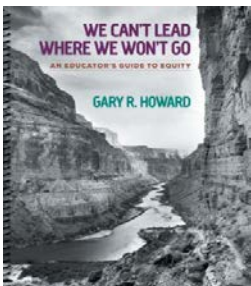


# Deep Equity Team Training

Survey Results from Days 3-4

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# Executive Summary

## Background

Community School District provided teachers, administrators and other staff with the four full days of deep equity team training led by national expert and author Gary Howard. The training is designed to help schools develop strategies and implement activities to equitable teaching, learning and student outcomes using a “train the trainer” model. These results reflect findings from the second half of the four day training (days 3-4) and an overall assessment of the whole 4 day series.

## Key Findings

- **Participation:** Teachers and administrators from twenty-eight P-C schools attended the second half of the training. The vast majority attended the full 4 days of training with their team.
- **Beginning of Implementation:** Between the first and second half of the training, 91% engaged in conversation about equity with their peers that didn’t attend training, and 71% said they reflected on personal growth to a great extent – two important actions for implementation.
- **Value of training:** Participants rated all of the training components from each day as highly valuable - The activities from day 4 and team planning were rated as the most valuable
- **Knowledge Growth:** There were statistically significant gains in participants’ knowledge and understanding of the key concepts covered in the trainings – how/why students negotiate their identity in schools and knowledge of culturally responsive teaching principles had the highest gains.

*“THE DISTRICT IS MAKING AN EFFORT TO SUPPORT THIS WORK. -A CLEAR PLAN TO IMPROVE ISSUES OF INEQUITY.*

*-PARTICIPANT*

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- **Likelihood of continuing the work:** Participants were very positive about the likelihood that they will implement the action steps, use data and engage in activities and ongoing discussions.
- **Challenges & Supports:** The need for a clear PD timeline, time to train with staff and engage in ongoing conversations with the team, all staff and particularly resistant staff, district commitment to ongoing support for this work were noted as key challenge and support needs.
- **Recommendations from the full 4 day series are provided on page 10-11.**



## Background

The community school district as embarked on an approach to ensure the systematic enhancement of cultural responsiveness and increased equity. Deep equity team training is designed to help schools develop strategies and implement activities to improve school and classroom climate and culture to maximize instruction and student achievement using a “train the trainer” model. The purpose of this model is to ensure that implementation of culturally responsive practices will become institutionalized in the social, academic and disciplinary practices within the school.

An expected outcome of the Institute is strengthening the internal capacity of schools to deliver high-quality PD that is related to inclusion, equity, and excellence. To achieve this outcome, the deep equity training sessions are organized around [Five Phases of engagement, growth, and change](#): (1) Tone and Trust, (2) Personal Culture and Personal Journey (3) From Social Dominance to Social Justice, (4) Classroom and Job-Related Implications and Applications and , (5) Systemic Transformation and Planning for Change.

## Methodology

A survey was developed to assess participant’s assessment of their competence in the 7 principles, the change in knowledge as a result of the training, likelihood of ongoing work, barriers, and supports they need to move forward with the work.

Survey data were analyzed using descriptive and inferential statistics (i.e. dependent sample t-test) to measure the change in knowledge/understanding using SPSS. Content analysis was conducted on the open ended responses to identify emerging themes.

A total of 82 participants responded to the survey at the end of day 4. There were several cases of missing data where respondents didn’t complete each survey item. <sup>1</sup>

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<sup>1</sup> Missing Cases: 10 participants did not complete every item on the survey. Dependent sample t-test analysis was run only with participant responses that had complete data for each response to those items



## Who attended the whole 4 days of training?

A total of 82 participants participated in the second half of the Deep Equity Team Training and completed a survey at the end of the 4 day training. The participants represent teachers, administrators, and other role groups from 28 schools and central office. <sup>2</sup>

As shown below, at least 84% (69) participants attended all four days of the training and less than 5% (3) attended only the second half of the training.

Attendance	N	%
Attended all 4 days	69	84%
Attended half of training	3	4%
Left Blank	10	12%
Total	82	100%

## What actions did participants implement after the first half of training?

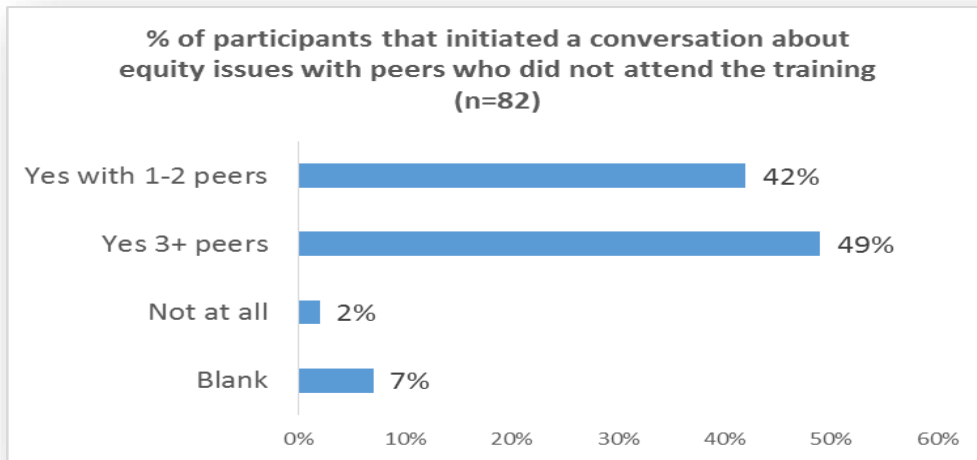
Engaging in courageous conversations with peers and self-reflection are two key activities that are necessary to move this work forward. Participants were asked to what extent they engaged in these actions between the first and second half of the training.

**Initiating conversation with peers:** As illustrated below, the vast majority of participants (91%) initiated conversations with their peers who did not attend the training.

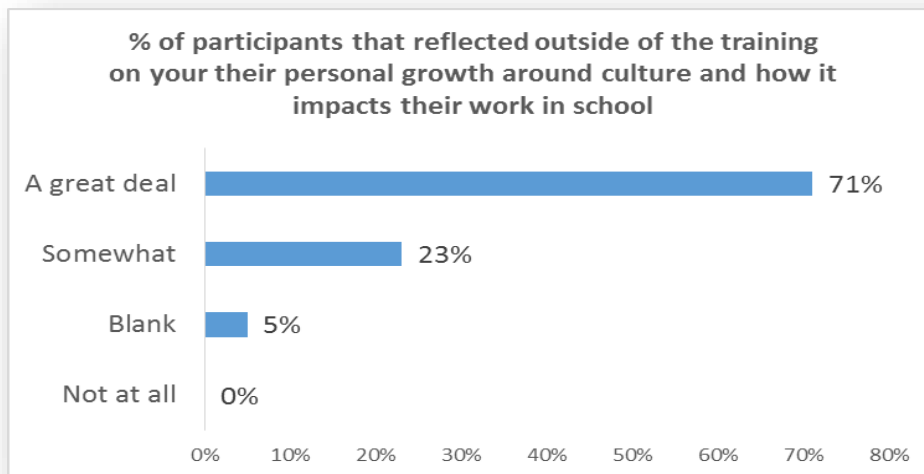
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<sup>2</sup> Demographic breakdown of participants and list of schools can be found on days 1-2 report: 68% teachers, 18% administrators, 7% other role group, 7% left blank



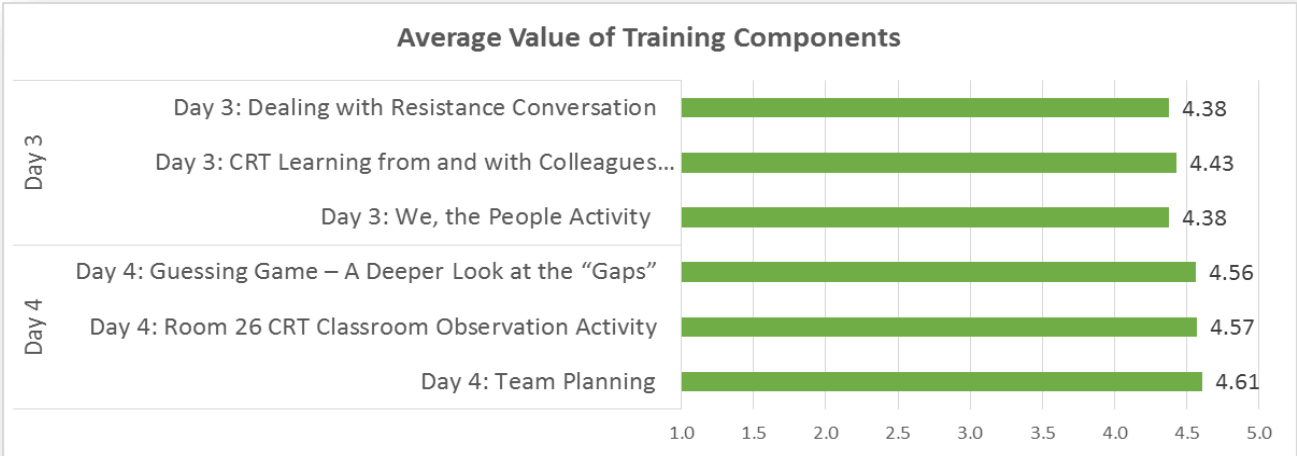


**Self-Reflection:** All participant reported they have reflected on their own personal growth around culture and how it impacts their work in school to some degree. The majority (71%) said they have “a great deal” and 23% “somewhat”.



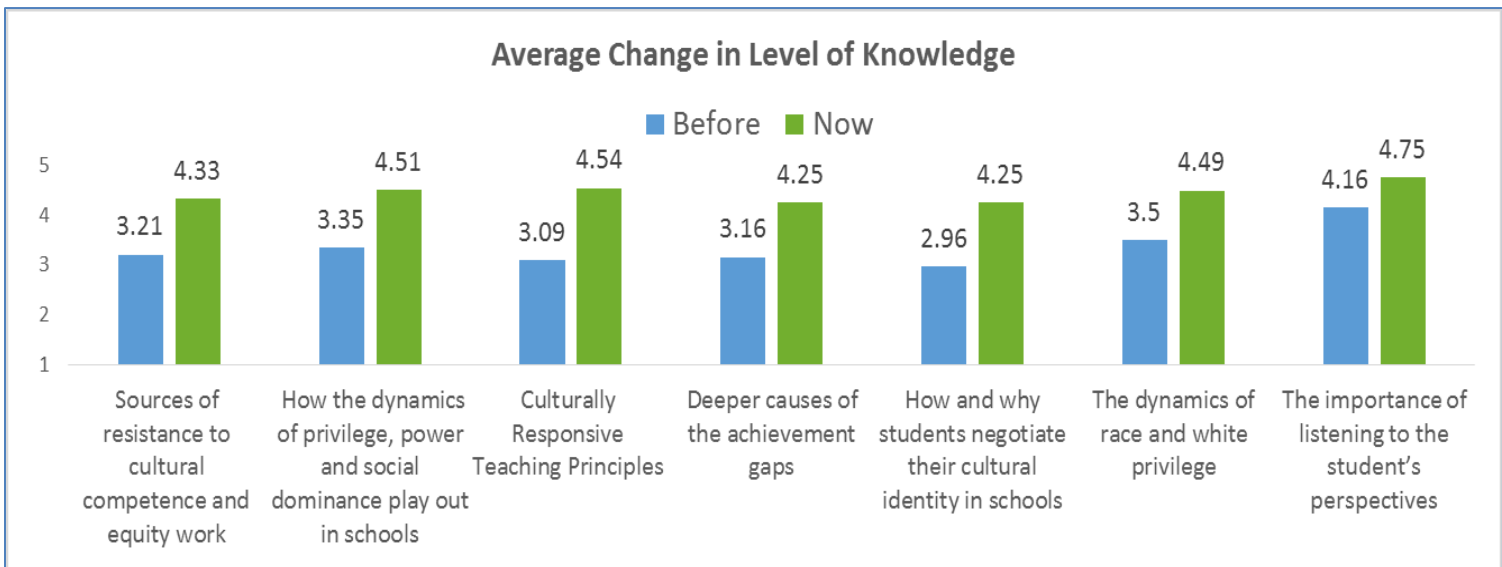
**How valuable was the training for participants?** Participants were asked to rate the value of the institute for increasing their understanding of how equity and cultural competence play out in schools on a scale of 1 = not valuable to 5=very valuable. Results for days 3-4 were consistent with responses from days 1-2 in that the participants rated each day and session as having high value on average. Tem planning was rated the highest among all listed components.





## To what extent did the training impact participant knowledge?

Participants were asked to rate their level of knowledge before and after the institute. Descriptive and inferential analyses of change were conducted. Participants reported statistically significant gains in knowledge on each component. As shown in the figure below, participants rated their knowledge of *how and why students negotiate their cultural identity in schools* the lowest prior to the training, and they rated “the importance of listening to the student’s perspectives” as the highest prior to the training.



As shown in the table below, *culturally responsive teaching principles* was the area where participants demonstrated the highest gain, followed by *how and why students negotiate their cultural identity in schools*. The importance of listening to student’s perspectives was the lowest gain, but was also the area where they reported having the most prior knowledge of. All gains were statistically significant.

Reported Extent of <u>Growth</u> in Knowledge	Average Change
<b>HIGHEST</b> Culturally Responsive Teaching Principles	1.45*
How and why students negotiate their cultural identity in schools	1.29*
How the dynamics of privilege, power and social dominance play out in schools	1.16*
Sources of resistance to cultural competence and equity work	1.12*
Deeper causes of the achievement gaps	1.09*
The dynamics of race and white privilege	0.99*
<b>LOWEST**</b> The importance of listening to the student’s perspectives	0.59*
<b>*p=.000 **growth was lowest because this was rated the highest pre-training</b>	



## How do participants describe the current levels of competence in the 7 *Culturally Responsive Teaching* practices?

Participants were asked to rate the current levels of competence in the 7 culturally responsive teaching practices – for themselves and their school on a scale of 1 (very low) to 5 (very high). As shown in the figure below, the participants overall rated their personal level higher than that of their school overall. While all were rated above average, the practice of affirming students in their cultural connections was rated the lowest on average for the participants and their schools.

7 Culturally Responsive Teaching Practices	YOU	YOUR SCHOOL
Students are affirmed in their cultural connections	3.8	3.1
Teacher is personally inviting	4.3	3.7
Classroom is physically inviting	4.3	3.8
Students are reinforced for academic development	4.2	3.7
Instructional changes are made to accommodate differences in learners	4.2	3.5
Classroom is managed with firm, consistent, caring control	4.4	3.7
Interactions stress collectivity as well as individuality	4.1	3.5

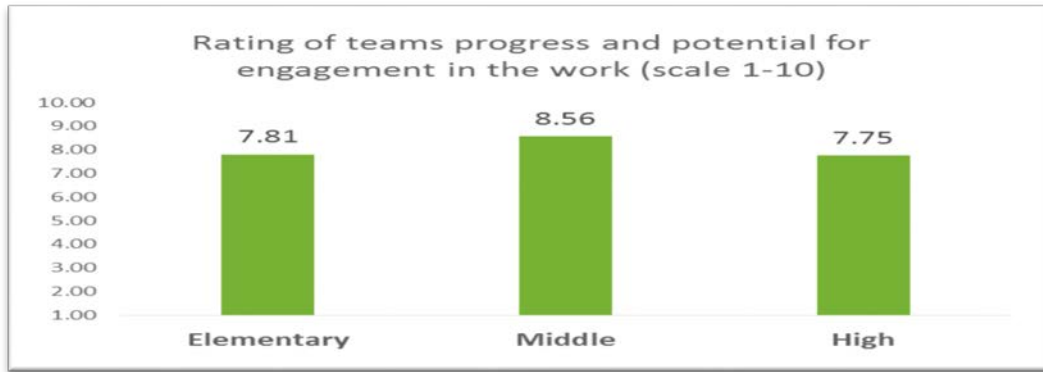
Participants were also asked to rate their teams progress and potential for engaging in this work. The rating was well above average for the group overall with middle slightly higher than elementary and high school. Two participants rated their potential as average/ below average.

To date, on a scale of 1-10, how would you rate your team's progress and potential for engaging in positive and courageous work in your school/department/district?

Average =

**8.14**

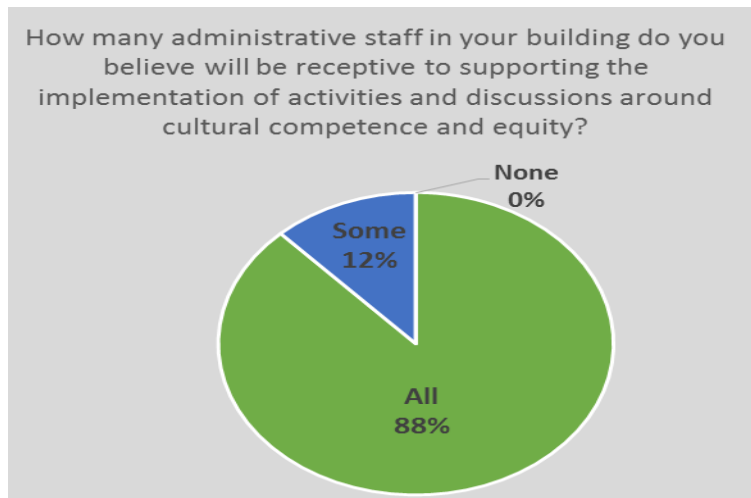




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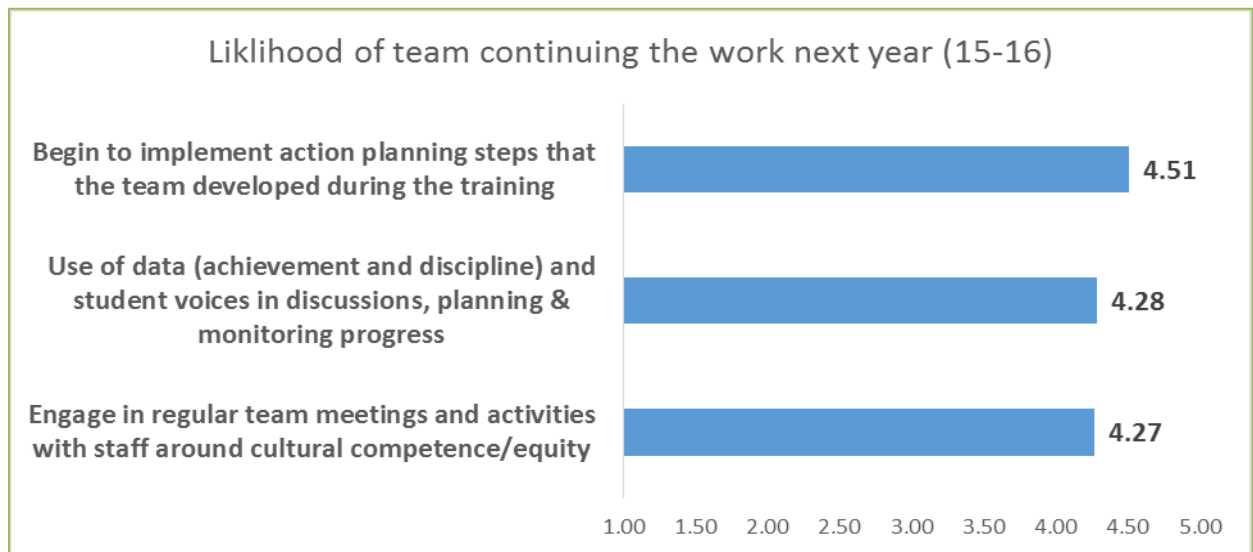
### tinuing the work:

The strong support of school administration is one of the critical aspects to deep and ongoing implementation of the work. Participants were asked a series of questions to help determine what they perceive to be the likelihood of this work continuing in a meaningful way. As illustrated below, 88% of participant's said they believe that all of the administrative staff will be receptive to supporting implementation, while 12% said that some of their administrative staff would be.



**Likelihood for the coming school year (15-16):** Participants were asked to rate the likelihood that their team will continue the work this coming school year on a scale of 1-5. As shown below, participants overall responded that their teams have a very high likelihood of continuing the work, importantly in the area of using data to inform discussions, planning and monitoring of progress – another central aspect of deep implementation.





### What is needed to go further and deeper in this work?

When participants were asked what they feel they need to go deeper into this work consistently - after both the first and second half of the training, the primary response was around the need for more time - Time to plan, collaborate with staff and other schools, training with school staff, and ongoing administrative support.

*Time - it's a long journey that needs time regularly to understand and implement. – Training participant*

### What are the primary organizational barriers your school will face?

Aligned with the responses about what is needed to go further with this work, participants clearly are concerned about the need for time for planning and training with staff.

#### The following are the primary themes that emerged:

- TIME for teams to be released, meet, collaborate, train staff, and plan activities and continue ongoing training
- Other competing initiatives and related pressure of “getting it all in” and prioritizing time spent on everything
- Consistency in support, and staff, students and administrative changes/mobility every year



- Resistance to this content from teachers and possibly parents that don't understand.

## What type(s) of district support do you feel you need to help your school move this work forward?

Reiterating the responses to this question after the first half of training, participants again said time and a professional development plan were critical. **Additional themes included:**

- Resources and materials to share with their school staff (e.g., manual, activities) and classroom based activities/materials to engage in this work with students
- Clear alignment and commitment at the district vision level – ongoing
- A specific PD plan and schedule for the next year
- Use of common language and dedicated time for district to share with all staff
- Increase in diversity of people engaged in the conversations and work

*THE MOST SIGNIFICANT OUTCOME... "INCREASED CONFIDENCE TO ADDRESS IMMEDIACY OF WORK AND THE TRAINING AND SPACE FOR STAFF TO REFLECT AND GROW. - COLLECTIVELY WE DISCUSSED WHERE WE ARE AS STAFF AND HOW TO MOVE FORWARD."*

## What were the most helpful/positive aspects of the second half of the training?

- The conversations, discussions and interactions with peers that took place throughout the training
- The activities – in particular the guessing game was noted as powerful
- The time provided for teams to plan
- The videos of the star teacher, students, and the Mr. Smith's video

## What do you think could improve this 4 day series to better help you and your school?



- Consider ways to link the staff and students to engage in this work together (e.g., have teachers attend the day with student leaders)
- More time for team planning and reflection
- Use of even more videos and texts that reflect the actual students and teachers in the district

### **What has been the most significant outcome, insight or result after this 4 day series of work together?**

- Deeper understanding of personal and systemic privilege and the lens things are seen through, and increased awareness and self-reflection at personal and professional levels
- Affirmation it provided that many of the things necessary are occurring at some level in the schools of some participants
- Increased understanding of the culturally responsive teaching principles and implementation strategies
- Renewed commitment and focus on equity
- Ways to connect with students and affirm them
- Facilitation of discussions that allow them to self-reflect and open up about weaknesses, struggles and hear other perspectives

### **What issues or questions remain that you would like addressed in next year's training?**

- Strategies and ways to have these difficult conversations with staff who are resistant and/or have not been exposed to the same training (one participant suggested a need to role play and maybe survey resistant staff?)
- More ideas on how to help teachers incorporate this into everyday teaching and specific things teachers say/do that interfere with students ability to “be themselves”
- How to ensure a consistent message within and across buildings and how to keep the momentum going



## Recommendations

The findings from the survey data from both days 1-2 and days 3-4 of the deep equity training were overwhelmingly positive overall and further support the outcomes, concerns and recommendations from the first half of training. Based on the results overall, the following recommendations from days 1-2 are reinforced and additional ones offered.

- (1) Provide participants with an overall timeline of how the entire year next year of training, PD, planning and implementation will look like and ensure the staff there will be ongoing support and follow through.
- (2) Related, it is important that the at the district leadership level, a clear commitment and vision around this work is established and communicated to all schools and staff including the use of common language and expectations. Additionally it would be beneficial to communicate how this work is inter-related and supports other district initiatives – it is not another “separate thing” to do.
- (3) Consider as a district providing schools a specific structure, release time, and other opportunities that will give school leaders and teachers the time and ability to train and implement in their building with their own staff that did not participate.
- (4) Include discussions around how to engage students, parents and the community in this work in a meaningful and ongoing manner. Consider holding parent, student and community equity forums to generate discussions, ideas and mutual understanding of people across lines of race, class, gender, status, etc.
- (5) Examine district level data to identify and illustrate the existing gaps in student and school outcomes with respect to achievement, discipline and school climate in a clear and simple way to the degree possible. This can also help facilitate the discussions, planning, targeting areas and engaging in the equity forums/conversations with community, students and parents.
- (6) Provide participants with additional strategies, role-play activities, etc. to address the central challenge of how to deal with resistant staff, engender more buy-in and ways to dialogue with staff around these difficult topics.

