

Update: Superintendent's Professional Practice Goal

January 5, 2023

Superintendent's Professional Practice Goal

Attend the M.A.S.S. REDI Foundation District Leader Learning Series to begin developing the essential work of building and sustaining cultures of belonging, equity, diversity and inclusion in APS

Progress with M.A.S.S. REDI Foundation Series

Training Dates: In-Person Trainings in Marlborough, MA

- October 4, 2022
- October 27, 2022
- December 1, 2022
- December-March Remote Sessions

Equity's End Goal



Equity Progression: Work Can Take 6-10 years

Diversity is the representation. Diversity can be measured beyond numbers and is usually tracked by race, gender, sexual identity, age, ability level, cognitive learning differences, education, economic background.

Diversity feels like equality. You are building empathy across all stories. Creating opportunities for everyone to be seen. You are understanding your students, staff and families.

You've been asked to the party.

These are cycles of improvement that are driven by PTEC culture, relationship building, capturing of data about your community and asking deeper questions, cycles that create space for Celebration and feelings of equality

Belonging is the ongoing culture created to have all people feel welcome across difference. Manifested in the relationships, in conversations, physical space and written word.

Belonging deepens how we understand and support each other.

You feel welcomed and comfortable going to the party.

These are cycles of improvement that are focused on changing and deepening Engagement and Relationships. These include student observable data, engagement data, deepening Student Belonging and Shifting Climate Survey Data.

Inclusion is the participation. Inclusion is usually achieved when diverse populations are involved in decision-making that impacts the policies and practices of the organization.

Inclusion is new voices support decision making, and leadership and policies.

You've been asked to help plan the party.

These are cycles that are focused on deepening voice, shifts in classroom practice, and intentions to investigate and change policies/practices with students

Equity requires changing structures of power & privilege so disparities of historically under-represented groups are eliminated and therefore outcomes cannot be predicted by that grouping.

Equity is when the policies change/shift.

Redefines what the party entails, who has the power to plan the party and if there should be a party.

These cycles are showing measurable change: You can see the ABCDS manifest!

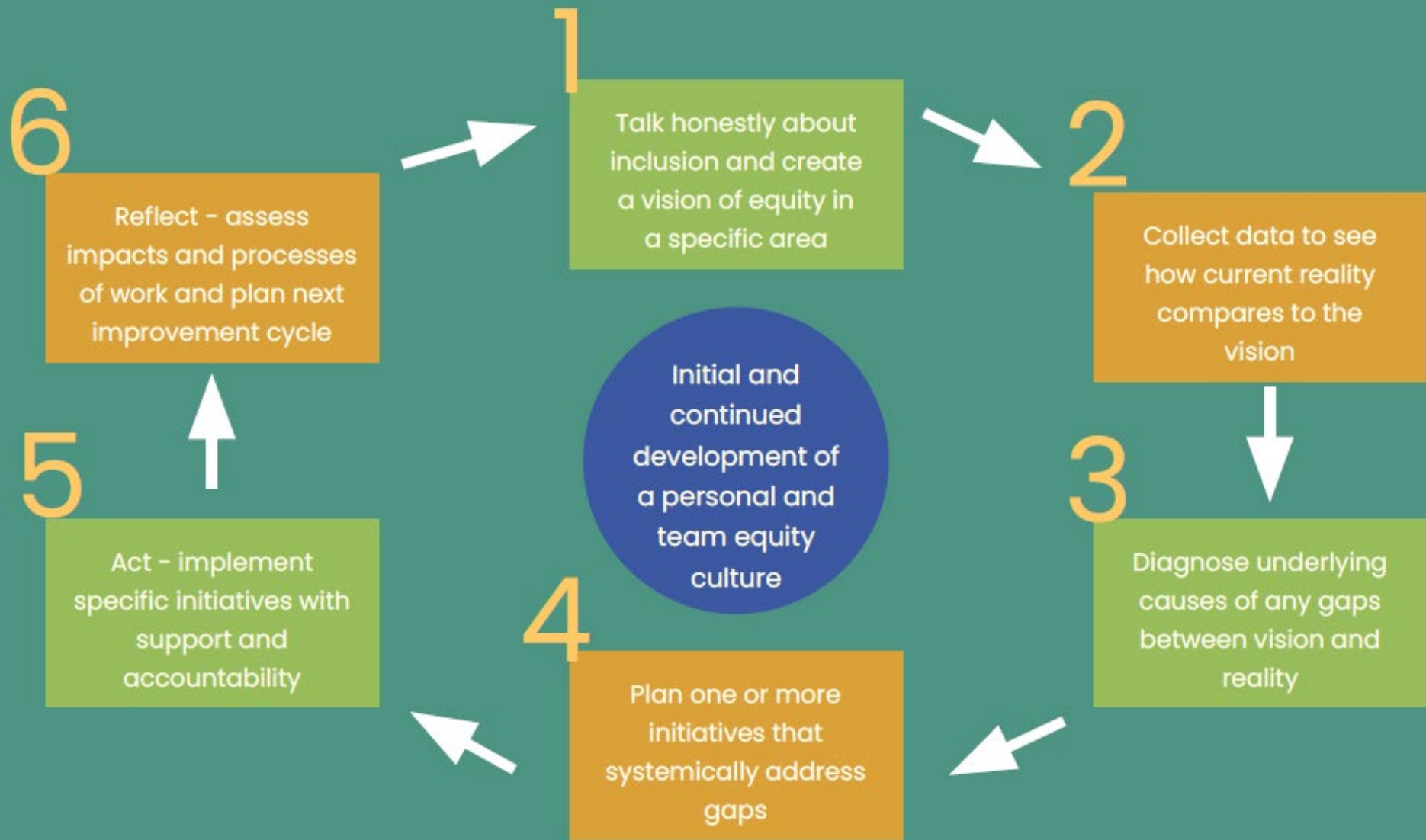
Academics

Belonging

Commitment to Dismantling

Diversity

Equity Improvement Cycle



Four challenges that schools & districts face in equity work

Challenge 1: We have diverse bodies in our building and we don't see the inequities

Challenge 2: We see the inequities and there are so many of them, we don't know where to start

Challenge 3: We are ready to work to move toward equity, but don't know how to work together well, especially on charged topics where we have multiple perspectives and values

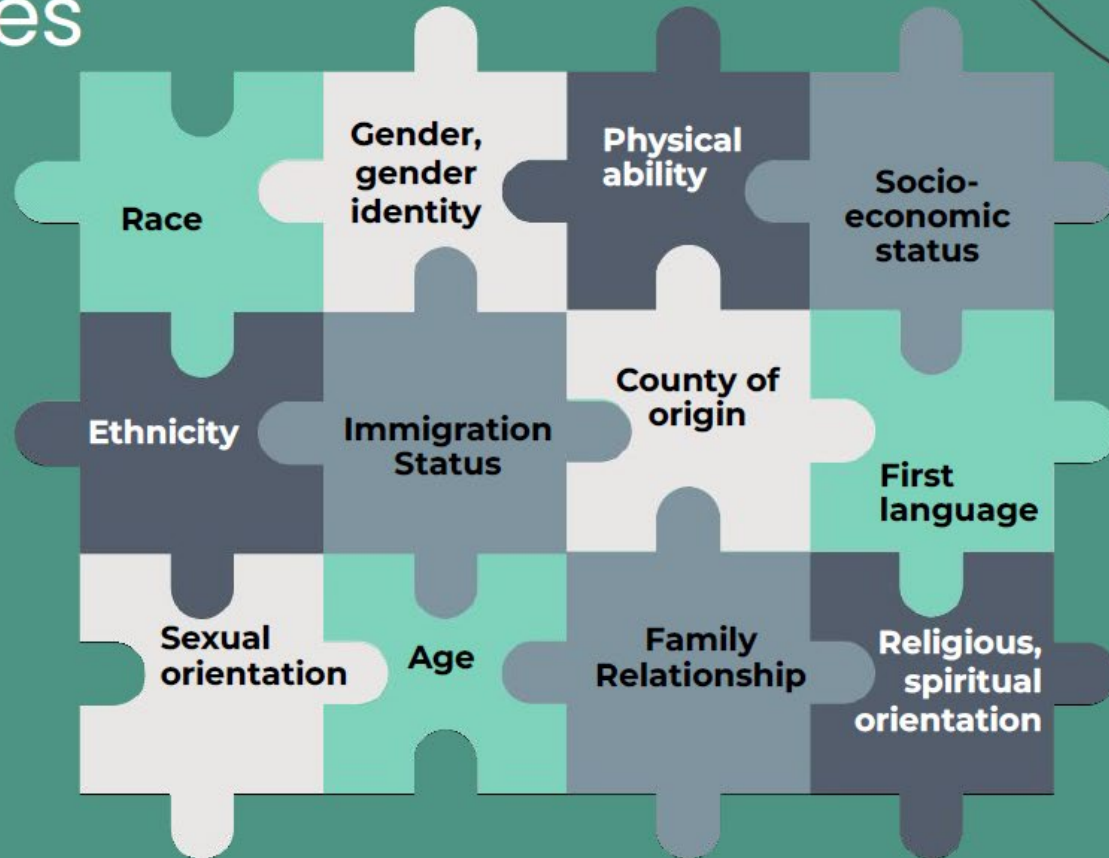
Challenge 4: We are taking steps toward equity and have put some initiatives in place, but we are disappointed when we don't find the silver bullet that solves the problem

Note that at any given moment, different stakeholders in each setting may be experiencing these challenges differently.

Belonging as a Foundation of SEL

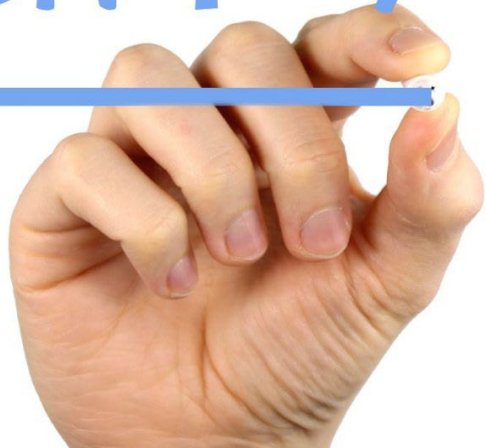
Social Identities

Feelings of belongingness and inclusion are often connected to our social identities



Upon reaching equity...
You are seeing changes in:

EQUITY



ACADEMICS

1. Curriculum Shift to center needs of the instructional core.
2. Deeper Connections to student needs driven by qualitative and quantitative data.
3. Students, and emerging families, are a part of collaborative, interactive academic partnerships.
4. You have an articulated engagement strategy for students/teachers/families.
5. You have a culture of continuous engagement and accountability on SEL, Restorative Practices, and MTSS support in curriculum and instruction.
6. You structurally have capacity to support ongoing academic experimentation and innovation to support the centering of students and needs into defined teacher practice, curriculum, engagement, and planning.

BELONGING

1. A continuous way/culture to check in to measure and increase Belonging of adults, teachers, families, and students.
2. Analysis of instructional processes and classroom observations that center students and families.
3. Disaggregation of data by race, disproportionality to highlight inequities.
4. Use of Belonging best practices: SEL, parent engagement, strengthening of practices and relationships in the instructional core.

Where We Are Now and Next Steps

Work we are doing:

- NELMS
 - District-wide MS Schedule
- Data Wise & Data Analysis
- Curriculum Alignment
- Evaluation Process as a Professional Learning Tool
- MARC Anti-Bullying and Cyber-Bullying Training
- Ribas Training for Supervision and Evaluation Process
- Implicit Bias Training for All Administrators-January 18, 2023

thank you!