Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students
Our Goals for Today

- Gain insights into *research on the interrelationships* among race equity mindsets, social and emotional well-being, and outcomes for students.

- Learn about *promising and practical strategies* for shifting mindsets to advance equitable learning environments; positive relationships among educators, students, and families; and agency and belonging for all students, especially Black, Latinx, and other students of color.
Why Equity in School Matters

Natalie Walrond
Director,
Center to Improve Social and Emotional Learning and School Safety at WestEd

Ross Wiener
Vice President,
Aspen Institute
Equity in Focus
What this means in practice
### The Nexus of Equity in SEL

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<td>Celebrates the power of others.</td>
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Race Equity, Social and Emotional Well-Being, and Outcomes for Students

An interrelationship
Safe Environments and Responsive Relationships
Keys to advancing equity, social and emotional well-being, and outcomes for students
Creating Anti-Racist Schools
Understanding the effects of stereotype threat
What We’re Learning from New Research on Race Equity Mindsets and Social, Emotional, and Academic Development

Elisha Smith Arrillaga
Executive Director,
The Education Trust-West
Our Mission

The Education Trust–West is a nonprofit educational equity organization focused on educational justice and closing achievement and opportunity gaps through research, data, policy analysis, and advocacy.
What We Do

Bridge between community and policymakers. Analyze policy and recommend evidence-based, equitable solutions, for example: testify at State Board of Education hearings.

Engage with educators to implement and scale effective practices and close gaps, for example: technical assistance.

Galvanize equity champions and drive a public conversation by naming and finding solutions to gaps in opportunities and outcomes, for example: reports, media, convenings.
CHANGING ADULT BELIEFS AND MINDSETS

- FROM A DEFICIT-BASED MINDSET TO A STRENGTH-BASED MINDSET
- FROM ONE-SIZE-FITS-ALL TO RECOGNIZING CULTURAL AND CONTEXTUAL INFLUENCES
- FROM ALLOWING BIAS TO IMPACT STUDENTS TO TARGETED AND CONTINUOUS EFFORTS TO REDUCE BIAS

CHANGING SYSTEMS AND POLICIES

- FOSTER STUDENT BELONGING
- CHALLENGE STUDENTS TO REACH THEIR POTENTIAL
- PROVIDE ACADEMIC AND HOLISTIC SUPPORTS
Persistent Inequities in Math Access and Achievement

All students deserve access to the full curriculum

However, in 2019:

- **12.6%** ELs met or exceeded math standards
- **20.5%** Black students met or exceeded math standards
- **12.6%** Students with disabilities met or exceeded math standards

“We know achievement and opportunity gaps can be closed by implementing research-supported instructional practices designed for English learners and by providing teachers with the training, time, and support to transform their teaching.”

– Education Trust-West in Unlocking Learning II: Math as a Lever for English Learner Equity

The Education Trust–West
California’s progress is too slow…

Latino students won’t all meet math standards until **2060**

Black students won’t all meet math standards until **2089**

Low-income students won’t all meet math standards until **2064**

A Pathway to Equitable Math Instruction

5 Strides on the Path to Math Equity

**STRIDE 1**
Dismantling Racism in Mathematics Instruction
Exercises for educators to reflect on their own biases to transform their instructional practice

**STRIDE 2**
Fostering Deep Understanding
Methods for deepening content understanding and relevance through crafted math discussions

**STRIDE 3**
Creating Conditions to Thrive
Environments and practices that support students' social, emotional, and academic development

**STRIDE 4**
Connecting Critical Intersections
The interconnectedness of English language learning and the development of mathematical reasoning

**STRIDE 5**
Sustaining Equitable Practice
Coaching structures that support math educators in their ongoing centering of equity principles

Visit the website: www.equitablemath.org
Guiding Principles

Equitable access to a high-quality standards-aligned curriculum should be universal.

Barriers to equitable access to a high-quality standards-aligned curriculum are the result of structural and systemically racist principles, not student backgrounds, cultures, or family income.

Beliefs and language about students and their families shape how adults view and teach their students and interact with their families.
Six Recommendations for School and District Leaders

- 01: Provide meaningful professional development and supports
- 02: Engage parents, students, and communities as full partners
- 03: Diversify the workforce
- 04: Ensure equitable access to and supports for success in rigorous and culturally sustaining coursework
- 05: Develop inclusive discipline and dress code policies
- 06: Provide access to integrated wraparound services and supports
Research in Practice:
Ways School Leaders Can Seize the Moment to Advance Race Equity, Social and Emotional Well-Being, and Outcomes for Students

Gia Truong
Chief Executive Officer, Envision Education

Hugh Vasquez
Senior Associate, National Equity Project
Guiding Questions

- How can we seize this moment to reimagine and improve schools by cultivating race equity mindsets?
- What are three key ideas, takeaways, or strategies that educators might want to try?
Three Mindset Shifts

SEL is something you do separate from academics

SEL + Academic + Equity = Student learning and growth

Design FOR our students and communities

Design WITH our students and community

Transforming Students’ “Bootstrap” mentality

Transforming Systems and Policies and Reimagining Learning
Envision Academy

Modular Structure

Community and Restorative Practice

Distance Learning Model

Tiered Support

Envision Academy
Example of Equity Framing:
Redesigning to a modular structure

- Students take three classes at a time.
- After 16 days, they switch to their other three classes.
- After 16 days of Module 2, they’ll switch back.
Rationale for the Modular Structure

1. **Fewer classes:** Most students wanted to focus on 3 courses during a module. Students felt overwhelmed with 5-6 courses at a time in the Spring of 2020.

2. **Fewer students = better feedback:** Student work feedback is a high priority and teachers can offer better feedback to a smaller number of students in a modular system.

3. **More differentiation:** With different needs, students cited flexibility in scheduling as a high priority. This modular learning structure offers flexibility for different student needs.
How are We Attending to Our Students’ Well-Being?

through **Community and Restorative Practices**

- Daily advisory
- Weekly communication with parents
- Healing-centered school practices
- Counseling
Resources: Consider learning from the following:

- 228 Accelerator
- The Black Teacher Project
- Community Equity Partners
- The Equity Lab
- The National Equity Project

SEL + Academic + Equity

- Envision Learning Partner’s Resource Corner: Measure of SEL by Ruth Wei
- Authentic Equity Leadership: A Listening Journey – Learning Deeply by Gia Truong
- Change the Conversation: What Educators Need to Be Talking About – Learning Deeply by Gia Truong

Designing WITH students and community

- Restorative Practice Disciplinary Window by the International Institute for Restorative Practices
- Can we reimagine schooling together? Three approaches for creating justice WITH our communities by APIA education leaders

Transforming Systems and Policy

- What if We Don’t Return to School As Normal by Hugh Vasquez
- Preparing Students for Portfolio Defense to Build Agency – Learning Deeply by Gia Truong
- Student Agency: The Equity Challenge of Our Day – Learning Deeply by Gia Truong
- A School Leader’s View: Our Schools Model End-of-Year Exams on the Way Grad Students Defend Their Academic Theses, Innovations Like This Are Needed Now More Than Ever by Gia Truong
THE WHY BEHIND OUR WORK

Unlocking the full potential of every student requires a commitment to centering their identities, needs, contexts, and aspirations.

COVID-19 and the recent protests around the deep-rooted systemic racism in this country have awakened a demand to build more equity into our public systems. We are committed to rebuilding our education system into one that truly serves each student, rejecting the outdated system that ignores the research and science about what young people need to learn, grow, and thrive...and we are looking to join others in this pursuit.
## Toward Equitable Learning Environments

Designing equitable learning environments require conscious **Shifts** in our values and our approach.

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<th>Shift FROM</th>
<th>Shift TO</th>
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<td>Generic vision statements and goals that do not reflect unique and diverse</td>
<td>Center Equity and Justice: A shared and articulated vision for and</td>
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<td>school communities and do not name and explicit commitment to addressing</td>
<td>commitment to equity, diversity, and belonging.</td>
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<td>inequitable experiences and outcomes that exist.</td>
<td>• Identification of universal goals and targeted strategies based on</td>
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<td>how communities are situated relative to opportunity.</td>
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<tr>
<td>Engaging, designing, and decisionmaking that does not acknowledge the</td>
<td>Collective Well-Being: Lead from an awareness of the history and harms</td>
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<td>historical and social-political context of school. Understanding and</td>
<td>of racism and structural inequity and from a belief that our fates are</td>
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<td>talking about racialized experiences and inequitable outcomes as isolated</td>
<td>linked.</td>
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<td>and decontextualized events.</td>
<td>Decenter Whiteness: Respect, value, and see as assets individuals’ and</td>
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<td>communities’ multiple ways of knowing, doing, and being.</td>
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<td>Advantaging and accepting as the norm white dominant culture, behaviors,</td>
<td>Transform Power: Distribute leadership, center the voices and</td>
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<td>and values.</td>
<td>experiences of students, families, and others closest to the work, and</td>
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<td>consciously redistribute power across role groups and institutions.</td>
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<td>Fear or distrust in the capacity of teachers, families, and communities of</td>
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<td>color to generate critique, analysis, and solutions to current inequities.</td>
<td>Co-Design: Invite, engage, and design solutions and co-produce</td>
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<td>knowledge in partnership with students, teachers, families, and</td>
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<td>Creating and implementing plans, policies, and strategies FOR school</td>
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Our north star is to ensure that all students are at or above grade level in reading, which we believe is essential for achieving their individual dreams and future aspirations. In service of this aim, by the end of the 2020–2021 school year we will make significant progress in the number of students that are at or above grade level in reading and in social emotional learning. That said, we recognize that some students are differently situated to achieve success in reading; some have more access than others to what is necessary to be reading at grade level. A review of the data shows that our black students, and more specifically our black males, are farthest away from reaching this goal. Our equity imperative requires that we place an unapologetic focus on the success of black males. To reach these aims we will implement specific strategies that create success based on what each student needs to achieve.
Planning for the learning environment is planning for the experience you want to create.
EXPERIENCES THAT SUPPORT EQUITABLE DEVELOPMENT AND LEARNING

Affirming Cultural Identity
“I’ve learned new things about my culture and/or community.”

Classroom Belonging
“I had the opportunity to get to know my classmates better.”

Feedback for Growth
“I got specific suggestions about how to improve my skills.”

Meaningful Work
“I learned skills that will help me succeed later in life.”

Student Voice
“I felt like an idea I shared was taken seriously by my teacher.”

Teacher Caring
“I feel like my teacher is glad that I am in their class.”
Opportunities for Innovation and Shared Learning

3 Key Ideas

- **Focus** on what students are learning vs what adults are doing
- **Identify** the student experience you are after
- **See** the system that needs interrupting and build equitable learning environments

@equityproject #liberatorydesign #RebelLeader
Conversation

What are you seeing that suggests we’re moving toward racial equity in schools?
Panel Discussion: Opportunities and Challenges for Reimagining Schools and Advancing Equity
Discussion

- How are you influencing others to center equity in school policies and practices?

- What have you learned:
  - About strategies for building equitable systems?
  - About strategies for encouraging school and classroom practices?
Let’s Hear From You…

Type into the chat box

Questions? Reflections? Insights?
Check Your Email

- Survey link
- Webinar recording

Questions? Please contact us at relwest@wested.org
Contact the Presenters

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Thank You!

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References


References


References – continued


Supporting and Advancing Geoscience Education at Two-Year Colleges. *What is stereotype threat?* Science Education Resource Center at Carleton College. [https://serc.carleton.edu/sage2yc/stereotype/stereotype.html](https://serc.carleton.edu/sage2yc/stereotype/stereotype.html)

