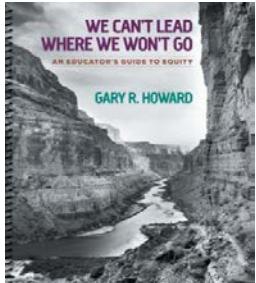


# Deep Equity Team Training

Survey Results from Days 1 -2

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# Executive Summary

## Background

School District provided teachers, administrators and other staff with the first two 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 improve school and classroom climate and culture to maximize instruction and student achievement using a “train the trainer” model. These results reflect findings following the first two days of the training.

“I FOUND THIS WORKSHOP PROVIDED ME WITH MORE TOOLS TO CONTINUE THE JOURNEY THAN ANY OF THE OTHER WORKSHOPS”

## Key Findings

- **Participation:** Twenty-four schools attended the training representing elementary, middle and high schools. 68% of participants are teachers, 18% identified as administrators.
- **Value of training:** Participants rated each training component as highly valuable - listening to perspectives of other participants and culturally responsive teaching sessions were considered the most valuable to participants overall.
- **Knowledge Growth:** There were statistically significant gains in participants' knowledge and understanding of the key concepts covered in the trainings – participant understanding of culturally responsive teaching principles demonstrated the highest gain.
- **Challenges & Supports:** Participants identified the need for time to train with staff and engage in ongoing conversations as a primary challenge and support need.

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- **Recommendations:** (1) provide a timeline and overview of implementation (2) allocate sufficient time at district and school levels to engage in the ongoing work with staff (3) address how to engage students, parents and the community, (4) provide additional strategies on how to engage in difficult conversations and deal with resistant staff.

## Background

The school district has 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 current levels of cultural responsiveness, the change in knowledge/understanding as a result of the training, challenges 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 2. There were several cases of missing data where respondents didn't complete each survey item.<sup>1</sup>

The participants will receive a survey following the second half of the training that will provide repeat measures on many of the survey items.

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<sup>1</sup> Missing Cases: 13 participants did not complete every demographic field 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 training?

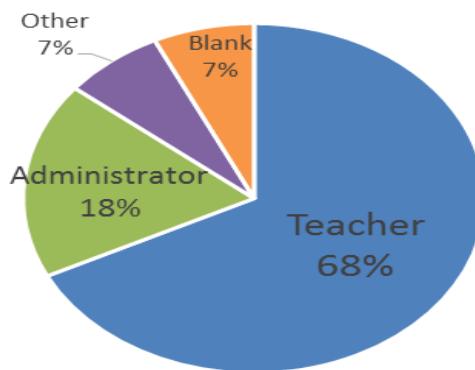
Over 80 school staff representing teachers, administrators, and other role groups from 24 schools participated in the first half of the Deep Equity Team Training (Days 1 & 2) with Gary Howard in February 2015. A total of 83 participants completed a survey at the end of day 2.

As shown below, slightly over half of the respondents represented Elementary school (54%), 22% middle and 13% high school.

Level	N	%
Elementary	45	54%
Middle	18	22%
High	11	13%
No Response	9	11%
<b>Total</b>	<b>83</b>	<b>100%</b>

In terms of role group, the majority were teachers (68%), administrators represented 18% and 7% represented other role groups.

**Role Group of Attendees**



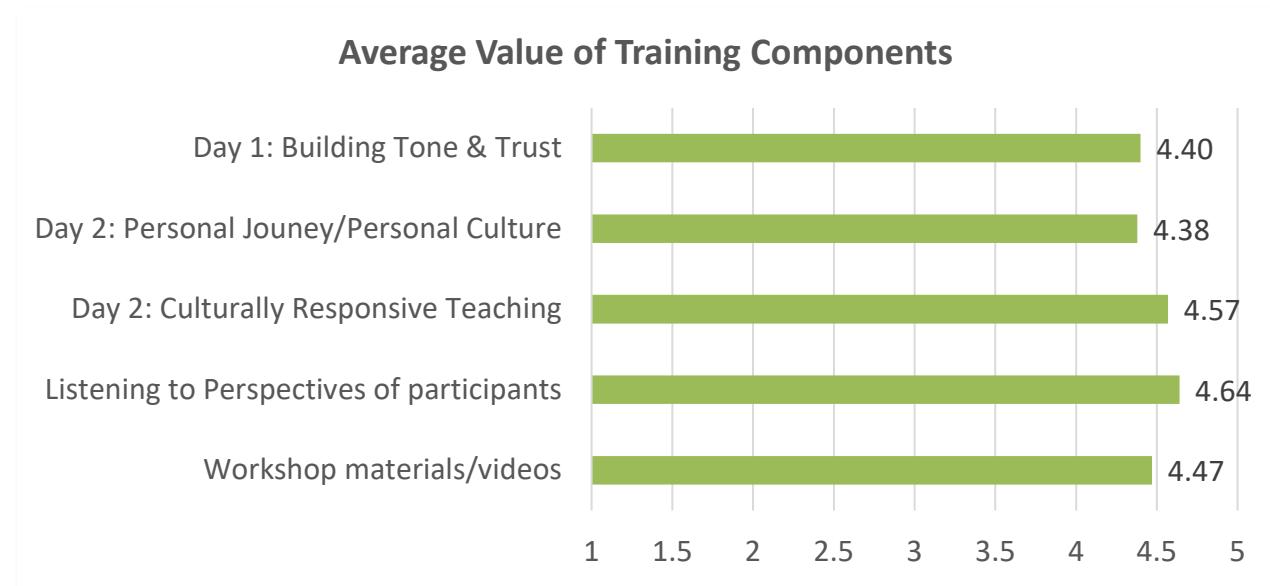
Among those who reported prior workshops attended, over one third (34%) had attended three or more, while 16% reported having no prior attendance at cultural competence/equity related workshops.

School	Total N Respondents
1	2
2	2
3	2
4	3
5	3
6	3
7	3
8	3
9	4
10	4
11	4
12	3
13	4
14	4
15	3
16	5
17	2
18	4
19	1
20	2
21	4
22	4
23	3
24	11
25	83

Number of previous cultural competence/equity related workshops attended		
	N	%
<b>None</b>	<b>13</b>	<b>16%</b>
<b>One</b>	<b>7</b>	<b>8%</b>
<b>Two</b>	<b>10</b>	<b>12%</b>
<b>Three or more</b>	<b>28</b>	<b>34%</b>
<b>blank</b>	<b>25</b>	<b>30%</b>
<b>Total</b>	<b>83</b>	<b>100%</b>

## How valuable was the training for participants?

Participants were asked to rate the value of the institute for increasing their understanding on a scale of 1 = not valuable to 5=very valuable. The participants rated each day, session, and materials as having high value on average as shown in the figure below. Listening to the perspectives of participants was rated the highest among all listed components.



While all of the training components were rated very highly by attendees, administrators rated 'Day 2 Culturally Responsive Teaching' as the most valuable, while teachers and the other role groups rated 'listening to perspectives of participants' as the most valuable as shown in the table below.

	Administrator	Teacher	Other	Blank
Day 1: Building Tone & Trust	4.33	4.45	4.33	4.20
Day 2: Personal Journey/Personal Culture	4.13	4.52	4.17	4.06
Day 2: Culturally Responsive Teaching	<b>4.73</b>	4.55	4.33	4.51
Listening to Perspectives of participants	4.53	<b>4.67</b>	<b>4.66</b>	4.51
Workshop materials/videos	4.60	4.46	4.00	4.63
<b>Overall Average</b>	4.46	4.53	4.30	4.38

## How do participants describe the current levels of cultural responsiveness and equity in their schools?

As shown in the table below, the participants rated all of the components as above a 2.5 average with school discipline being the highest (3.7). Importantly, having authentic conversations about difficult issues around equity was rated slightly above average, but compared to all other components, it was rated the lowest (2.9)

	Scale 1= Very low 5 = Very high	Average
School discipline		3.69 <b>*HIGHEST*</b>
Adult – Student interactions in general	3.56	
Adult - Students in special education (ECE)	3.48	
Analysis of achievement discipline gap data	3.41	
Physically and culturally inviting learning environments	3.39	
Adult - Students receiving free/reduced lunch	3.32	
Adult - African-American students	3.24	
Adult - English as a Second Language students (ESL)	3.19	
Academic curriculum/materials	3.18	
Adult – Adult interactions	3.17	
Staff training/PD	3.10	
Authentic conversations about difficult issues around equity	2.85 Lowest	

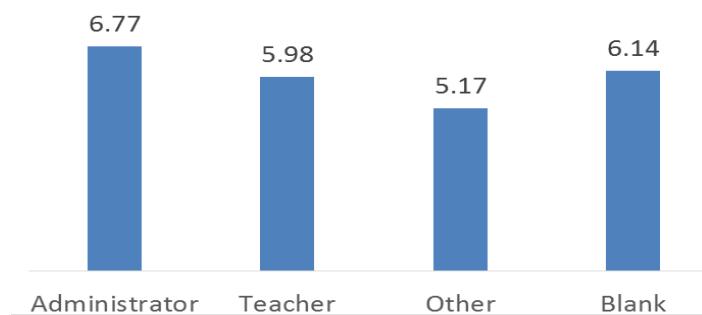
Participants were also asked to rate the level of success they feel the district has had with facilitating courageous conversations around equity and achievement gap issues. Overall, the participants gave a slightly above average

rating. As illustrated below, Administrators gave a higher rating while the “other” role group gave a below average rating.

**To date, on a scale of 1-10,  
how successful has your  
district been in creating a  
courageous and real  
conversations about issues of  
diversity, equity, cultural  
competence, and closing the  
achievement gaps?**

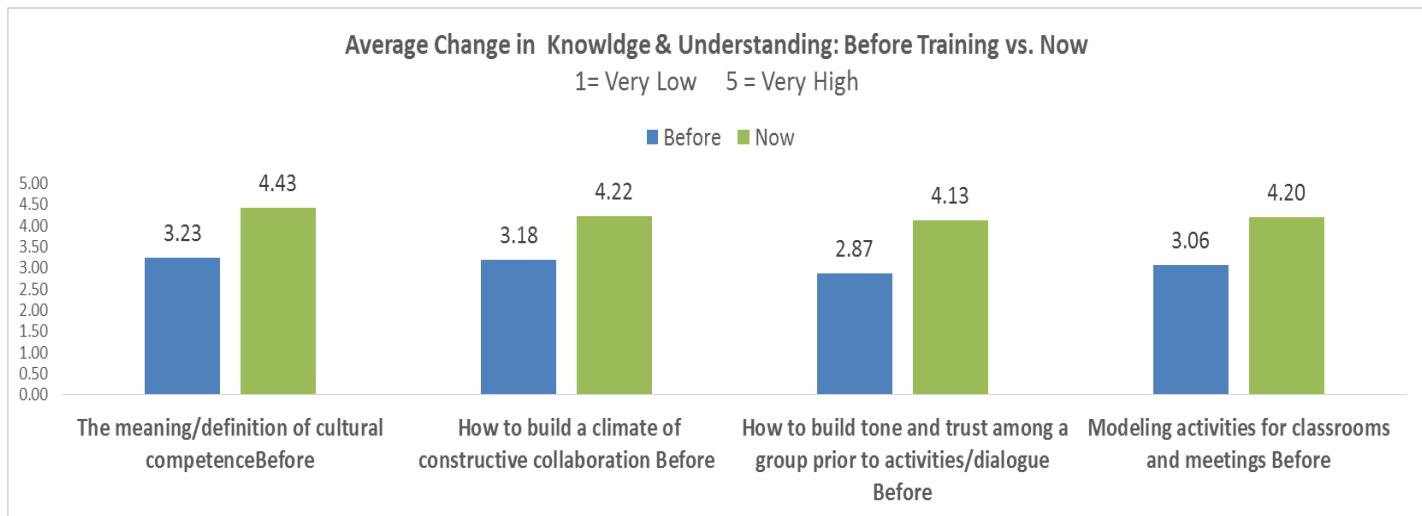
Average =

**6.06**

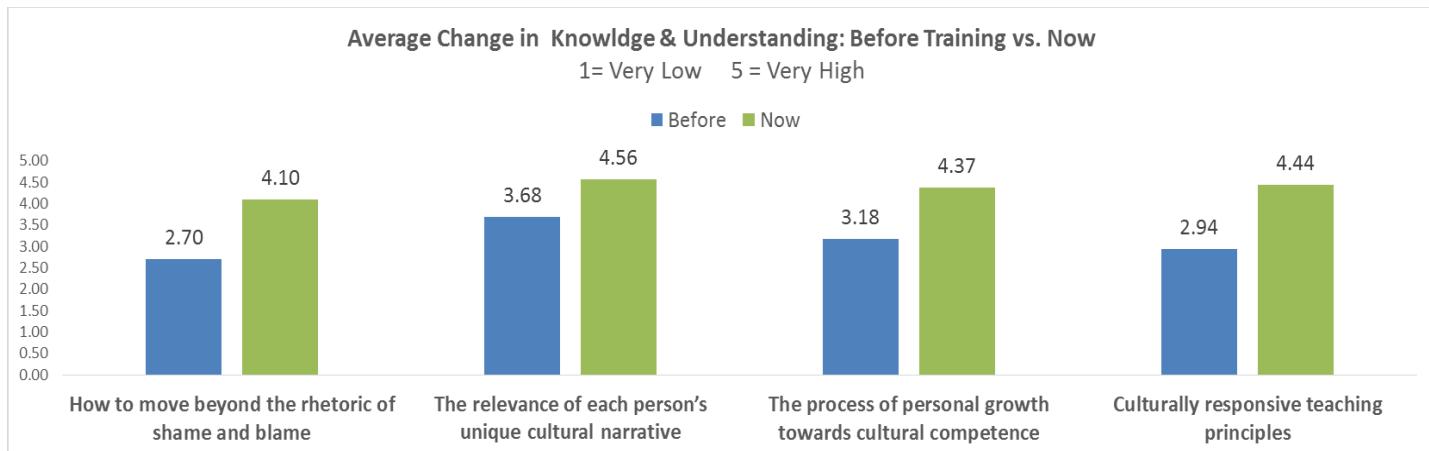


## To what extent did the training impact participant knowledge?

Participants were asked to rate their level of knowledge before and after the institute. Descriptive and inferential analyses of change were conducted. As shown in the figure below, participants demonstrated practically and statistically significant gains in knowledge on each component.



As shown in the graphs and the table on the following page, participants rated their prior knowledge about how to move beyond the rhetoric of shame and blame as the lowest – and this component demonstrated the second highest gain. Culturally responsive teaching principals was the area where participants demonstrated the highest gain, while the relevance of each person’s narrative had the lowest gain. Importantly, this was the component where participants demonstrating having the highest prior knowledge and understanding of.



Area and Extent of Growth in Understanding	Average
Culturally responsive teaching principles	1.50* *HIGHEST*
How to move beyond the rhetoric of shame and blame	1.39*
How to build tone and trust among a group prior to activities/dialogue	1.27*
The meaning/definition of cultural competence	1.20*
The process of personal growth towards cultural competence	1.18*
Modeling activities for classrooms and meetings	1.14*
How to build a climate of constructive collaboration	1.04*
The relevance of each person's unique cultural narrative	0.88 * *LOWEST*
<b>*p=.000</b>	

### Likelihood of continuing the work:

Participants were asked to rate the likelihood that they will do continue the work following the first two days of the deep equity training on a scale of 1 = not likely and 5=very likely.

As shown below, participants overall responded they have a very high likelihood of continuing the work, and in particular engaging in the process of their own personal growth. Not surprising, the ratings for initiating an ongoing dialogue with peers not in the institute was rated the lowest. This corresponds to a finding on page 7 where participants rated their understanding of how to move beyond the rhetoric of shame and blame as the lowest.

	Initiate an ongoing dialogue about cultural competence with your peers who did not attend the institute.	Collaborate with others in your school to embed the principles you learned today into your plans, practices & policies.	Continue to engage in the process of your own personal growth towards cultural competence
<b>Elementary</b>	3.89	4.24	<b>4.70</b>
<b>Middle</b>	4.35	4.53	<b>4.76</b>
<b>High</b>	3.23	4.18	<b>4.54</b>
<b>Blank</b>	4.50	4.33	4.66
<b>Total</b>	4.04	4.30	<b>4.65</b>

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

*"We MUST have time to plan our training for our staff. We MUST then have a SOLID BLOCK of time with our staff to train them"*

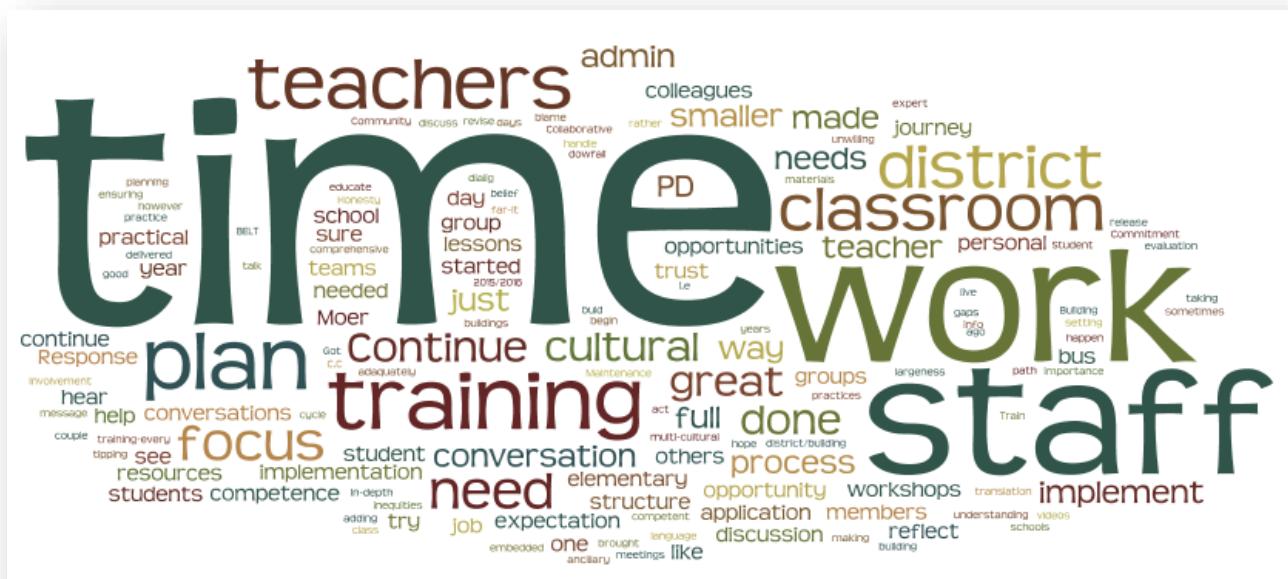
### *-Participant*

When participants were asked what they feel they need to go deeper into this work, the primary response was around the need for more time. Time to plan, rollout, reflect, train, collaborate and share with staff.

The second primary theme was the need for materials and resources that will facilitate implementation at the school level.

The third primary theme was around the need to keep the difficult conversations continuing and increased communication around uncomfortable topics.

Below is a visual representation of the responses to this question: the larger the word the more frequently it was used when answering this question:



## **What type(s) of district support do you feel you need to help your school with successful implementation?**

## **The following are the primary themes from respondents:**

- ④ TIME for teams to meet, collaborate, train staff, and plan activities and continue ongoing training

- ⑥ Detailed district plan and calendar to ensure all buildings are progressing/working on this issue (with administration/teacher input)
- ⑥ Materials to share with staff that are not attending the trainings

**What challenges or concerns have not been addressed here that you would like to explore further at a future session?**

When participants were asked to share any challenges or concerns they would like to explore at a future training session, the primary themes were:

- ⑥ How to engage resistant staff in difficult conversations without shaming or blaming and gain more staff buy-in
- ⑥ How to engage the community, family and students in this process
- ⑥ More on modeling specific strategies in the classroom. This could include role-playing activities to practice lessons with staff.
- ⑥ What a full year of organized implementation actually looks like and what is the timeline for the trainings and planning across the year. Importantly, what time will be carved out to do this work as things move forward
- ⑥ Examples of race based discussions, class lessons and strategies to engage with students in this work and get their feedback.
- ⑥ Background knowledge of other cultures that are reflective of the wider community (and how to not marginalize white students in this work)
- ⑥ Gaining a basic understanding of basic cultural concepts

“I am so glad the district is back on track with equity work. I want everything we do to be looked at through this lens....Including PBIS and Restorative practice”

- Participant

## Recommendations

The findings from the survey data reflect very positively on the first two days of the deep equity training. Based on the results, the following recommendations are offered:

- (1) Provide participants with an overall timeline of how an entire year of training, PD, planning and implementation will look like and ensure the staff there will be ongoing support and follow through. Related, it would be beneficial to communicate how this work is inter-related with other district initiatives.
- (2) Consider as a district providing schools a specific structure or explicating opportunities that will give school leaders and teachers the time and ability to train and implement in their building.
- (3) Include discussions around how to engage students, parents and the community in this work.
- (4) 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.