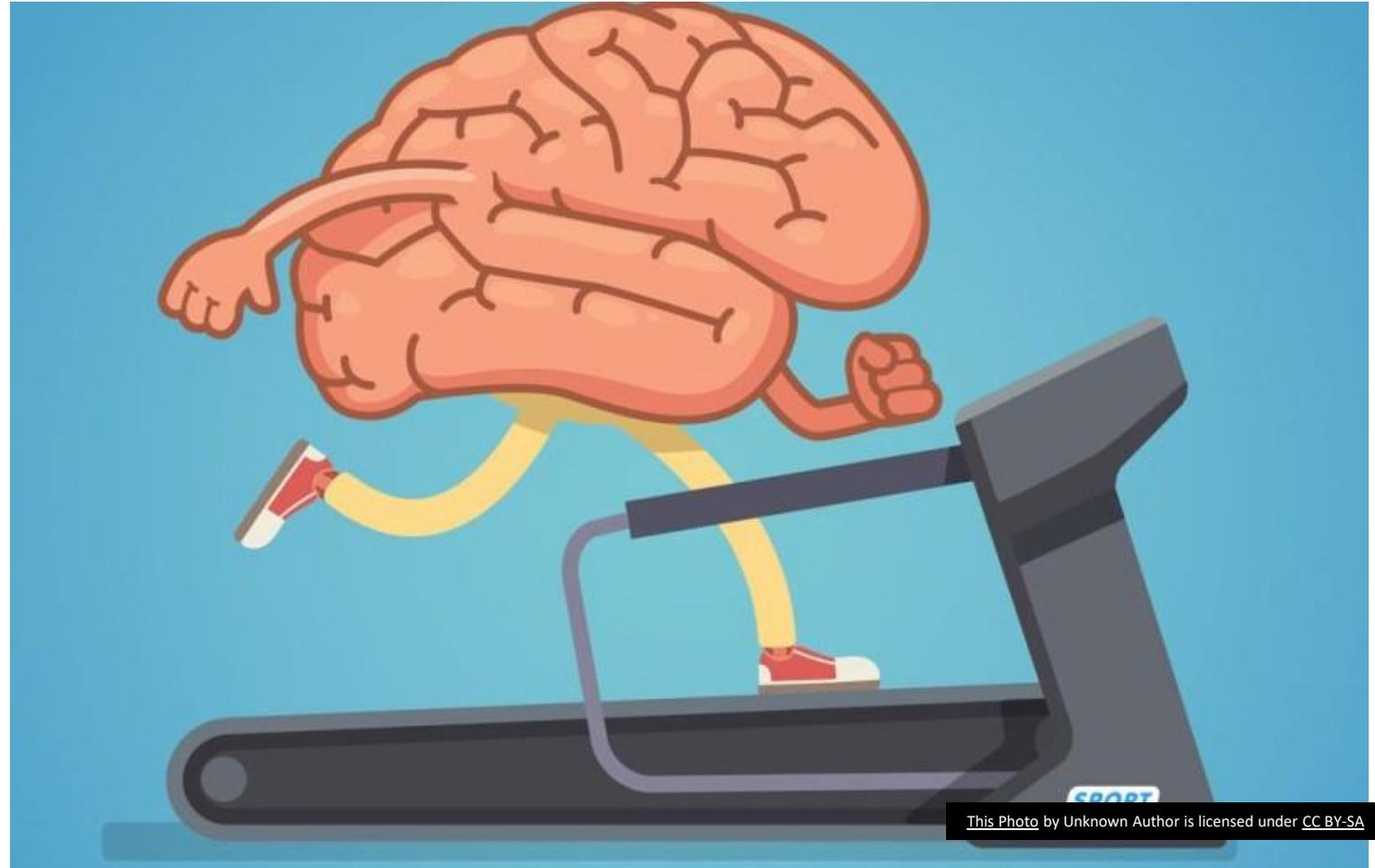




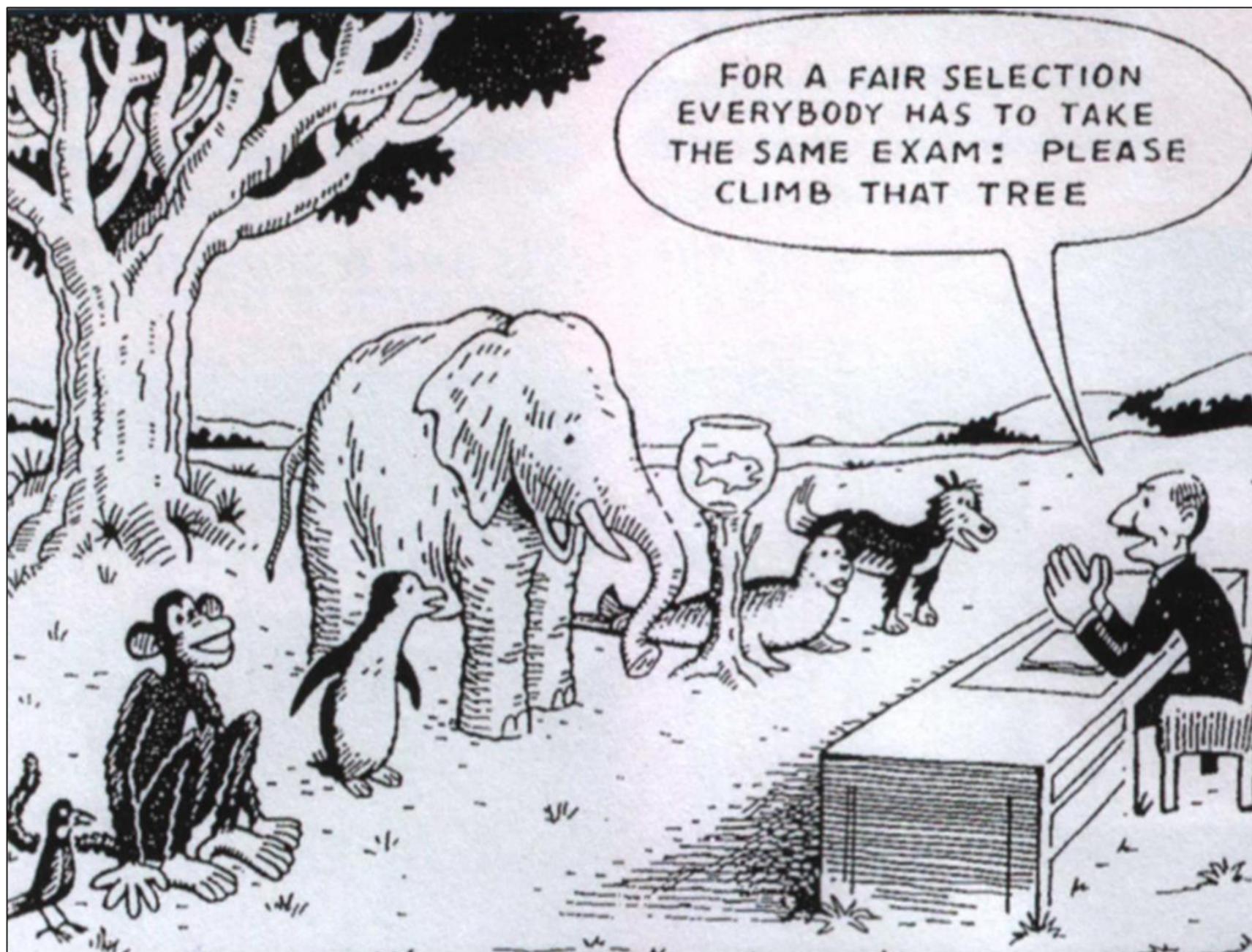
Table Talk

3 minute discussion



Fact or
Fiction





BIASES

Race

Gender

Sexual Orientation

Religion

Socioeconomic Status

Intellectual Capacity

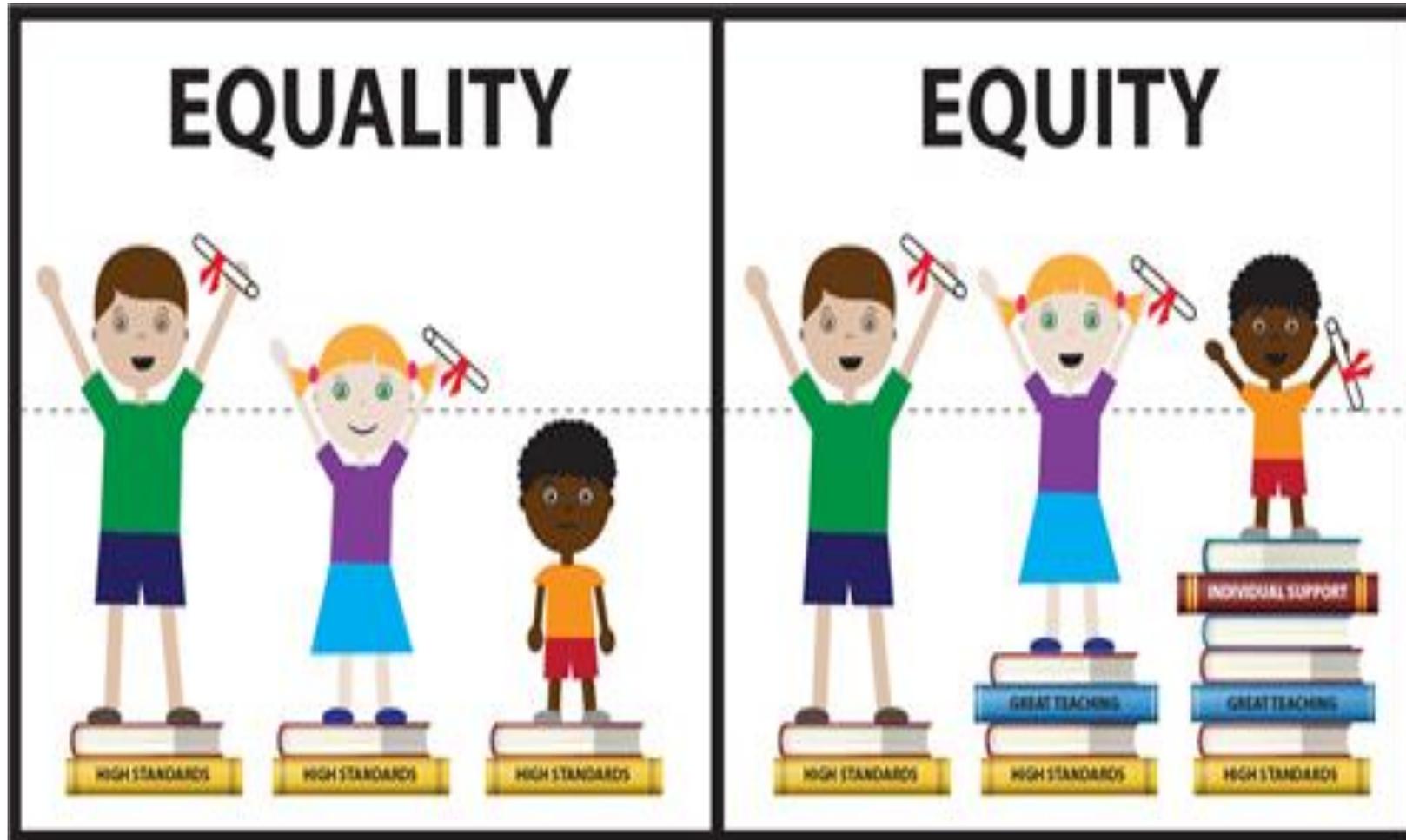
Physical Disability

Family

Zip Code



Educational Equity



What is Educational Equity?

Educational equity is obtained when educators provide all students with the individual support they need to reach and exceed a common standard.

Top 5 Countries for Education in 2020

#5 France

#4 Germany

#3 Canada

#2 United Kingdom

#1 United States

U. S. News and World Report <https://www.usnews.com/news/best-countries/best-education>

Nine Characteristics of High Performing Schools

(Shannon & Bylsma, 2007)

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum and Instruction Aligned with Standards
6. Frequent Monitoring of Teaching and Learning
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Community and Parent Engagement

Assumption Indicators of low performing schools

In predominantly minority schools, which most students of color attend:

- schools are large (on average, more than twice as large as predominantly white schools and reaching 3,000 students or more in most cities)
- on average, class sizes are 15 percent larger overall (80 percent larger for non-special education classes)
- curriculum offerings and materials are lower in quality
- teachers are much less qualified in terms of levels of education, certification, and training in the fields they teach.

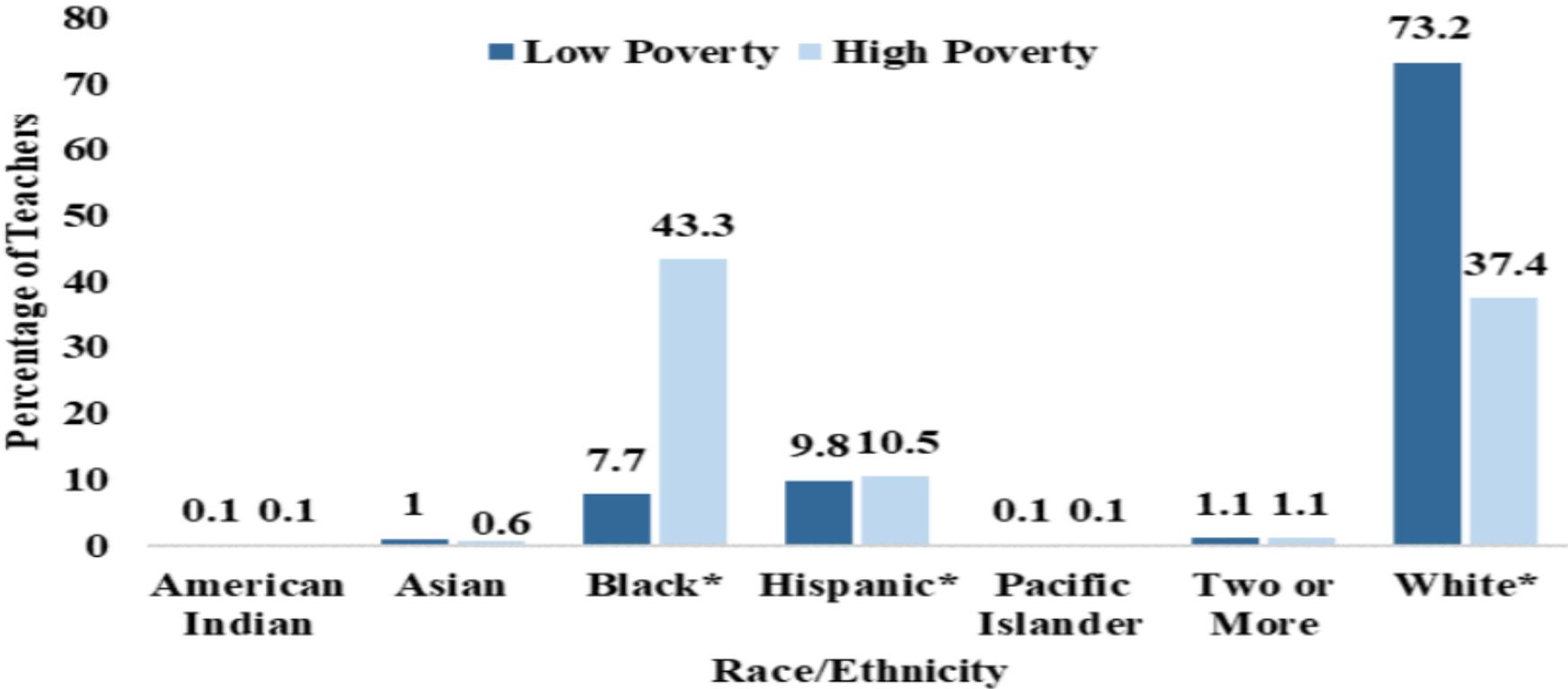
(Darling-Hammond, 1998)

FACTS

Though students of color now make up the majority of those enrolled in the nation's public schools, 82 percent of public-school teachers are white, according to a 2016 report from the U.S. Department of Education.

Race/Ethnicity of Georgia Teachers in Low and High Poverty Schools

Figure 5: Race/Ethnicity of Teachers in Low and High Poverty Schools

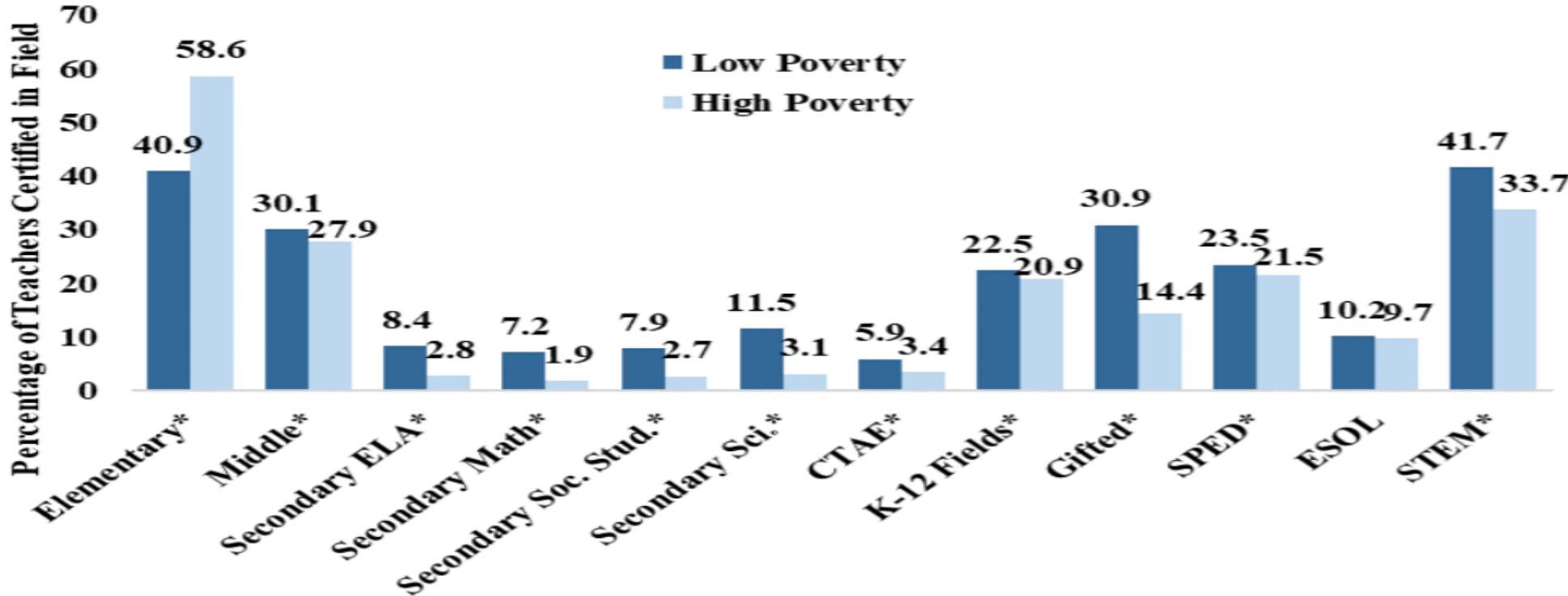


2017 Georgia K-12 Teacher and Leader Workforce Status Report



Certificate Fields of Teachers in Low and High Poverty Schools

Figure 6: Certificate Fields of Teachers in Low and High Poverty Schools²⁰

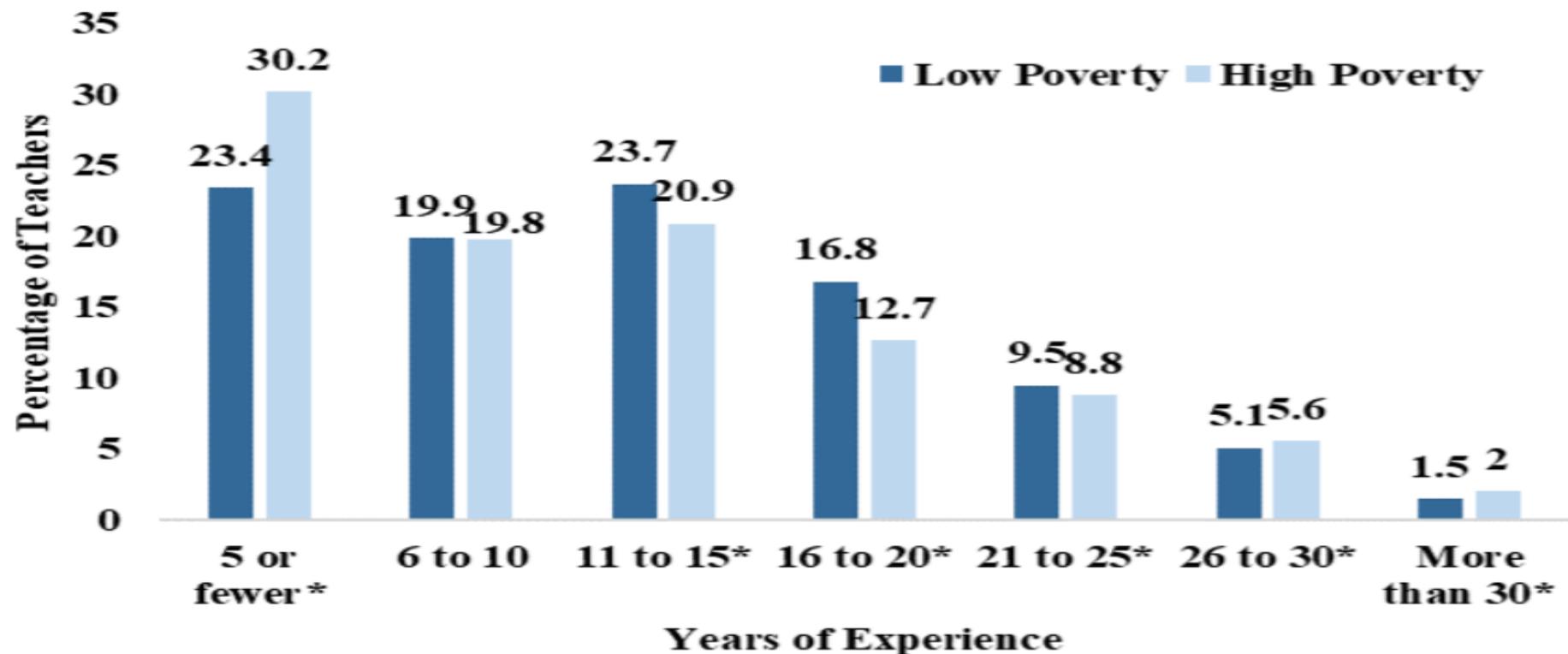


2017 Georgia K-12 Teacher and Leader Workforce Status Report



Years of Experience of Georgia Teachers in Low and High Poverty Schools

Figure 8: Years of Experience of Teachers in Low and High Poverty Schools



2017 Georgia K-12 Teacher and Leader Workforce Status Report

Certificate Levels of Teachers in Low and High Poverty Schools

Figure 7: Certificate Levels of Teachers in Low and High Poverty Schools



2017 Georgia K-12 Teacher and Leader Workforce Status Report

Disproportionality

- Race disproportionality
- Educational disproportionality

School factors that contribute to disproportionate situations include underfunding; high staff turnover; uncertified and provisionally licensed teachers; teachers with low expectations and invisible racist practices; limited technology; limited extracurricular opportunities; and a lack of specialized educators and resources to tackle specific issues.

What Type of Leader are You?

Identify your personal
barriers to change as an
administrator

The Perfect School



Think – Jot - Share

- Think about a perfect school. Write down characteristics of your idea of a **PERFECT** school.



Table Talk

3-minute discussion



What are the components of building equity?

- Physical Integration
- Social –emotional engagement
 - Opportunity to learn
 - Instructional Excellence
- Engaged and Inspired learners

Physical Integration

- Our student body is diverse.
- Our school publicly seeks and values a diverse student body.
- Efforts are made to promote students' respecting, and interacting with, students from different backgrounds.
- Our school facilities and resources are at least equal to those of other district schools.
- Classroom placement and student schedules ensure that diversity exists in all learning environments.

Social /Emotional Needs

- The social and emotional needs of students are adequately supported in the school, from pro-social skills development to responsiveness to trauma.
- Teachers and staff show they care about students.
- The school has programs and policies that are designed to improve attendance.
- The school's discipline plans are restorative rather than punitive.
- Students are treated equitable when they misbehave, and consequences are based on an ethic of care rather than demographic characteristics.

Opportunity to Learn

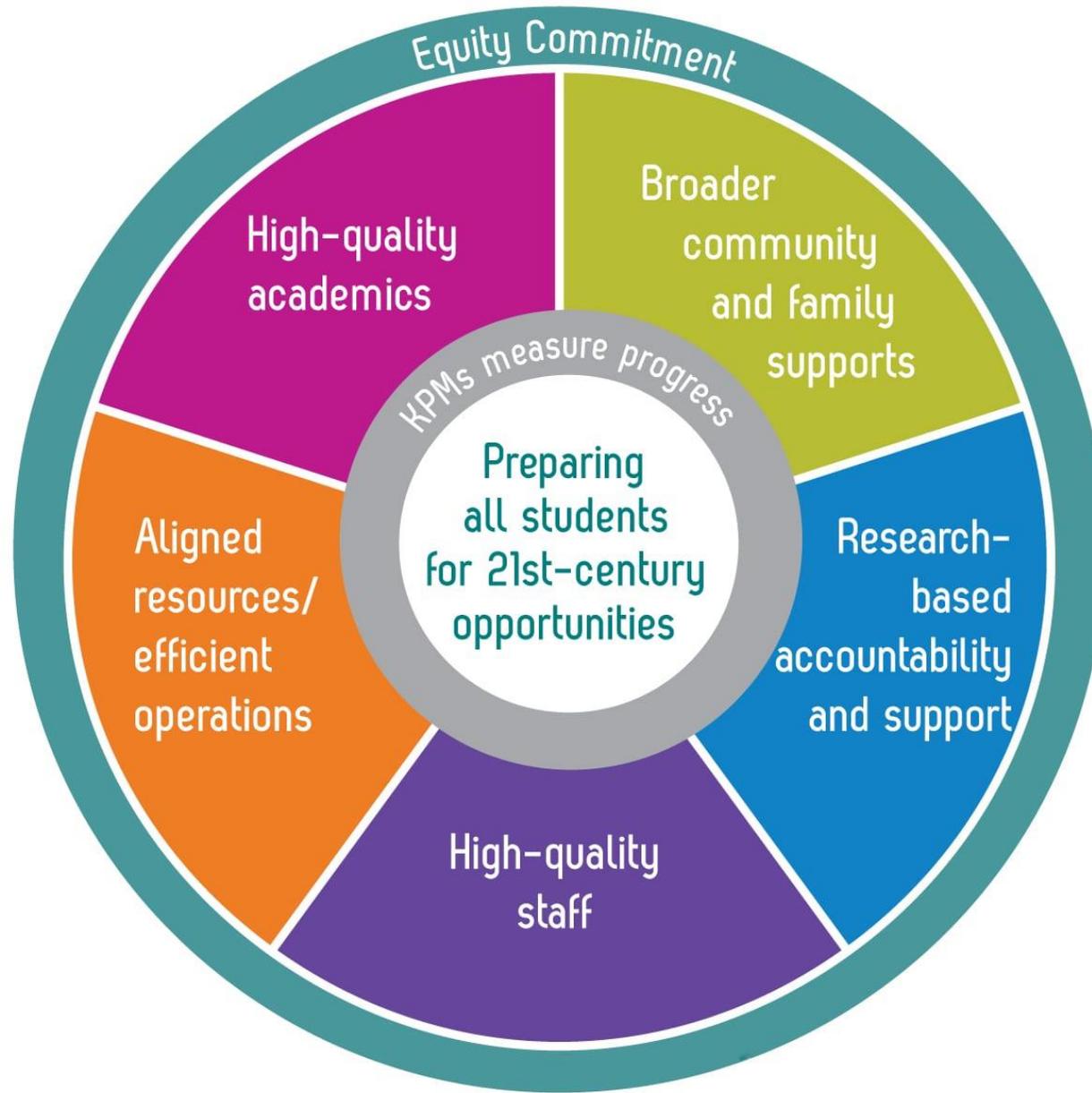
- We do not use tracking to group or schedule students.
- Students have equitable access to class placement and course offerings
- All students have access to challenging curriculum.
- Teachers have high expectations for all students.
- There are active working relationships between home and school to increase opportunities to learn.
- Soft skills are developed and valued in our school.

Instructional Excellence

- All students experience quality core instruction
- There are transparent and transportable instructional routines in place school wide.
- Grading and progress reports are focused on subject matter mastery and competence.
- Teachers notice students' individual instructional needs and have systems to differentiate as needed.
- Educators have access to professional learning that builds their technical and intellectual skills.

Engaged and Inspired Learners

- Students are engaged in a wide range of leadership activities within the school.
- Student aspirations are fostered.
- Students select learning opportunities related to their interests.
- Students are provided authentic and applied learning experiences that link with their goals and aspirations.



Data Collection Analysis Guided Questions

1. What does economically disadvantage mean and look like?
2. What are the root causes for closing the gap of the economically disadvantage subgroup?
3. What are some fiscal discrepancies within the district/school?
4. What are some instructional discrepancies within the district/school?

How do you define Economically Disadvantage?

- Underprivileged
- Depressed
- Deprived
- Destitute
- Handicapped
- Impoverished
- Indigent
- Unfortunate
- Ill-Fated
- Have-Not
- Poor
- Unfortunate

What does the economically disadvantage look like?



Income Criteria for Georgia's Economically Disadvantage Households

Annual Household Income Limits (before taxes)

Household Size*	Maximum Income Level (Per Year)
1	\$23,107
2	\$31,284
3	\$39,461
4	\$47,638
5	\$55,815
6	\$63,992
7	\$72,169
8	\$80,346

Benefits.gov

Check the 'REAL' Demographics of a School

The United States Census Bureau - American FactFinder

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Community Facts Tab

As a leader,
what am I
going to do?



Cultural Issues



Root Causes

Supporting Teachers in Challenging Cultures

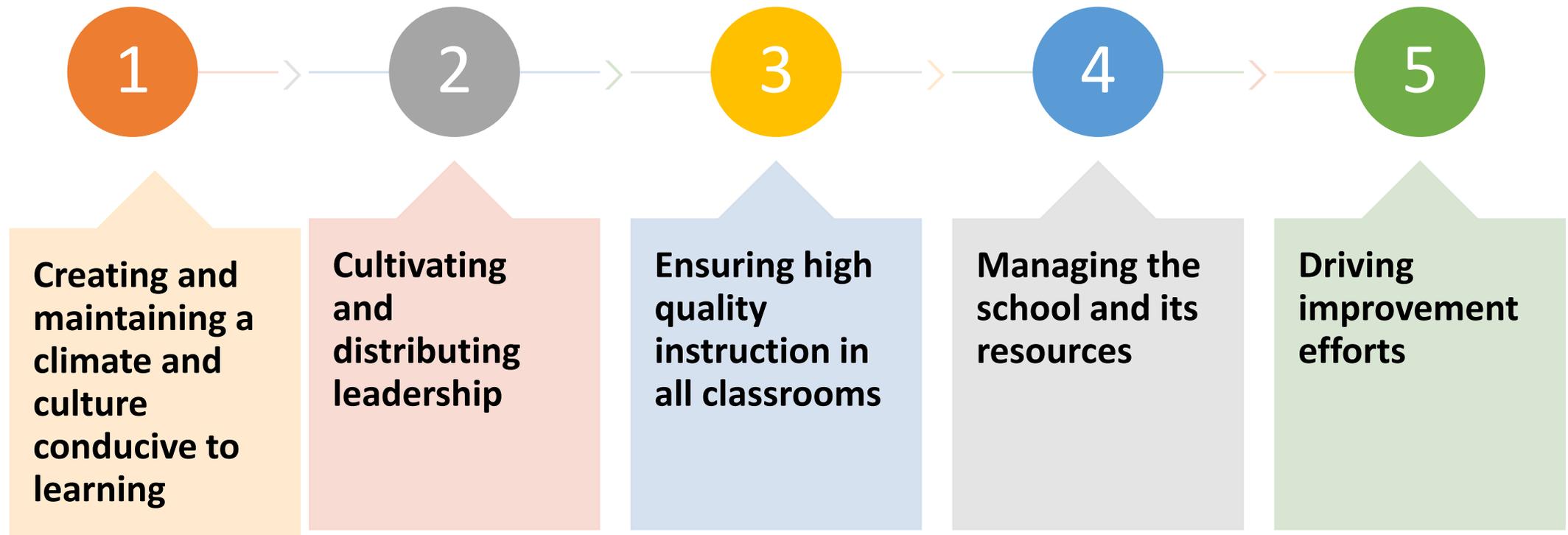
Georgia's System of Improvement



<https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx>

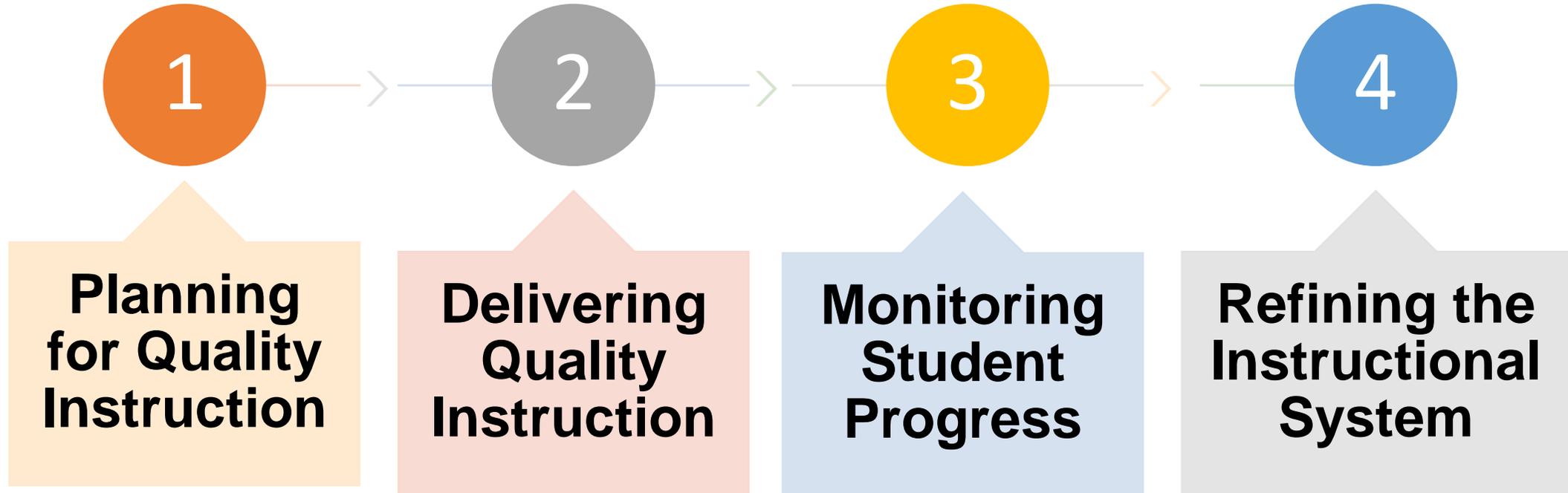
Effective Leadership

A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission.



Coherent Instruction System

The major system of the complex school organization that articulates and guides the what and how of instruction.



Professional Capacity

A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school.



- Attracting staff
- Developing staff
- Retaining staff
- Ensuring staff collaboration

Supportive Learning Environment

A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning.

- Maintaining order and safety
- Developing and monitoring a system of supports
- Ensuring a student learning community

Family and Community Engagement

A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve.

- Welcoming all families and the community
- Communicating effectively with all families and the community
- Supporting student success
- Empowering families
- Sharing leadership with families and the community
- Collaborating with the community

Cooperative Group Brainstorming

- Complete the identified graphic organizer with your tablemates. Use your leadership lens to identify root causes and solutions for the given continuous improvement system.
- Each system should begin with the 'As Is State' statement of increasing the content mastery of the economically disadvantage subgroup by 20%.





Leadership Gallery Walk

Supporting Each System of
Continuous Improvement





The Perfect School

Components of a Successful School Improvement Plan

1. Effective Leadership
2. Professional Capacity
3. Coherent Instruction
4. Family and Community Engagement
5. Supportive Learning Environment

College and Career Ready



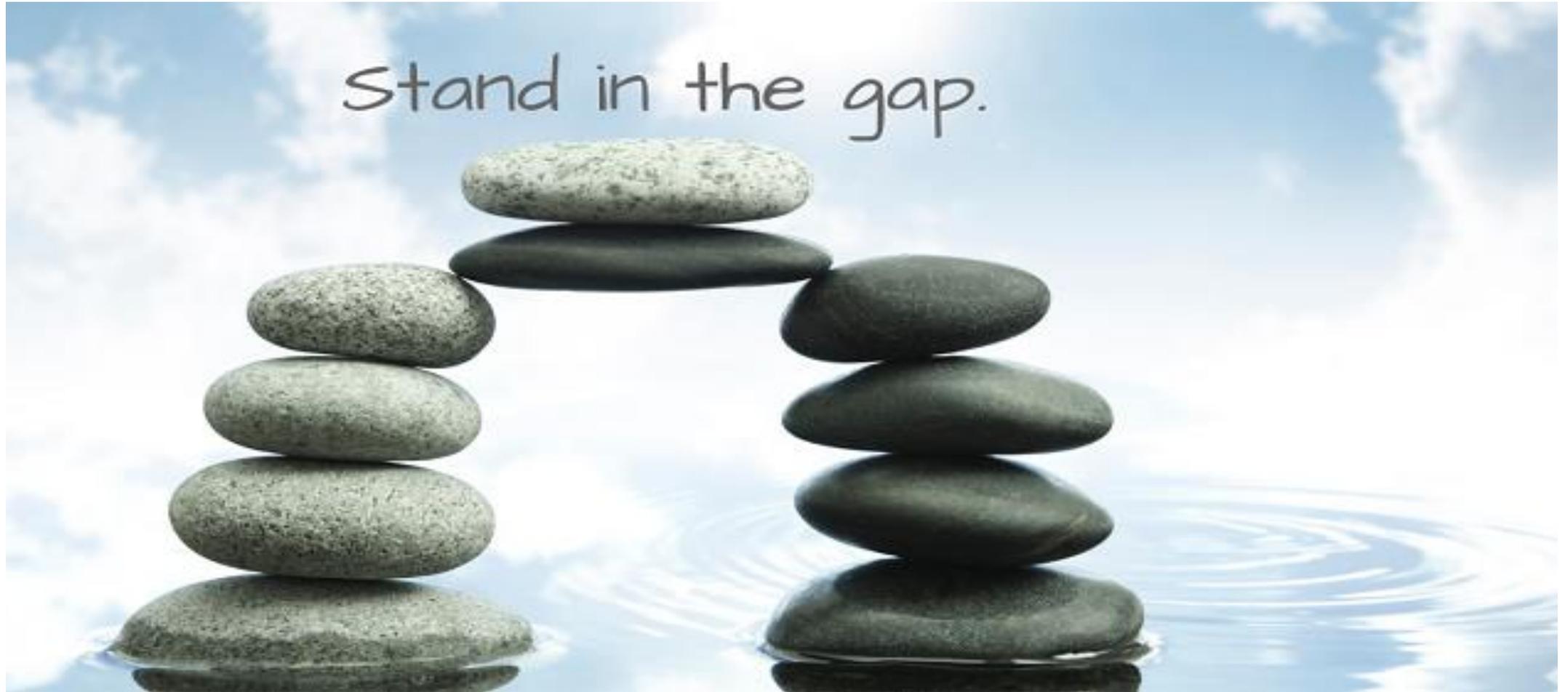
Moving to Action

- Review and discuss the nine characteristics of high-performing schools.
- Which characteristics are evident in your own school?
- According to the subgroup data of your school, which characteristics are areas you would like to see improvement?
- If your team began to work on one area of improvement, what area would the team focus on?
- As the leader of the school, if you focused on one area, what steps can you take to make improvements?
- What obstacles do you see?
- What resources are needed to affect change?

Key Reminders

- Schools should always be in a state of continual improvement.
- No school has reached perfection in all characteristics.
- Schools may excel in some areas but may need help in others.
- Becoming a high-quality school takes years of hard work.
- There are no simple solutions or a singular thing that are “magic”.
- Schools often have a gap between knowing best practices and doing them. The key to improvement is closing the gap between them.
- Common characteristics are found in high-performing schools.
- Schools can and should make efforts to learn from each other.

As Educators, Our Job is to



Resources

- <https://www.oecd.org/pisa/PISA-2015-United-States.pdf>
- <https://www.usnews.com/news/best-countries/best-education>
- Shannon, G.S. & Bylsma, P. (2007). The Nine Characteristics of High Performing Schools: A research-based resource for schools and districts to assist with improving student learning. (2nd Ed.). Olympia, WA: OSPI.
- Unequal opportunity: Race and education Darling-Hammond, Linda.**The Brookings Review; Washington** Vol. 16, Iss. 2, (Spring 1998): 28-32.

www.gadoe.org



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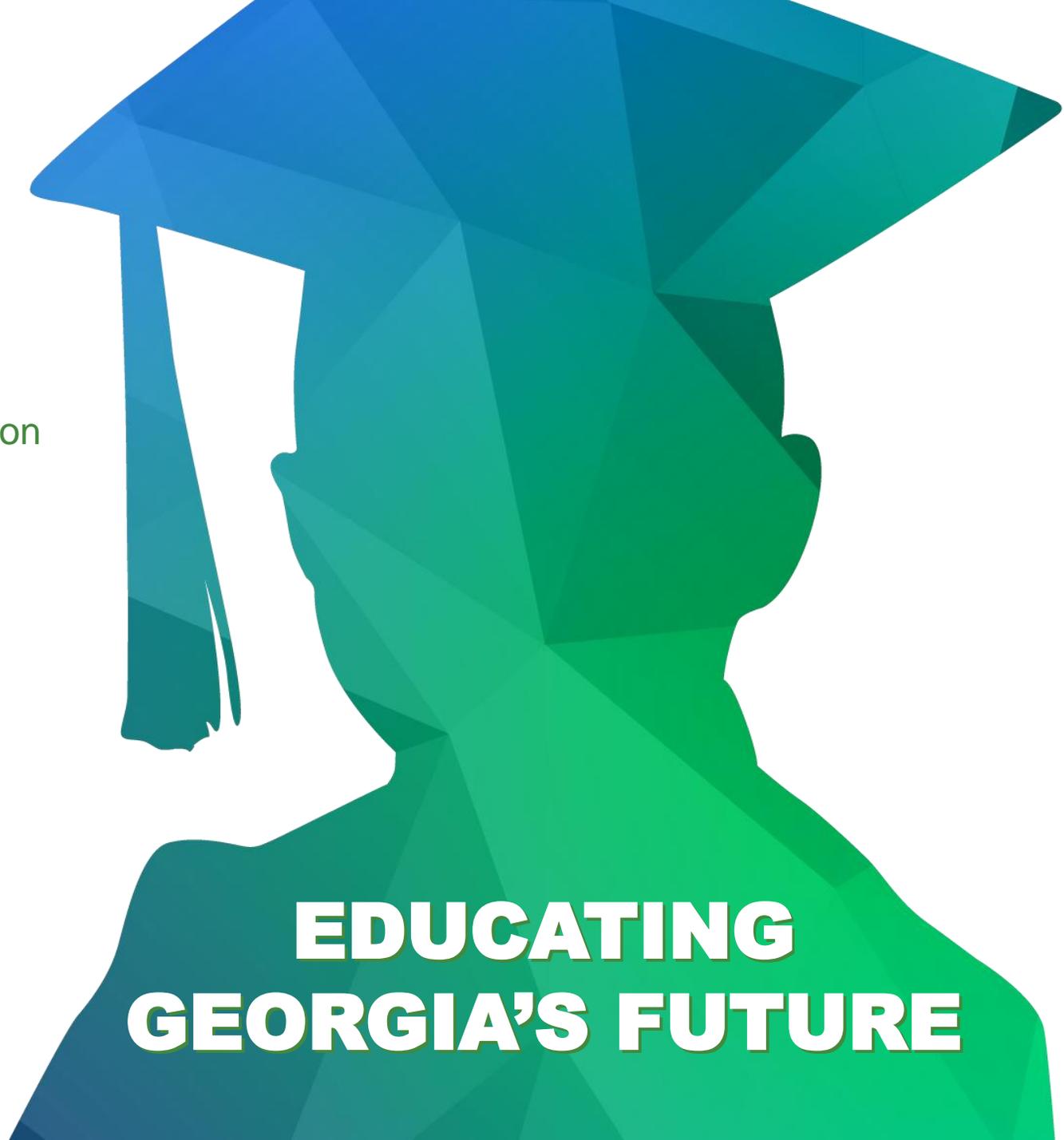
Dr. Kimberly George-Reid

School Effectiveness Specialist

kimberly.george-reid@doe.k12.ga.us



**EDUCATING
GEORGIA'S FUTURE**



Session Feedback

Thank you for attending our session.
Please take a moment to provide
your feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



[@GaDOESDE](https://twitter.com/GaDOESDE)