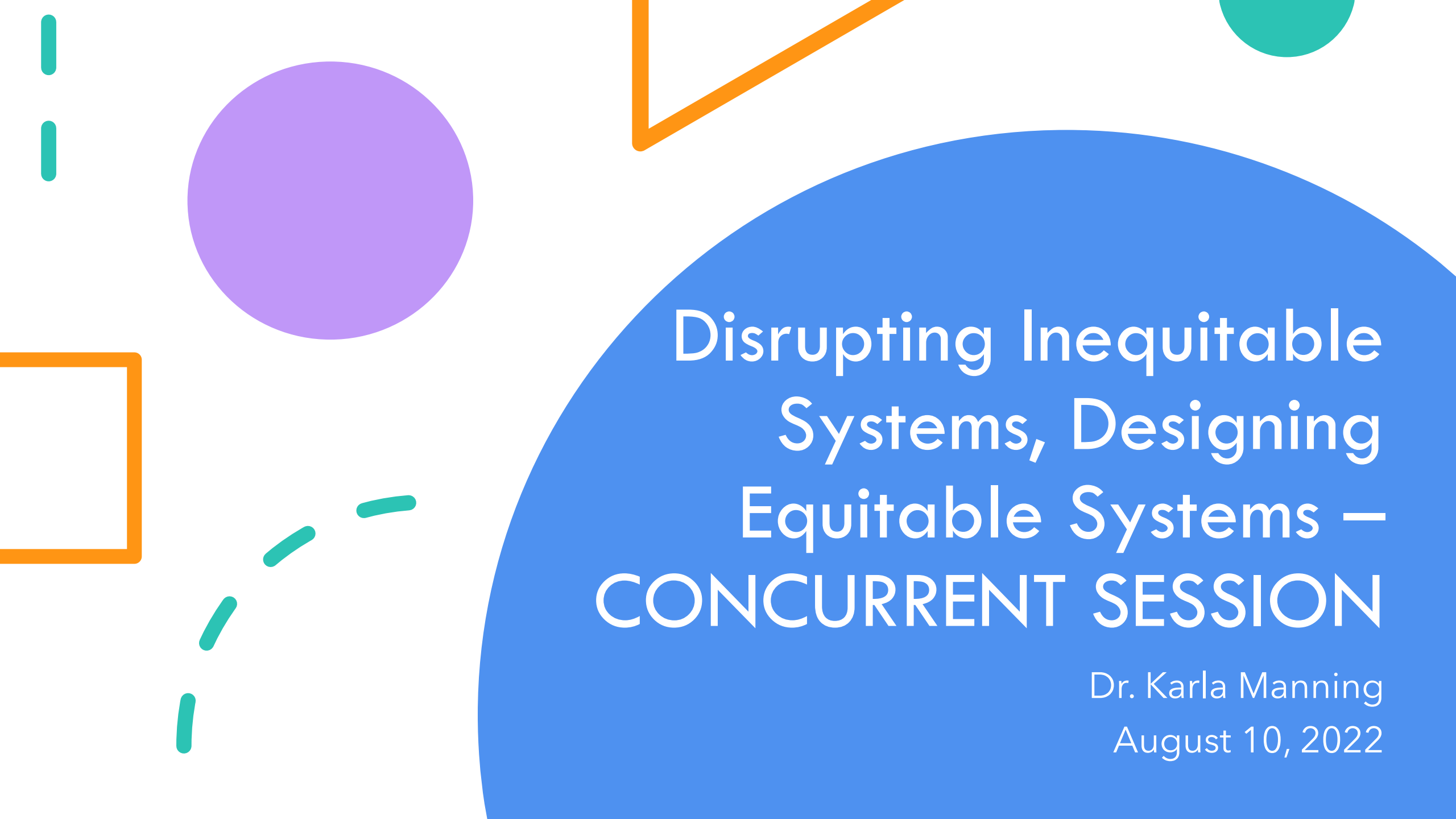


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# Disrupting Inequitable Systems, Designing Equitable Systems – CONCURRENT SESSION

Dr. Karla Manning  
August 10, 2022

# About Dr. Karla Manning | Keynote Speaker

- A former K-12 Educator & University Lecturer
- A Diversity, Equity, & Inclusion Consultant
- A Leadership Coach
- A Small Business Owner/Entrepreneur
- A Podcast Host and Keynote Speaker
- A Family Member, Partner, Friend, & Mommy 😊
- A Lover of Life & Humanity

Karla has over 15 years of teaching experience, teaching in all grades of K-12, higher education, and international teaching. Karla has a PhD in Curriculum & Instruction from the University of Wisconsin-Madison, a M.A. in Curriculum & Instruction from Concordia University Chicago, and a B.A. in English Education from Tennessee State University.

Her first book, *100 Culturally Responsive Teaching Strategies for High-Impact Student Achievement*, will be published and released in 2023 by the Center for Responsive Schools. She is also the host of *The Equity Experience Podcast*.



# Goals of the Concurrent Session

1. To **develop the values** that guide your work as an equity-centered educator/leader.
2. To engage in **dialogue and reflection** for developing equitable systems
3. To remind you of the **courage and commitment** needed to sustain your equity leadership practices.



# 3 Priority Areas for Designing Equitable Systems

Leadership &  
Policy

Discipline/  
Accountability

Student  
Engagement

# Designing Equitable Systems – *Mission, Vision, & Values*



Every leader/educator involved in educational equity work should be clear on what equity means to them and why they are engaging in this work.



The first step to developing equitable systems is to be clear on your 'why', along with your values that guide the equity work that you do.



Equity work is moral work, grounded in personal and collective values.

# Dr. Karla's Values for Designing Equitable Systems

Equity-Centered Values	Equity-Centered Values
Humanity	Love for All
Liberation	Authenticity and Vulnerability
Truth	Engagement and Collaboration
Justice	Excellence

# Let's gain clarity on your values as an equity-centered individual.

- ✓ What is your personal definition of equity/educational equity?
- ✓ What are 3-5 keywords that describe your personal values for educational equity?

Please take a couple of minutes to reflect and write down your thoughts. Be prepared to share! 😊



## Designing Equitable Systems – Priority Area #1 Leadership & Policy (Reflection Questions)

Leadership & Policy Themes for Building Equitable Systems	Reflection Questions → Brainstorm Ideas & Strategies for Developing Equitable Systems Within this Priority Area
<b>Enacting an Equitable Vision</b>	<ul style="list-style-type: none"> <li>• Is your vision of equity developed primarily of your own views or is your vision based on an inclusive process with the entire school community as a priority?</li> <li>• What language can you use to articulate an inclusive vision of equity for your school?</li> </ul>
<b>Use Data for Storytelling</b>	<ul style="list-style-type: none"> <li>• After analyzing your data, what story can authentically be told that describes the state of educational equity within your district?</li> <li>• In what ways do patterns and trends within the data highlight biases and disparities?</li> <li>• How do these trends point to the action steps that need to be taken?</li> </ul>
<b>Develop an Equity Leadership Team</b>	<ul style="list-style-type: none"> <li>• Who are a group of people committed to equity within your school?</li> <li>• Who are the people with the courage and willingness to engage in conversations, hold others accountable, and committed to engaging in equity work?</li> </ul>

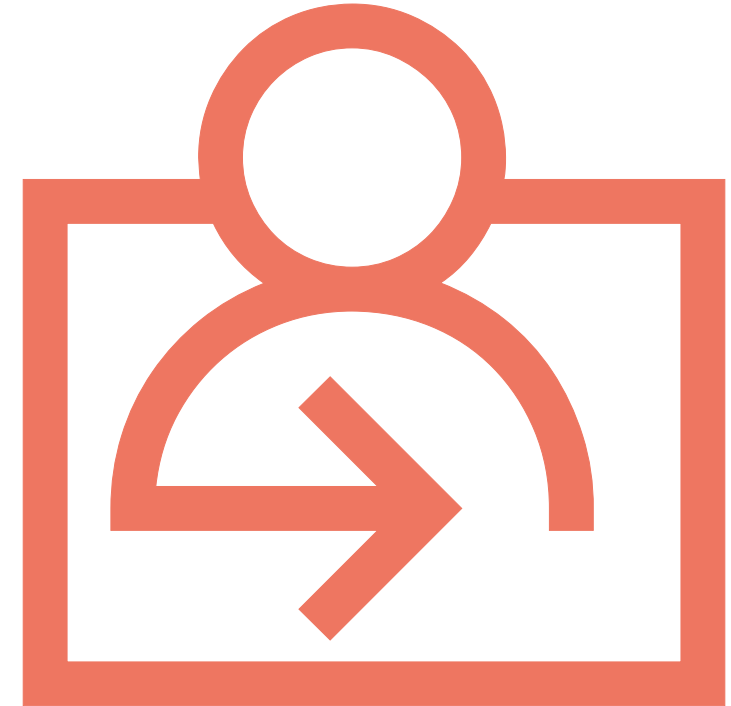
## Designing Equitable Systems – Priority Area #2 *Discipline & Accountability* (Reflection Questions)

Discipline & Accountability Themes for Building Equitable Systems	Reflection Questions → Brainstorm Ideas & Strategies for Developing Equitable Systems Within this Priority Area
<b>Reframe mindset of classroom management</b>	<ul style="list-style-type: none"> <li>• What is the difference between discipline and accountability? Why is a mindset shift needed when understanding and framing these two terms?</li> <li>• What systemic practices are in place that are either hindering or advancing equity within your school's accountability policies?</li> </ul>
<b>Incorporate Equity-Centered Approaches to Accountability</b>	<ul style="list-style-type: none"> <li>• Can restorative approaches be used for accountability instead of traditional discipline methods?</li> <li>• Do students have voice in what accountability looks like for them?</li> <li>• When harm happens, how do we heal from it? Do our practices restore safety and strengthen trust in our community or do they create further harm through punishment or exclusion?</li> </ul>
<b>Analyze root causes of behavior</b>	<ul style="list-style-type: none"> <li>• In what ways are 'problem' behaviors a sign of a deeper issue?</li> <li>• How can we refrain from labeling or stigmatizing children because of their behavior?</li> <li>• What disparities and disproportionalities exist with student accountability data?</li> </ul>
<b>Humanize relationships</b>	<ul style="list-style-type: none"> <li>• How can you develop authentic and meaningful relationships with your students? How do you build trust with your students?</li> </ul>

# Designing Equitable Systems – Priority Area #3 Student Wellbeing (Reflection Questions)

Student Wellbeing Themes for Building Equitable Systems	Reflection Questions → Brainstorm Ideas & Strategies for Developing Equitable Systems Within this Priority Area
<b>Affirm/Honor Students' Cultures &amp; Identities</b>	<ul style="list-style-type: none"> <li>• What and who is valued and celebrated in our classroom?</li> <li>• What and who is minimized, dismissed, or rejected?</li> </ul>
<b>Develop Purposeful Learning</b>	<ul style="list-style-type: none"> <li>• What evidence do I have that students are building mindsets as successful learners with valuable contributions to make?</li> <li>• When mistakes happen, how do I react? What opportunities exist to normalize and embrace mistakes as a chance to learn?</li> </ul>
<b>Establish Collaborative Community Structures</b>	<ul style="list-style-type: none"> <li>• How are student, family, and community voices included and valued in conversations about what students are learning?</li> <li>• How have I made our classroom and our learning clear and inviting to families, empowering them as partners in and advocates for their students' learning?</li> </ul>
<b>Establish concepts of joy, resilience, and healing within academic content</b>	<ul style="list-style-type: none"> <li>• What social and emotional strengths are students already demonstrating and where could they use additional support?</li> <li>• What does brilliance look like and who defines it? What kind of brilliance might I not yet see?</li> </ul>

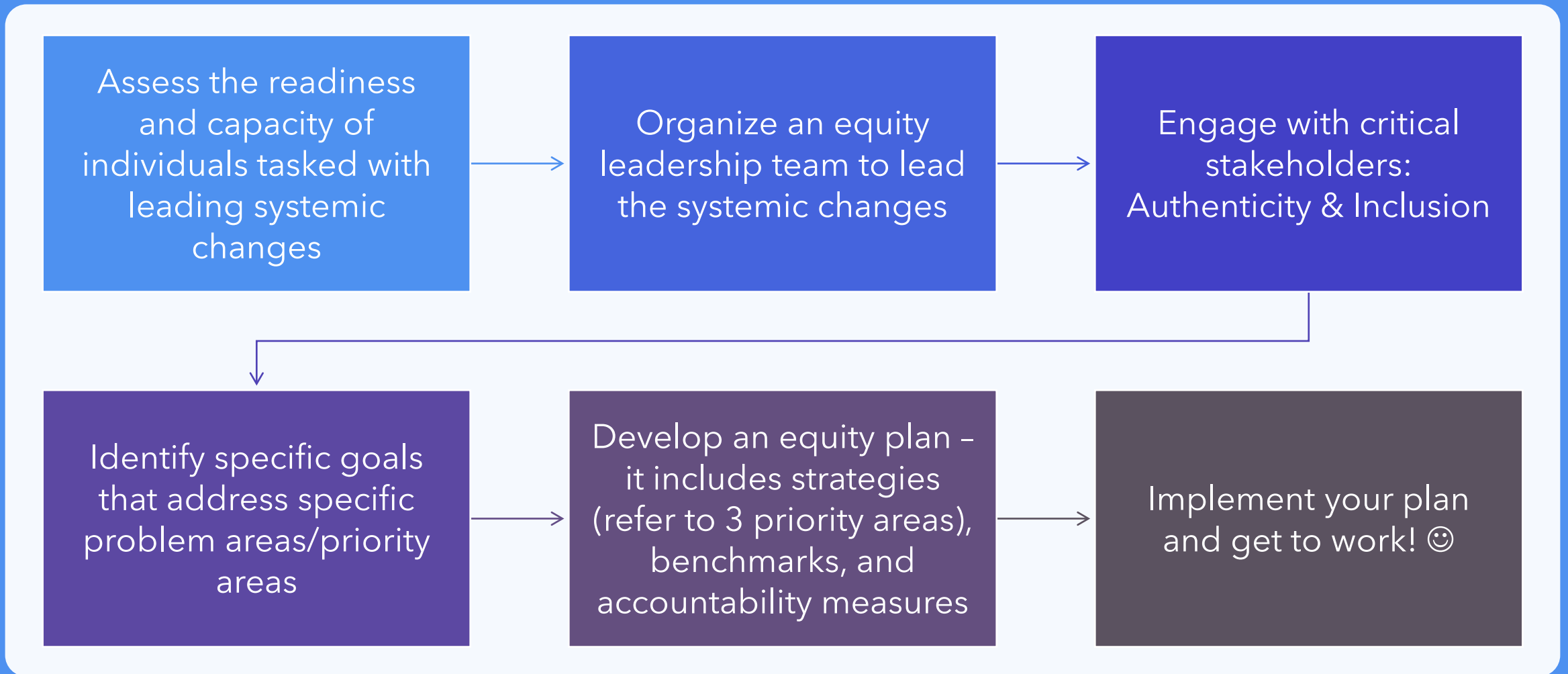
# What is a process for implementing equity systemically and sustainably?



# What is a process for implementing equity systemically and sustainably?

The process of implementing equity systemically and sustainably across a district involves effective leadership, a safe and supportive environment, family and community engagement, competent staff, and student access.

# What is a process for implementing equity systemically and sustainably? (This process can be applied to each priority area individually or collectively)



# Additional Reflection Questions

- What kind of professional development do you engage in with to further your growth as an equity-centered educator?
- What work have you done to help reduce implicit/explicit biases?
- What are your personal feelings and thoughts about diversity, equity, and inclusion work?
- How can you take personal responsibility and accountability for being an equity-centered person?



# One Final Thought..

As we identify challenges and problems related to educational equity, we must be aware that with the right strategies, action steps, and **WILLINGNESS** to do the work, these challenges can eventually be remedied and resolved.

We must develop the capacity and the **COURAGE** to create change within ourselves, if we are to be truly committed to achieving diversity, equity, and inclusion in our classrooms, schools, and districts.





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Thank you!

Dr. Karla Manning

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