Success in High-Need Schools Journal
Volume 16, Number 1, September 2020
Journal Issue theme: *"Educational Equity"*

During the Bush presidential years, the "No Child Left Behind" program of the US Department of Education sought to impose rigorous accountability in the performance of high-need schools to "close the achievement gap." The Obama administration sought to achieve similar ends with an "Every Student Succeeds" approach that emphasized greater partnership in the federal, state, local educational relationship. Currently, encouraged by organizations such as the America's Promise Alliance, the Aspen Education & Society Program, and the Council of Chief State School Officers, emphasis is being placed on leadership at the state level to gain "Educational Equity," asserting that equitable allocation of resources is essential to close the opportunity gap. This initiative has defined educational equity as meaning that "every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income." (America's Promise Alliance *et al*, 2018)

The educational equity initiative calls on chief state school officers to collaborate with state boards of education, governors, and state legislators in developing strategic visions to prioritize the equity mission of public education. Educational equity is to be achieved through state leadership that fulfills the following commitments:

- Measure what matters: create accountability for excellence.
- Engage local education agencies and provide tailored and differentiated support.
- Allocate resources to achieve fiscal equity.
- Invest in the youngest learners.
- Monitor equitable implementation of state standards and assessments
- Focus on teachers and leaders.
- Focus on school culture, climate, and social-emotional development to improve conditions for learning.
- Ensure families have access to high-quality educational options that align to community needs.

Illinois sought feedback from schools and community partners in addition to state stakeholders in revamping approaches to school improvement through the IL-EMPOWER plan. IL-EMPOWER provides for a school voice through a needs assessment process that includes an equity analysis to identify factors that promote positive student outcomes and increase opportunity and access through multiple pathways to school improvement responsive to community needs.

Table of Contents

Publisher's Column on Educational Equity

by Jan Fitzsimmons

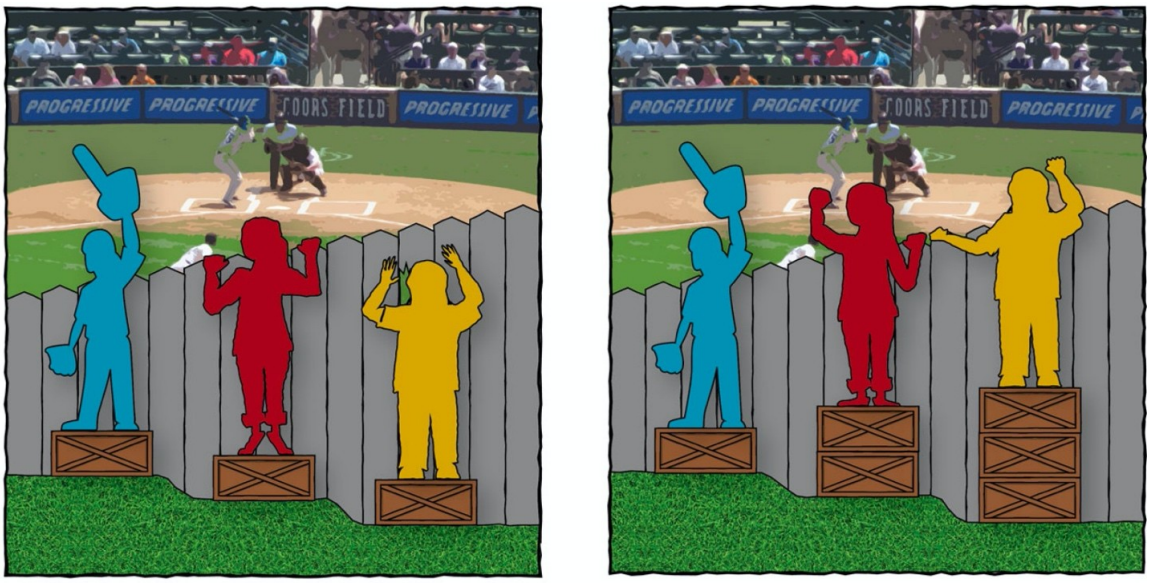
Author Bio:

Jan Fitzsimmons, Ph.D., is director of the *Center for Success in High-Need Schools*, a partnership of liberal arts and comprehensive college and university schools of education in Illinois that provides a forum for dialog and subsequent action to recruit, prepare and retain extraordinary teachers and leaders for all schools. A published author of two recent books on teacher leadership, former teacher, principal and non-profit founder and developer of two successful organizations, Fitzsimmons is publisher of *Success in High-Need Schools.* She may be reached at jcfitzsimons@noctrl.edu.

Review

Recall a well-known infographic with children watching a baseball game from behind a fence. The kids can't see the game from behind the fence. But a philanthropist comes along and each child is given a box. Each box is the same, a sturdy box made out of wood. The children are to stand on the box so that they can see the game. This is what constitutes *equality*! Everyone gets an identical sturdy box. Now, having been given the box, each of the child spectators steps up onto his or her box to see the game. Smiles and shouts are seen and heard as the pitcher throws the ball, but not from all the kids. One of them still can't see the game. As can be seen in the infographic below, while the boxes are of equal size, the children are of varying heights and the ground slopes downward, so the child at the top of the slope can see, but the one at the bottom cannot.

The next image you see on the infographic is one in which each child again receives a box, but they are of different heights. The tallest box goes to the child at the lower end of the slope and the shortest box to the spectator at the top of the slope. Now all three of the children can see, no matter what ground they are standing on! That circumstance, according to the infographic, is what constitutes *EQUITY!* Equity is the fair distribution of resources such that access and opportunity to succeed are attainable for all regardless of the foundation or environment. If our goal is for each individual to achieve, then we have to use equity as the framework to achieve that goal. Equity relies on distribution of re- sources according to need. In education, equity reasons that only through fair distribution of resources based on each student's needs can we expect each individual to succeed.



SOURCE: https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

Each of the articles in this issue of "Success" is both an exploration of EQUITY and a *Call to Action!*

The first piece is the summation of keynote remarks at the annual Center for Success conference, June 18-19, 2020, titled "Talking About Equity…," by ISBE education officer Ernesto Matias. Matias offers a roadmap to "walking the talk about equity." While acknowledging the importance of laws and rule-making with an equity lens, Matias emphasizes the important role educators play in developing equity attitudes. For example, they must create positive relationships with each student, model the valuing of all cultures and races, and challenge all learners with rigorous expectations while scaffolding opportunities for each learner to succeed.

In the lead James and Rodriguez article, the authors call for an "increased focus on equity in education." They argue that it is teachers that are the greatest resource and as such, we must increase the way we recruit, prepare and retain educators, especially educators of color. James and Rodriguez explain how AACTE's Networked Improvement Communities (NIC's) have allowed member institutions to methodically study practices and build on lessons learned. They offer proven recruitment and retention strategies, and a "Development of Gaps chart" that allows programs to identify and address systemic "leaks" in the multiple systems that advance professional educators. Ultimately, they argue, we must prepare all educators to effectively nourish and nurture the needs of children of all colors.

Malone calls everyone to action as she frames educational equity as a "911:…National Emergency!" Her article magnifies the issue of educational equity and sounds a resounding alarm requiring no less than an extraordinary response. "You see," says Malone, "education isn't just about gaining academic prowess, but rather creating a more just society." With that in mind, Malone proposes that we enact an Equity FEMA, Federal Emergency Management System (FEMA). Using the FEMA framework of "Prevention, Protection, Mitigation, Response and Recovery," Malone defines inequities and poses actions, as Matias says, to "Walk the Talk."

Just as the above articles describe gaping inequities and suggest "Calls to Action," so, too, does Spesia's case study, "What do they expect?…" Realizing the importance of relationship building with parents as integral to student success, Spesia focuses on relation- ships between parents of children of color and teachers. Specifically, she looks at parent perceptions of majority white teachers' interactions with their majority children of color. Her findings are the opposite of what previous research has reported. Parents of color in this study valued their white teachers and were pleased with their children's educational experiences. Is it that this group of teachers are well-prepared to teach in culturally responsive ways, or is it that these parents "take their cues about equity from their children's teachers." Is there another scenario? What conclusions can you draw? What questions do you have? What action will you take?

Berberet's column on "Fundamental Fairness" fills us with perhaps even more questions. Is "fundamental fairness" central to equity in education and if so what is the end goal? Is the end goal academic success for all, or is it a people united as in a circle where every endpoint makes the circle "stronger, richer and more unified?" Is the notion of fundamental fairness useful in helping to build a school community committed to equity?

Turning to immediate, urgent problems, the last two articles, one by Ruh and the other by Tonsing-Meyer, reflect the inequities revealed to us when the Pandemic curtain was raised in Spring of 2020. These inequities of access and opportunity – especially with re- mote learning -- are a new norm in our daily education systems. In Ruh's article, educators will find many "nuggets" for best ways to learn remotely to deal effectively with "soft" challenges such as relationship-building and academic learning. Ruh's Call to Action revolves around an old adage that cautions, "Don't be afraid to fail, be afraid not to try."

Tonsing-Meyer's text discusses the historical changes in technology from iPads to assistive devices and virtual reality, and their uses to advance the human condition. And while in most histories we discuss changes in terms of centuries and decades, technology histories occur in a matter of a few short years or even months. Written before the Pandemic, her article concludes, "there is no question this exciting area of learning (technology) will have a measurable impact on students and teachers in the classroom."

Little did she know how much we would be relying on technology in the midst of the Pandemic.

As classroom after classroom returns to school via remote learning this fall, the question now may be, will that measurable impact show even greater inequities? In May, 2020, an article by Catherine Gewertz in *Education Week Spotlight,* described numerous fears about remote learning, including less new learning and lots of reviewing, wide gaps in device and internet access and opportunity, and overwhelmed parents and underwhelmed students amid sparse, yet remarkable successes. Superintendents and teachers alike have spent the better part of the summer thinking and planning for actions they will take not only to contend with loss of learning, but to re-energize and reconnect with students and families to make up for losses and launch engaging learning for each student as school begins. How will you "Walk the Talk" and take action to address educational inequities as needs intensify? It is my sincere hope that you will be inspired to action by one or more of these thoughtful articles.

Talking About Equity and Walking the Talk

by Ernesto Matias

Author Bio: Dr. Ernesto Matias joined the Illinois State Board of Education (ISBE) in 2018 as an education officer, following several years as an administrator for Chicago Public Schools. He has held numerous teaching and administrative positions since beginning his career as a social studies teacher in northeastern Montana in 1993. He grew up in the Humboldt Park neighborhood in Chicago which experienced race riots in 1966 and 1977 when he was a boy. Eleven members of his extended family spent time in prison and his older brother was a gang leader who died in gang violence. As late as 1985 he re- ported not being served at a restaurant because of the color of his skin. His many awards include "Teacher of the Year" in Evanston, IL schools, nomination as a Golden Apple Teacher of the Year, and selection to the McCormick Foundation Executive Fellows pro- gram. He may be reached at ematias@isbe.net.

Editor's note: This piece is a summation of Dr. Matias' remarks and Q &A on June 19, 2020, at the Center for Success remote Conference on Equity, June 18-19.

Dr. Matias opened his remarks with a cheerful "Happy Juneteenth!" in commemoration of the June 19, 1865, reading of the Emancipation Proclamation by Union soldiers in Texas, several months after the formal end of the Civil War. Emphasizing the twin influences of his Chicago upbringing and teaching of government and world history, Dr. Matias returned frequently to the "human connection" as the basis for strategies for overcoming racism and inequities in schooling. He said that the combination of COVID-19 and protest events behind resurgence of the Black Lives Matter movement this summer have had traumatizing effects on children that call for the best efforts of educators in re- turning to school this fall. He stressed that while guidance comes from ISBE and schools are controlled locally, it is the classroom teacher who is the greatest force for change in the experience of students. Laws and rule-making do not change attitudes; the empathetic relationships, positive role modeling, and challenging teaching students experience in the classroom are critical.

Dr. Matias noted that more than 50% of students in Illinois schools are "black or brown," specifically, 26.4% Hispanic, 16.7% Black, 5.1% Asian, and 47.6% White. All educators must self-examine for implicit or unspoken bias in deciding what steps they will take and be aware that "Our children are watching us, and as they watch they learn." Dr. Matias urged teachers, in the words of Mahatma Gandhi to "Be the change we want to see in the world." It is helpful for educators to gain such experience by interacting with diverse peoples. They must learn to honor students of all races, to listen to students, and be willing to find out what is behind student behavioral issues. For example, they may

discover that when minority students with 3.0 GPAs who weren't accepted in AP and honor programs for behavioral reasons may actually be bored and resentful about feeling unchallenged academically. And educators must take personal responsibility to challenge racism when they encounter it.

Dr. Matias quoted Gloria Ladson-Billings call for "culturally responsive teaching." She argues that such a teacher understands that schools operate within a "fundamentally inequitable system" and that the teacher's role is "not merely to help kids fit into an unfair system, but rather to give them the skills, the knowledge and the dispositions to change the inequity." The challenge for educators, according to Ladson-Billings, is, "How can we really create a circle, if you will, that includes everybody?" Everyone includes rural, urban, suburban, rich, poor, and all races and cultures. When students come to teachers asking why they have to learn something, educators must be prepared to defend reading, writing, and oral communication skills as essential for speaking out against an unfair system. History courses must be taught inclusively—including the experiences and contributions of all races, cultures, and genders. Science and math classes should include problems and examples reflecting such diversity.

As educators prepare for resumption of school, Matias said they must ask, "What am I going to do to get our students ready for a future better than we have done in the past? How are we going to change the system in our great state of Illinois?" Our challenge is to get our students ready for a difficult future with the tools they will need to succeed.

Question and Answer Session

What follows is a summary from the Q & A session:

Dr. Matias indicated that ISBE is promoting culturally relevant standards by encouraging districts to have "difficult conversations" around race. He said many districts are ready for such conversations and that the state will assist with funds for educator professional development. ISBE is attempting to ensure that poor districts share in this funding. EBF funding is a step in this direction. Moreover, the ISBE strategic plan includes support for the recruitment and retention of teachers of color through the Perkins Career and Technical Education "Grow Your Own" program in districts and the Alternative Residency Program which recruits teachers nationally and internationally to come to Illinois.

Dr. Matias was asked how teachers might approach colleagues who are reluctant to adopt more equitable practices. He stressed the importance of role modeling desired behaviors and setting good example. "Highlighting Heroes" as done in the recent Harriet Tubman movie can inspire people to try new behaviors. Accessing print and electronic media can help inform practices that foster inclusivity. Another questioner sought ways to involve parents of children of color more actively in the life of the school. Matias admitted that this is a challenge that must be met with ways of developing parental trust, possibly by inviting them to school events, including becoming classroom volunteers. Speaking the language in the case of immigrants can be very helpful. Students must have hope and

feel respected for effective classroom management and be presented with positive role models they can emulate, whether politicians, athletes, civil rights leaders, or scientists. They need to feel educators are listening to them, asking them questions, showing interest in their home and community lives, and demonstrating empathy toward their needs. Above all content should not be watered down and high standards should be maintained.

ISBE has circulated over the summer plans for both remote and in-person learning to assist educators in preparing for all fall school contingencies. ISBE believes strongly that in-person learning is critical to equity and is very concerned about the effects of COVID-19 related learning loss which disproportionally affects students of color. ISBE will be providing guidance to help schools deal with COVID issues. ESSA funds are available to help schools purchase PPE, masks, and devices. Eventually, professional development funds will become available and parents will be brought into the process. The ISBE.net website carries these documents along with twice-weekly messages from the Illinois state superintendent of schools.

One questioner asked about best practices in preparing students of color for college. Dr. Matias emphasized the importance of making college relevant to student lives and career aspirations. "Learning for learning sake" is not enough. Educators should examine the labor market in order to inform students about promising career opportunities, while stressing fundamental tools and skills that will help students navigate a changing job market over the course of their careers. Communication skills, problem solving abilities, dealing with complexity, social/emotional development, and the ability to work in groups are all qualities employers are looking for in future employees. Educators must be able to stimulate student thinking and keep them engaged academically.

Dr. Matias was asked about what guidance students of color might be given in seeking relationships. Mentioning that one of his daughters is a teacher and one a youth advocate, he challenged educators to consider whether they would allow a person of color into their families, possibly as a future son or daughter-in-law, perhaps a kind of acid test of authenticity as a culturally relevant educator. When asked about diversity in the curriculum, Matias said that it is probably unaffordable to add a lot of diversity courses, rather diversity issues and examples can be embedded throughout the curriculum. At the end of the day he concluded, educators must have the courage of Harriet Tubman and the heart to do the hard work of "walking the talk." Quoting Martin Luther King, Jr., "The content of character not the color of skin" will determine how far our students will advance in life.

The Use of Networked Improvement Communities in Educator Preparation Programs to Improve Teacher Shortage and Diversity

by Weade James and Jacqueline Rodriguez
American Association of Colleges for Teacher Education
1307 New York Avenue, NW, #500, Washington, DC 20005

Author Bios:

Weade James, Ph.D., is Director of Development and Research at the American Association of Colleges for Teacher Education (AACTE) where she leads the organization's efforts to secure resources to support its strategic priorities, and advance research to inform and elevate the work of AACTE's member institutions. Her research agenda focuses on innovative strategies to diversify the educator workforce, and alternatives to exclusionary discipline to promote safe and inclusive schools for all students. Prior to joining AACTE, Dr. James held various executive leadership roles at nonprofits focusing on early literacy and special education advocacy. She earned her Ph.D. in Education with a concentration in special education and disability leadership. She is also an alumnae of Howard University and the University of Minnesota, earning her M.Ed. in Educational Administration and Policy, and B.A. in Child Psychology and African and African American studies, respectively. She may be reached at: wjames@aacte.org.

Jacqueline A. Rodriguez, Ph.D., is Assistant Vice President of Programs at the American Association of Colleges for Teacher Education (AACTE) where she leads the content development, programming, and professional learning opportunities for the association. Dr. Rodriguez is an experienced teacher, teacher leader, and professor. Prior to her appointment with AACTE, Dr. Rodriguez served William & Mary as a faculty member in the School of Education. Dr. Rodriguez's research focuses on equity and access to high-quality education and educators. She's written and presented on topics including special education law and policy; culturally responsive teaching practices; simulation to support teacher preparation; and bridging education policy to practice. Rodriguez's research in the area of education in emergencies and conflict is focused on displaced/refugee students with disabilities. Dr. Rodriguez has a Ph.D. in Education with a focus on Exceptional Student Education from the University of Central Florida and an M.A. in special education with a learning disabilities specialization from American University. She earned her B.A. in international affairs and Latin American studies from The George Washington University. She may be reached at jrodriguez@aacte.org.

Abstract
The enduring academic disparities in our PK-12 education system have called for an increased focus on equity. An equity agenda requires fair access to resources and opportunities for a quality education. Arguably, one of the most indispensable resources to achieving a quality education is a skilled teacher. As the leading national voice on educator preparation, the American Association of Colleges for Teacher Education (AACTE) advocates for rigorous, high-quality educator preparation programs that prepare teachers who are equipped to educate all learners. Representing more than 700 member institutions, AACTE's vision is to revolutionize education through cutting-edge research, innovative practice, and advocacy and collaboration. This article will discuss the current landscape of educator preparation to recruit and prepare candidates to meet the growing teaching demand, and highlight models of promising strategies to attract and prepare diverse teachers for the profession.

Introduction

The students being served in PK-12 education systems have changed drastically over the last two decades. While the public school enrollment has grown just over three percent, from 47.2% to 50.7% [National Center on Education Statistics (NCES), 2020] from 2000 to 2017, there has been a significant rise in diverse student populations. Notable student enrollment increases can be found in Nevada (+43%), Utah (+39%), Texas (+33%), Arizona (+27%) and Colorado (+26%) (NCES, 2020). It is projected that by 2027 schools across the nation will become "majority minority" with white students who were once the majority representing just 45 percent of students enrolled in public schools (NCES, 2019a). Between fall 2000 to fall 2017, the percentage of white students enrolled in public elementary and secondary schools declined by 13 percentage points from 61% to 48%, whereas enrollment of Latinx students grew by 11percentage points from 16% to 27% (NCES, 2020). These enrollment and demographic changes require innovative strategies to attract and prepare diverse teacher candidates for the profession.

Despite the growing diversity of the nation's student population, the distribution of teachers in PK-12 schools remain majority white (80%), while Black and Latinx teachers represent just 7% and 9% respectively of the educator workforce (de Brey et al., 2019; NCES, 2019b). From increases in student enrollment to the substantial growth in diverse student populations, these changes have required innovative approaches to address the workforce demand and prepare educators for the changing demographics in PK-12 education.

Current Landscape of Educator Preparation

The teaching profession has been plagued with many challenges, each requiring innovative strategies to develop a qualified workforce to educate all learners. Two

critical issues that have been at the forefront of the public discourse to attract and prepare future teachers are the growing teacher shortage and lack of diversity in the profession. These issues, particularly the need to ensure a diverse educator workforce, have also been recognized by state chiefs as priorities to closing the equity gap (CCSSO, 2019).

Teacher Shortage

The teacher shortage crisis has been documented with widespread teaching vacancies across the country [(U.S. Department of Education (USDOE), 2017)]. Scholars suggest that the crisis is attributed to a myriad of factors, including teacher attrition and lower enrollment and degrees awarded in teacher education (Carver-Thomas, 2018; Sutcher et al., 2016; King, 2019). From 2009 to 2014, enrollment in teacher education programs declined by 36% (Sutcher et al., 2016). Although bachelor's degree recipients in all fields on average increased by one-third over the span of a decade (2005-2006 to 2016-2017), the number of students completing degrees in education dropped by more than 20% (King, 2019). In contrast, there has been a 20% *increase* in degree recipients in business, 59% in computer science and engineering, and 64% in natural sciences.

In addition to the decline in degrees awarded in education, there have been fewer degrees awarded in certain specialties leading to critical shortages in these areas, defined as "an area of specific grade, subject matter or discipline classification, or a geographic area in which the Secretary determines that there is an inadequate supply of elementary or secondary school teachers" [34 CFR 682.210(q)(8)(vii)]. Special education, science, mathematics, foreign language, and bilingual education and English language acquisition have been consistently identified as critical shortage areas (USDOE, 2017). As illustrated in Figure 1, bachelor's and master's degrees, and post-bachelor's certificates awarded in science and mathematics education declined by 24% between 2009-2010 to 2016-2017. There was also one percent decline in degrees awarded during this time period in special education and in foreign language education (-31%) [(King, 2019)]. These declining rates could potentially lead to large gaps in the supply and demand of teachers. Sutcher et al. (2016) predict that by 2025 there will be an estimated projected supply of just over 100,000 new teachers compared to the projected demand of over 300,000.

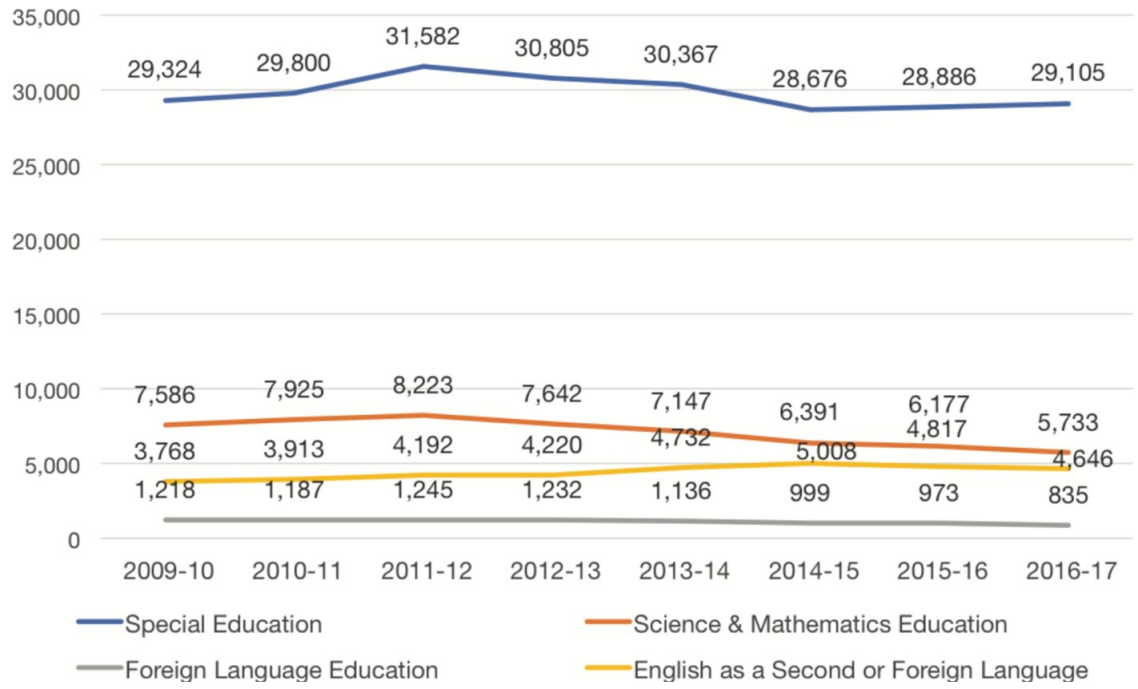


Figure 1. Degrees and Certificates conferred in High Demand Specialties. Reprinted from *Degree Trends in High Demand Teaching Specialties* by King, J., 2019, AACTE. Reprinted with permission.

These trends raise concerns about the effects of the teacher shortage crisis. Without solutions to address this issue, students who are most at-risk for academic failure could experience more harmful outcomes if they lack teachers to provide quality instruction.

Effects of Teacher Shortage

In just four years (2011-2012 to 2015-2016), the share of schools reporting vacancies increased by more than 11 percentage points, from 67.2% to 78.8% (Garcia & Weiss, 2019). In Illinois, for example, the state reported having 4,831 vacancies for the 2019-2020 academic year as of October 1, 2019 (Illinois State Board of Education, 2019). Of the vacancies, 1,984 (41%) were for teaching positions. In Virginia, nearly 940 teaching positions went unfilled during the 2017-18 academic year, with the majority of the vacancies in high-need schools and districts (Truong, 2019). Without skilled and qualified teachers to fill these vacancies, states will experience insurmountable barriers to eliminating the achievement gap and preparing students to be college and career-ready, as evidenced in the recent National Assessment of Educational Progress (NAEP) scores. The 2019 NAEP scores reveal no significant changes in the average fourth and eighth grade math scores from 2017 to 2019 across the United States. Particularly, there was no significant progress made for middle and lower performing students and students of most racial and ethnic groups. Moreover, the average NAEP reading scores declined for fourth (-3 points) and eighth (-6 points) grade students from 2017 to 2019 (NAEP, 2019). To put

things into perspective, 17 states (34% of all states) experienced fourth grade and 31 states (62%) experienced eighth grade decreases in reading scores from 2017 to 2019. There was only one state at each grade level with an average increase in reading score during this timeframe.

Lack of Diversity

Despite the deluge of evidence that demonstrates students of all racial and ethnic groups benefit from diverse educators (CCSSO, 2019), the teaching profession continues to be homogenous. From 2003-2004 to 2015-2016, there was a slight increase in Latinx teachers from 6% to 9%, and a decline in Black teachers from 8% to 7%, while the majority of teachers continued to be white, even with a slight decrease from 83% to 80%. Even with increases to the Latinx teaching population, the Brown Center on Education Policy (2016) estimates an 18% disparity between the number of Latinx students being served in our PK12 schools and the number of Latinx teachers in our nation's educator workforce. Similarly, there is a 9% disparity between Black students and Black teachers. Moreover, "closing the diversity gap (we refer to this as racial parity) would require about a million white teachers to exit the profession, to be replaced by about 300,000 black teachers and over 600,000 Hispanic teachers." (Putman et al., 2016, p.4)

Scholars argue that all students, regardless of race and ethnicity benefit from being taught by diverse educators (Egalite & Kisada, 2018; Cherng & Halpin, 2016; Gershenshon et al., 2016; Wright et al., 2017). These benefits extend beyond academic performance, and also include an increased cultural awareness and understanding, and social and emotional functioning. In their report, *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*, the Learning Policy Institute discussed some of these benefits and the positive impacts of having diverse teachers (Carver-Thomas, 2018). The report highlights empirical research which asserts that teachers of color positively impact the experiences of all students and in particular students of color. The short-term and long-term positive impacts of having a diverse teacher are (a) increased academic performance and test scores, (b) decreased likelihood of drop-out, and (c) increased college attendance, just to name a few. Teachers of color also have higher expectations of Black and brown students, leading these students to have more positive attitudes towards diverse teachers.

These student attitudes unfortunately differ towards white teachers due to the negative expectations that some white teachers have of their students of color. Gershenshon et al. (2016) posit that white teachers are 30% less likely than Black teachers to predict that their Black students would obtain college degrees. Upon controlling for the student, teacher, and school conditions, Cherng & Halpin (2016) found that students had more positive perceptions of Latinx and Black teachers. Black and Asian students reported more favorable attitudes towards Black teachers, while Latinx teachers were rated higher on almost all seven measures than white teachers (Cherng & Halpin, 2016). These

measures include classroom management, motivating students to achieve high academic standards, demonstrating care and building positive relationships, and ability to use multiple strategies to explain content. Gershenshon et al. (2016) also described that when there is a racial mismatch such as a white teacher and a Black student, it is likely that the Black student will be more susceptible to exclusionary discipline. Given the many benefits that teachers of diverse racial and ethnic backgrounds have on student outcomes, it is important to pinpoint and address the challenges in recruiting and preparing diverse teachers for the profession.

Federal Efforts to Enhance the Educator Pipeline

In 2016, the U.S. Department of Education released a report highlighting the disparities between the racial makeup of students and teachers (USDOE, 2016). The report suggests that the lack of teacher diversity is partly attributed to a domino effect of challenges along the educator pipeline, starting with the low enrollment of diverse students in post-secondary education and educator preparation programs; and few diverse candidates completing educator preparation programs and entering the workforce due to barriers like testing requirements for licensure. Upon entering the profession, teachers of diverse racial and ethnic backgrounds also face challenges that can lead to attrition such as low teacher pay and unfavorable working conditions. These challenges are also highlighted in the most recent PDK Poll (2019), which surveys teachers across the country and describes the public's attitudes about public schools. The Department's examination ofhow to enhance the diversity of the educator workforce underscores the importance of federal efforts to address the teacher shortage and diversity crises.

Several measures have been taken by the federal government to address the teacher shortage and diversity crises. One notable effort is the TEACH Grant Program which is intended to reduce or eliminate the financial barriers to pursuing a teaching credential. The TEACH grant awards up to $4,000 annually to eligible undergraduate and graduate students pursuing teaching endorsements in high demand specialties. In return, recipients must commit to teaching in a high-need school for no less than four years within eight years of completing their program (USDOE, 2019). Considering the landscape of teaching vacancies and the depth of the teacher shortage crisis, there is a dire need to increase funding for the TEACH Grant Program to support more individuals pursuing a teaching degree, with an intentional effort to attract diverse candidates.

In addition to the TEACH Grants, the Teacher Quality Partnership Program is a federally funded competitive grant program made available to universities who want to improve and remodel their current educator preparation programs or create new teacher residency programs. The partnership within the title of the program describes the department of education's requirement that institutes of higher education (IHE) partner with local school districts and high needs schools to provide quality preparation for prospective

teachers including minority candidates, that takes into account the local school needs and expertise. Residency programs have a long history of supporting candidates of color at proportionally higher rates than traditional preparation programs. Thus, residency programs have an efficacious position within the roadmap to diversify the educator pipeline.

Historically Black Colleges and Universities (HBCUs) prepare many of the nation's Black educators. In 2012-2013 HBCUs awarded 1% of education degrees conferred but close to 4% of those awarded to students of color. Minority Serving Institutions (MSI) conferred 6% of education degrees conferred, but 12% of education degrees conferred to students of color (USDOE, 2016). The federal government has historically funded HBCUs at disproportionate rates when compared to predominantly white institutions. In a recent example of the inequities faced by HBCUs, in December of 2019, a bipartisan bill was signed into law which made permanent an approximately $255 million federal investment in HBCUs. However, this bill, while celebrated, was only an effort to reinstate the previous $255 million in funding which lapsed in September of 2019, due to Congressional infighting. In this example, HBCUs, which rely heavily on the investment from the state and federal government in order to keep their tuition at reasonable rates for students—many being first generation college students—faced the potential of unprecedented budget cuts due to this lapse in funding. In addition to the financial resources provided by federal and state governments to support efforts to recruit and diversify the educator workforce, institutions of higher education (IHEs) are also leading in innovative ways through various partnerships to enhance the demographics of the teaching profession.

Promising Strategies at IHEs to Recruit and Prepare Diverse Candidates

Educator preparation programs (EPPs) are addressing the dearth of diversity in our field in myriad ways. In recognition that recruiting students from diverse racial, ethnic, and linguistic backgrounds requires more than simply making overtures with the aspiration to increase enrollment, EPPs across the country are employing strategies and practice that have the promise of developing a welcoming and sustaining environment for new candidates.

In 2013, the American Association of Colleges for Teacher Education (AACTE) launched a networked improvement community (NIC) to address the growing teacher shortage of diverse candidates in the field of education. In particular, and with intention, the NIC specifically aimed to increase the Black and Latino/Hispanic male teachers of color recruited into EPPs. Black and Latino males each account for only 2% of the teaching population, respectively. Ten member institutions were selected from a pool of applicants to identify strategies that would increase recruitment and retention of male teachers of color. Throughout the five-year project, members engaged in frequent plan-do-study- act (PDSA) cycles, a hallmark of improvement science. It was during these

cycles that members identified promising and emerging practices that helped to recruit and retain Black and Latino male teachers of color on their campuses.

Before engaging in any new recruitment strategies, the NIC members took inventory of the partnerships or initiatives that supported Black or Latino male teacher recruitment to their programs. Across the ten members, just over 50 partnerships existed prior to the launch of the NIC. The inventory identified 75 additional initiatives that supported Black and Latino male teacher recruitment. Recruitment efforts, in particular, were aided by two promising practices: developing data collection systems and engaging current Black and Latino males in the recruitment process by learning about and understanding their lived experiences. While these promising practices were universally identified across all members of the NIC, Figure 2 (AACTE 2019) describes five recommended recruitment practices that members identified as emerging practices given the short horizon timeline in which these practices were implemented and studied.

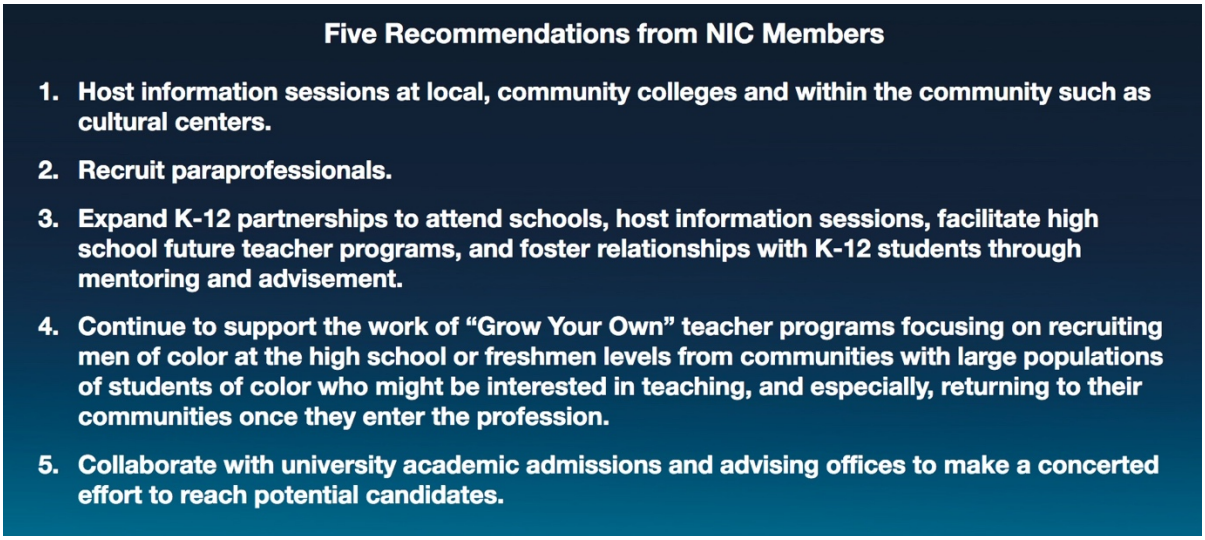


Figure 2. Recruitment Strategies Recommended by NIC Members. AACTE, 2019

In addition to recruitment, NIC members focus on promising practices for retention, including: (1) mentoring programs that included male teachers of color; (2) coursework grounded in culturally responsive pedagogy; and (3) financial assistance, including support that curbed the burden of assessment exam fees. Figure 3 (AACTE 2019) captures the additional recommendations made by NIC members to support the retention of Black and Latino male teachers of color.

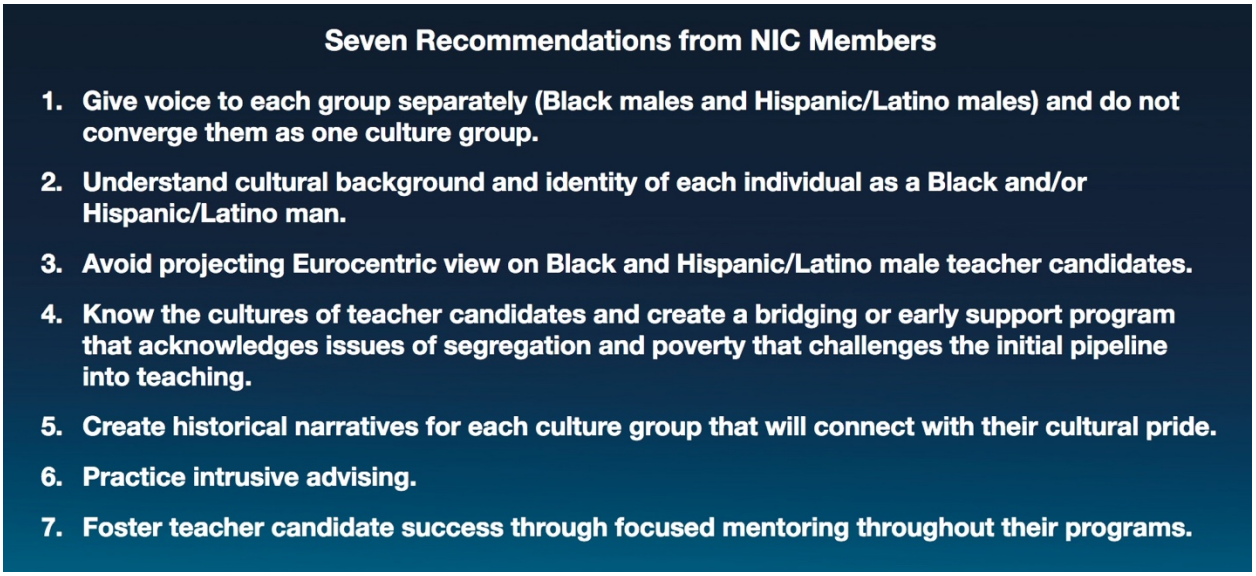


Figure 3. Retention Strategies Recommended by NIC Members. AACTE, 2019.

To address the shortage of special educators, AACTE in 2019 launched the *Reducing the Shortage of Special Education Teachers Networked Improvement Community*, a project funded by the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. Like the Black and Latino/Hispanic Male NIC, the special education NIC implements the principles of improvement science to address the shortage and lack of diversity of fully prepared and credentialed special educators. Currently, 12 educator preparation programs are members of the special education NIC. These institutions have identified institutional targets and strategies to meet these targets. Some of the strategies include strengthening partnerships with P-12 schools to recruit teacher candidates early, implementing financial aid programs to reduce barriers for

underresourced candidates seeking admission into their programs, and creating new programs that meet the unique needs of their student population and community context. All 12 member institutions of the special education NIC are actively engaged in PDSA cycles and receive regular support from AACTE to reach their institutional targets, as well as the overall NIC targets, by 2022. Upon the completion of the NIC, AACTE intends to publish and amplify the strategies that yielded high-interest and enrollment at these institutions.

The American Institutes of Research Center for Great Teacher Leaders has researched what many researchers have coined the "leaky bucket," or moments of attrition, for teachers of color during recruitment and retention practices throughout the career continuum. In addition to moments of attrition, the Center's research now includes a data tool focused on three levels of stakeholders: states, educator preparation programs, and districts. The data tool (https://gtlcenter.org/technical-assistance/insights-diversifying-educator-work- force) allows the stakeholder to input real data into their online and publicly accessible tool to determine where the disparities in racial and ethnic diversity exist within the teacher workforce.

The Development of Gaps chart allows educators to examine the career continuum and demonstrate the differences between educators of color and their white counterparts as they progress through their careers. The Minority Hiring Funnel identifies moments in the career continuum with the highest rates of attrition for educators of color. The Educator and Student Parity Gaps identifies the proportional differences between educator demographics and the demographics of students they serve. Finally, the GIS Online tool for Mapping Gaps uses geographic information systems to identify the state and local ethnicity data. By using these tools, EPPs specifically can identify the challenges educators of color face as they navigate the career continuum, reflect on the district and state data to determine where the gaps exist in the local area, and select policies and practices, perhaps from the Black and Latino Male Teachers of Color NIC, that may mitigate systemic disruptions and discrimination faced by educators of color.

Conclusion

If the nation's school teachers are to reflect the students they serve, we must audaciously improve the recruitment of candidates of color into the profession. However, recruiting candidates of color is just one half of the overall strategy. If we know that rates of attrition for in-service teachers of color are higher than their white counterparts (Albert Shanker Report, 2015), we must put into place retention plans that ensure teachers of

color are sought out, embraced, elevated, and respected for their expertise and their tremendous contributions. We must also recognize that teachers of color are more often asked to serve the emotional, behavioral, and academic needs of students of color than are white teachers. This additional responsibility should not be carried single-handedly by teachers of color, rather, teaching all educators to support our students of color is an ethical imperative and the moral responsibility of every educator preparation program.

References

AACTE. (2019). *The Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color.*

Albert Shanker Institute. (2015). *The State of Teacher Diversity in American Education*. https://www.shankerinstitute.org/resource/teacherdiversity

American Institutes of Research Center for Great Teacher Leaders. (2020). Insights on diversifying the educator workforce. A data tool for practitioners. Retrieved from: https://gtlcenter.org/technical-assistance/insights-diversifying-educator-workforce

Carver-Thomas, D. (April, 2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf

Cherng, H.-Y. S., & Davis, L. A. (2017). Multicultural matters: An investigation of key assumptions of multicultural education reform in teacher education. *Educational Researcher, 45*(7), 407-420. https://doi.org/10.3102/0013189X16671718

Council of Chief State School Officers. (2019). *States Leading: Promising Practices Advancing the Equity Commitments 2019*. https://ccsso.org/sites/default/files/2019-04/States%20Leading%20for%20Equity%202019%20Print%20040419FINAL_0.pdf

de Brey, C., Musu, L., McFarland, J., Wilkinson-Flicker, S., Diliberti, M., Zhang, A., Branstetter, C., and Wang, X. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2019-038). U.S. Department of Education, National Center for Education Statistics. https://nces.ed.gov/pubsearch/

Garcia, E., & Weiss, E. (April, 2019). *U.S. Schools Struggle to Hire and Retain Teachers*. Economic Policy Institute. https://www.epi.org/publication/u-s-schools-struggle-

to-hire-and-retain-teachers-the-second-report-in-the-perfect-storm-in-the-teacher-labor-market-series/

Gershenson, S., Holt, S., & Papageorge, N. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review, 52*, 209-224.

Illinois State Board of Education. (2019). *Unfulfilled Positions 2020.* https://www.isbe.net/unfilledpositions

King, J. (2019). *Degree Trends in High Demand teaching Specialties.* The American Association for Colleges of Teacher Education. https://aacte.org/resources/research-reports-and-briefs/degree-trends-in-high-demand-teaching-specialties/

National Assessment of Educational Progress. (2019). Results from the 2019 Mathematics and Reading Assessments. https://www.nationsreportcard.gov/mathematics/supportive_files/2019_infographic.pdf

National Center on Education Statistics. (May, 2020). *Public School Enrollment.* U.S. Department of Education, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 through 2017–18; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. https://nces.ed.gov/programs/coe/indicator_cga.asp

National Center for Education Statistics. (2019a). *Indicator 6: Elementary and Secondary Enrollment.* U.S. Department of Education Common Core of Data (CCD), (2019). State Nonfiscal Survey of Public Elementary and Secondary Education, 2000–01 and 2015–16; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2027. https://nces.ed.gov/programs/raceindicators/indicator_rbb.asp

National Center on Education Statistics. (2019b). *Spotlight A: Characteristics of Public School Teachers by Race/Ethnicity.* U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. See Digest of Education Statistics 2017, table 209.23. https://nces.ed.gov/programs/raceindicators/spotlight_a.asp

PDK. (September, 2019). *The 51st Annual PDK Poll of the Public's Attitudes Toward the Public Schools: Frustration in the schools Teachers speak out on pay, funding, and feeling valued.* https://pdkpoll.org/assets/downloads/2019pdkpoll51.pdf

Putman, H., Hansen, M., Walsh, K., & Quintero, D. (2016). *High hopes and harsh realities: The real challenges to building a diverse workforce*. Brown Center on Education Policy at Brookings. https://www.brookings.edu/wp-content/uploads/2016/08/browncenter_20160818_teacherdiversityreportpr_hansen.pdf

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Learning Policy Institute.

Truong, D. (July, 2019). *Amid teacher shortage, Virginia takes steps to lure students into profession*. https://www.washingtonpost.com/local/education/amid-teacher-shortages-virginia-takes-steps-to-lure-students-into-the-profession/2019/07/20/b9bf2b2a-a997-11e9-a3a6-ab670962db05_story.html

U.S. Department of Education. (2019). *TEACH Grants Program Fiscal Year 2019 Budget Proposal*. https://www2.ed.gov/about/overview/budget/budget19/justifications/p-teach.pdf

U.S. Department of Education. (2017). *Teacher shortage areas: Nationwide listing 1990-1991 through 2017-2018.* Office of Postsecondary Education. https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf

U.S. Department of Education. (2016). *The State of Racial Diversity in the Educator Workforce*. Office of Planning, Evaluation and Policy Development. https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Warner, S., & Duncan, E. (2019). *The Diverse and Learner-Ready Teachers Initiative Vision and Guidance Paper*. Council of Chief State School Officers. https://ccsso.org/resource-library/vision-and-guidance-diverse-and-learner-ready-teacher-workforce

Equity 911: Framing Educational Equity as a National Emergency

by Larissa Malone

Author Bio
Larissa Malone, Ph.D., was the 2019-2020 chair of the Center for Success partnership task force on Project LEAD for the state of Illinois. Previously an assistant professor at Greenville University, she is now an assistant professor at University of Southern Maine. Her research centers on the marginalized experience in U.S. schooling through the lens of critical race theory. She may be reached at larissa.malone@maine.edu.

Abstract
This paper considers equity as a crisis faced in classrooms across America. As such, an emergency framework is utilized to propose an approach that is apropos to the intense urgency a crisis requires. Using the Federal Emergency Management Agency's National Planning Frameworks and their guiding principles, a survey of equity topics is discussed. In doing so, it is concluded that the level of inequity currently allowed in the field of education must be honestly assessed and a comprehensive plan that engages multiple stake- holders must be put in place for justice to be fully realized.

Introduction

There have been several legal educational mandates that explicitly include race, gender, ability, socioeconomics and psychological well-being in an attempt to create equitable learning environments where all children can succeed (ESEA, 1965; NCLB, 2001; ESSA, 2015), and these documents have been educators 'guideposts from coast to coast. Indeed, it is a pervasive belief that "education is the most powerful weapon to change the world" (Mandela, n.d.), and the U.S. has definitively realized that schooling envelops more than just academic prowess and requires creating a more just society. First Lady Michelle Obama (2015) reiterated the integration of equity into the promise of education when she declared:

> I believe that education is the single most important civil rights issue that we face today. Because in the end, if we really want to solve issues like mass incarceration, poverty, racial profiling, voting rights...we simply cannot afford to lose out on the potential of even one young person (para. 19).

Yet, for all the attention given to education and equity, there has been little progress. Disparities remain stark and statistics are grim. According to the National Center for Educational Statistics (NCES, 2019), 11% of White children live in poverty, while 32% of Black children, 32% of Native American/Alaska Native, and 26% of Hispanic children

live in poverty; 4th grade White student reading scores on the National Assessment of Educational Progress (NAEP) are +26 higher than Black students, +23 higher than Hispanic students, and +30 higher than Native American/Alaska Native students; 4th grade ELL student reading scores on the National Assessment of Educational Progress (NAEP) are - 38 points lower than non-ELL students; Black, Hispanic, and Native American/Alaska Native students lag behind White students' 89% graduation rate, with 78%, 80% and 72% rates, respectively. Further, Black students are three times more likely to be suspended and expelled than White students (Brown Center on Education Policy, 2017).

These statistics are alarming. Even still, we tend to approach educational equity with kid gloves and without urgency. In some respects, we place a minefield in front of marginalized students and hope they are lucky enough to find their way through safely. Moreover, the recent pandemic has revealed how deeply public institutions are failing students in the clear and present. A three-month jolt to normative practices clearly displayed that day-to- day operations were just band-aids barely covering up the inequities. Vulnerable populations already identified were affected and new at-risk populations emerged. When the band-aids were removed, it revealed that the cuts of inequity were so much deeper than imagined (Fortuna et al., 2020; Gray et al., 2020; Laster Pirtle, 2020). It can be likened to
President Barack Obama's declaration after Hurricane Katrina, "when disaster strikes, it tears the curtain away from the festering problems that we have beneath them" (Terra Daily, 2005). It is no wonder that protests took place in the aftermath of schools closing, led by the same youth that we serve in our schools. There is a clear demand for institutional equity on all fronts like no other time in recent history, and educational institutions are no exception.

An Equity Emergency Plan

The current event of the health pandemic was faced eyes wide open, through the declaration of a national emergency with all 50 states following suit with their own alerts. We must do the same regarding educational equity – *we must declare a state of emergency on equity* – to bring the necessary urgency and do what is required to address it. At this critical time, there can be no equivocation. The words of Nikole Harris Jones (2020) resonate in this context in that, "if we are truly at the precipice of a transformative moment, the most tragic of outcomes would be that the demand be too timid and the resolution too small…we must get to the root of it" (para. 19). We must be radical in our actions and this begins with fully recognizing the disastrous state of equity in schools.

The Federal Emergency Management Agency (FEMA, 2020a), intervenes before, during, and after disasters and its purpose is to help the people such emergencies affect. FEMA's strategic plan is the same for both natural disasters like hurricanes, earthquakes, and medical emergencies, and manmade disasters, such as terrorist attacks, oil spills, and nuclear explosions. I propose that we utilize this same operational model to declare a

state of emergency on equity. This is not to imply that equity should be managed, as I firmly believe that the goal should be to eradicate inequities. Rather, I posit that we must employ frameworks to tactically combat inequity at a level that is appropriate and necessary.

FEMA (2020b) has five National Planning Frameworks: 1) Prevention, 2) Protection, 3) Mitigation, 4) Response, and 5) Recovery. In the following section, I provide definitions and then propose two possible ways that each framework might be enacted during an equity emergency. In doing so, I discuss various topics related to equity, all of which are essential for all students to achieve, regardless of their "race, gender, ethnicity, language, disability, sexual orientation, family background and/or income" (America's Promise Alliance, et al., 2018).

Prevention

The Prevention Framework is designed to prevent or stop possible disasters (FEMA, 2016a). Federal and state entities take on the bulk of the responsibility due to the broad scope and amount of resources needed. The Prevention Framework emphasizes threats must be taken seriously and the guiding principles are adaptability and readiness to act. What does this framework look like in an equity emergency? I have chosen to focus on Prioritizing Equity and Disrupting Normative Practices.

Prioritizing Equity. National education, economic, legal, housing, and social policies have reinforced this equity emergency by design (Darling-Hammond, 2010; Orfield et al., 2014; Rothstein, 2015). Because of this, prioritization must begin at the highest levels of government and start with equitable funding. Studies have found that increased funding leads to higher academic outcomes, competitive wages for teachers, and lower rates of poverty in adulthood (Baker, et al., 2016; LaFortune et al., 2016; Jackson et al., 2014), although schools that have the most inequities rarely are the recipient of progressive distributions (Baker et al., 2018). Assumptions essential for financial prioritization include: 1) funding based on student need, 2) allocation determined by student poverty (as it serves as proxy for other marginalizing factors), and 3) an overall increase in the level of funding available (Baker et al., 2018). Equitable funding prioritizes equity and sends the message that the threat is being taken seriously.

Disrupting Normative Practices. Damage can be prevented in an equity emergency by disrupting our normative practices and looking outside our borders for solutions. Darling-Hammond (2010, 2015) observed other countries and found reform that deals with issues as they arise needs to be replaced with systemic changes that enable long-term academic success for all students. She also brought to the forefront the importance of universal early childhood education which seems like a natural key preemptive measure. Moreover, she pointed out that countries that have higher academic outcomes invest heavily in professional development and provide educators work days with enumerative opportunities for planning and collaboration. In a world where America falls in the

Middle of the pack in academic performance (PISA, 2012), we must learn from others in our efforts to create equitable learning environments.

Protection

The purpose of the Protection Framework is to "deter threats, reduce vulnerabilities, or minimize the consequences" associated with an emergency (FEMA, 2016b, p. 3). This includes securing the safety of individuals, both their physical bodies and the facilities in which they are located. It focuses on different institutions working together, each sharing their unique capabilities (Lixin et al., 2012). With an equity emergency in mind for this framework, I will discuss Rethinking Partnerships and Recruiting Teachers of Color.

Rethinking Partnerships. During this equity emergency there must be a network in place that secures the safety of all students. Darling-Hammond (2015) underscored that successful academic systems take care of the whole child, including meeting all the needs of children from healthcare to housing. This means that schools must have enough librarians, nurses, counselors, and social workers. While many schools across the nation partner regularly with outside agencies and credentialed professionals, there are other schools, particularly those in rural communities, that do not (Loeb, 2016). Further, in the age of defunding the police, the previous partnerships that schools formed must be thoughtfully reconsidered to assure that there is no perpetuation of the school-to-prison pipeline (Allen & White-Smith, 2014; Bunts, 2020; Morris, 2016).

Recruiting Teachers of Color. Secretary of Education John King Jr. said, "we have strong evidence that students of color benefit from having teachers and leaders who look like them" and continued, "but, it is also important for our White students to see teachers of color in leadership roles in their classrooms and communities" (U.S. Department of Education, 2016). Yet, 80% of teachers are White (NCES, 2019). Recruiting teachers of color must be prioritized. At the same time, learning environments must be conducive to retention by challenging schools to go beyond the current ideals that make all marginalized people feel unwelcome, including teachers (Carter Andrews et al., 2019; Burns Thomas, 2020). Moreover, there can be no onus on teachers of color to fix equity. Rather, it is the responsibility of everyone to deter the threat, as outlined in the Protection Framework.

Mitigation

The Mitigation Framework centers on reducing "loss of life and property by lessening the impact of disasters" (FEMA, 2016c, p. 1). It requires a risk-conscious culture (FEMA, 2016c, p. 1) that considers the possibility of disaster when policies and structures are made. The Mitigation Framework puts people first (Lixin, et al. 2012), although there

is also great emphasis placed on the ability to withstand an incident as well. In relation to an equity emergency, I will discuss Risking Marginalized Students and Resisting Resilience.

Risking Marginalized Students. A risk-conscious culture recognizes that no student can be sacrificed. I sometimes wonder if the majority of average middle-class White students were failing, and not marginalized students, that the arc towards justice would not be quite as long. I shudder at this thought because I do not want to believe what I know to be true: we are in an equity emergency because we are willing to risk the "other." What does it look like to put all students first using a Mitigation Framework? It calls for all educators to value the cultural wealth that marginalized students bring with them to school and not to look upon differences as a deficit, but as a strength (DeNicolo, 2014; Yosso, 2006).

Resisting Resilience. Grit, that is withstanding hardships during adversity, is a concept that has been mistakenly applied to equity (Goodman, 2018; Stokas, 2015). Praising the few marginalized students that have made it through the education system successfully, while ignoring the obstacles that prevent a much larger critical mass from experiencing positive outcomes, diverts attention from dealing with systemic issues of equity. Instead, Love (2019) encourages us to place attention on abolishing the current educational system, recognizing that, in many ways, educational institutions are so conditioned to view White middle-class practices as the norm that schools are beyond reform. In this equity emergency, even the slightest level of inequity constitutes loss of life and is unacceptable.

Response

After a disaster occurs, the immediate aftermath utilizes the Response Framework. This framework focuses on basic needs, such as food, water, shelter, and medical attention. The guiding principal during this phase is that institutions "have a fundamental responsibility to consider the needs of the whole community" (FEMA, 2019, p. 25). In consideration of an equity emergency, I will discuss this framework in respect to Eliminating the Digital Divide and Teaching Relevantly.

Eliminating the Digital Divide. There is a 20 percentage point gap in home high-speed internet access between students in the highest income category and those in the lowest income category (NCES, 2019). The pandemic brought to the forefront the fact that digital access is a basic need, and this equity emergency requires us to treat it as such. Those that do not have access to technology typically tend to be poor, immigrants, located in rural communities, students with disabilities, and students of color (EdTrust West, 2020). When basic needs are not met, inequities compound, as seen in the newest concern of the homework gap, the inability of students to complete assignments because of technology barriers (Auxier & Anderson, 2020). Using the Recovery Framework as a guide, there is a fundamental responsibility to meet the needs of all students in this equity emergency.

Teaching Relevantly. As we evaluate damage, we must be transparent in assessment and come to terms that our good efforts have not been good enough. Many are familiar with the term culturally relevant teaching and may even consider themselves culturally relevant/responsive teachers (Ladson-Billings, 1995). But Ladson-Billings (2014, p. 82) con- tends that iterations of her culturally relevant teaching framework are "often a distortion and corruption of the central ideas," reduced to supplementation at best. Similarly, Noguera (2019, para. 11) declares that most educators desire equity, yet "many don't fully grasp how their school system's practices and their own hidden biases and behaviors may be creating barriers to success for disadvantaged students." The disconnect between theory and practice must be located and resolved in the aftermath of this equity emergency to fully realize a pedagogy that has relevancy to all students.

Recovery

The Recovery Framework focuses on rebuilding, with the goal of restoring operations back to pre-disaster status (FEMA, 2016d). In this, there is a slight divergence when considering equity because America has never gotten equity in schools right, so emphasis must be placed on the ideal. Hallmarks of this framework are individual, family, and community empowerment, as well as support of local leadership. There is also a focus on psychological and emotional recovery from the trauma experienced during the disaster. In light of an equity emergency, I will focus on the two aspects of Educating Teachers and Engaging Civically.

Educating Teachers. We must put equity at the center in teacher education programs and in doing so we can empower the next generation of teacher leadership. Currently, pre-service teachers are indoctrinated to accept inequities as inevitable from the very beginning of our teacher education programs. For example, from teacher education professors to field placement coordinators, we categorize districts in terms of the percentage of children on free and reduced lunch, as if what a child can afford to eat has a direct bearing on whether they are worthy of high expectations. As rebuild, we must cease all dangerous rhetoric. The value of every child must be emphasized and the message must be clearly sent that teaching *is* equity work. We must lay bare that there is no equity neutrality, either one is working teaching towards equity or re-enforcing inequity (Kendi, 2019).

Engaging Civically. Ladson-Billings (1995, 2014), emphasized a sociopolitical consciousness where the classroom becomes the place for students to discuss how their lives are impacted by public policies and practices. What does a sociopolitical consciousness look like after a pandemic that was followed by public outcries for justice? Principal Tiffany Anderson (2015), in the aftermath of Ferguson, gives a perfect illustration of how to engage civically. She prepared to guide students in making sense of current events because she saw this as part of her role as an educator. In the process, she

Introduced students to parts of history that were left out of traditional textbooks and participated alongside her students as they exercised their political voice. It is in this way that the Recovery Framework can be utilized to create a better tomorrow that far exceeds what as in place.

Discussion & Conclusion

Conceptualizing equity in U.S. schools in the context of an emergency, is an unorthodox, but necessary way to consider the current state of affairs. While the topics covered in the National Planning Frameworks were not new to discussions centered on equity, the frameworks elevate genuine assessment and amplify the level of response that is necessary to address injustice on multiple fronts. It also makes clear that it will take federal, state, and local government, teacher training programs, school leadership and classroom teachers, and community partnerships to assure that all students are equitably served in educational institutions.

Each of the topics of equity discussed in this paper purposely begin with a verb that is in a state of continuity into the future. This is to denote that equity is persistent, insistent, and repetitive. It also expresses that action is required for equity to be fully realized. The field of education can no longer tolerate equity initiatives as a task force for a select few or for those that have a passion for it and work in isolation. All educators must collaborate, conspire together as change agents, and pursue equity relentlessly to create schools that live up to the promise of education in a democratic society.

The challenge of tackling equity can be overwhelming, even as there are several other topics that could have been included in this equity emergency simulation that are just as important as those analyzed. We have seen improvements over the years, but too often we applaud incremental changes, not realizing that the slow pace towards equity actually reinforces continued oppressive practices. To make long-term shifts, we need a comprehensive plan; FEMA's plan for addressing an emergency allows for the consideration of an alternative model of action regarding the crisis in educational equity and underscores the intense engagement necessary for long term success.

References

Allen, Q., & White-Smith, K.A. (2014). "Just as bad as prisons": The challenge of dismantling the school-to-prison pipeline through teacher and community education. *Equity & Excellence in Education, 47*(4), 445-460. https://doi.org/10.1080/10665684.2014.958961

Anderson, T. [Harvard Graduate School of Education]. (2015, April 13). *Ferguson and beyond: Educational strategies to address racism and social injustice* [Video]. YouTube. https://www.youtube.com/watch?time_continue=146&v=tv_8TmLf_4A&feature=emb_logo

America's Promise Alliance, The Aspen Education & Society Program, & the Council of Chief State School Officers. (2018). *States Leading for Equity*. https://ccsso.org/sites/default/files/2018-03/States%20Leading%20for%20Equity%20Online_031418.pdf

Auxier, B., & Anderson, M. (2020, March 16). *As schools close due to the coronavirus, some U.S. students face a digital* '*homework gap*'. Pew Research Center. https://www.pewresearch.org/fact-tank/2020/03/16/as-schools-close-due-to-the-coronavirus-some-u-s-students-face-a-digital-homework-gap/

Baker, B.D., Farrie, D., & Sciarra, D. (2018). *Is school funding fair? A National Report Card.* Education Law Center.

Brown Center on Education Policy. (2017). *The 2017 Brown Center report on American education: How well Are students learning?* https://www.brookings.edu/wp-content/uploads/2017/03/2017-brown-center-report-on-american-education.pdf

Bunts, W. (2020, July 2). Defund police in schools and expand school-based mental health. *CLASP*. https://www.clasp.org/blog/defund-police-schools-and-expand-school-based-mental-health

Burns Thomas, A. (2020). "Please hire more teachers of color": Challenging the "good enough" in teacher diversity efforts. *Equity & Excellence in Education,* 1-13. https://doi.org/10.1080/10665684.2020.1749187

Carter Andrews, D.J., Castro, E., Cho, C.L., Petchauer, E., Richmond, G., & Floden, R. (2019). Changing the narrative on diversifying the teaching workforce: A look at historical and contemporary factors that inform recruitment and retention of teachers of color. *Journal of Teacher Education, 70*(1), 6-12. https://doi.org/10.1177/0022487118812418

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future.* Teachers College Press.

Darling-Hammond, L. [The Brainwaves Video Anthology]. (2015, January 21). *Linda Darling-Hammond - The flat world and education*. [Video]. YouTube. https://www.youtube.com/watch?v=-luPazaB0bc

DeNicolo, C.P. (2014). "¡Fantástico!": Valuing student knowledge through the morning message. *The Reading Teacher, 68*(2), 135-144. https://doi.org/10.1002/TRTR.1288

Elementary and Secondary Education Act (ESEA), 79 U.S.C. § 27 (1965).

Every Student Succeeds Act (ESSA), 20 U.S.C. § 6301 (2015).

Federal Emergency Management Agency (2016a). *National prevention framework.* U.S. Department of Homeland Security. https://www.fema.gov/media-library-data/1466017209279-83b72d5959787995794c0874095500b1/National_Prevention_Framework2nd.pdf

Federal Emergency Management Agency (2016b). *National protection framework.* U.S. Department of Homeland Security. https://www.fema.gov/media-library-data/1466017309052-85051ed62fe595d4ad026edf4d85541e/National_Protection_Framework2nd.pdf

Federal Emergency Management Agency (2016c). *National mitigation framework.* U.S. Department of Homeland Security. https://www.fema.gov/media-library-data/1466014166147-11a14dee807e1ebc67cd9b74c6c64bb3/National_Mitigation_Framework2nd.pdf

Federal Emergency Management Agency (2016d). *National disaster recovery framework*. U.S. Department of Homeland Security. https://www.fema.gov/media-library-data/1466014998123-4bec8550930f774269e0c5968b120ba2/National_Disaster_Recovery_Framework2nd.pdf

Federal Emergency Management Agency (2019). *National response framework*. U.S. Department of Homeland Security. https://www.fema.gov/media-library-data/1582825590194-2f000855d442fc3c9f18547d1468990d/NRF_FINALApproved_508_2011028v1040.pdf

Federal Emergency Management Agency (2020a). *About the agency*. U.S. Department of Homeland Security. https://www.fema.gov/about-agency

Federal Emergency Management Agency (2020b). *National Planning Frameworks*. U.S. Department of Homeland Security. https://www.fema.gov/national-planning-frameworks

Fortuna, L.R., Tolou-Shams, M., Robles-Ramamurthy, B., & Porche, M.V. (2020). Inequity and the disproportionate impact of COVID-19 on communities of color in the United States: The need for a trauma-informed social justice response. *Psychological Trauma: Theory, Research, Practice, and Policy, 12*(5), 443-445. http://dx.doi.org/10.1037/tra0000889

Goodman, S. (2018). *It's not about grit: Trauma, inequity, and the power of transformative teaching.* Teachers College Press.

Gray, D.M., Anyane-Yeboa, A., Balzora, S., Issaka, R.B., & May, F.P. (2020). COVID-19 and the other pandemic: Populations made vulnerable by systemic inequity. Nature Reviews Gastroenterology & Hepatology. https://doi.org/10.1038/s41575-020-0330-8

Jackson, C.K., Johnson, R., & Persico, C. (2014). *How money makes a difference: The effects of school finance reforms on outcomes for low income students.* Stanford Center for Opportunity Policy in Education.

Jones, H.N. (2020, June 30). What is owed. *The New York Times*. https://www.nytimes.com/interactive/2020/06/24/magazine/reparations-slavery.html

Kendi, I.X. (2019). *How to be an antiracist*. Random House.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491. https://doi.org/10.3102/00028312032003465

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review, 84*(1), 74-84. https://doi.org/10.17763/haer.84.1.p2rj131485484751

Laster Pirtle, W.N. (2020). Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. *Health Education & Behavior, 47*(4), 504-508. https://doi.org/10.1177/1090198120922942

LaFortune, J., Rothstein, J., & Whitmore, D. (2016). *Can school finance reforms improve student achievement?* Washington Center for Equitable Growth.

Lixin, Y., Lingling, G., Dong, Z., Hunxue, Z., & Zhanwu, G. (2012). An analysis on disasters management system in China. *Natural Hazards, 60*, 295-309.

Loeb, S. (2016, January 14). Half the people working in schools aren't classroom teachers – so what? *Brookings Institute*. https://www.brookings.edu/research/half-the-people-working-in-schools-arent-classroom-teachers-so-what/

Love, B.L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Beacon Press.

Morris, M.W. (2016). *Pushout: The criminalization of Black girls in schools.* The New Press.

National Center for Education Statistics (2019). *The condition of education 2019*. U.S. Department of Education. https://nces.ed.gov/pubs2019/2019144.pdf

No Child Left Behind (NCLB) Act of 2001, 20 U.S.C. § 6319 (2011).

Noguera, P. (2019, July 8). Equity isn't just a slogan. It should transform the way we educate kids. The Holdsworth Center. https://holdsworthcenter.org/blog/equity-isnt-just-a-slogan/

Obama, M. (2015). *Remarks by the first lady at the Black history month "celebrating women of the civil rights movement" panel.* White House Archives.

Orfield, G., Frankenberg, E., Jongyeon, E., & Kuscera, J. (2014). Brown at 60: Great progress, a long retreat and an uncertain future. The Civil Rights Project. https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf

Rothstein, R. (2015). The racial achievement gap, segregated schools, and segregated neighborhoods: A constitutional insult. *Race and Social Problems, 7*(1), 21-30. https://doi.org/10.1007/s12552-014-9134-1

Stokas, A.G. (2015). A genealogy of grit: Education in the new gilded age. *Educational Theory, 65*(5), 513-528. https://10.1093/oso/9780190062651.003.0005

Terra Daily (2005, Sept 15). Katrina derails Bush's bid for support from US Blacks. *Terra Daily*. https://www.terradaily.com/2005/050915073911.4ruu5hbz.html

The Education Trust-West. (2020, April 7). *Education equity in crisis: The digital divide.* https://west.edtrust.org/resource/education-equity-in-crisis-the-digital-divide/

U.S. Department of Education. (2016). The state of Racial Diversity in the educator workforce. https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Yosso, T.J. (2006). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1). 69-91. https://doi.org/10.1080/1361332052000341006

What do They Expect? African American and Latino Parents Regarding their Children's Educators

by Tracy Spesia

Author Bio: Tracy Spesia, Ed.D. is the Field Experience Coordinator and Partnership Liaison for the University of St. Francis, College of Education, in Joliet, IL. Dr. Spesia works to foster meaningful P-12 and community relationships and to facilitate a variety of initiatives on behalf of educators, students and families. She may be reached at tspesia@stfrancis.edu.

Introduction

The diversity gap in education—students of color taught by a majority of White teachers—is the reality for the majority of students and teachers in the United States (U.S. Department of Education, 2016). While research demonstrates that students of color benefit from the positive effects of teacher-student demographic matches (Villegas & Irvine 2015), most students of color's exposure to same race/ethnicity teachers is limited at best. Rather, most students of color are taught by White teachers and it is commonly accepted that those teachers will make the most positive academic and social/emotional impact when they implement culturally responsive teaching frameworks such as "community cultural wealth" (Yosso, 2005), "funds of knowledge" (González et al., 2005), and "inquiry as stance" (Cochran-Smith & Lytle, 2009). Similarly, when educators better recognize and leverage culturally diverse students' strengths in the classroom (Kozleski & Siuty, 2015) and employ empathy (Warren, 2015) they provide adequate rigor and develop crucial relationships with their students, key drivers in student success. Just as essential as the culturally responsive frameworks within the classroom, parent-educator relationships are recognized as an important influence on the academic and social-emotional success of students-of-color, particularly in the context of the diversity gap in education (Warren 2015).

New Education Majority: Attitudes and Aspirations of Parents and Families of Color (The Leadership Conference, 2016) acknowledged this primary relationship between educators and parents. In this study, although parents of color indicated they valued "quality teachers as the most important element of a great school" (The Leadership Conference, 2016, p. 7), overall they were not satisfied; they expected their children's educators to set a higher performance bar for their children. "Nine-out-of-ten African Americans and 84 percent of Latinos disagree that students today work hard enough and instead believe that students should be challenged more to help ensure they are successful later in life" (The Leadership Conference, 2016, p. 7). Furthermore, African American and Latino study participants recognized their ability to leverage positive change when they perceived their children were not receiving equitable educational experiences. The report stated, "Strong majorities of both African American (55 percent) and Latino (56 percent) parents and family members believe parents have 'a lot of power' to bring

change to schools in the U.S." (The Leadership Conference, 2016, p. 8). These African American and Latino parents wanted more from their children's educators and believed they could affect the changes they wanted to see.

Present Study

Although caution must be taken to avoid making assumptions regarding all African American and Latino parents' expectations, the findings in this qualitative study documented the expectations and implications of one community's African American and Latino parents related to their children's educators, which were notably out of alignment with the larger quantitative Leadership Conference study (The Leadership Conference, 2016). Specifically, the African American and Latino parents in this study were generally quite satisfied with their children's education and their educators. Overall, they did not believe that their children required greater academic challenge and they did not indicate a need or desire to advocate for change even at the district level, never mind at the state and federal levels. This discrepancy leads to some larger questions related to the diversity gap, student achievement, and parent expectations. Namely, how do relationships with educators drive parents' educational expectations for their children? Do parents recognize when their children's educators are engaging in culturally responsive practices and when they are not? What prompts parents to situate their expectations for their children's education in the larger context of the academic gap and equitable access to educational opportunities?

Keywords: diversity gap, culturally responsive teaching, parent engagement

Procedures

This study took place in an urban community school district with 19 elementary/junior high schools. The students' race/ethnicity demographics were approximately 57% Hispanic, 26% Black, and 13% White. The teachers were approximately 75% White, 9% African American, and 13% Hispanic. The researcher collaborated with the leaders of two local community organizations that serve predominantly African American and Latino families, respectively. These community leaders had the trust of the potential study participants and were in regular communication with them. These community leaders provided a letter of invitation and explanation of the study—written by the researcher and available in English and Spanish—to African American and Latino school parents to be interviewed in the familiar surroundings of their respective local community centers. There were 15 total participants: seven African American participants and eight Latino participants who met with the researcher—and a Spanish interpreter for six out of the seven Latino parent interviews—to answer open-ended and related follow-up questions.

Interpretative analysis was used to analyze data gathered from the interviews. This began with the application of a coding process on the interview transcripts, the researcher's memos, and the researcher's notes taken during and immediately after the interviews. The researcher analyzed the coded data to identify major themes in the data. In the final analysis, the data revealed five themes in response to each of the research questions:

parent engagement with educators, communication with educators, relationships with educators, district-level interactions, and fair treatment from educators.

Results

The results reflected some distinct differences, aside from their shared educational commitment to parent-teacher conferences, between African American and Latino parents' experiences and expectations related to their children's educators. Analyses of data showed the African American parents had more communication and stronger relation- ships with their children's educators than the Latino parents and Latino parents were more engaged in the whole school community than the African American parents. Overall, the African American parents expected more from their children's educators, particularly in regards to communication, than the Latino parents did. Neither the African American nor the Latino parents believed their children's education was compromised— or even influenced—by the diversity gap, that is, the fact that the majority of their children's teachers were White, while the majority of the students were African American or Latino. Overall, the parents were not engaged in advocacy on behalf of their children's education at the district level or beyond.

All of the African American parents' experiences with their children's educators were driven by relationships. While they demonstrated different levels of engagement with their children's educators, the focus of their engagement was consistently on their children's personal experiences and not on the classroom or school as a whole. In contrast, if they had built any relationships with their children's educators, the Latino parents were likely to have done so with a Spanish-speaking school secretary (The only Latino parent who spoke fluent English was the only Latino parent who expected to develop relation- ships with her children's educators). These parents typically found ways to engage with the larger school community and not necessarily their children's classroom teachers.

Aside from timely communication when their children were having any difficulty in school, they expected their children's educators to determine how and when they would engage and communicate with them. Although the majority of the Latino parents had limited English proficiency, they did not expect the educators to make accommodations related to this language barrier.

In stark contrast to the findings in *New Education Majority: Attitudes and Aspirations of Parents and Families of Color* (The Leadership Conference, 2016), the African American and Latino parents interviewed were almost unanimous that their children were treated fairly, and that race/ethnicity did not influence their children's experience with educators. One African American parent stated:

> To be perfectly honest with you, I think that they get a little more extra treatment, and the reason I say that is because I think that I'm more involved with them in school. So, I think that the teachers tend to look out for them a little bit more.

Another African American parent, who thought her children were sometimes inappropriately singled out for their behavior, was certain this had no connection to their race. When she was directly asked if she thought her children's race had any influence over how they were treated at school, she said: "No, I just think it's their behavior. I would never say that it was... They're treated fairly." Likewise, five of the other African American parents interviewed did not believe their children's race had any influence on the way they were treated in school. When the researcher asked one parent, "Have you ever felt like your children being African American has had any influence on their experience in school?" she answered:

> No, I haven't. And you're right, every last one of their teachers are White. But I think with the teachers, my kids have made an impact on that teacher to the point to where teachers want to get to know more about my kids. So, I don't know if the other kids feel the same way, but every last teacher that my kids have come across, they've all built personal relationships with these teachers.

All of the Latino parents agreed that their children's ethnicity had no bearing on their experience with educators and that they received consistently fair treatment. In one poignant example, a mother explained her son's dismissal from his magnet school program due to "…an exam…where he missed the cut off by one point." When asked for more details about this experience, she said:

> They make it very clear that students are expected to do the work… and do all the studying required so that they're successful. And so, on that test, if they don't meet the cutoff… I feel that if he would have studied harder, he could have got a 100. But he had just the one point off.

When she was asked how she felt about him having to leave this program, she replied, "He could have scored much better, but he didn't." Although it is possible that this parent misunderstood the performance criteria to maintain eligibility in the program, it was clear she believed her son was dismissed due to one missed point on one exam. When asked if she was upset with the school, she replied "No." Although she was disappointed in the outcome, this parent believed her son was treated fairly in this situation.

Unlike the parents surveyed in the *New Education Majority: Attitudes and Aspirations of Parents and Families of Color* (The Leadership Conference, 2016), these African American and Latino parents believed their students of color were well served by their White educators. There was little to no concern of lower expectations or inadequate supports for their children. Rather, they were grateful for the relationships they had with their children's teachers and/or believed their children were solely responsible for their academic outcomes. Only one Latino parent expressed a different point of view. This parent explained he had a brother who was a teacher in Mexico where teachers had to pass assessments on an ongoing basis to be allowed to continue in the profession. He went on to explain his brother's efforts to impact student learning:

> My brother always makes sure to spend time with students who don't seem to capture the content, the first time. He'll give them that extra time, to make sure that they learn the concept. And that's one way I feel teachers can provide more opportunities for their students, by making sure to spend enough time, making sure they've learned the content.

When asked if he felt that his children's teachers did the same, he answered:

> I can't say one way or the other that, maybe because the students are Hispanic or African American or not Hispanic or African American, but I have a sense that there doesn't seem to be an effort beyond what's the basic effort that a teacher should give to kids.

Although there were isolated examples of parent dissatisfaction with either teachers or building principals, almost all of the African American and Latino parents were overall satisfied with the quality of their children's education and appreciative of their educators.

It follows that these generally satisfied parents were not inclined to advocate for changes in their children's education at the district, state, or federal level, unlike the parents in the Leadership Conference study (The Leadership Conference, 2016). In this qualitative study, the African American and Latino parents, for the most part, had very little or no interaction with the district office. In fact, not one of the parents could identify the current or previous superintendent. Overall, the African American and Latino parents did not identify any expectations of the district administration beyond processing their late annual registrations, if necessary.

One African American parent, frustrated with educators' responses to her son's behavior issues, reached out to the district administration to request a change in school placement. She wrote a letter to the district administration requesting a meeting on this topic. They did not respond directly to her letter but, instead, directed her concerns back to the school principal. In her estimation, the district "did not care." This perceived lack of support did not galvanize the parent to take the matter further. She simply maintained a general level of dissatisfaction with her son's education experience. However, she was perfectly content with the experience her daughter was having at the same school with the same educators.

The only parent in the entire study engaged at the district level was the Latino parent who spoke fluent English. She had participated in district level planning meetings and attended multiple school board meetings over the years. Her recommendations for improvement at the district level included conducting regular forums to hear directly from parents. She stated:

> …even if they did like a monthly meeting at every school and actually got to hear a lot of these concerns, but I don't know if it's more they're afraid of what kind of response they're going to hear and what kind of outcome it's going to have.

This parent saw a link between her children's education experiences and the district administration. Unlike most of the other study participants, Latino or African American, she believed the district administrators should be present to parents and available to hear their concerns. This parent's responses more accurately reflected the sentiments of the surveyed parents in the Leadership Conference study, (The Leadership Conference, 2016).

Conclusion

The participants in this qualitative study did not indicate that the diversity gap—a majority of White educators with a majority of students of color—created a deficit experience for their children. This despite the fact that the district's diversity gap was pointed out to each of them at the start of their respective interviews. In fact, the parents in this study did not tend to see race or ethnicity as an obstacle, or even a factor, in their children's educations. This could be because they were unaware of the positive impact increased teacher diversity could have on their children's academic progress.

New Education Majority: Attitudes and Aspirations of Parents and Families of Color (The Leadership Conference, 2016) reported an overall negative parent perception of their children's educational experiences, particularly about "a racial disparity in school funding" (p. 6). However, the majority of the parents in this smaller qualitative study were generally pleased with their children's educational experiences. One African American parent reflected the general sentiment, "I know parents that have their kid in schools that have a ton of money, but if the parent isn't putting into their kid, they're not going to get anything out of it." Overall, the parents in this study did not indicate that a lack of funding was impacting their children's educations.

Wade Henderson, President & CEO of The Leadership Conference Education Fund concluded:

> By nearly every measure, students of color attend schools that are substantially deficient compared to the schools their White, higher-income peers attend. As a result, too many are falling behind with very little chance of making up ground in a system that is woefully unfair.

The goal of the Leadership Conference survey was "…to capture the beliefs of new majority parents and families so that decision makers can make better choices about the education our children receive (The Leadership Conference, 2016, p. 5). However, the African American and Latino parents interviewed for this qualitative study were generally content, and even grateful, for their children's education experience. There was no overriding sense of injustice or call to advocacy to improve their children's education experience, hold them to higher academic expectations, or provide more targeted supports to close the district's achievement gap between students of color and their White peers.

How to explain the discrepancy? The researcher did not ask the African American or Latino participants for their children's academic records. However, for the most part, the parents were more preoccupied with their children's experiences than with their achievements. They were engaged by the positive relationships they had with their children's educators, or their Spanish-speaking secretaries as proxies. They were more likely to intercede if their child was not behaving according to expectations (theirs or the educators') than if there was a negative academic report. Aside from the one Latino father who mused, "I have a sense that there doesn't seem to be an effort beyond what's the basic effort that a teacher should give to kids," these parents seemed content with the status quo.

If these parents' expectations for their children's achievement are more driven by the cues from their children's educators, perhaps it is incumbent on the educators to point out the great discrepancies in achievement between public school White students and students of color in the United States. Perhaps educational leaders need to highlight this data for parents, to engage them in the "woefully unfair" system to become advocates for equity. In turn, then perhaps these parents will expect to share a sense of urgency regarding their children's futures and the futures of all African American and Latino children. Indeed, this shared priority between African American and Latino parents and their children's White educators might be the most powerful culturally responsive relationship they could cultivate, one that will provide a real catalyst for a different future for public education in the United States.

References

Cochran-Smith, M. & Lytle, S. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York, NY: Teachers College Press.

Egalite, A. & Kisida, B. (2017). The effects of teacher match on students' academic perceptions and attitudes. [Paper]. Raleigh, North Carolina: NC State University. Retrieved from https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf

Gonzalez, N., Moll, L.C., & Amanti, C. (Eds.) (2005). *Funds of knowledge*: *Theorizing practices in households, communities, and classrooms*. New York, NY: Routledge.

Illinois Report Card. (2016-2017). *Fast facts.* Retrieved from https://illinoisreport-card.com/District.aspx?districtId=56099086005

Kozleski, E. & Siuty, M. (2015). Inclusive education: Teacher education though an equity lens. *Inclusive Padogogik in der Sekundastufe.* G. Biewer, E.T. Bohm, & S. Schutz (Eds.), 149-163. Stuttgart, Germany: Kohlmammer Publishers. Retrieved from https://www.researchgate.net/publication/291229612

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

The Leadership Conference (2016). *New education majority: Attitudes and aspirations of parents and families of color.* Retrieved from ERIC, http://eric.ed.gov/?id=EJ767724

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, *31*, 132-141. Retrieved from EBSCOhost, http://web.b.ebscohost.com

National Center for Education Statistics. (2016). *Fast facts: Back to school statistics.* IES: NCES. Retrieved from http://nces.ed.gov/fastfacts/display.asp?id=372

Putman, H., Hansen, M., Walsh, K., & Quintero, D. (2016). *High hopes and harsh realities: The real challenges to building a diverse workforce.* Washington, D.C.: Brown Center on Education Policy at Brookings.

United States Department of Education. (2016). *The state of racial diversity in the educator workforce.* Washington, DC: United States Department of Education.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. New York, NY: SUNY Press.

Villegas, A. & Irvine, J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, *42*, 175-192. Retrieved from Montclair State University, http://www.montclair.edu/profilepages/media/439/user/Villegas_%26_Irvine--2010.pdf

Warren, C. (2015). Conflicts and contradictions: Conceptions of empathy and the work of good-intentioned early career White female teachers. *Urban Education, 50*(5), 572-600. Retrieved from Sage Publications, http://journals.sagepub.com/doi/abs/10.1177/0042085914525790

Warren, C. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education, 69*(2), 169-183. Retrieved from Sage Publications, http://journals.sagepub.com/doi/abs/10.1177/0022487117712487

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, *8*(1), 69-91. Retrieved from https://drive.google.com/file/d/0B39QOsm78N4pcFUtQjhTX3NVZXM/edit

Fundamental Fairness

by Jerry Berberet*

"Fundamental Fairness" is a principle that for decades has had a hallowed place in the traditions of colleges and universities. At some institutions it is enshrined in the governing documents, including the faculty handbook as a guide for professional relationships, including the often contentious relationship between faculty and administrations, and, especially the evaluation process for faculty reappointment, promotion, and tenure. On many campuses it succinctly encapsulates the guiding ethic for behavior, including the institution's stance toward students, a covenant that guarantees students will be treated fairly whatever their background, race, gender, economic status, or national origin. Fundamental fairness guides relationships inside and outside the classroom and assures due process for all in cases of disputes and differences that defy amicable resolution.

As I have read and thought about "educational equity," described in the excellent articles in this issue of *Success in High-Need Schools,* it has occurred to me that fundamental fairness is a useful concept in thinking about the struggle of elementary and secondary schools to provide a more equitable environment that will help to close the achievement gap and better enable all students to succeed. Fundamental fairness is a basic principle of human decency. It expresses the altruistic human impulse that success for all contributes to the common good, with implicit recognition that individual needs differ and that the "starting line" in life differs for each individual student. The starting line is not the goal of education; the goal is a successful outcome for each student, a journey that encapsulates a multitude of individual needs and educational paths. As a result society is stronger, richer, and more unified when everyone is part of Gloria Ladson-Billings' "circle, if you will, that includes everybody."

*Jerry Berberet, Ph.D., is editor of *Success in High-need Schools. He may be reached at* wgberberet@aol.com.

Insights into Educational Technology: 2020 Vision

by Julie Tonsing-Meyer

Author Bio:

Dr. Julie Tonsing-Meyer is an Associate Professor of Education at McKendree University in Lebanon, IL. She has developed educational technology curricula and prepared online courses for undergraduate and graduate programs including new courses at the doctorate level. She teaches educational technology integration at the undergraduate and graduate levels. She has made numerous professional presentations regarding technology education tools and trends, online training and education, STEM research, gender equity, and ways to integrate technological tools into the classroom curriculum. She may be reached at jatonsing-meyer@mckendree.edu.

As a new decade dawns, the future of educational technology advancements in the classroom appear to be bright for students. Technology has made an impact on every industry and education has been no different (Morison, 2018). From elementary schools to universities across the country, every student, teacher, and administrator has felt the impact of technology in the last decade. As schools approach almost a quarter of the way through the 21st century, technology continues to change the way in which students and teachers communicate and go about their daily lives in the classroom.

In 2010, Alexa, the Google Assistant and Siri did not exist. The iPad debuted for classroom use and changed the learning backdrop of K-12 education. MySpace claimed around 57 million unique visitors at the start of 2010 (Baig, 2019). VR in the form of Google Glass was hitting the market, but never quite took off as intended.

From assisted devices, voice recognition software applications, and classrooms beyond the confines of physical school buildings, students in the classrooms of 2020 have opportunities that could not have been imagined a decade ago. Educational technology has greatly expanded access to learning opportunities for everyone. Very few educators would disagree with the notion that technology has dramatically changed the teaching and learning landscape of the classroom (McKnight, 2012).

As the roles of the teacher and learner have shifted in the past decade, emerging educational technologies have offered a tremendous amount of opportunities. "The transition from 3G networks to faster 4G LTE and Wi-Fi have helped usher in the age of cord-cutting and how we consume media, a transition very much still taking place today (with the next-generation 5G networks that will fuel the next decade just emerging." (Baig, 2019). Educational technology used in the classroom allows the teacher to deliver more personalized learning (Wainwright, 2013). The classroom teacher is no longer viewed as the primary source of information, with the students passively receiving it. The "sage on

the stage" role has been morphed into more of a "guide on the side" position for the classroom teacher. Educational technology has enabled a teacher's job to shift as students take more responsibility for their own learning using technology to gather relevant information. The 2016 International Society for Technology Education (ISTE) standards for students created a framework for innovation in education (ISTE, 2020). The ISTE standards "help educators and education leaders worldwide prepare learners to thrive in work and life" (ISTE, 2020).

Today the trends in educational technology include assistive technology for better communication (McKnight, 2018). Through the use of voice recognition software students with special needs and limited English proficiency are able to more effectively communicate. Augmented reality (AR) and virtual reality (VR) are environmental-based technological concepts (American University's School of Education, 2018) allowing students to immerse themselves in places around the world. Virtual Reality (VR) is a complete immersion experience that shuts out the physical world (What is the difference between AR, VR, and MR?, 2019). Google cardboard is one example of VR used currently in the classroom. Augmented reality (AR) by comparison adds digital elements to a live view often by using the camera on a smartphone (What is augmented reality? 2019). Smart contact lenses, Mojo Vision promise to deliver AR experiences right into the wearer's eyes (Kan, 2020). Examples of augmented reality experiences include Snapchat lenses and the game Pokemon Go. Both of these educational technology tools AR and VR offer exciting possibilities in the future and classroom use.

Students in today's classrooms have grown up with technology. They are digital natives. As a result, schools must change with the times and adapt to the ways in which students learn best (Wainwright, 2013). Changes such as the implementation of 1:1 device or BYOD movements offer a solution to facilitate the use of these educational technological learning tools (The future of education and technology, 2019). "A recent poll revealed that 75% of educators believed that digital content will replace textbooks by the year 2026." (American University, 2018)

Educational technological advancements in the classroom can be overwhelming at times. It is important to remember the field of educational technology is still in its infancy. While it is difficult to predict where the valuable necessity known as educational technology will turn next, there is no question this exciting area of learning will have a measurable impact on students and teachers in the classroom.

References

American University's School of Education (2018) The future of education technology (Infographic) Retrieved from https://soeonline.american.edu/blog/the-future-of-education-technology.

Baig, E. (2019). 2020: A look back at the decade in tech from Alexa to Xbox, USA Today. Retrieved from https://www.usatoday.com/story/tech/2019/12/10/alexa-uber-how-tech-has-changed-our-lives-10-years/2619301001/

Kan, M., (2020). Startup shows off smart contact lens prototype with tiny display, PCMag. Retrieved from https://www.pcmag.com/news/startup-shows-off-smart-contact- lens-prototype-with-tiny-display

McKnight, K. (2012). Top 12 ways technology changed learning. Teacher Hub.com. Retrieved from https://www.teachhub.com/how-technology-changed-learning.

Morison, J. (2018). 8 ways technology improves education. eLearning Industry. Retrieved from https://elearningindustry.com/technology-improves-education-8- ways.

The future of education and technology (2019). eLearning Industry. Retrieved from https://elearningindustry.com/future-of-education-and-technology.

What is augmented reality? (2019). The Franklin Institute. Retrieved from https://www.fi.edu/what-is-augmented-reality

What is the difference between AR, VR, and MR? (2019). The Franklin Institute. Retrieved from https://www.fi.edu/difference-between-ar-vr-and-mr.

Wainwright, A. (2013). 5 ways technology in the classroom is changing education. Securedge. Retrieved from https://www.securedgenetworks.com/blog/5-ways-technology- in-the-classroom-is-changing-education.

Remote Learning: Finding a Good Fit for Each Student

by Sheila M. Ruh

Author Bio: Sheila is currently the Media Specialist at Westmont Junior High School and works with teachers to use technology effectively. She has been in education for 25 years, and she has a Bachelors Degree in Math from Dominican University, a Masters Degree in Business Administration from Dominican University and an advanced degree in Technology in Education from National-Louis University. She is the Media in Education Chair for the Illinois Reading Council, Past President for the Prairie Area Reading Council, Technology Co-Chair for the IRC Conference, and adjunct faculty member for Dominican University. She has been awarded the Illinois Digital Educators Alliance (IDEA), formerly known as Illinois Computing Educator (ICE), Educator of the Year for 2018. She may be reached at sheilaruh@yahoo.com.

As teachers adjust to teaching remotely, there are many goals to keep in mind. One of the most important is to be sure that effective learning is taking place online for all students. This is quite a challenge. To be able to evaluate if online teaching methods are effective, it is imperative to provide a variety of tools to formatively assess students' progress to determine future instruction for each and every student. Next, creative methods for communication must be established so that both students and teachers are able to share questions, provide clarification and have meaningful discussions. Equally as important is to investigate new strategies for building relationships during remote learning. These are just a few of the important aspects of effective remote learning that need to be considered when preparing to teach students online.

Many teachers wonder if students are mastering the skills and concepts being taught while learning online. In order to measure the degree of students' understanding, formative assessment is key. Having innovative activities and assessments incorporating a variety of modalities of learning is imperative. These activities and assessments must also provide students with choice and incorporate plenty of opportunities for questions and feedback. We want students to be engaged and excited to show teachers what they are learning by providing innovative activities and assessments incorporating all modalities of learning to be sure students can effectively share their learning. All students have strengths within various learning modalities, and by giving students choice, they can select that activity or assessment that will show their learning best. Examples of these types of innovative assessments and activities include digital storytelling, creating stop motion videos, blogging, designing infographics, making sketch notes and coding. There is a plethora of resources available online for these types of activities.

When it comes to digital storytelling, Kathy Schrock and Jerry Blumengarten have many resources and ideas online. Some creative ideas for digital storytelling are having students explain a process, retell an important event, share important information or book

talk a great book using a green screen app such as Do Ink, create a stop motion video with Stop Motion Animator, or utilize comic creation tools, such as Comic Creator. Students enjoy using these digital resources and this results in teachers being able to assess students' understanding of concepts and skills. Other innovative ideas include designing infographics, making sketch notes and using coding with Scratch. All of these learning opportunities encourage students to take information, analyze it, synthesize it and create a product that shows the students' understanding of what is being taught.

Collaboration and communication are critically important for teachers and students to be able to share questions, provide clarification and feedback, and have meaningful discussions. Since teachers and students are not in the same room, teachers are unable to pick up on the nonverbal cues that tell if students are confused. Consequently, teachers need to be intentional with providing these opportunities. Some of this will happen synchronously and also asynchronously. There are many learning management systems for posting assignments, discussion questions, and announcements, such as Google Classroom.

There are also many online meeting tools, such as Zoom and Google Meet. Other tools for sharing online include Flipgrid, See Saw, Yo Teach, Answer Garden, Lino and Google Apps. These are just a few of the tools that are available for students and teachers. It is important to use a tool that is not challenging for either the teacher or the student to use. Therefore, sometimes it is easier to use a tool everyone is familiar with. For example, Google slides can be used for communication. Each student can be assigned a slide and the teacher and the students can have discussions, Q and A, and give feedback on each slide. Students can also use this strategy for having discussions with each other. Google Docs would work the same way, with each student sharing a Google document for communication back and forth with the teacher. Adding emojis for feedback is effective and fun for students as well.

Building relationships with students when not together in the same room is also challenging. Having teachers available for office hours, feedback, and conferencing is very important. The students know they can look to the teacher for support. As the teacher, it is important to be available daily and consistently so students know they have the daily opportunity to touch base which leads to building trust. Also sharing things that may not always be academic is important, too! Sharing about pets and what is going on in our lives during a short sharing time at the beginning of meetings are just some ideas. Another innovative idea is to have classes take virtual field trips together that are related to the content material. Follow-up discussions are a great way to develop shared experiences that lead to building relationships. Two resources for many different virtual field trips can be found at Virtual Field Trips Livebinder and database of virtual field trips.

Learning how to teach remotely is challenging but also necessary. Using some of the ideas shared here may help. It may involve trying new things. It is important to remember the saying ng, “Don’t be afraid to fail. Be afraid not to try!”