



 NYU | STEINHARDT

Today I will give you a sense of...

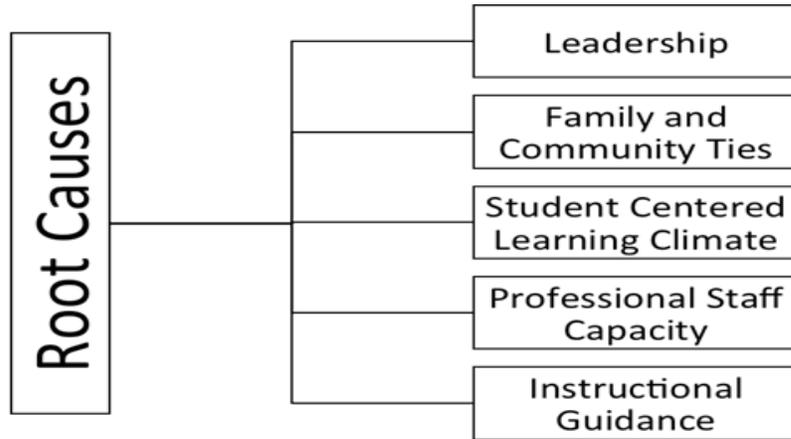
- The research behind our framework;
- The components of a multi-year framework;
- What can be expected from our partnership; and
- Where this work is happening successfully.

Essential question: *How can I disrupt and dismantle the existence of inequity within my sphere of influence?*

(adapted from Gorski, 2016)

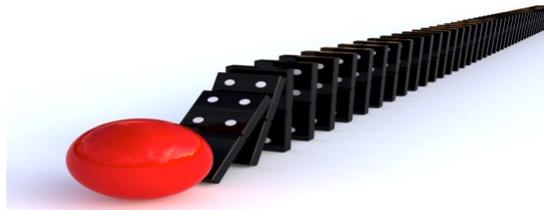
How to think about cultural responsiveness.

Essential Supports for Effective Schools



Anthony S. Bryk ... [et al.], (2010). Organizing schools for improvement: lessons from Chicago. Chicago: The University of Chicago Press

Leadership Matters



Leadership is the **“catalyst for change”** across all essential supports.

It's like baking a cake!



My Recipe for *Equity*

1. Strong leadership
2. Professional staff capacity
3. Healthy family/community ties
4. Student-centered learning climate
5. Vertically and horizontally aligned curriculum (instructional guidance)

The oven heat is *relational trust* between all school community members.

Anthony S. Bryk ... [et al.]. (2010). *Organizing schools for improvement: lessons from Chicago*. Chicago: The University of Chicago Press

The multi-year plan

Year one: Building capacity & strategically planning

Year two: Operationalizing equity, Fostering exposure & awareness

Year three & beyond: Formalizing district-wide capacity for all who have contact & influence over our students

What can you expect?

Components of the framework

- Leadership engagements
- District-wide equity committee

- Student equity-leader development
- Building-level equity committees
- Building-level professional development

- Developing/refining an equity policy
- BOE engagement

Learning objectives- *leadership & equity committee*

Define & unpack:

- *Equity/equality,*
- *Individual/societal culture,*
- *Individual & systemic racism, and*
- *Cultural responsiveness,*

Examine how to talk about race.

Discuss individualist v. collectivist cultural archetypes.

Examine racial identity development.

Investigate social environmental cues that perpetuate stereotypes.

Interrogate how bias develops.

Learning objectives

Asset map the district.

Analyze trends in national educational disparities.

Analyze quantitative disaggregated discipline, achievement, and hiring data.

Analyze the district mission and vision.

Examine the district long range plan.

Ideate how to center the brilliance of our students of color.

Collaborate to draft recommendations for the district to promote equity based on the research and experiential learning.

Practices embedded

During each of our sessions, we will:

- Examine the impact of the current sociopolitical context;
- Conduct analysis of complexified data points;
- Personally reflect;
- Engage in facilitated dialogues on the impact of race, power, and privilege; and
- Conduct critical readings of equity research.

Expected outcomes

Immediate & short-term

- Self-reported shifts in mindset
- Changes in relationships
- Application of an *equity lens* to policies & practices
- Complexified notions of data

Longer term

- Develop & implement recommendations for promoting equity district-wide
- Reduction in disciplinary referrals, suspensions, & expulsions
- Increased student engagement & co-related student outcomes

Where is this work happening

Ossining UFSD

Arlington CSD

NYCDOE *Critically Conscious Educators
Rising Series*

NYCDOE CREATES (*Culturally Responsive
Environments Attaining Transformative
Equitable Solutions*) partnership with the
Expanded Success Initiative (ESI)

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