



Community Forum on Student Equity

October 25, 2021



Do you like to dance? If so, what music do you like to dance to?





Meeting Objectives

Participants will enhance their understandings of

- The New York State Education Department's and district's initiatives in diversity, equity, and inclusion (DEI)
- The connections between DEI, learning, and school practices/programs

Participants are welcome to put their questions in the chat feature of this webinar: We'll address them later.

Board of Regents and NYSED Initiatives

“The Board [of Regents] expects that all school districts will develop policies that advance diversity, equity and inclusion – and that they implement such policies with fidelity and urgency.”

Board of Regents has convened a Work Group on Diversity, Equity, and Inclusion.

NYSED Resources:

- <http://www.nysed.gov/diversity-equity-inclusion>
- DEI Overview: <http://www.nysed.gov/common/nysed/files/programs/diversity-equity-inclusion/dei-overview.pdf>

NYS Board of Regents Initiative on Diversity, Equity & Inclusion



We will create and sustain safe, nurturing and engaging learning environments for **ALL** students.



*"Diversity is not our problem. It is our promise."
-- Elijah Cummings*

WELCOMED AND SUPPORTED

- Diversity means a wide range of human qualities and attributes
- Diversity is an educational and social asset for ALL
- Respecting diversity helps us meet the physical, social and emotional needs of ALL



*"Always remember that you are absolutely unique.
Just like everyone else."
-- Margaret Mead*

OPPORTUNITIES TO SUCCEED

- Equity means fair treatment and opportunity for ALL
- Equity is fair access to programs, classes and needed supports
- Equity prepares ALL students to be actively engaged citizens



*"There is only one way to see things, until someone shows us
how to look at them with different eyes."
-- Pablo Picasso*

CULTURES, LANGUAGES AND EXPERIENCES

- Inclusion means recognizing, understanding and accepting ALL
- Inclusion teaches and models respect for ALL
- Inclusion makes ALL feel safe, supported and valued

*"Diversity is being invited to the dance. Inclusion is being asked to dance.
Equity is allowing you to choose the music." -- Cynthia Olmedo*

Monticello CSD DEI Initiatives

- Established an equity task force
- Compiled the [Equity Snapshot](#)
- Will develop and consider a policy on diversity, equity, and inclusion
- Created a director of student equity position
- Revising curricula and programs to NYSED culturally responsive framework





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Equity in the Classroom

What does it look like? What is changing?



Emotion = Learning

- The emotional brain is wired into the whole system of learning and cannot be divorced from cognitive functions.
- If a student learns information and skills in class, but if the emotional connection is not deep (e.g., “I need to learn this to pass the test tomorrow”), then the staying power of that learning and the ability to transfer it into a new situation also lack depth.
- Separating thinking from emotions compromises the very act of learning itself.

Immordino-Yang, M.H., and A. Damasio (2007). “We Feel Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education.” *Mind, Brain, and Education Journal* 1 (1): 3-10.

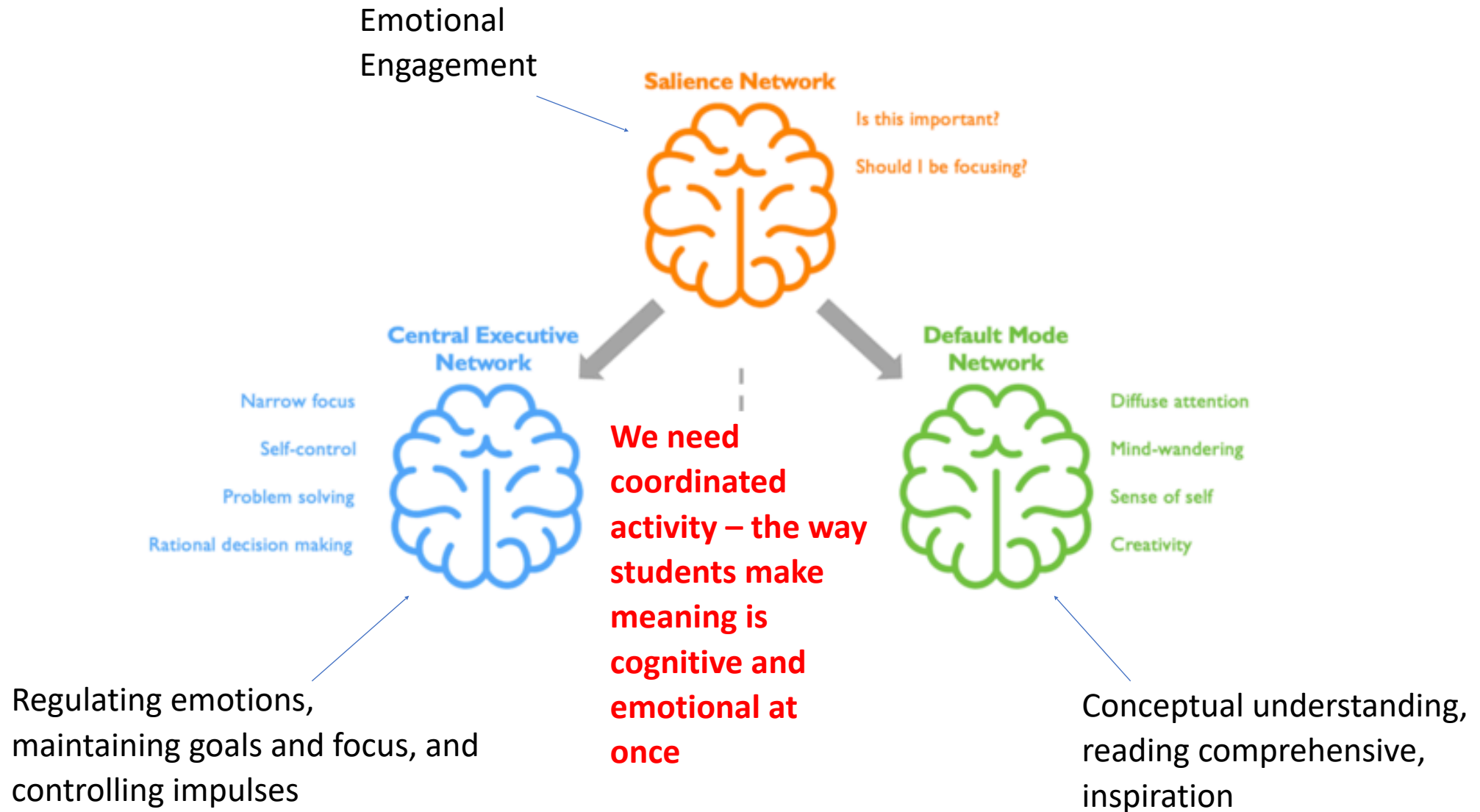
Immordino-Yang, M.H., and M. Faeth. Forthcoming. “Building Smart Students: A Neuroscience Perspective on the Role of Emotion and Skilled Intuition in Learning.” In *The Future of Educational Neuroscience: We We Are Now, and Where We’re Going Next*, ed. D.A> Sousa. Bloomington, IN: Solution Tree Press.

Building Meaning through Narrative

- Changing connectivity among the brain's major neural networks across schooling is predictive of success in school, self-actualization, relationship satisfaction, and other positive indicators in early adulthood (Gottlieb, Yan, & Immordino-Yang, in preparation)
- Human beings construct narratives about the world and their experiences in it – we tell stories about who we are, how the world works and why
- Meaning-making narratives change the connectivity of neural networks
- The findings hold above and beyond the predictive power of metrics like IQ and family socioeconomic status

Concrete Narratives + Abstract Narratives

- Concrete narratives address emotions, actions, and consequences of the “here-and-now” (or “there-and-then”)
- Abstract narratives incorporate reflections on the broader systems, process, and contextual factors that go beyond what is directly observable in any situation
- Students need to demonstrate the ability to develop both concrete and abstract narratives to create an integrated story that focus on the concrete facts, emotions, and actions but connects to the abstract larger patterns, systems, beliefs and values



Culturally Responsive-Sustaining Education

New York State Department of Education:

“Using this approach to education, all families are believed to have cultural capital, or knowledge, abilities, and networks, that can, and should, be leveraged in classrooms...**Culturally responsive education is about teaching the students in front of you.** To do this requires that one work to get to know their students and develop meaningful relationships with students while engaging in the students’ communities.”



Culturally Responsive-Sustaining
Education Framework



Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which **multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability)** are recognized and regarded as assets for teaching and learning. It is the belief that culture is not an addition but is a critical component of education. It says that culture matters in shaping how people learn.

EQUITY

EQUITY is the state, quality, or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. To be achieved and sustained, **equity needs to be thought of as a structural and systemic concept**, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP RESOURCES

(To the extent possible parent and caregiver resources will be translated)

Raising Awareness-PHASE 1

Resources provided by NYSED:

- Website with supporting resources and videos
- Framework briefs, Professional Development Toolkits with slides, and Frequently Asked Questions
- Communications toolkit for amplifying CR-S messages
- District/state survey and public forum opportunities

Resources to be developed:

- Locally created professional development focused on educator training and community needs
- Pre/post local district survey
- List of vocabulary activities and concepts; translations of words and languages available for parents
- Toolkit or flyer for parents and

Building Capacity-PHASE 2

Resources provided by NYSED:

- Communications toolkit (e.g. social media, messaging, etc.) for resources and professional development (asynchronous and synchronous modes)
- Learning standards, including any review or updates, will reflect the culturally diverse needs of all students
- Curriculum auditing tool for school materials (texts, lessons, etc.)
- Auditing tool for local district policies (hiring, school data, student placement)

Resources to be developed:

- Locally created professional development focused on educator training and community needs
- Examples of printed professional development activities for Phase 2
- A culturally responsive check-up or tool for parent/family leaders
- Student clubs and opportunity for feedback from student groups about CR-S

Full Implementation-PHASE 3

Resources provided by NYSED:

- Ongoing updated NYSED website with professional development for CR-S resources and tools.
- Communications toolkit containing messaging and updates.
- [Social Emotional Learning](#)

Resources to be developed:

- Locally created professional development focused on educator training and community needs
- Ongoing local curricular review of all texts and materials across content areas for bias and cultural responsiveness
- Current research on best practices for instruction
- Communication tools for sharing updates and feedback between community-based organizations and schools

Four Principles of Culturally Responsive-Sustaining Education



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**

What does this look like in the classroom?

- Explore and affirm student identities and in turn explore and honor students' families, cultures, and languages
- All students are challenged and believed in Build authentic relationships built on trust
- Honor students' funds of knowledge (and the funds of knowledge of families)
- Classroom library and other materials being reflective of the students in the classroom
- Teacher reflection on own biases, stereotypes, etc.
- All students are actively participating the learning - all means all
- Students feel safe and are comfortable enough with their teacher and each other enough to respond in discussions honestly and openly