EQUITY SELF-REFLECTION FOR IDENTIFIED SCHOOLS

# Introduction

The *Equity Self-Reflection for Identified Schools* is designed to support schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion.

The [NYSED Culturally Responsive-Sustaining Education Framework](http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf) guided the development of the Self-Reflection. The Self-Reflection is organized around four core principles, which correspond with the four principles of the NYSED CR-S Framework:

* Welcoming and Affirming Environment
* High Expectations and Rigorous Instruction
* Inclusive Curriculum and Assessment
* Ongoing Professional Learning and Support

## Organization

**The Equity Self-Reflection consists of two parts:**

* **Part A** is intended to help individuals and/or the SCEP team identify the school’s areas of strengths and opportunities of growth to in each of the CR-S Education principles.
* **Part B** is designed to be done as a school team to facilitate the SCEP development.

## Completion Considerations

1. The SCEP Team completing this exercise is encouraged to bring in others to the Equity Self-Reflection completion process who may have valuable insights into the school’s work toward Culturally Responsive and Sustaining Education Framework practices.
2. Teams may find it helpful to assign roles for the Part B discussion, such as Group Facilitator, Timekeeper, and Recorder. The group will need to generate one document with responses to Part B for the school.
3. The SCEP team should consider incorporating relevant quantitative and qualitative data to assist with the discussion, specifically **survey data** and **student interview** data.

## Completion Directions

Part A will need to be completed before advancing to Part B of the Equity Self-Reflection.

1. School teams have flexibility in how to complete Part A:
2. The school may select to have individuals or small groups complete separate versions of Part A and bring those different perspectives to the Part B discussion, OR
3. The SCEP team may complete the Part A together before advancing to Part B.
4. School teams will need to complete Part B together and keep one copy of the team’s Part B responses on file.

# Principle 1: Welcoming and Affirming Environment

A **Welcoming and Affirming Environment** feels safe. It is a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

## Part A – Welcoming and Affirming Environment

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| PRACTICES | STRENGTHS | OPPORTUNITIES FOR GROWTH |
| Assume collective responsibility to learn about student cultures and communities. |  |  |
| Foster close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences. |  |  |
| Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion. |  |  |
| Prioritize social-emotional learning programs, such as restorative justice. |  |  |
| Highlight materials that represent and affirm student identities. |  |  |
| Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening. |  |  |

## Part B – Welcoming and Affirming Environment

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| PROMPTS TO ANSWER AS A GROUP |
| As you review these practices, where has the school seen progress since completing last year’s Equity Self-Reflection? |
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| What strengths are emerging as you consider these practices? |
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| What opportunities for growth are emerging? |
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# Principle 2: High Expectations and Rigorous Instruction

**High Expectations and Rigorous Instruction** prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.

## Part A – High Expectations and Rigorous Instruction

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| PRACTICES | STRENGTHS | OPPORTUNITIES FOR GROWTH |
| Initiate student-led civic engagement projects and school-based student leadership opportunities. |  |  |
| Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator |  |  |
| Provide opportunities for students to develop projects on social justice issues. |  |  |
| Embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege. |  |  |
| Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. |  |  |

## Part B – High Expectations and Rigorous Instruction

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| PROMPTS TO ANSWER AS A GROUP |
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| What opportunities for growth are emerging? |
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# Principle 3: Inclusive Curriculum and Assessment

**Inclusive Curriculum and Assessment** elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change.  It provides the opportunity to learn about perspectives beyond one’s own scope. It works toward dismantling systems of biases and inequities and decentering dominant ideologies in education.

## Part A – Inclusive Curriculum and Assessment

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| PRACTICES | STRENGTHS | OPPORTUNITIES FOR GROWTH |
| Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. |  |  |
| Integrate current events into daily instruction. |  |  |
| Encourage students to explore completing assignments in their preferred language. |  |  |
| Use resources written and developed by racially, culturally, and linguistically diverse perspectives. |  |  |
| Include students as co-designers of curriculum. |  |  |

## Part B – Inclusive Curriculum and Assessment

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# Principle 4: Ongoing Professional Learning and Support

**Ongoing Professional Learning and Support** is rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

## Part A – Ongoing Professional Learning and Support

| PRACTICES | STRENGTHS | OPPORTUNITIES FOR GROWTH |
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| Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege. |  |  |
| Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.). |  |  |
| Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning. |  |  |
| Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases. |  |  |
| Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege. |  |  |

## Part B – Ongoing Professional Learning and Support

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| PROMPTS TO ANSWER AS A GROUP |
| As you review these practices, where has the school seen progress since completing last year’s Equity Self-Reflection? |
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| What strengths are emerging as you consider these practices? |
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| What opportunities for growth are emerging? |
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