

Educator Leaders for Equity

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Presentation to the
Cambridge School Committee
Subcommittee on School Climate

April 11, 2019

Chris Colbath-Hess and EL4E team



OBJECTIVES FOR THIS EVENING

- Provide an overview of the charge and subsequent work of the Educator Leaders for Equity; 2014 – present.
- Share district action team steps, lessons learned and recommendations
- Hear from EL4E representatives how the work is implemented at the school level
- Present next steps



EDUCATOR LEADERS FOR EQUITY (EL4E)

- Who are we?
- The Story of EL4E
 - Beginnings
 - District
 - Educators
 - Middle
 - Next steps

WHO IS HERE TONIGHT?

- + Elizabeth Hill, MLK Jk-K Chinese Immersion Teacher
- + Heba Abu, Grade 6 Math Teacher, VLUS
- + Michael Batt, Grade 7/8 Social Studies Teacher, Amigos
- + Rick McKinney, Culinary Arts Teacher, RSTA
- + Jennifer Sloan-Green, Business Education Teacher, RSTA
- + Dr. Paula Elliott, EL4E Instructor
- + Dr. Kathy McDonough, EL4E Instructor

THE STORY OF EL4E

- + **2014–2015** – a districtwide team of principals, family liaisons, and coordinators was assembled to look at the cultural proficiency needs across the district.
 - + Began with Ron Walker training for administrators and family liaisons
- + In collaboration with the CEA, this team designed an inclusive process to hear directly from all educators about their perspectives, experiences and training needs in the area of cultural proficiency

THE STORY

The district team took the following steps:

- + Commissioned an educator survey, (Spring 2015)
- + Designed data review teams of educators, (Spring 2015)
- + Convened a diverse, representative group of educators (CPET*) to analyze that data and create the professional learning their colleagues requested. (2015–2016)

(*Cultural Proficiency Educator Team – see next slide)

Team Members	Team Members
Michael Batt Amigos; Social Studies Teacher	Matthew Dunkel Vassal Lane; Math Coach
Amy Sullivan FMA; Classroom Teacher	Robin Halperin Vassal Lane; Math Special Educator
Amatul Mahmud FMA; Special Educator	MarieLee Tanaka Vassal Lane; SEI Paraprofessional
Samantha Headley Morse; Assistant Principal	Sean Guthrie Putnam Ave, Math Teacher
Joseph Maloney Morse; Special Start Pre-K Teacher	Megan Laskarzewski Putnam Ave, Special Educator
Christina Gavin OSS; Instructional Inclusion Specialist	Jack Haverty CRLS; Science Special Educator
Phanenca Babio-James OSS; Instructional Inclusion Specialist	Alysa Breyer CRLS; Math Teacher
Meghan McCombs OSS; Psychologist (Bilingual), TIC of School Entry	Kristin A. Knowlton CRLS; Math Special Educator

2016-2017

- + Cultural Proficiency Educator Team convened to tease out the 7 recommendations from the survey, along with other district data, and created the Educator Leaders for Equity course.
- + They understood:
 - + that the learning had to focus on the *adults as learners and human beings*.
 - + that for any lasting change to happen, *faculty needed to feel safe to be vulnerable and make mistakes*.
 - + that this is **“OUR WORK”**. Educators want to lead this in their schools.



FOCUS GROUPS: PRELIMINARY RECOMMENDATIONS

1. AN EXPLORATION OF CULTURE
2. AN EXPLORATION OF CAMBRIDGE
3. AFFINITY GROUPS
4. CHOICE COURSES
5. INSTRUCTIONAL ROUNDS
6. SHARING BEST PRACTICES
7. BOOK GROUPS

EXPLORING CAMBRIDGE & EXPLORING CULTURE RANKED AS TOP TWO BY TEAM

THE MIDDLE

- + EL4E course has trained 2 cohorts over 2 years through a 16 hour, 8 session course plus coaching sessions
- + Course is designed to provide both **CONTENT** and **FACILITATION SKILLS**
- + To date, 48 faculty* trained to lead equity work in every school in the district
- + Teachers, paraprofessionals, and school-based family liaisons have participated.

Link to [description on the website is here.](#)

2 LEVELS OF WORK

EXTERNAL/TANGIBLE

INTERNAL/INTANGIBLE



EXAMPLES OF EL4E *SCHOOL-BASED* EQUITY WORK:

- Professional learning experiences during the 15 school-based hours
- Equity-focused observation protocols being piloted
- Intentional focus during ILT planning at some schools as a result of this work
- School-based equity book groups



INTERNAL WORK:

I'm better at ...

is being uncomfortable with my role in
social justice discussions

- listening and trying to hear ^{Struggles of people immersed in this work.} each person's truth/story
- being cognizant of the different triumphs and struggles
- collaborating to work on solutions
- listening patience

- listening
- jumping into things even when they're not perfect

~~and~~ articulating differences of definitions/terms

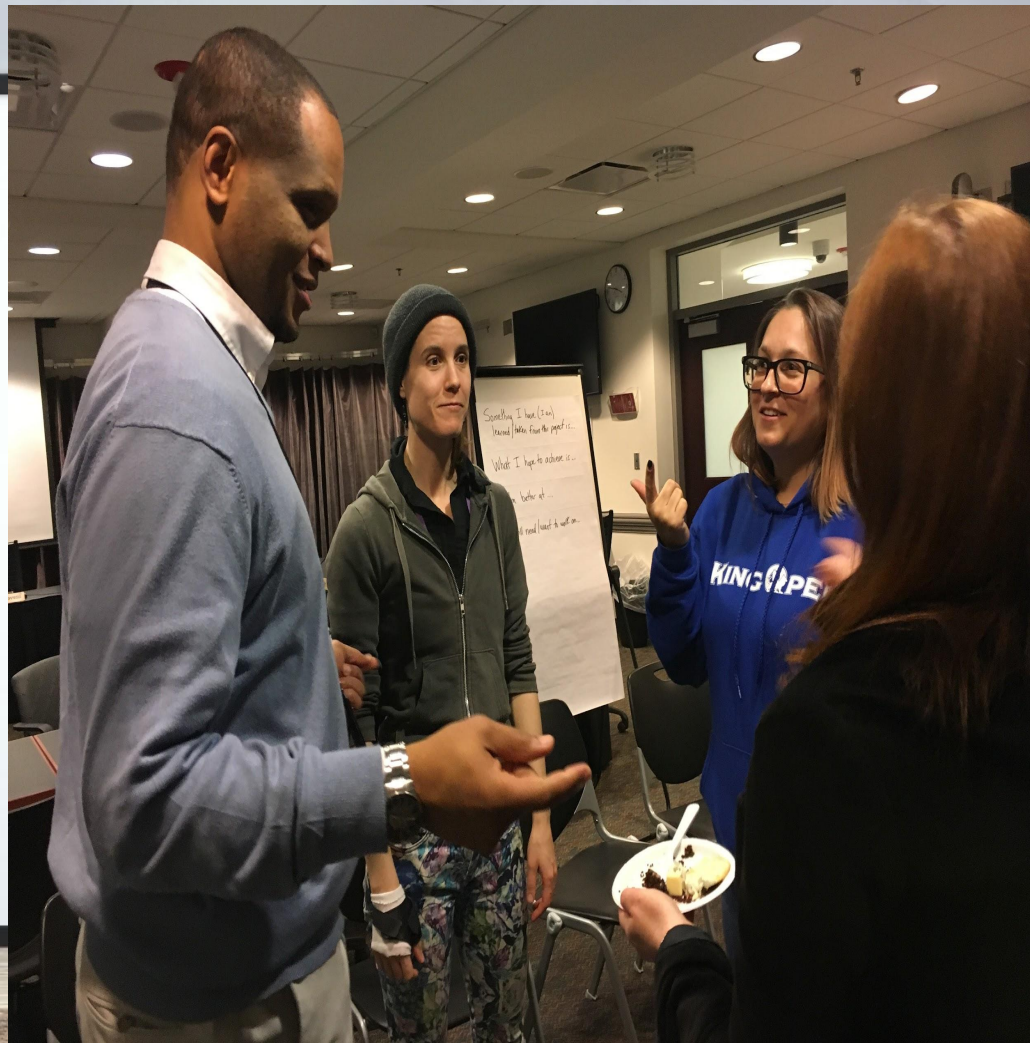
Reflecting on my work and adjust it
being comfortable with discomfort!!

- Meeting people where they are.

Helping others open up
Dealing with inequitable situations
Understand cultures & misunderstanding

Impact:

Cross cohort
gathering





Impact:

Cross cohort
gathering



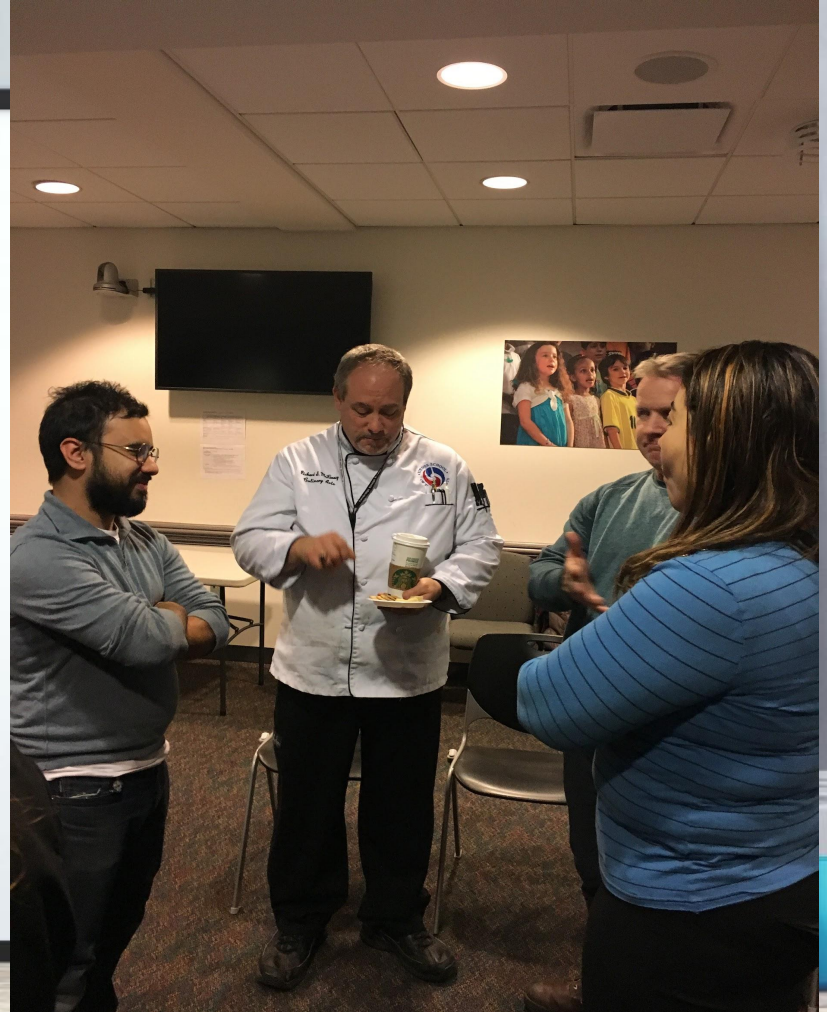
IMPACT...

- + Practice having hard conversations
- + “It has allowed me to have A-ha moments more often”



IMPACT...

- + Eye opening
- + Enlightening, informative and needed in the district



WHAT'S NEXT?

- Building a **district-wide team of educators to help guide** this work moving forward:
 - ▷ Share, coordinate and connect content district wide
 - ▷ Survey and monitor progress
 - ▷ TBD by the educators
- Extending learning to our district and school based coaches to strengthen their tool kits



QUESTIONS?

