Overview

• Problem statement: Deficit thinking and low educational expectations
• Igniting a statewide conversation on culturally inclusive practices
  • A demographic imperative
  • Connections to student achievement
  • Connections to disproportionality in school discipline
• The significance of leadership for school effectiveness
• A call to action for equity and cultural inclusivity
• Discussion
Igniting a Statewide Conversation on Culturally Inclusive Practices

In 2015, Arizona Superintendent of Public Instruction, Diane Douglas, formed the Culturally Inclusive Practices Committee because she recognized that our students did not have equitable access to rich educational opportunities and issued this charge:

*Develop culturally inclusive guidelines which are subsequently adopted by each local educational agency.*

This dedicated committee, comprised of educators and community members, carried out this charge to develop the guidance which can be easily implemented.
2018 Teacher Demographics

- White: 79.90%
- Hispanic/Latino: 13.20%
- Two or more races: 0.30%
- Black/African American: 2.40%
- Native Hawaiian/Other Pacific Islander: 0.30%
- Asian: 2%
- American Indian/Alaska Native: 2%
Inequities in Student Achievement

NAEP Grade 8 Mathematics in Arizona

NAEP Grade 8 Reading in Arizona
Inequities in School Discipline

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
Implementation Guidelines

➢ Professional Development

➢ Instruction

➢ Curriculum

➢ School Climate/Environment
School Leadership

Addressing the School’s Master Schedule
How do you define equity?
A Call to Action for Equity and Cultural Inclusivity

• Engage in discussions related to culturally inclusive practices with district level staff, school principals, and instructional leaders

• Priority

• Discuss the Culturally Inclusive Practices-guidance

• Evaluate your district/school
  o beginning of school year
  o end of school year
Next Steps

• Critical reflections on the influence of your own instructional and leadership practices on outcomes for students

• Ongoing professional development
  o Critical conversations
  o Reflective studies
  o Book studies
Next Steps

• Consult with families and students of all life experiences to develop community-driven visions to support these practices beyond celebrations of holidays, food, music, and customs
  o Importance in establishing a diverse community that is reflective of the school’s demographics
  o Importance in receiving their feedback and knowledge in enhancing school’s practice
Q & A

Raquel Alvara
Educator & School Excellence Unit-ADE
602-364-3452
raquel.alvara@azed.gov