Meeting the Six Goals of Equity with the Common Core State Standards

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SECTION 1

Introduction
Welcome & Introductions

Raise your hand if you are a/an…..

Principal?
Teacher?
District Staff?
School Board Member
Other?
The Region IX EAC at WestEd

Multiple areas of Service:

• Website
• Resources
• http://EAC.Wested.org
Region IX Equity Assistance Center at WestEd

One of ten Equity Assistance Centers funded by the U.S. Department of Education

Provides technical assistance and training in civil rights, equity, and school reform

Assist schools, districts, school boards, state agencies, community-based organizations

Serves Arizona, Nevada, and California
Introductions:
Today’s Presenter

Rose Owens West

Director
Region IX Equity Assistance Center at WestEd
Session Goals

Discuss equity implications of CCSS based on EAC advisory paper: *How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success*

Engage in discussion about CCSS and for all students

Have you reviewed this report?
How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success

Equity Assistance Centers Support the Common Core State Standards

The 10 regional Equity Assistance Centers (EACs) are committed to the successful implementation of the Common Core State Standards (Common Core). We believe that the development and adoption of these new standards represents a significant and vitally important step for our nation, and we enthusiastically support this effort to promote rigorous, high-quality education and positive outcomes for all students. The Common Core provide a clear, consistent definition of what students are expected to learn and what is needed to prepare all students for success in postsecondary college or career preparation and life in the 21st century. The EACs support effective implementation of the standards so that, as individual states and as a country, we may finally ensure success for all students, regardless of their race, national origin, linguistic background, physical abilities, or economic status.

The establishment of the Common Core was a critical move in the right direction for K–12 education, reflecting a national priority to improve students’ readiness for college or career preparation. In guiding development of the new standards, the National Governors Association and Council of Chief State School Officers were specific about what they wanted. The English language arts standards, for example, were to be (1) research- and evidence-based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. For their part, the mathematics standards were to be more focused, coherent, clear, and specific than past standards. Thus, for the math standards developers, the work began with research-based learning progressions detailing what is currently known about how students’ mathematical knowledge, skill, and understanding develop over time. Today, 45 states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the new standards.

Given this broad acceptance of the new, more rigorous standards, the Common Core have great potential for preparing all students to meet the century’s challenges. Yet this promise can only be realized if the standards are implemented with a sharp and consistent focus on ensuring education equity. Important as it is to provide a more rigorous education, greater
Session Flow

Key Points Related to Goals of Equity

Application and Resources

“Chat” with the Participants
Equity and the Common Core

Have you discussed equity issues related to implementation of the Common Core?

If so, please share some of the highlights of your discussions.
SECTION 2

Equity Defined
Potential to prepare all students for postsecondary success

But rigor alone does not address longstanding achievement gaps

Implementation needs to include **supports** for *all* students to be able to meet these higher expectations
Equity with CCSS

Requires “shifts” in supports for both teachers and students
SECTION 2

Equity Defined
Equity is Just and Fair

An equitable school is one in which all students can participate and prosper.

The goals of equity must be to create conditions that allow all students to reach their full potential.

In short, equity creates a path from hope to change.

Equity Lens

How does this affect all learners?

Are there negative impacts for any student group and how can they be avoided?

For a new program, what can help us avoid negative impacts?
Equity Lens

How do we monitor our work for positive outcomes for all students?

What changes need to be made to ensure equitable outcomes?

How can we engage students, families, and communities?
Equity Context

All systems and structures work to ensure that no learner is denied the fair and equitable benefit afforded to all other students regardless of the learner’s race, gender, national origin, linguistic background, economic level, or physical ability.
## Goals of Education Equity

- High achievement and positive outcomes for all students
- Equitable access and inclusion
- Equitable treatment
- Equitable resource distribution
- Equitable opportunity to learn
- Shared accountability
Goal 1: Positive Outcomes for All

Eliminate achievement gaps

Ensure comparable high performance for all student populations
Positive Outcomes

Increase the number of students who:

• Achieve state standards
• Participate in courses aligned with university admission

Reduce the number of students who:

• Dropout
• Graduate without the credits to enroll in college/university
Goal 2: Equitable Access and Inclusion

- Address disproportionality
- Systematically support student needs and provide supports
- Examine policies and practices for identification and selection
Equitable Access and Inclusion

Examine data to ensure:

- No population of students is overrepresented in special education or underrepresented in gifted or honors courses

Ensure the identification process is fair and includes:

- Culturally responsive/appropriate
- Parent input
- Policy reviews to ensure a fair and equitable identification process
Goal 3: Equitable Treatment

Ensure interactions are characterized by acceptance, respect, support, and safety

Inequitable treatment can compound negative consequences

Examine policies and practices that serve as barriers to equity
Equitable Treatment

- Provide training for staff to work effectively and respectfully with diverse communities.
- Provide information to students and parents about the CCSS and its importance.
- Provide teachers with professional development to teach in culturally responsive, differentiated ways to ensure all students learn.
Goal 4: Equitable Resource Distribution

Resources include rigorous curriculum, high quality instructional materials, expert teachers

Examine resource distribution across schools with high and low poverty, and student populations that differ in diversity levels

Allocation of funds and resources should reduce not contribute to inequities
Equitable Resources

Instructional support for all students through various tutoring and support programs

Successful enrollment in and completion of core academic and rigorous courses and programs that are the “gatekeepers” for college entrance

Support programs to reduce dropout rates and increase rates of enrollment in postsecondary education
Goal 5: Equitable Opportunities to Learn

OTL is the sum total of what is needed to guarantee student learning

Districts should examine policies and practices for OTL equity

High quality, effective professional development is key
Equitable OTL

Provide training for staff to communicate effectively and respectfully with all communities served by the school or district

Provide opportunities to discuss the CCSS with students and parents

Work with parents and students to develop programs of study that lead to successful course completion and graduation
Goal 6: Equitable Shared Accountability

- Stakeholders share responsibility for appropriate resources and supports.
- Provide support to ensure the capacity of all stakeholders to meet their responsibilities.
- Educators at every level take responsibility for equitable, positive academic outcomes for all students.
Equitable Accountability

Educators at all levels must focus on meeting the needs of all students and helping students and their families to ensure that each student receives the supports needed to successfully meet the CCSS.
Additional Considerations for Underachieving Students

What supports are needed for those students who have been alienated by the educational system?

How do we ensure rigor for students at all levels?

Families and communities need to be included in reform efforts
SECTION 3

What needs to be different?
Common Core Promise

High quality, effective education with supports to help ensure success should not be a privilege, but a guarantee for every student.

All must commit to excellence and equity.

Moral imperative to implement the CC in a way that supports underserved students.
Equity with CCSS

Curriculum and Instruction is not enough
What does it take?

Implementation

Sustainability
Improved Supports

Administrators

Teachers
Effective Family Engagement

Inclusive
Supportive
Responsive
Improved Counseling and Supports

Aligned with teaching/instruction

Comprehensive
Community Development

Assets vs. Deficits
Recommendations for Effective CC Implementation

- Keep high achievement for all students in mind from the beginning of CC implementation
- Use disaggregated subgroup data for all student populations to track progress
- Provide and support administrators to effectively lead CC implementation
- Create and provide high quality and appropriate professional development
- Rethink tiered interventions to accommodate individual student needs
Recommendations for Effective CC Implementation

1. Inform parents/families of CC and empower/engage them
2. Improve access to academic counseling
3. Provide students with personalized supports and awareness of college and career pathways
4. Extend responsibility for student success to all stakeholders
Discussion

What can schools do to ensure that the school is not fostering inequality?
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References

How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success: Recommendations from the Regional Equity Assistance Centers

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Thank You