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education center

Equity and Inclusion:
Creating a Sense of Belonging Through Tiered Systems of Support

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SWIFT Education Center

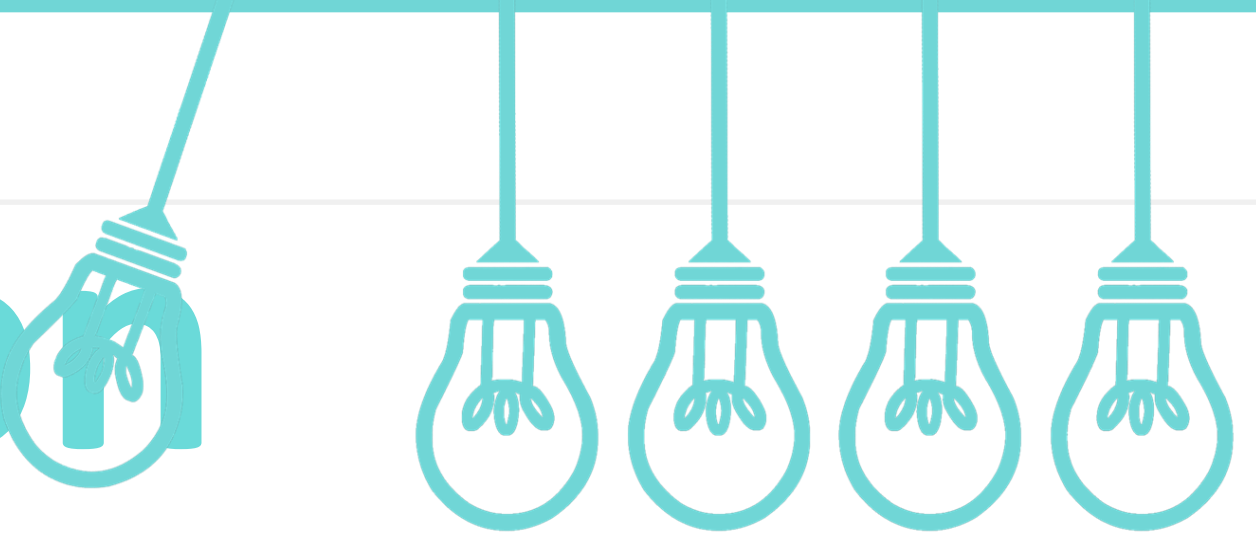*Webinar for Schools of Choice Unit, Colorado Department of Education*

Our Time Together

- Re-thinking Inclusion

- Barriers to Change

- Creating Belonging Through Equity

- Self-Reflection Towards Equity
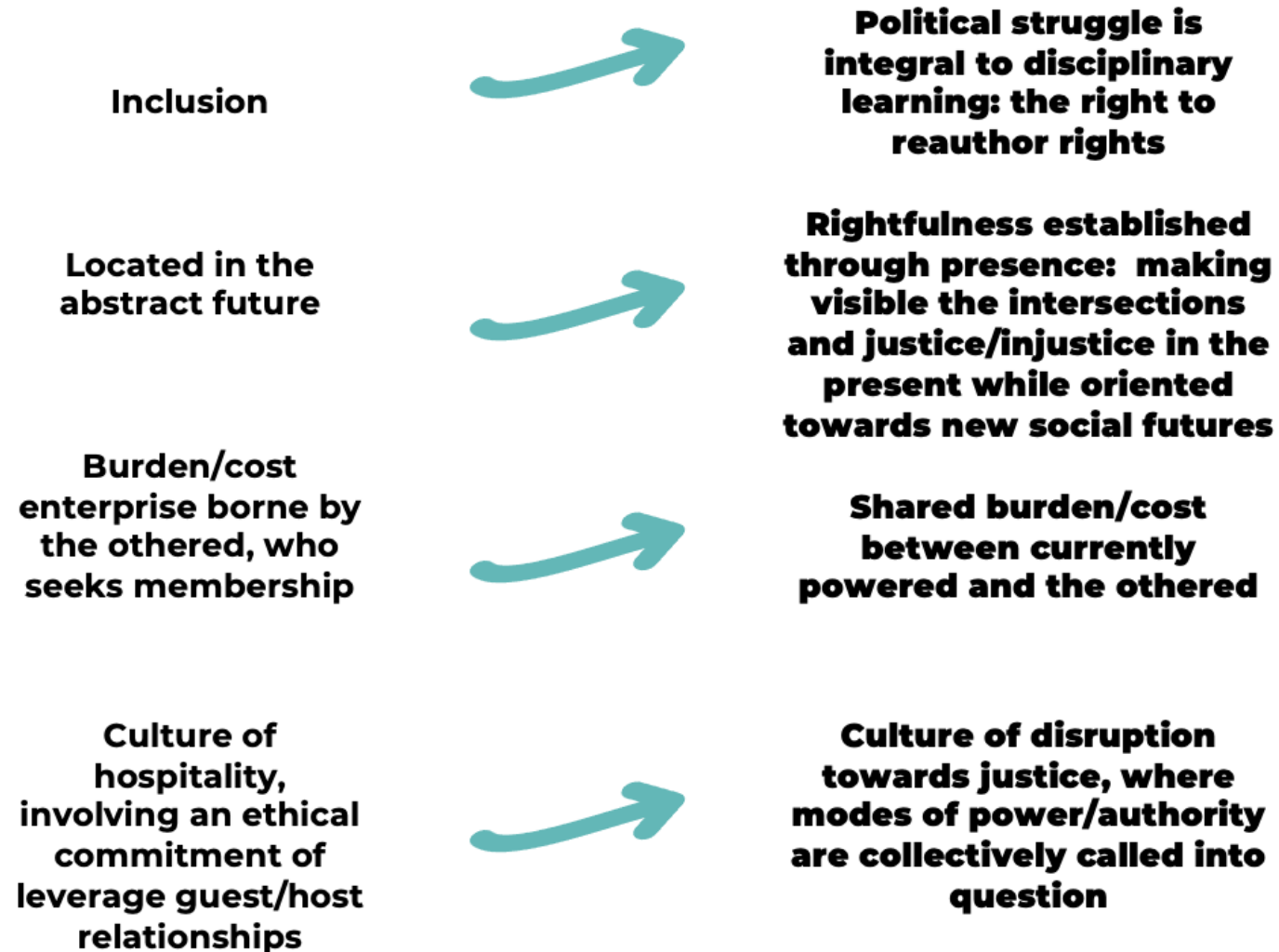
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Re-Thinking Inclusion

Inclusion

Rightful Presence

Beyond Barriers

Equity and Rightful Presence

Inclusion → **Political struggle is integral to disciplinary learning: the right to reauthor rights**

Located in the abstract future → **Rightfulness established through presence: making visible the intersections and justice/injustice in the present while oriented towards new social futures**

Burden/cost enterprise borne by the othered, who seeks membership → **Shared burden/cost between currently powered and the othered**

Culture of hospitality, involving an ethical commitment of leverage guest/host relationships → **Culture of disruption towards justice, where modes of power/authority are collectively called into question**

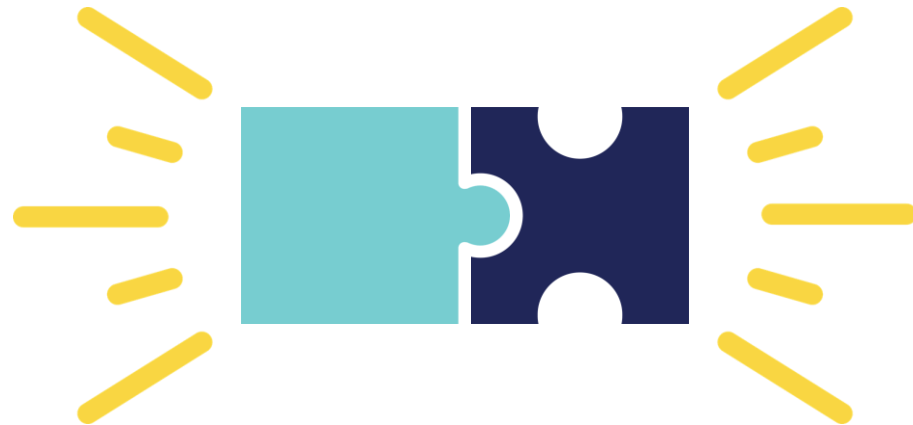Calabrese Barton, A. & Tan, E. (2020)

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Connecting to your "Why"

Take a moment to reflect on why you do what you do.

Why did you choose education as your profession, and perhaps more importantly, why do you continue to show up day after day? Write your thoughts on a piece of paper and keep it handy.

What is the biggest barrier that comes up for you around equity?

MTSS

ESSA Guidance

ESSA supports schools and districts implementing a **tiered system of support** and allows states flexibility in developing their **MTSS** model to support **all learners**.
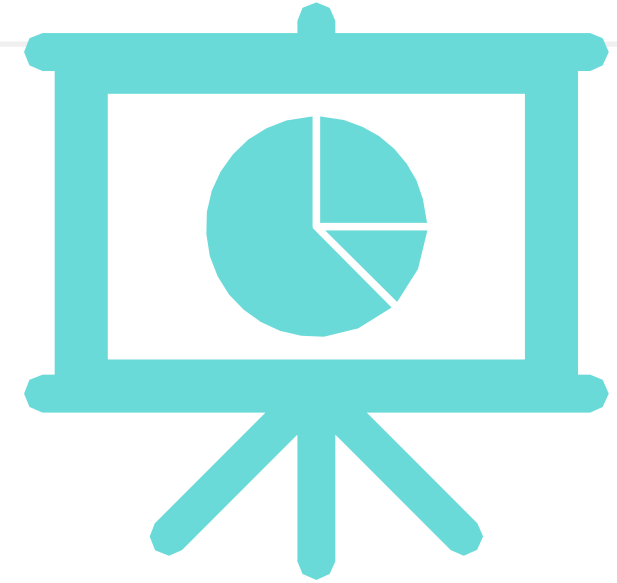
(Title IX, Sec. 8002(33)).

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Definition of MTSS

A multi-tiered system of support is a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students.

1. SYSTEM

2. TIERED

3. DATA

4. IN TIME

5. MOST FIRST

MTSS COMPONENTS

Belonging

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Definition of Equity

Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.

Equity-Based MTSS

- **Invited**
  Who receives different invitations,
  or maybe hasn't received an invitation?

- **Welcomed**
  Which students are vulnerable to not feeling welcomed
  or do not having a sense of belonging?
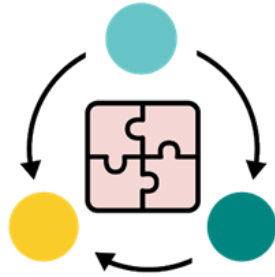
- **A System of Teaching and Learning**
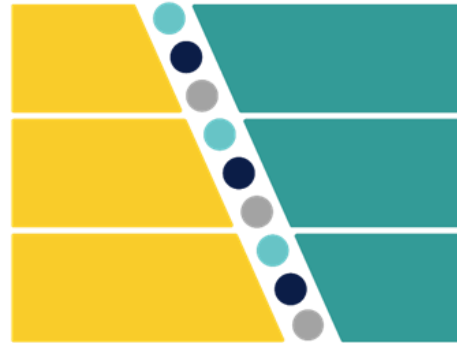 Who has different access to resources in your school or district?

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DOMAINS & FEATURES

Administrative Leadership

Integrated Educational Framework

Multi-Tiered System of Support

Family & Community Engagement

Inclusive Policy Structure & Practice

- Strong & Engaged Site Leadership
- Strong Educator Support System

- Fully Integrated Organizational Structure
- Strong & Positive School Culture

- Inclusive Academic Instruction
- Inclusive Behavior/ Social-Emotional Instruction

- Trusting Family Partnerships
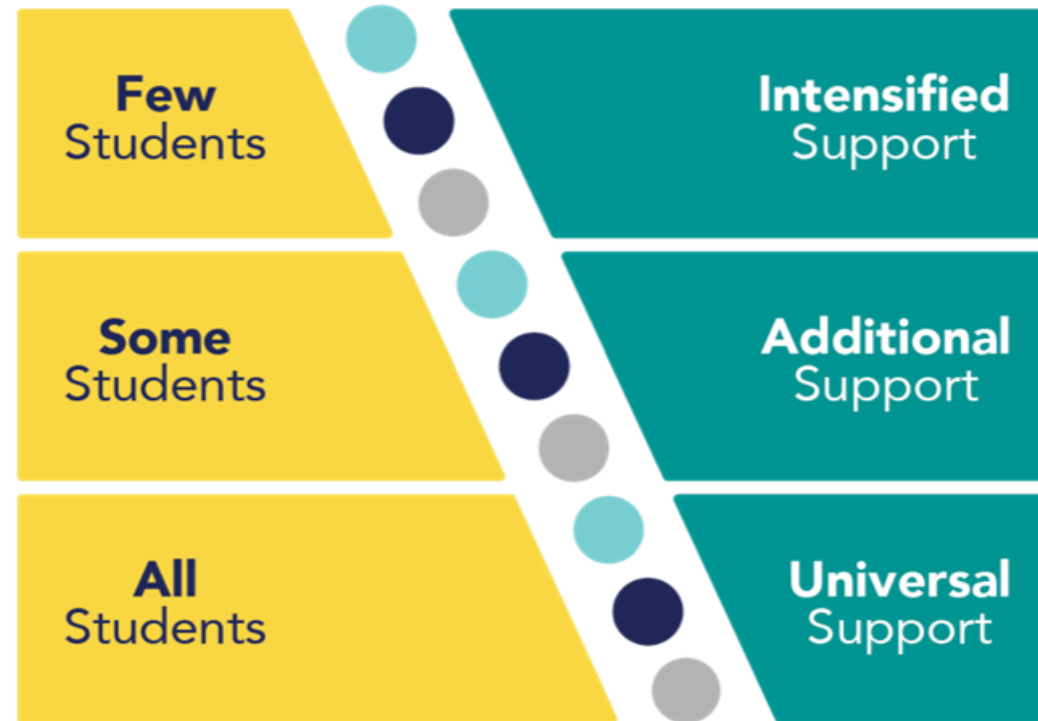- Trusting Community Partnerships

- Strong LEA/School Relationships
- LEA Policy Frameworks

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Leadership for
Equitable Learning Environments and Inclusive Cultures

Leading for equity requires us to understand the differences between **adaptive** and **technical** challenges.

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Adaptive and Technical

"Technical problems live in people' heads and logic. They are susceptible to facts and expertise."

"Adaptive challenges live in people's hearts and stomachs. They are about values, loyalties, and beliefs."

— Ed O'Malley and Amanda Cebula, Your Leadership Edge

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Adaptive Strategies

1. Getting on the balcony - Stepping out of the fray to see the key patterns and the bigger picture.

2. Identifying the adaptive challenge - Putting the unspoken issues out on the table.

3. Regulating distress - Creating a safe environment for challenges to be discussed, and creating a space for diversity of opinion, experiences, and values as well as the opportunity to challenge assumptions.

4. Maintaining disciplined attention - Being aware of patterns of behavior that indicate that there is a purposeful or unconscious attempt to avoid disturbing or difficult issues.

5. Giving the work world back - Creating conditions that help people take greater responsibility for the work of change, including defining and solving the problems.

6. Protecting all voices - Relying on others to raise questions about adaptive challenges and provide support and protection for employees who identify internal conflicts in the organization.

— Heifetz, Linsky & Grashow, 2009

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Adaptive and
Technical Leadership

The single biggest failure of leadership is to treat adaptive challenges
like technical challenges.

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Connecting to your "Why"

Go back to your reflection regarding your Why. What is one thing you learned during this lecture that you can do tomorrow to keep moving in the direction of your Why?
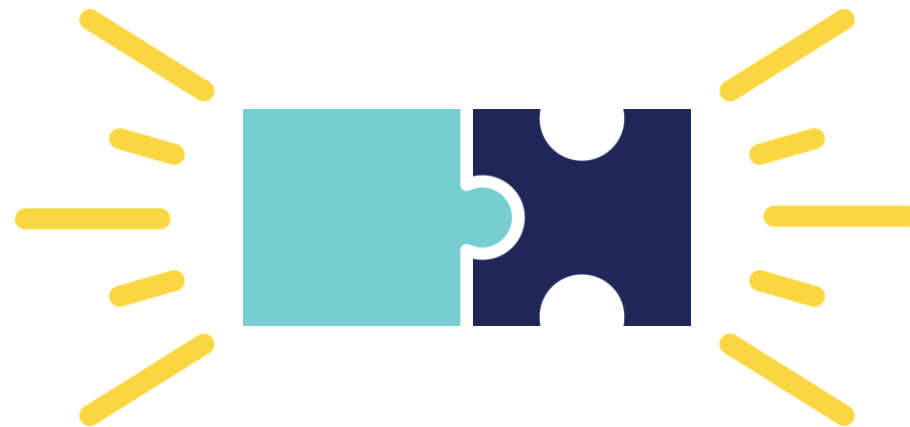
Oak Park High School

"Daring leaders who live into their values are never silent about hard things."

- Brené Brown