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Administrative Practices for Transformative Change Towards Equity in High School Discipline

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11.5.20

www.rpsimpact.com

[@RPSEdImpact](https://twitter.com/RPSEdImpact)



ENGAGING IN THIS VIRTUAL SESSION

Active Participation

- Use participant features of raise hand, thumbs up, etc.
- Type short answer or questions in chat box



Commitments for Equity Work

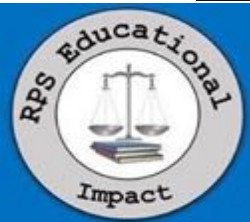
- Stay engaged
- Speak your truth
- Experience discomfort
- Expect & accept non-closure

(Singleton & Linton, 2006, p. 18)



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Conditions in Which my Sons Learned



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SESSIONS OBJECTIVES

- ❑ **Critically reflect** on the relationship between implicit racial bias, power, privilege and inequitable discipline practices.
- ❑ **Define** and **apply** educational equity constructs to PBIS practices
- ❑ **Consider** key leadership practices supportive of promoting positive school climate and centering equity in school behavior systems



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ACKNOWLEDGEMENT

- Michigan MTSS Technical Assistance Center
- Midwest and Plains Equity Assistance Center, Indiana University Purdue University Indianapolis
- Positive Behavioral Intervention Supports National Technical Assistance Center, Oregon University
- RPS Educational Impact



DISPARATE DISCIPLINE OUTCOMES

We know that while tremendous gains have been made in PBIS schools, there continues to be **significant** inequitable discipline outcomes for culturally and linguistically diverse students (CLDS), especially African American and Latina/o students.

- U.S. Department of Education, 2016
- Losen & Gillespie, 2012
- Ohio Children's Defense Fund, 2012
- Fabelo et al., 2011
- Skiba et al., 2011
- Fireman, & Wang, 2010
- Shaw & Braden, 1990
- Children's Defense Fund, 1975



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DISPROPORTIONALITY OVER THE LAST 40 YEARS

In **1973** African American students were suspended **2 times more** than white peers.

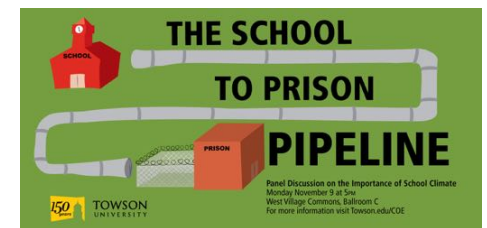
By **2006**, African American students were suspended **3 times more** than white peers

Today, African American students are **3.8 more likely** to be suspended than white peers

U.S. Department of Education, 2016; Children's Defense Fund, 1975



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Considering Discipline Disproportionality

Mentimeter Activity

- On your computer or phone device, go to www.menti.com and use code **81 25 92 9**
Respond to the first prompt
- Respond to the second prompt
- Use the following code...



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PREVAILING ASSUMPTIONS ABOUT SES



poverty

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
 - Anyon et al., 2014
 - Skiba et al., 2002; 2005
 - Wallace et al., 2008



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PREVAILING ASSUMPTIONS ABOUT FAMILIES



- Not the homes or parents.
- Hattie's (2008) synthesis revealed:
 - Some students come to school with circumstances that places them at risk
 - However, the effect sizes of what schools and teachers do are much higher than the circumstances that students face
- It is important to note that those external factors often include complexities related to structural inequities beyond the overly simplistic tendencies of pointing to families, homes, and parents (Payno-Simmons, in press).



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PREVAILING ASSUMPTIONS ABOUT RACE



“Aren’t Black males just more violent?”

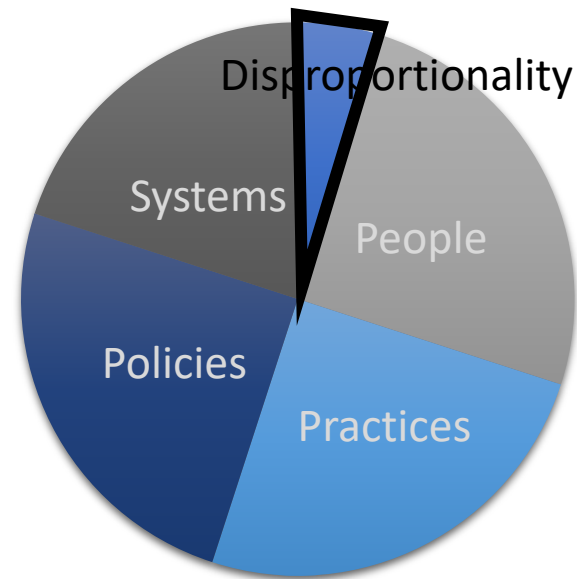
- There is no evidence of different base rates of behavior for any subgroups
 - Bradshaw et al., 2010
 - Losen & Skiba, 2010
 - Skiba et al., 2014



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EXAMINING DISCIPLINE OUTCOME DATA IS NOT THE SAME AS CENTERING EQUITY IN BEHAVIOR SYSTEMS

- Looking at disaggregated discipline and academic data to address disproportionality is just one tiny slice of work involved in educational equity.
- What is it about our people, practices, and policies that are contributing to the inequities we are seeing?
- Who is benefitting from the way things are and who is not?



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IT IS LESS ABOUT FOCUSING ON
OUTCOMES AND MORE ABOUT

THE CONTEXT IN WHICH
STUDENTS LEARN AND
TEACHERS TEACH



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THE CONTEXT IN WHICH STUDENTS LEARN

- 70% of young people say they have seen bullying in their schools and about 20% of students ages 12-18 experienced bullying (www.stopbullying.gov).
- Approximately 60% of LGBTQ students report feeling unsafe at school because of their sexual orientation, 85% because of their gender or gender expression (GLSEN, 2019).
- A study examining the race gap in school safety indicated that Black students reported feeling less safe compared to White and Asian students within the same schools (Lacoe, 2015).
- Children with disabilities are disproportionately affected by bullying (Stopbullying.gov).

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THE CONTEXT IN WHICH TEACHERS TEACH

- Two qualitative studies recently released by The Education Trust found that Black and Latinx teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues.
- Educators who identify as LGBTQ+ felt as though their jobs were at risk if they were out, reported experiencing harassment, and perceived their school community was unsafe, (Wright & Smith, 2015).
- Disabled teachers have been discriminated against, isolated or excluded because of their disability (Hauk, 2010; Manderson, 2018).
- Parents of color experience interactions with educators and other school personnel that message school norms are superior to that of their home culture; parents and caregivers of color feel silenced and face racial discrimination in schools (Lee, 2019).



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THE CONTEXT IN WHICH STUDENTS LEARN AND TEACHERS TEACH

- Schools serving mostly students of Color have lower quality or **fewer resources** than schools serving largely White populations, even within the same district (U.S. Department of Education, 2016).
- Schools serving more students of color are **less likely** to offer advanced courses and GATE programs than schools serving mostly white students (U.S. Department of Education, 2016).
- Black students with high math performance in fifth grade are **unlikely** to be placed in algebra in eighth grade (U.S. Department of Education, 2016).
- Students of Color in schools located in dis-invested communities are **less likely** to receive course work targeted at grade appropriate standards, reflect higher-level cognitive demand and are meaningfully engaging and relevant (Santos & Haycock, 2016; (U.S. Department of Education, 2016).



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THE CONTEXT IN WHICH STUDENTS LEARN AND TEACHERS TEACH

- Black and Latino students are provided **less rigorous** feedback about their work from classroom teachers than White students (Harber, Gorman, Gengaro, Butisingh, Tsang, & Ouellette, 2012).
- Schools serving mostly students of color are **more likely** to be taught by out-of-field and novice teachers (Bromberg, 2016; U.S. Department of Education, 2016).
- Students of Color are **more likely** to attend school where more than 50% of teachers were absent for more than 10 days (U.S. Department of Education, 2016).
- Students of Color are **more likely** to attend a school with an SRO, but not a school counselor, than White students (U.S. Department of Education, 2016).

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THE CONTEXT IN WHICH STUDENTS LEARN AND TEACHERS TEACH

1. Most U.S. history textbooks offer a romanticized view of the Europeans' experience in the United States, whereas most of the experiences of Indigenous people, Asian and/or Africans are either **misrepresented or underrepresented** (Loewen, 2007).
2. Research has also shown that additional academic domains such as the natural sciences and English also **promote a [Eurocentric] ideological** (e.g., Solano-Flores & Nelson-Barber, 2001).
3. A study conducted by researchers at New York University, Columbia University, and the University of Pennsylvania found that when students contacted professors for mentorship, faculty were **significantly more responsive to White men** than women and people of Color — particularly in private universities and higher-paying disciplines (Milkman, Akinola, & Chugh, 2014)



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Reflection Questions

- What data do you need to understand the context in which students learn and teachers teach?
- What data can you leverage within your systems?
- How does this data impact problem-solving and continuous improvement?
- How does regularly collecting and analyzing this data support SWPBIS practices?



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Administrators have to Implement PBIS through a **critical** lens that centers **equity** and critically examines the context in which students learn and teachers teach.



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WHAT ADMINISTRATORS DO IS KEY!

- Administrators make structural decisions
- Structural decisions shape school culture and practices
- School culture and practices become the conditions in which students learn and teachers teach
- These conditions affect students
- Therefore, administrators have the opportunity to lead as agents of change and lead for transformative change



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TRANSFORMATIVE CHANGE TOWARDS EQUITY



“Requires reciprocal, focused leadership from the top-down, bottom-up, and inside-out.”

“Is persistent systemic change that **disrupts** and **dismantles** historical legacies of normative assumptions, beliefs, and practices about individual characteristics and cultural identities that marginalize and disenfranchise people and groups of people”

Warren, Kyser, Moore, Skelton, and King Thorius, 2016



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EDUCATIONAL EQUITY

...is when educational policies, practices, interactions, and resources are **representative** of, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)



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KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS



Center Equity in PBIS



Three Fundamental Shifts in
Praxis



Ask Critical Questions when
Looking at Discipline Data



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KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS



Intentionally Center Equity in PBIS



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IDENTIFY & DEFINE BEHAVIOR EXPECTATIONS

Access	Representation	Meaningful Participation	High Outcomes
Behavior expectations are culturally situated and not based solely on dominant White middle class norms as the standard to which all students will be held to	Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in identifying and defining behavioral expectations	Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives, when identifying and defining behavioral expectations	Schools ensure that the identified and defined behavior expectations reflect the communities in which the school is situated and that all students are set up for success across all student identities

Payno-Simmons, in press

TEACH BEHAVIOR EXPECTATIONS

Access	Representation	Meaningful Participation	High Outcomes
Culturally responsive behavior expectations are taught in ways that acknowledge, value and consider different ways of knowing and not based solely on dominant White middle class values and ideas.	Students cultures are reflected in the behavior expectations, lesson plans, and delivery of learning reflects universal design. The language in the lessons are asset-based. Instructional materials reflect students across identity markers. Staff reflects the student population and are a part of teaching lessons.	The school climate allows a safe space for students, parents, and community members to provide constructive feedback about what is working and what is not working. Students, parents, and community members are a part of teaching the lessons.	Schools ensure that lesson plans reflect the communities in which the school is situated and that all students are set up for success across all student identities.

Payno-Simmons, in press

MONITOR EXPECTED BEHAVIOR

Access	Representation	Meaningful Participation	High Outcomes
<p>Adults and students have high and positive expectations for students across all identity markers</p>	<p>Students, staff, parents and community members collectively engage in monitoring and ensuring that expected behaviors reflect agreed upon culturally nuanced expectations. Students report that they do not feel targeted and disciplined for similar behaviors of White students.</p>	<p>Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives especially those who have been historically excluded, as they collectively engage in data review and the problem-solving process.</p>	<p>Students, staff, parents and community members collectively engage in monitoring culturally nuanced behaviors and ensuring that all students are proportionately receiving positive and constructive feedback in asset-based ways.</p>

Payno-Simmons, in press

ENCOURAGE/ACKNOWLEDGE APPROPRIATE BEHAVIOR

Access	Representation	Meaningful Participation	High Outcomes
<p>The school community acknowledges appropriate behaviors that include students' lived experiences and intersecting identities. White norms are not the standard for what is appropriate and what is not.</p>	<p>The school community encourages culturally situated behaviors as appropriate and works collectively with students and parents to create systems that are inclusive of culturally diverse ways of behaving and responding in different situations, interactions, and experiences.</p>	<p>The school community encourages students to be their authentic selves as individuals and learners and refrain from viewing culturally diverse ways of being, as bad or wrong. Adults proportionately provide asset-based feedback to students across all identity markers.</p>	<p>The school community recognizes that students across all identity markers have the potential and ability to achieve high outcomes. The school community is intentional in encouraging students to be their authentic selves and acknowledging them as they experience self-directed behaviors toward success.</p>

Payno-Simmons, in press

ADDRESS BEHAVIOR CONCERNS THROUGH A CONTINUUM OF SUPPORTS

Access	Representation	Meaningful Participation	High Outcomes
<p>Students from non-dominant identities are not overrepresented in needing intensive behavior interventions. Supports across the tiers are culturally responsive. Schools use instructional asset practices to address behavioral concerns i.e. universal design, culturally sustaining practices, people first language.</p>	<p>Students, staff, parents and community members collectively determine the continuum of support across the PBIS tiers. Students across identities are proportionately represented in the continuum of supports across the tiers. The continuum of support is not used to force students to ascribe to White norms of behaviors and responses.</p>	<p>Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives especially those who have been historically excluded on how behavior concerns are addressed through the continuum. Students from non-dominant identities play an active role in identifying their own needs and ways to address those need.</p>	<p>Students, staff, parents and community members collectively use data to ensure that students from non-dominant identities needing behavioral supports are advancing from intensive supports to universal supports in a timely manner and interrogate their systems and practices to identify barriers to their success. Students are included in their own educational plans in authentic and empowering ways.</p>

Payno-Simmons, in press

USE DATA FOR DECISION MAKING

Access	Representation	Meaningful Participation	High Outcomes
<p>Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically excluded intentionally use data to understand who is benefiting from the way the behavior systems are set up and who is not. Schools focus on fixing systems to support behavior outcomes and not the student or their families.</p>	<p>Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in reviewing the disaggregated data to ensure all student groups are experiencing high outcomes and acting upon the data to provide the appropriate level of support where needed.</p>	<p>Students, parents, staff, and community members representing multiple and diverse perspectives are an integral part of leadership teams as they review data for decision making. The voices of the members who have historically been excluded are intentionally centered teams reviews disaggregated data and action plan.</p>	<p>Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in collecting and reviewing multiple disaggregated data sets to ensure all student groups are experiencing high academic, behavior and social emotional outcomes.</p>

Payno-Simmons, in press

KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS



Three Fundamental Shifts in Administrator Praxis



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THREE FUNDAMENTAL SHIFTS IN ADMINISTRATOR PRAXIS

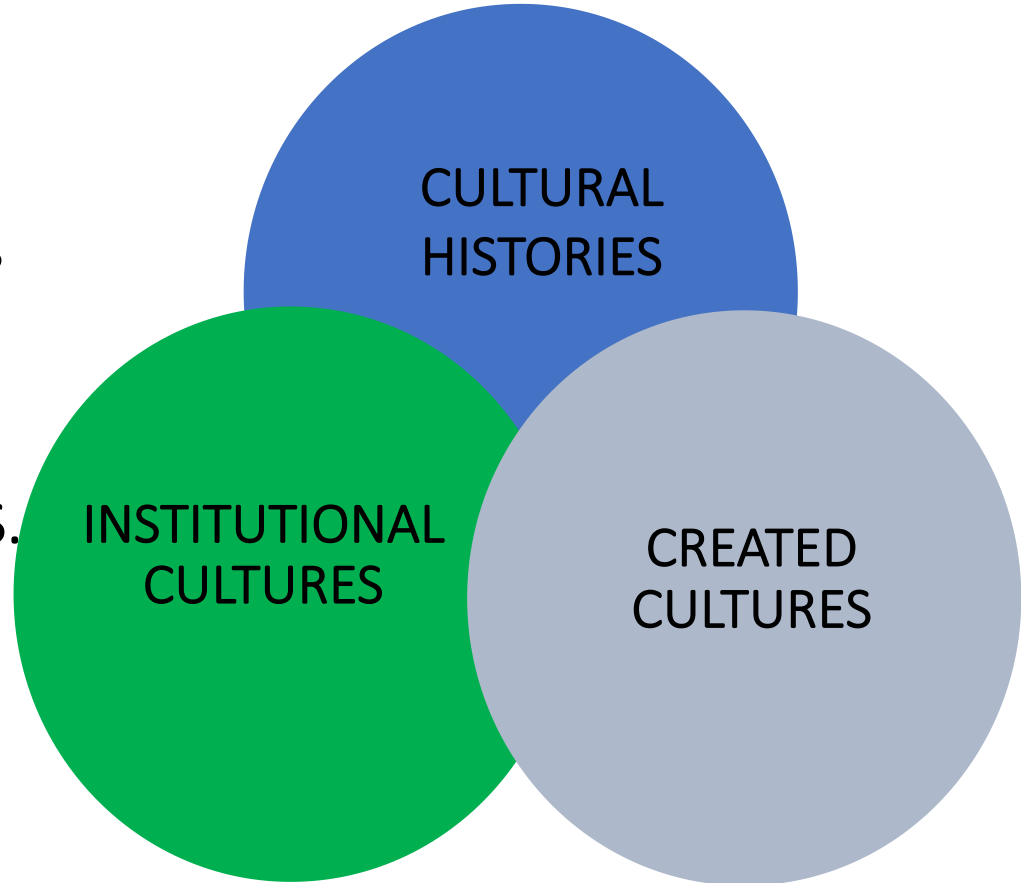
1. Recognizing that learning is a culturally mediated (Artiles, 2003; Gutiérrez & Rogoff, 2003; Rogoff, 2003)
 2. Openly acknowledge, appreciate, and accept differences as positive and valuable (Garcia, 2008; González, Moll, and Amanti, 2005)
 3. Turning the focus of improvement efforts away from blaming and “fixing” students and communities, toward addressing systemic failures.
- ADD CITATION



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SHIFT #1 – ADMINISTRATORS MUST LEAD FROM AN UNDERSTANDING THAT TEACHING AND LEARNING IS CULTURALLY MEDIATED

This means that principals must understand that culturally sustaining practices are an essential part of implementing PBIS.

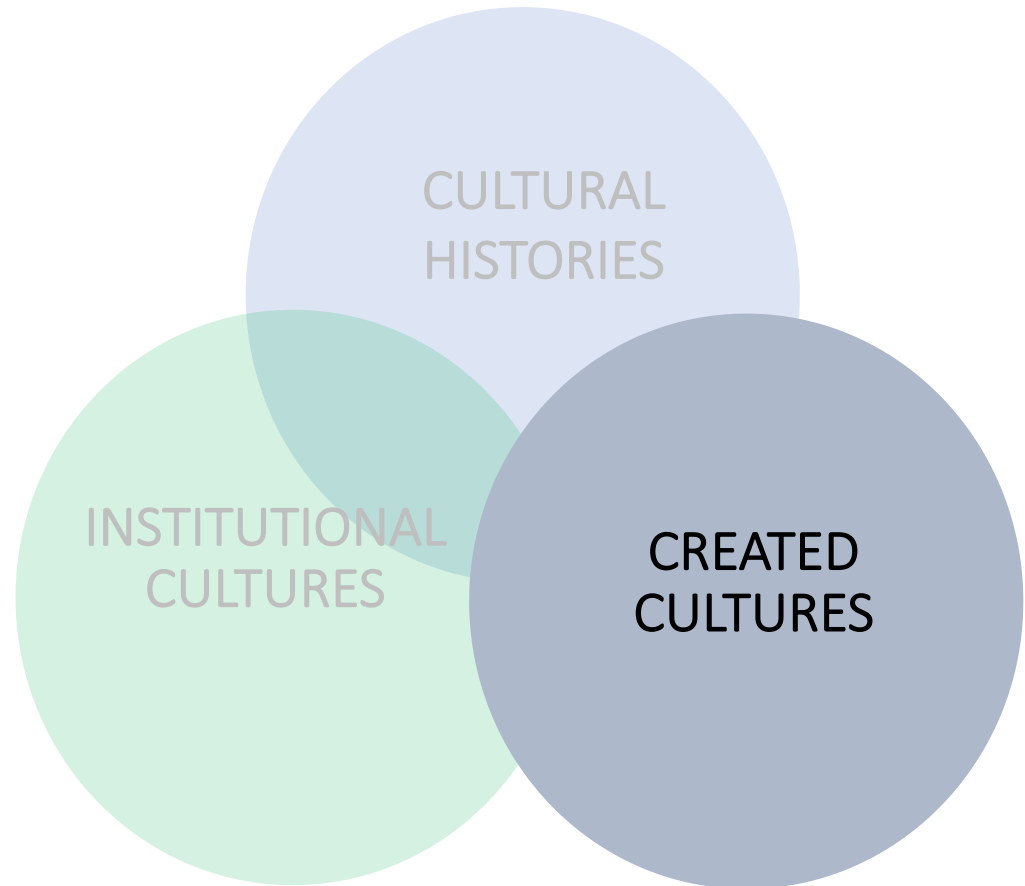


Warren, Kyser, Moore, Skelton, and King Thorius, 2016



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LEADING FROM AN UNDERSTANDING THAT TEACHING AND LEARNING IS CULTURALLY MEDIATED

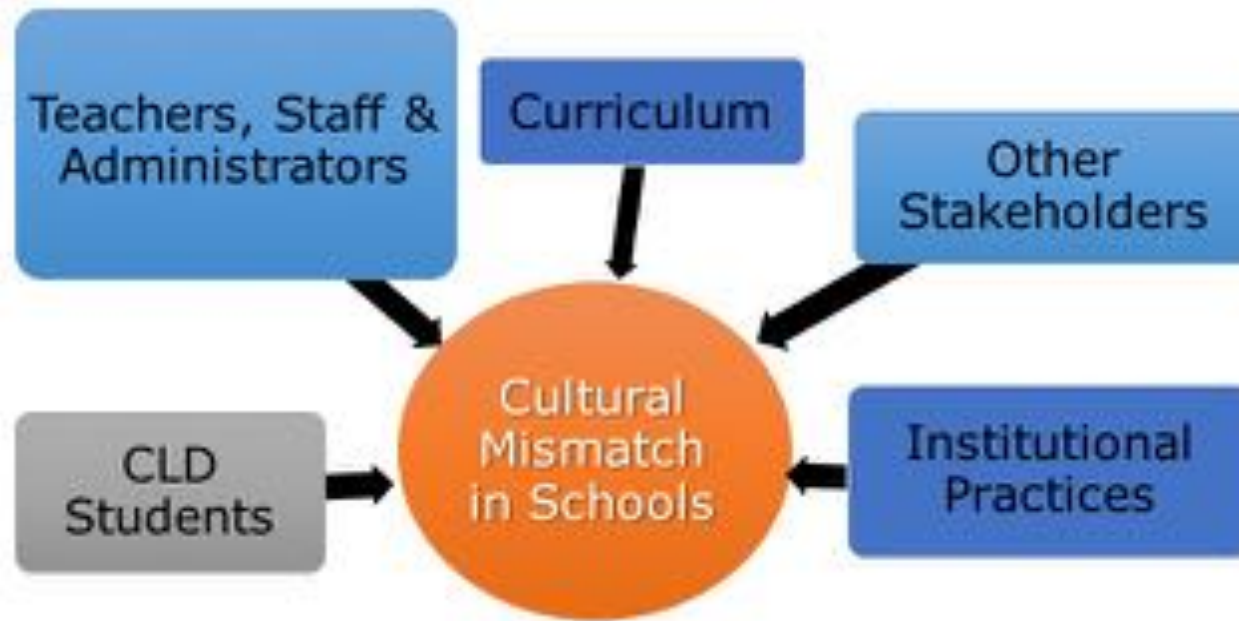


Warren, Kyser, Moore, Skelton, and King Thorius, 2016



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CULTURAL MISMATCH

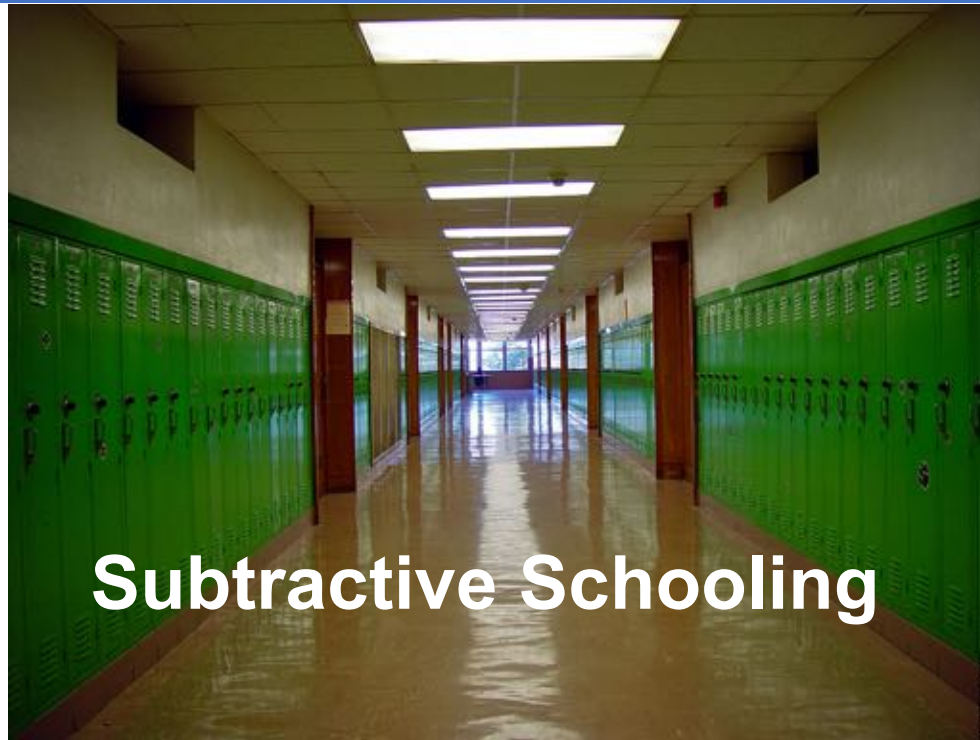


Cultural mismatch exists in schools because the dominant culture typically influences all functions of school that often unintentionally excludes the voices of historically marginalized children and their experiences (Riddle 2014, Fruchter, 2007, Noguera, 2003).



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"When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students' learning and participation, and tools for assimilation to dominant school cultures."



Subtractive Schooling



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Waitoller & Thorius, 2015

CULTURALLY SUSTAINING PRACTICES ARE ESSENTIAL IN PBIS

- Students do not resist learning, they resist:
 - Nonresponsive schooling; not education
 - When teachers & learning experiences lack authentic connections with them
 - Giving up their non-dominant capital or when it is diminished by instructional practices in schools

Carter (2009); Delpit (1995a, 1995b); Fruchter (2007); Gay (2000); Ladson-Billings (1994, 1995); Lang (2013); Lareau (1987); Noguera (2003a 2003b); Valenzuela (1999)



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SHIFT #2 – ADMINISTRATORS MUST OPENLY ACKNOWLEDGE, APPRECIATE, AND ACCEPT DIFFERENCES AS POSITIVE AND VALUABLE

CREATED CULTURES

The culture we create through the work we do together; the cultural norms, practices created together (Midwest & Plains Equity Assistance Center 2017)

- Base curriculum, teaching and learning on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices.
- Reflect and support communities' language and cultural practices in ways both traditional and evolving.

Paris (2012) and Paris and Alim (2014)



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SHIFT #3 – ADMINISTRATORS MUST TURN THE FOCUS OF IMPROVEMENT EFFORTS AWAY FROM BLAMING & “FIXING” STUDENTS AND COMMUNITIES, TOWARD ADDRESSING SYSTEMIC FAILURES.

This work is not about:

- Fixing teachers
- Fixing students
- Ignoring behaviors

This work is about:

- Addressing systems
- Honoring and building on existing work
- Empowerment for staff and students
- Awareness of these issues as foundational strategies



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SHIFTING IMPROVEMENT EFFORTS TO ADDRESSING SYSTEMIC FAILURE & INEQUITIES INVOLVES:

- Administrators understanding and naming where inequities come from
- Administrators cultivating a critical consciousness for self and staff
- Administrators engaging in interrogating self and systems



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ADMINISTRATORS MUST ACKNOWLEDGE THAT INEQUITIES IN DISCIPLINE ARE LINKED TO IMPLICIT BIAS

Implicit Bias

- Are the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- Encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control

(Staats, 2014)



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IMPLICIT BIAS PREDICTS THE EXTENT TO WHICH:

- **Police Officers** use force when arresting African American children as opposed to White children (Goff et al., 2014)
- **Arbitrators** decide labor grievances in favor of men over women (Girvan, Deason, & Borgida, 2014)
- **Pediatricians** recommend less pain medication for African American children than White children with identical symptoms (Sabin & Greenwald, 2012)



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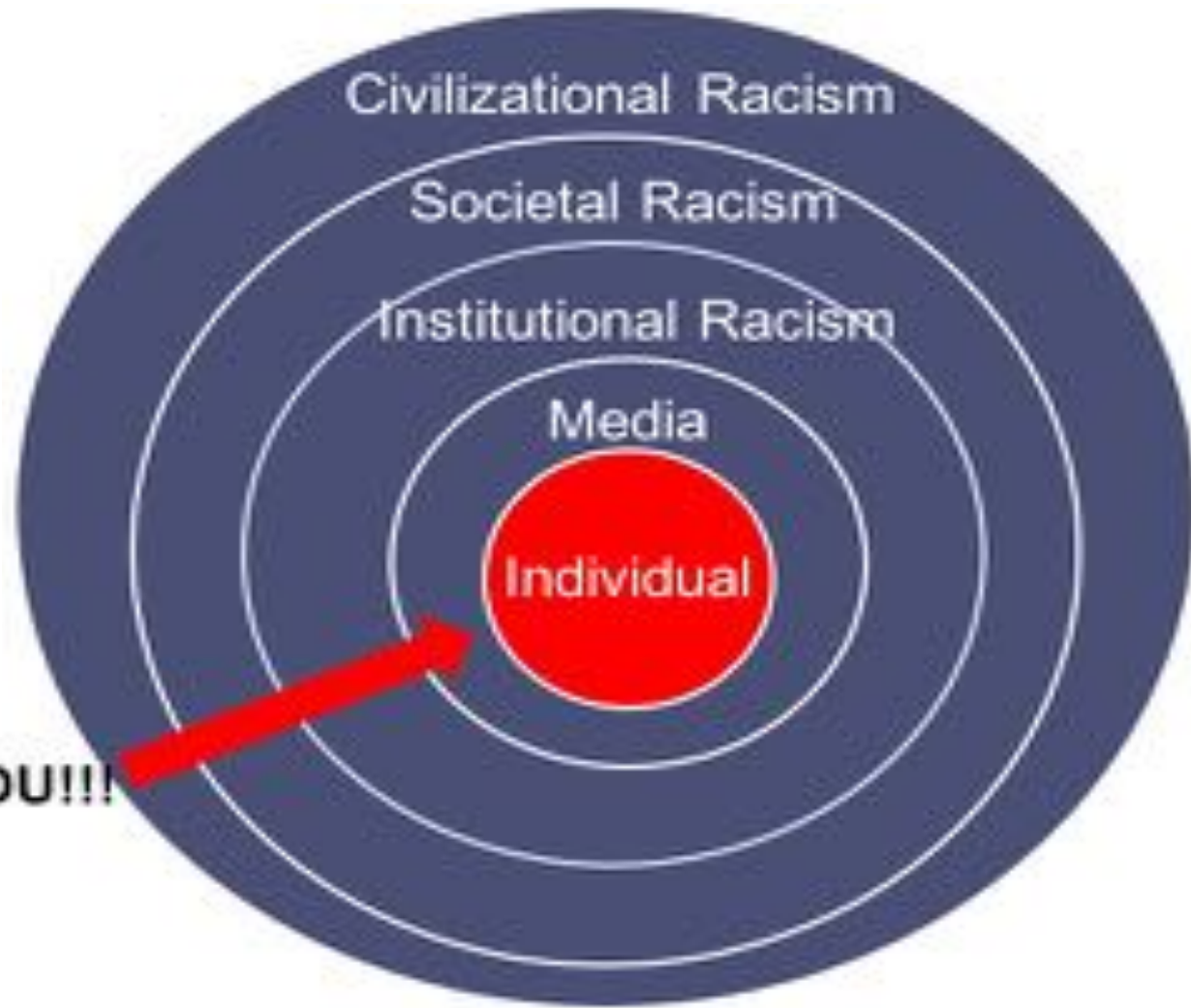
Implicit Racial Bias

- Research findings of the Race Implicit Association Test (IAT) revealed that with over five million people taking the test that:
 - 70% of White people taking that test prefer white.
 - 50% of Black people taking that test prefer white.
 - Automatic White preference is pervasive in American society
- We all have bias because of our socio-historical context (Riddle 2014).



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UNDERSTANDING
POWER AND
PRIVILEGE
THROUGH OUR
SOCIO-
HISTORICAL
CONTEXT &
RACIAL BIAS



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FOCUSING ON IMPLICIT RACIAL BIAS IS NOT ENOUGH

Administrators have to focus on, examine and interrogate the role that **power** and **privilege** plays when understanding racial bias.



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CENTERING EQUITY IS ABOUT BEING CRITICALLY AWARE

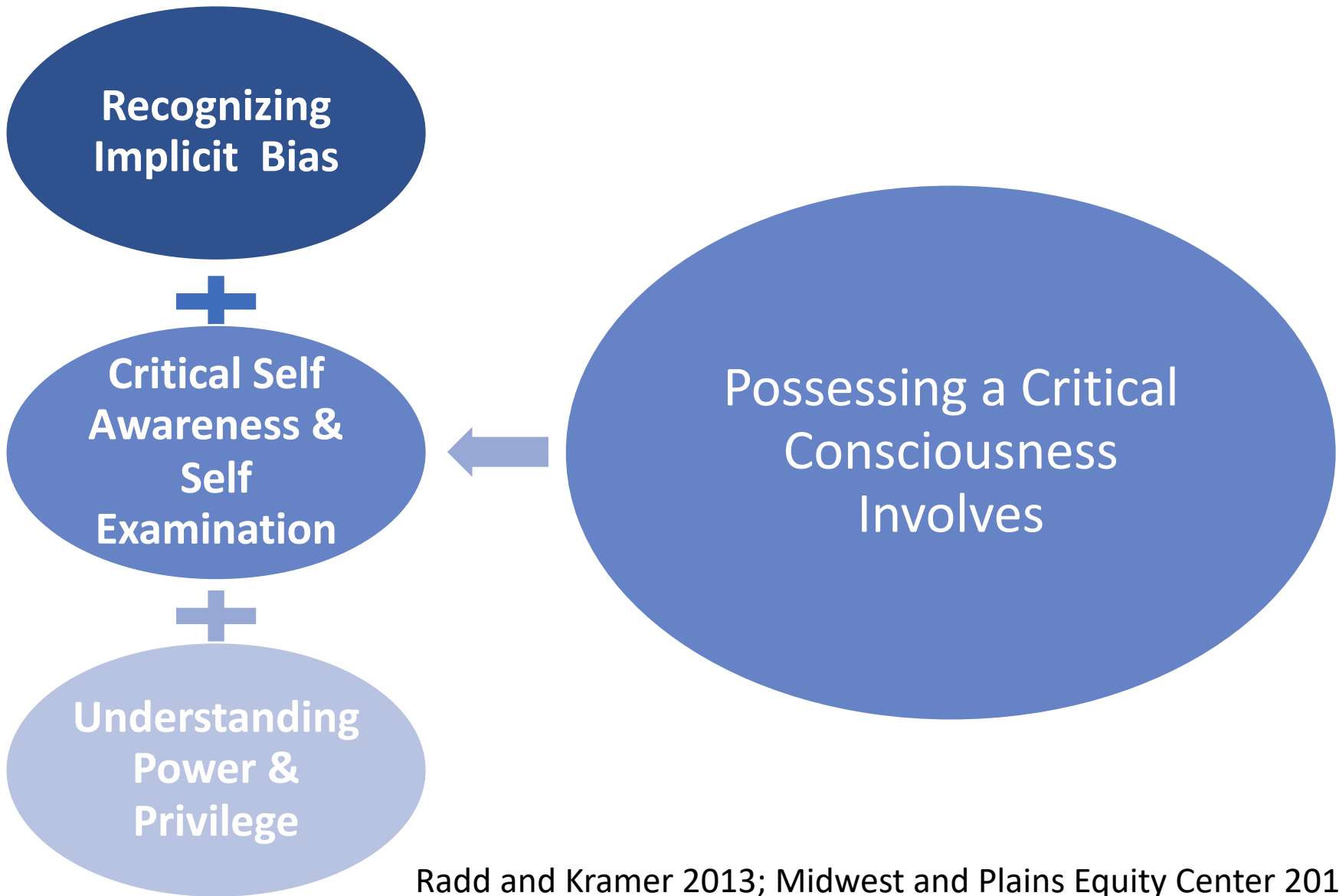
Is an active and persistent curiosity
and awareness(Freire, 2000).

A willingness to examine beliefs,
practices, assumptions, and norms
to detect how power and privilege
operate to contribute to inequality
and oppression (Freire, 2000).

(Freire, 2000; Horton, 1988; Radd & Macey, 2013; Radd & Kramer, 2016)



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Radd and Kramer 2013; Midwest and Plains Equity Center 2018



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Cultivating A Critical Consciousness Includes



- **Identifying** how history impacts the present details of everyday life and how ways of thinking and feeling serve to maintain and perpetuate existing systems of inequality
- **Thinking critically** about accepted beliefs, thoughts, feelings, and assumptions
- **Detecting the hidden interests** underlying personal and social assumptions and beliefs

(Freire, 2000; Watts & Serrano-Garcia, 2003; The MAP Center 2019)



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Cultivating A Critical Consciousness Includes



- **Analyzing, questioning and discussing** the status quo and beliefs that reinforce structures of injustice
- **Recognizing** a critical awareness of self and systems
- **Understanding** oppression and privilege
- **Overcoming** false consciousness

(Jemal, 2017; Radd & Macey, 2013;
The MAP Center 2019)



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KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS



Ask Critical Questions when Looking at Discipline Data



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Asking critical questions to center equity in the PBIS problem-solving process



1. Is there an inequity problem in our school?
2. What is it about our people, policies, and practices that contribute to this inequity?
3. Which equitable practices can address this inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?



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Payno-Simmons 2020 in Review
Teach by Design, PBISAPPS

Asking critical questions to center equity in the PBIS problem-solving process

Critical questions to ask:

- What is/are the inequity(ies) leading to our disproportionate discipline outcomes for the group(s) of students identified?
- Who is benefitting from the ways things are and who is not?
- Who is at the table during problem identification?

Step 1:
Problem
Identification –
Is there a
problem

During this part of the process, Principals ensure that teams use SWIS to examine **disaggregated** discipline data to identify:

- Who is experiencing the disparity/ies?
- Where is the disparity occurring in the school spaces (location)?
- Why is the inequity occurring (motivation)?
- When it is occurring (dates and time)?



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Payno-Simmons 2020, Teach by Design, PBISAPPS

Asking critical questions to center equity in the PBIS problem-solving process

Critical questions to ask:

- Why is the disproportionate discipline inequity occurring?
- What is it about our people, policies, and practices that are contributing to this inequity?
- Who is at the table during the analysis process?

Step 2:
Problem
Analysis – Why
is the problem
happening?

During this part of the process, Principals ensure that teams:

- Use multiple data sources that evaluate systems, practices, and outcomes.
- Keep the focus on systems, not on fixing students or teachers – remember the disparity is linked to a systemic inequity.
- Name the inequity whether it is about race, ethnicity, gender, religion, dis/ability, etc.
- Identify goal(s) and objective(s) to address the disparity?



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Payno-Simmons 2020, Teach by
Design, PBISAPPS

Asking critical questions to center equity in the PBIS problem-solving process

Critical questions to ask:

- What evidence-based equitable practices/strategies can address this discipline inequity?
- What are the activities and tasks needed to implement these practices/strategies?
- Who is at the table during the planning process?

Step 3: Plan Development –
What is the plan?

During this part of the process, Principals ensure teams use resources such as:

- PBIS resources: CRPS guide
- MAP resources that supports the understanding and awareness of how power privilege and implicit bias are at work and ways of addressing inequities.

Teams should also name the inequity whether it is about race, ethnicity, gender, religion, dis/ability, etc.



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Asking critical questions to center equity in the PBIS problem-solving process

Critical questions to ask:

- Are the equity practices/strategies narrowing our discipline disparity?
- What counts as data when centering equity?
- Who is at the table as we evaluate the strategies implemented?

Step 4: Plan Evaluation – How will we know if the plan is working?

During this part of the process, principals ensure that teams use multiple data sources such as:

- Disaggregated stakeholder surveys to determine how well we reached the intended population)
- Fidelity data (e.g., Tiered Fidelity Inventory data across schools, instructional practices data across schools)
- Instructional practices data
- Impact data (e.g., disaggregated student outcomes)



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ASKING CRITICAL QUESTIONS TO CENTER EQUITY IN THE PBIS PROBLEM-SOLVING PROCESS

- Multiple & Diverse Perspectives at the Table
- Interrogating Self and systems
- The Right Types of Data



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ASKING CRITICAL QUESTIONS TO CENTER EQUITY IN THE PBIS PROBLEM-SOLVING PROCESS

- Multiple & Diverse Perspectives at the Table
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- The Right Types of Data

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Commit to Ongoing Learning



“Struggle is a never-ending process.
Freedom is never really won, you
earn it and win it in every
generation.”

- Coretta Scott King

Image from <https://images.app.goo.gl/JTEhjRNYSibBWwwi9>





<https://i.imgur.com/XR58JGh.jpg>



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Commit to Nurturing Equity



“Democracy isn’t automatic, it has to be nurtured, it has to be tended to, we have to work at it, it’s hard.”
– Barack Obama

“Equity in education is not automatic. It has to be nurtured, it has to be tended to, we have to work at it, it’s hard.”
– Ruthie Payno-Simmons

Image from <https://images.app.goo.gl/EdEBb5JaRHFssioe6>



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