

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

Listens.

Centers strengths.

Values and embraces.

Co-Designs.

Disrupts bias.

Disrupts systems of
supremacy.

Celebrates the power
of others.

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

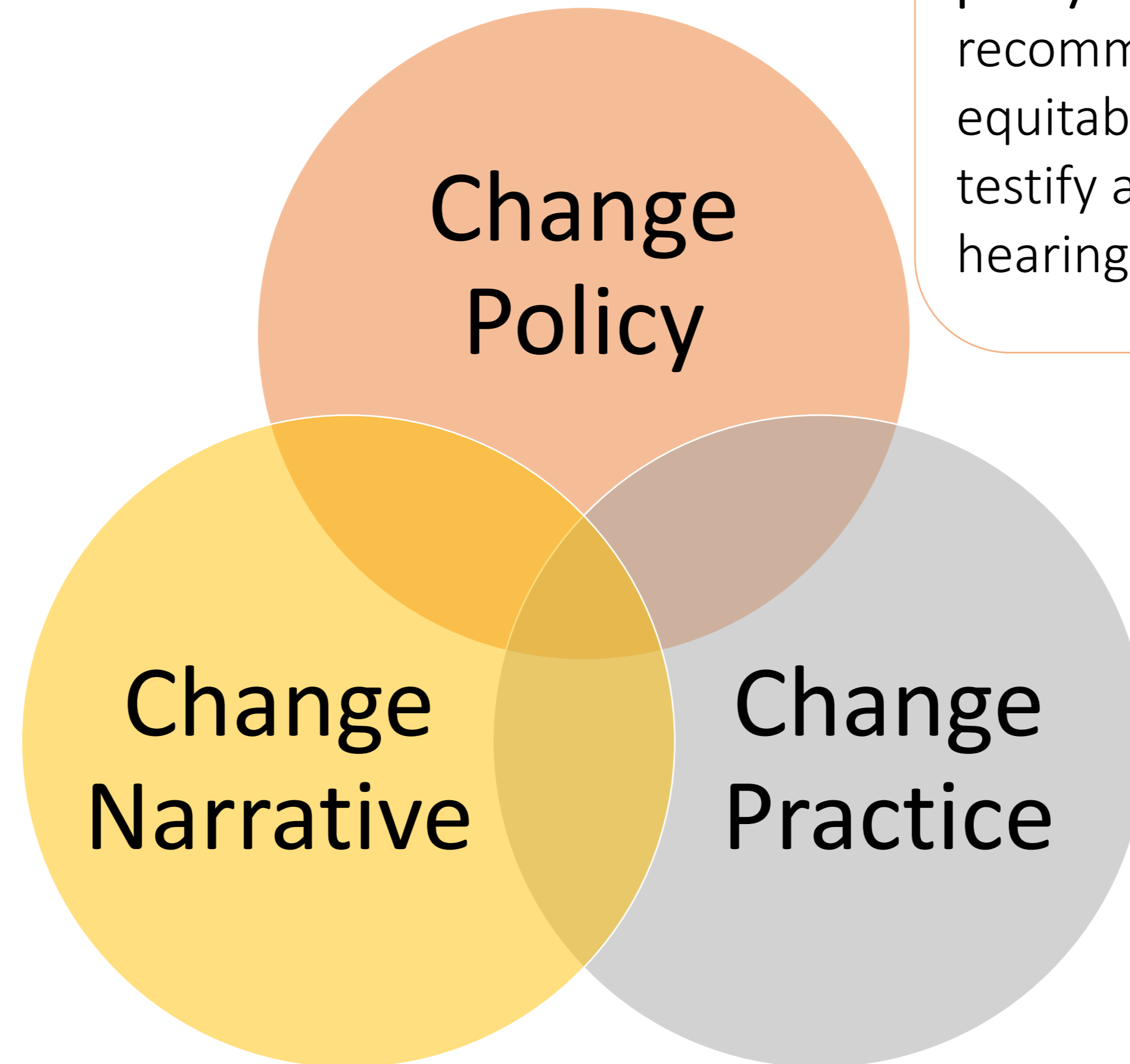


Our Mission

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



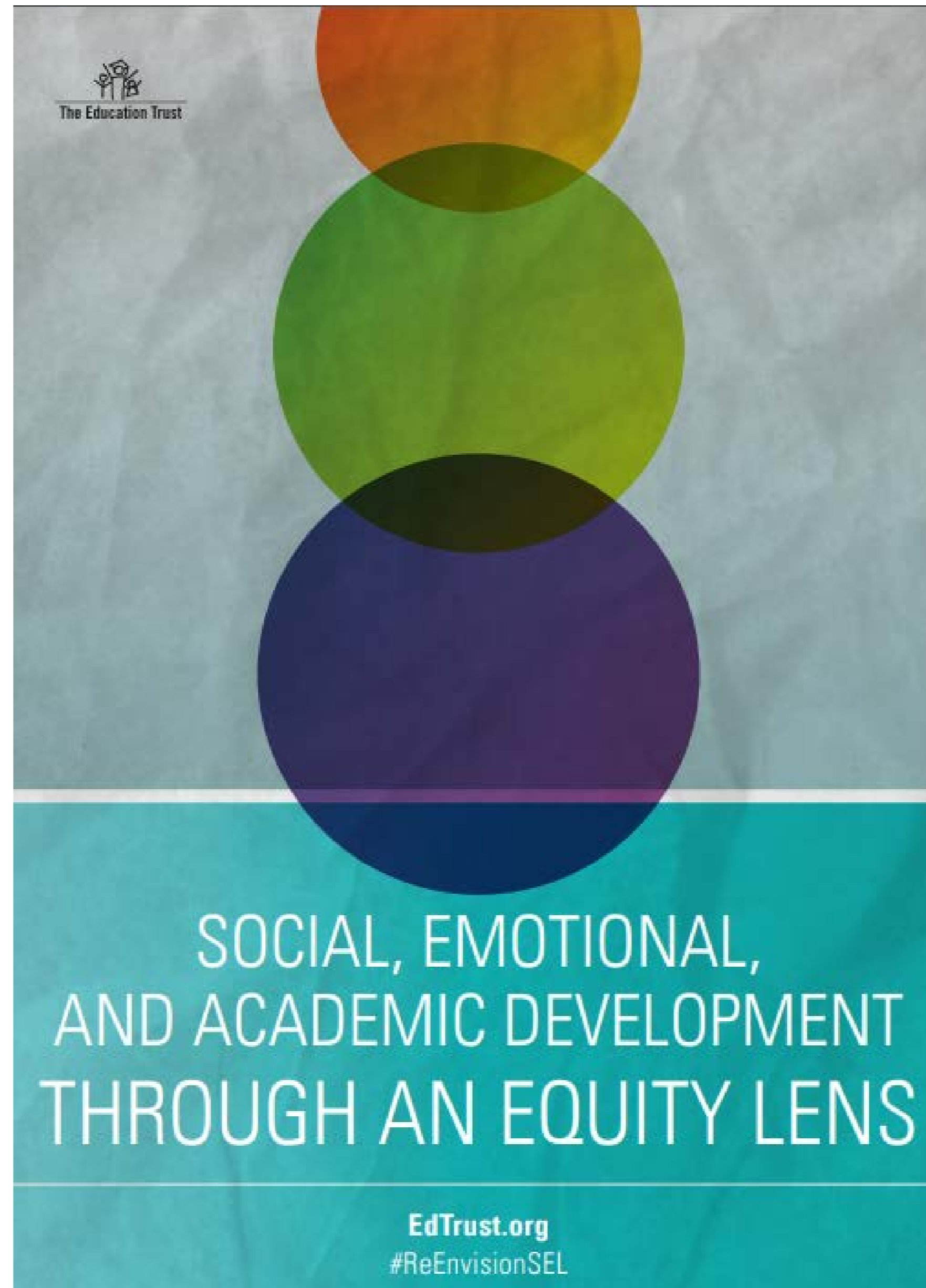
Bridge between community and policymakers. Analyze policy and recommend evidence-based, equitable solutions, for example: testify at State Board of Education hearings

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

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



Available now at: www.EdTrust.org

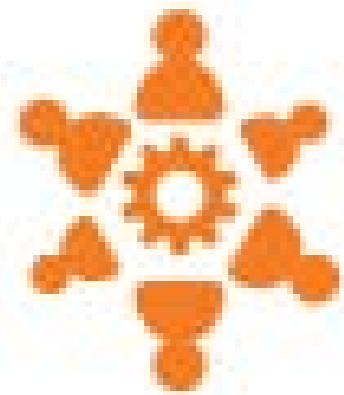


SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT THROUGH AN EQUITY LENS

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



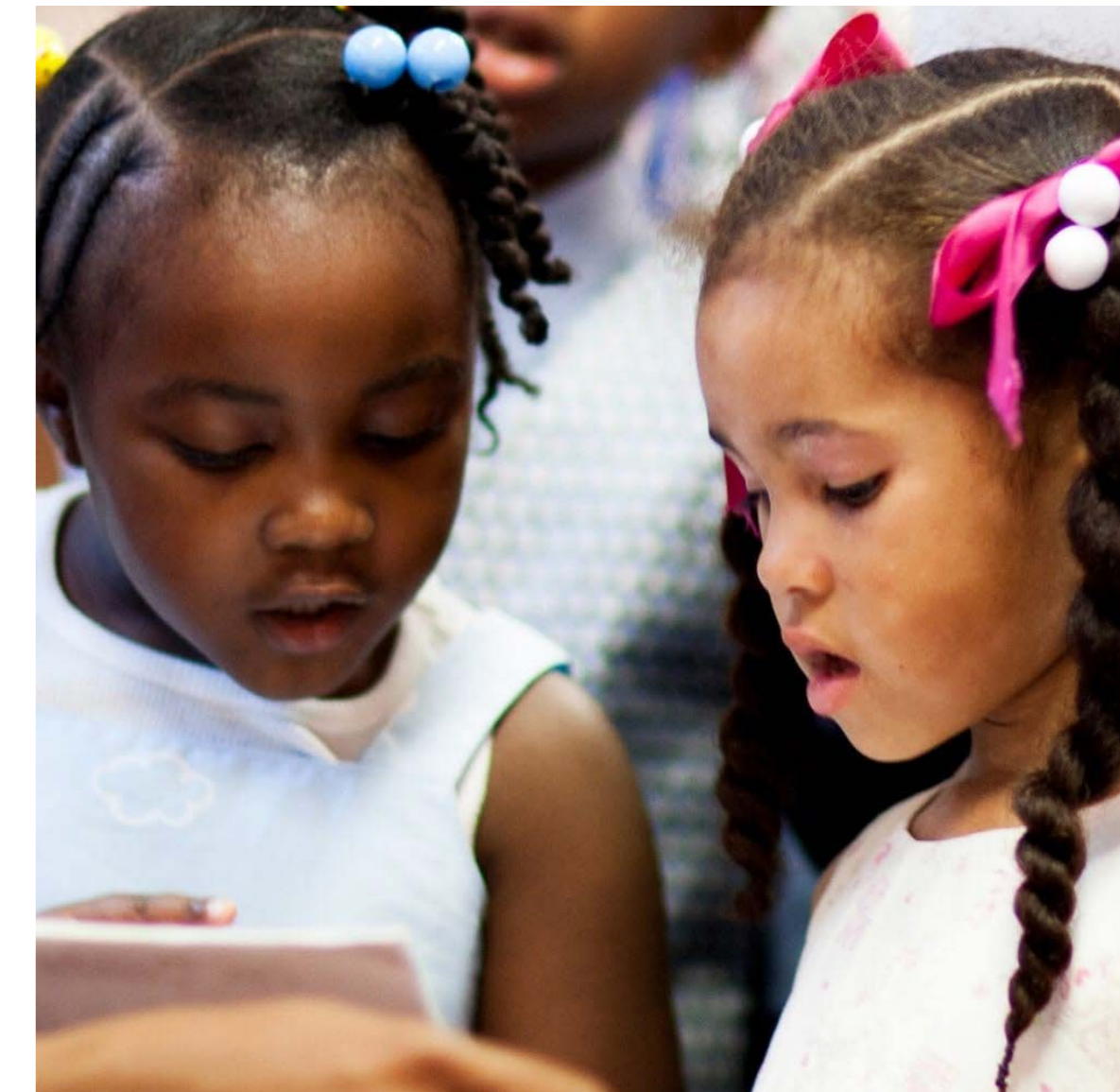
FOSTER STUDENT
BELONGING



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%

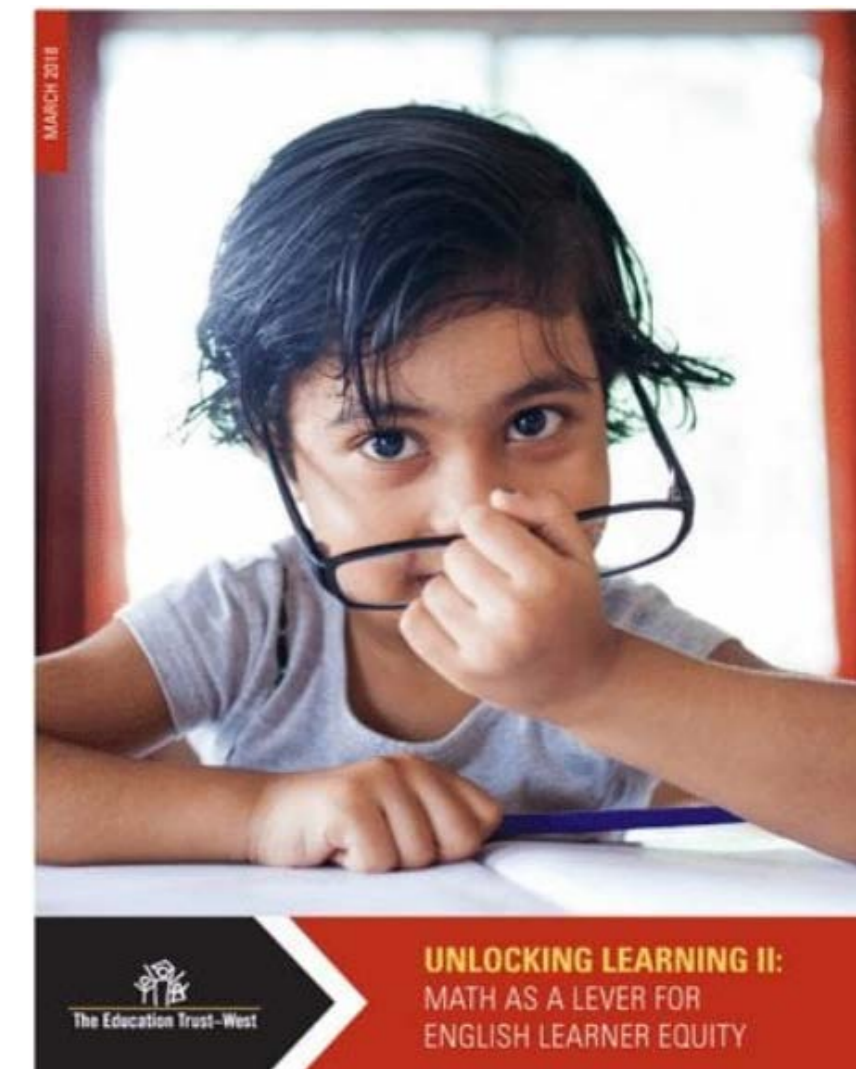
Black students met or exceeded math standards

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**

Source: Ed Trust—West analysis of California Department of Education, 2019 (accessed Oct. 2019).



A Pathway to
Equitable
Math Instruction

DownloadsGlossary

A Pathway to Equitable Math Instruction

Resources and guidance to support Black, LatinX, and
Multilingual students to thrive in grades 6-8

A Pathway to Equitable Math Instruction is an integrated approach to mathematics that centers Black, Latinx, and Multilingual students in grades 6-8, addresses barriers to math equity, and aligns instruction to grade-level priority standards. The Pathway offers guidance and resources for educators to use now as they plan their curriculum, while also offering opportunities for ongoing self-reflection as they seek to develop an anti-racist math practice. The toolkit “strides” serve as multiple on-ramps for educators as they navigate the individual and collective journey from equity to anti-racism.

DOWNLOADS

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 thinking

STRIDE 5

Sustaining Equitable Practice

Coaching structures that support math educators’ in their ongoing centering of equity principles

Download All Strides

A Pathway to
Equitable
Math Instruction

Glossary of Terms

Adapted from [RacialEquityTools.org](#)

As the group worked in community to create “A Pathway to Equitable Math Instruction,” we engaged in conversation that included the terminology listed below because work that involves explicit attention to Black, Latinx, and multilingual* students necessitates an interrogation of systemic racism in education. The group reviewed the terminology, engaged in conversation about ways that education sustains whiteness, and explored solutions to ensure the Toolkit does not replicate systemic inequities, specifically in mathematics education.

*The Pathway toolkit promotes the use of asset-based language in describing students and identifies ways in which our education systems can recognize the learner’s strengths and experiences.

A Pathway to
Equitable
Math Instruction

Terminology

Word	Definition	Source
Anti-Racism		
Assimilation	Assimilation positions White people as the superior standard. Its ideas are rooted in the notion that certain racial groups are culturally and behaviorally inferior; thus, assimilation is seen as the solution to liberate people of color from racism.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
Assimilationist	One who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
Onramp	In this context, an “onramp” refers to a structured invitation to enter collective antiracist efforts. If the collective effort is a highway full of travelers going in a shared direction, an “onramp” proactively offers language, concepts, or action steps that prompt people to enter work where they are.	Mica Pollock. Schooltalking – Onramp discussion
Racism	<ul style="list-style-type: none">- Racism = race prejudice + social and institutional power- Racism = a system of advantage based on race- Racism = a system of oppression based on race- Racism = a white supremacy system Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.	Dismantling Racism Works Web Workbook
White Supremacy	White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.	Challenging White Supremacy Workshop , Sharon Martinas Fourth Revision. 1995.
Whiteness	Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness’ formed with it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a	“ White Fragility ,” Robin DiAngelo

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

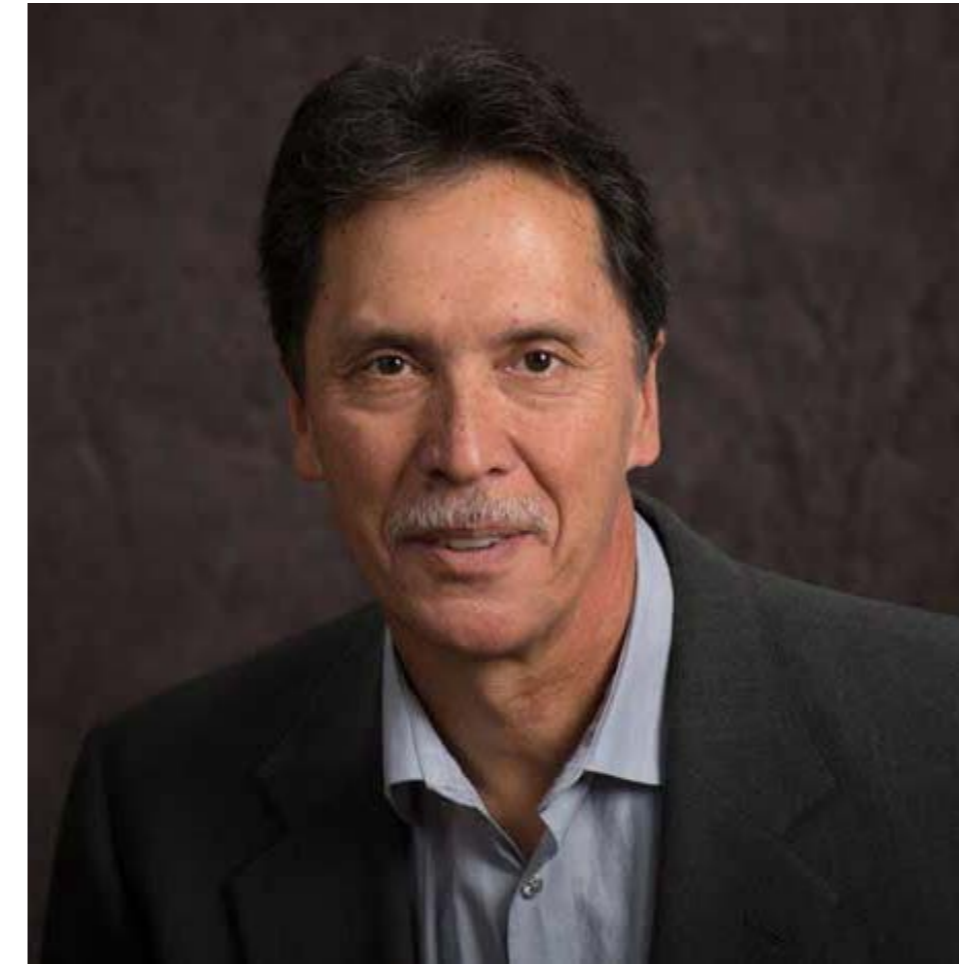
Hugh Vasquez
Senior Associate,
National Equity Project



Guiding Questions



Gia Truong



Hugh Vasquez

- ❖ *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



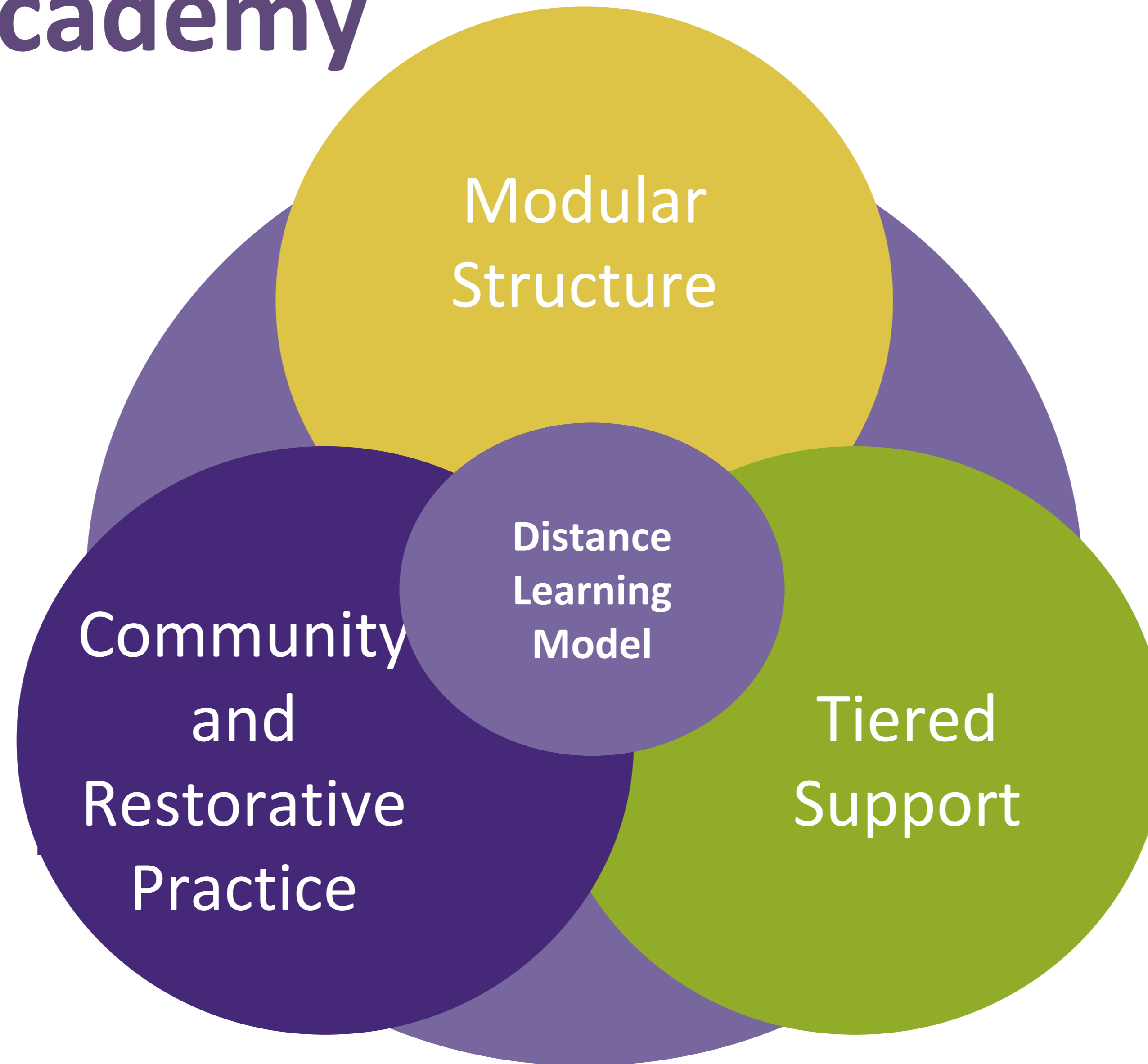
Design WITH our students and
community

Transforming Students'
"Bootstrap" mentality



Transforming Systems and
Policies and Reimagining
Learning

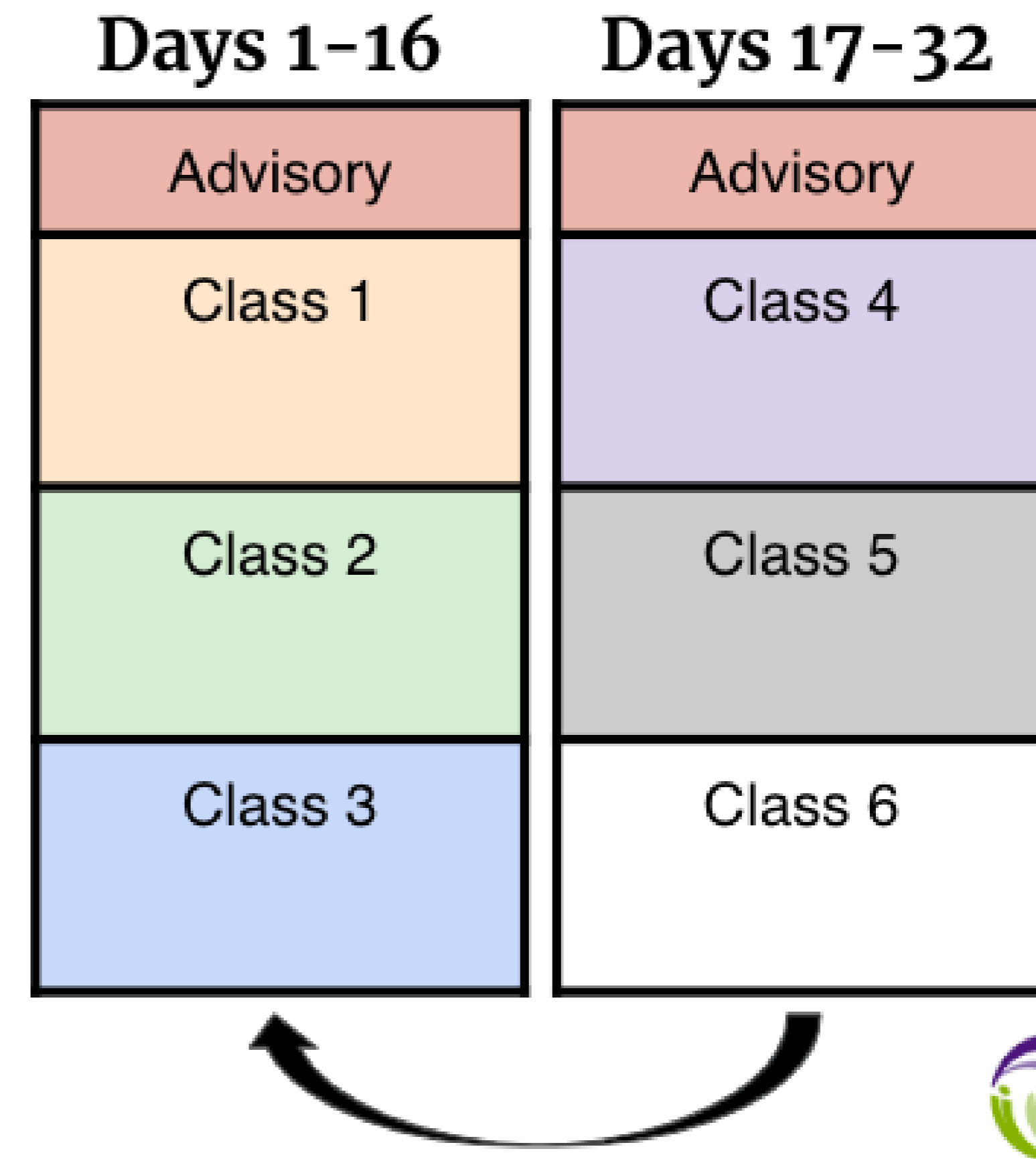
Envision Academy



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.

Shift FROM	Shift TO
Generic vision statements and goals that do not reflect unique and diverse school communities and do not name and explicit commitment to addressing inequitable experiences and outcomes that exist.	Center Equity and Justice: A shared and articulated vision for and commitment to equity, diversity, and belonging. <ul style="list-style-type: none">• Identification of universal goals and targeted strategies based on how communities are situated relative to opportunity.
Engaging, designing, and decisionmaking that does not acknowledge the historical and social-political context of school. Understanding and talking about racialized experiences and inequitable outcomes as isolated and decontextualized events.	Collective Well-Being: Lead from an awareness of the history and harms of racism and structural inequity and from a belief that our fates are linked.
Advantaging and accepting as the norm white dominant culture, behaviors, and values.	Decenter Whiteness: Respect, value, and see as assets individuals' and communities' multiple ways of knowing, doing, and being.
Fear or distrust in the capacity of teachers, families, and communities of color to generate critique, analysis, and solutions to current inequities.	Transform Power: Distribute leadership, center the voices and experiences of students, families, and others closest to the work, and consciously redistribute power across role groups and institutions.
Creating and implementing plans, policies, and strategies FOR school communities.	Co-Design: Invite, engage, and design solutions and co-produce knowledge in partnership with students, teachers, families, and communities.



SCHOOL DISTRICT – Theory of Action

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.”



Meaningful Work

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



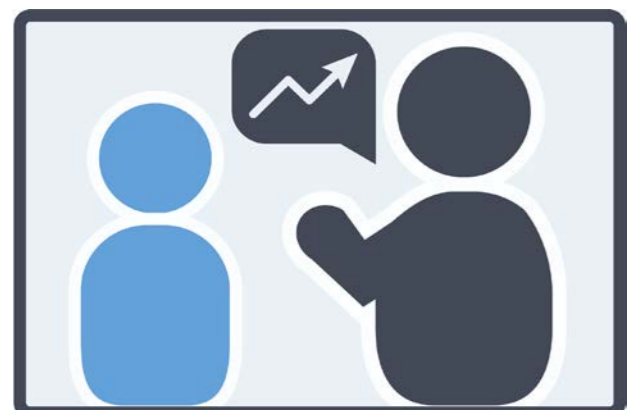
Classroom Belonging

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



Student Voice

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



Feedback for Growth

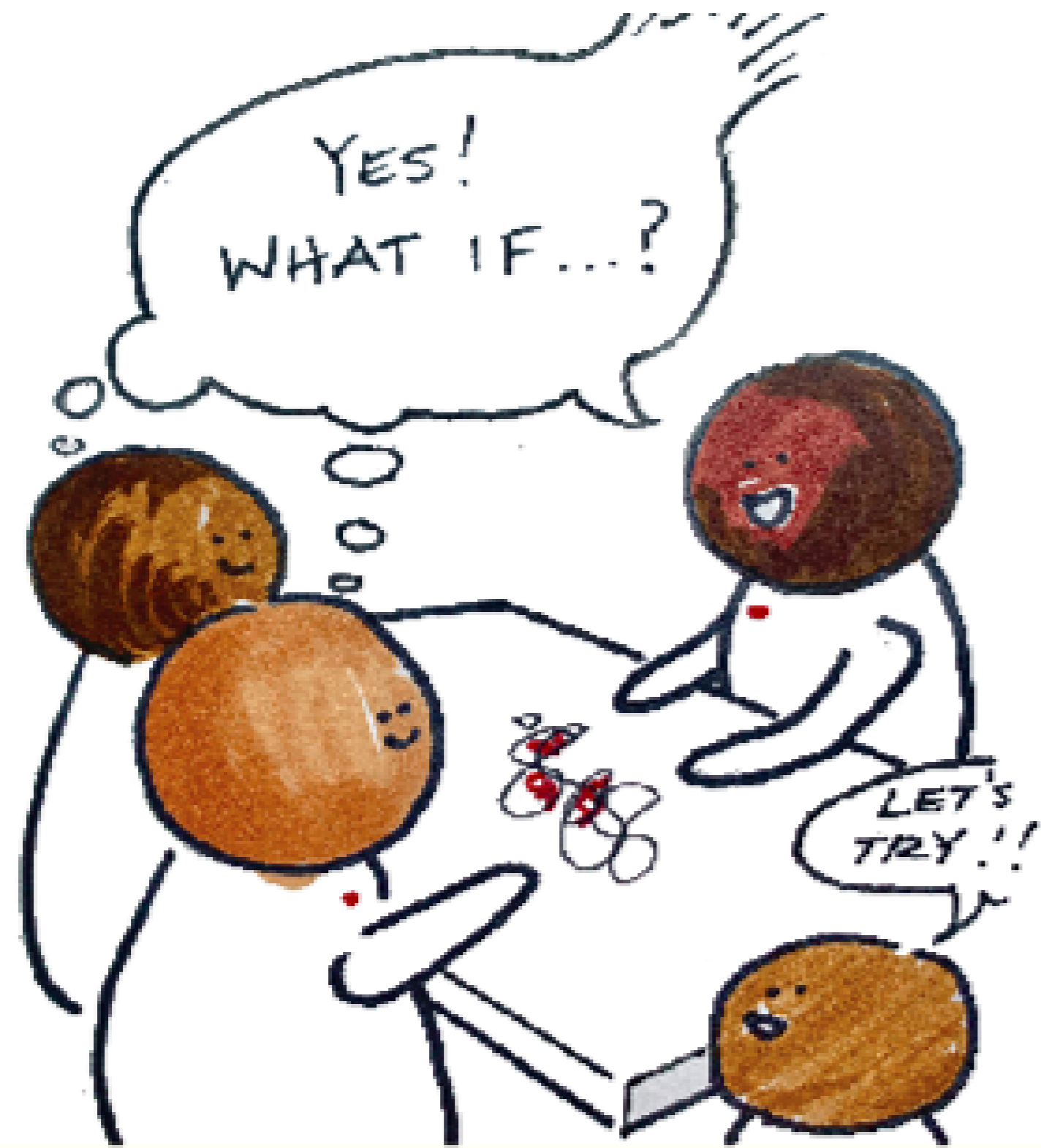
“I got specific suggestions about how to improve my skills.”



Teacher Caring

“I feel like my teacher is glad that I am in their class.”

Opportunities for Innovation and Shared Learning



Exercise Your Creative Courage

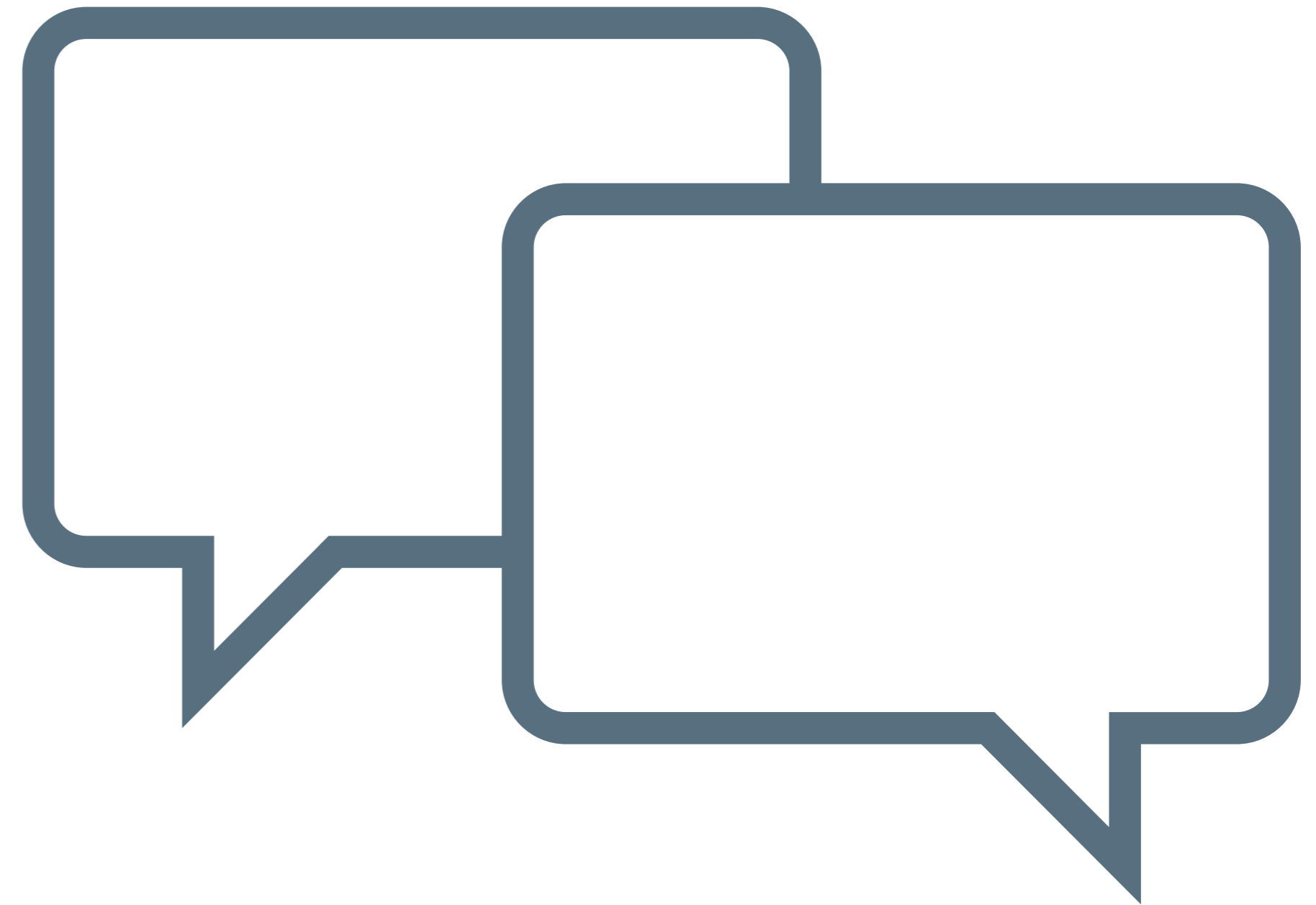
3 Key Ideas

- **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



Conversation

What are you seeing that suggests we're moving toward racial equity in schools?

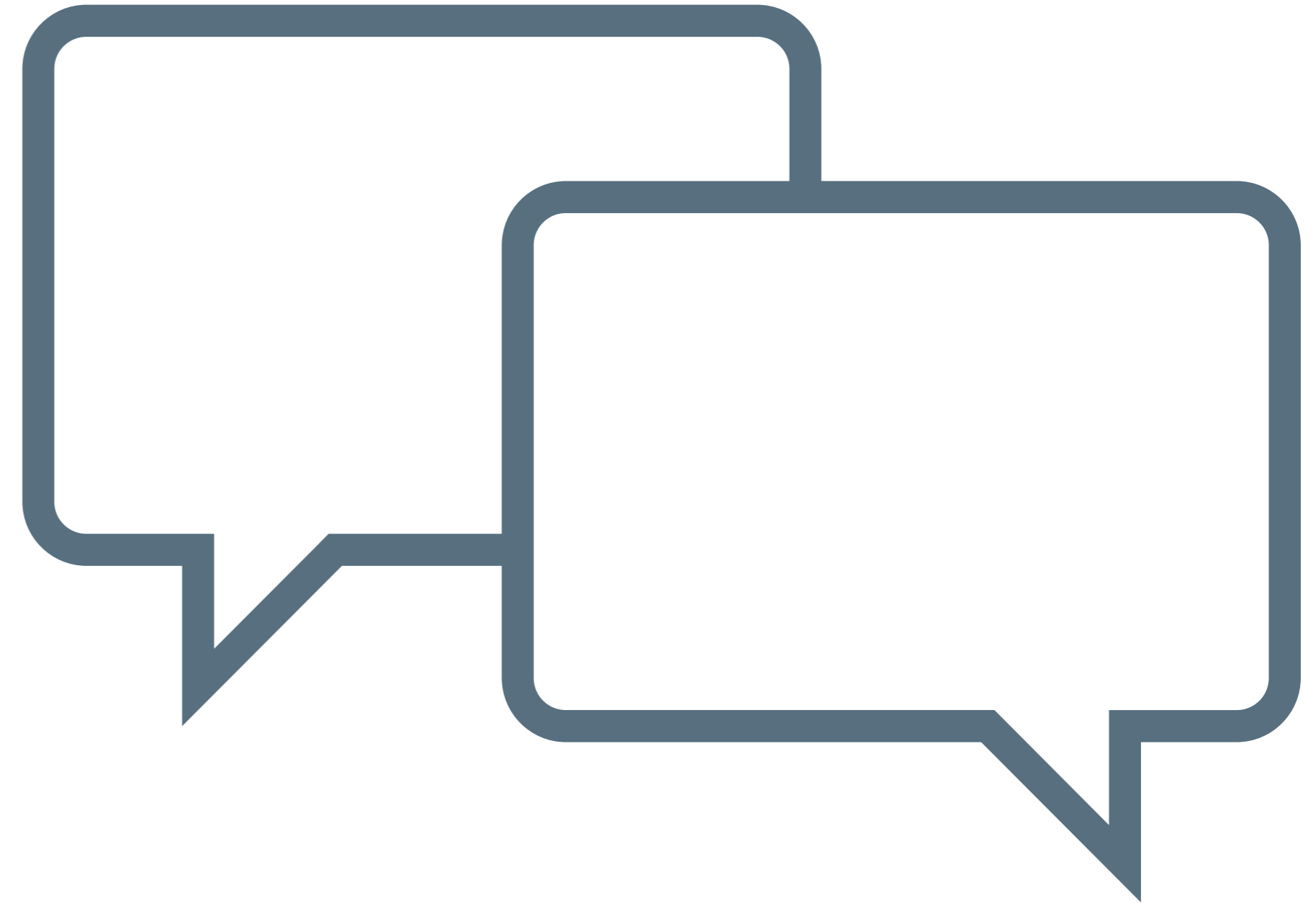


Panel Discussion: Opportunities and Challenges for Reimagining Schools and Advancing Equity



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

- ❖ Elisha Smith Arrillaga, The Education Trust-West: earrillaga@edtrustwest.org
- ❖ Gia Truong, Envision Education: gia@envisionschools.org
- ❖ Hugh Vasquez, National Equity Project: hvasquez@nationalequityproject.org
- ❖ Natalie Walrond, Center to Improve Social and Emotional Learning and School Safety at WestEd: nwalron@wested.org
- ❖ Ross Wiener, Aspen Institute: ross.wiener@aspeninstitute.org



Thank You!

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