

The background of the slide is a composite image. The top left shows two yellow school buses, one with the number '32' and the word 'SCHOOL BUS' on its front. The bottom left shows a classroom with blue walls, decorated with colorful balloons (purple, yellow, green) and framed pictures. There are several desks and chairs arranged in the room.

# Diversity, Equity, Inclusion and Belonging:

## High-Quality Pedagogy and Student Learning

Thomas Tucker, Ph.D., Deputy Commissioner & Chief Equity Officer  
Damien Sweeney, Ed.D., Director of Diversity, Equity, Inclusion and Belonging  
Florence Chang, Ph.D., Strategic Analyst of Learning

December 2022

 Kentucky Department of  
**EDUCATION**

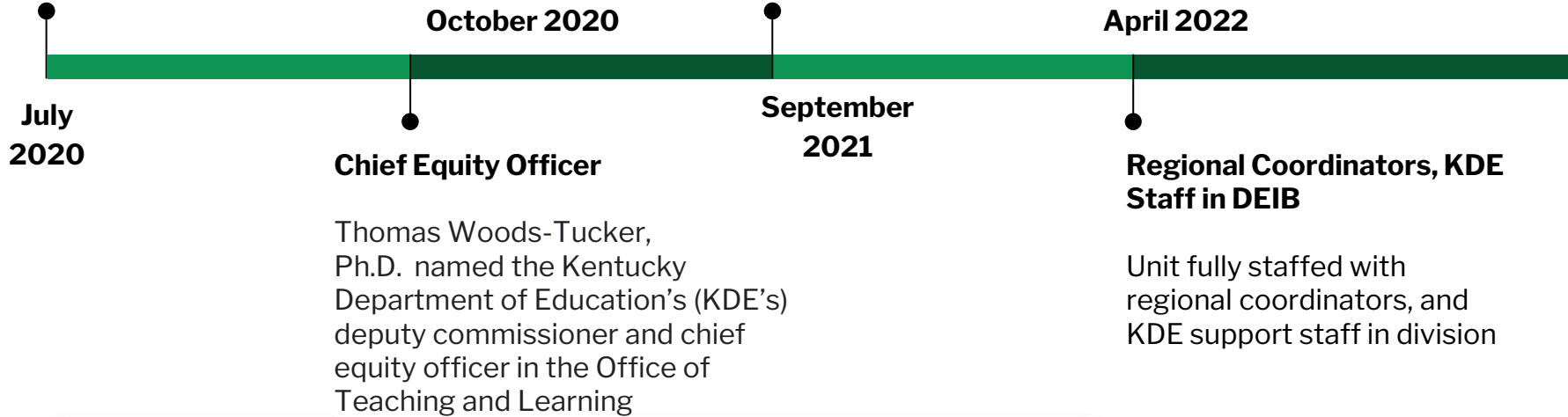
# Learning Targets

- Introduce Kentucky's Equity Playbook and Equity Dashboard to the Kentucky Board of Education and discuss the connections to the following questions:
  - How are the tools and resources the Kentucky Department of Education (KDE) is making available connected to high-quality pedagogy?
  - How does Diversity, Equity, Inclusion and Belonging (DEIB) support student learning?
- Show the Flow of an Equity Playbook Coaching Session (utilizing tools from the Equity Dashboard and KDE).

# History of DEIB KDE Team

## Racial Equity Resolution

Kentucky Board of Education (KBE) adopts a resolution affirming its commitment to racial equity



## Chief Equity Officer

Thomas Woods-Tucker, Ph.D. named the Kentucky Department of Education's (KDE's) deputy commissioner and chief equity officer in the Office of Teaching and Learning

## Director of DEIB

Dr. Damien Sweeney hired as the first Director of Diversity, Equity, Inclusion and Belonging at KDE

## Regional Coordinators, KDE Staff in DEIB

Unit fully staffed with regional coordinators, and KDE support staff in division

# Timeline of DEIB Initiatives

## Vision and Mission of DEIB Established

Every student and educator in Kentucky feels a sense of belonging

May 2022

June 2022

## DEIB Retreat, Website, Newsletter

DEIB Team launches website and first KDE DEIB Newsletter, with the goals of elevating stakeholder voice and providing DEIB resources. First Internal KDE DEIB Team Retreat to build capacity in DEIB across agency.

July 2022

## Equity Playbook Launches

KDE, in partnership with engage2learn, launches Equity Playbook, a personalized coaching approach to support 5 equity pillars.

Fall 2022 and Beyond

## Developing an Equity Lens, Elevating Voice, and Promoting Inclusive and Healing Spaces

See next slide for additional DEIB initiatives that will deepen this work



# Vision: Every student and educator in Kentucky feels a sense of belonging.

## Developing an Equity Lens

- Equity Playbook
- Equity Dashboard
- Asynchronous Modules
- Capture, Curate and Share series
- Trauma Informed Practices

## Elevating Voice

- Communities of Practice (KDE Internal, Districts and Regional Cooperatives) DEIB Newsletter
- Supporting Student Advisory Council
- Podcast (coming soon)

## Inclusive and Healing Communities

- Race-Based Stress and Trauma
- Calming Space grant
- SEL Implementation Guide
- KET Safe Spaces Course

# KDE Diversity, Equity, Inclusion and Belonging (Asynchronous) Learning Series

[Video of Daviess County Teachers discussing DEIB](#)

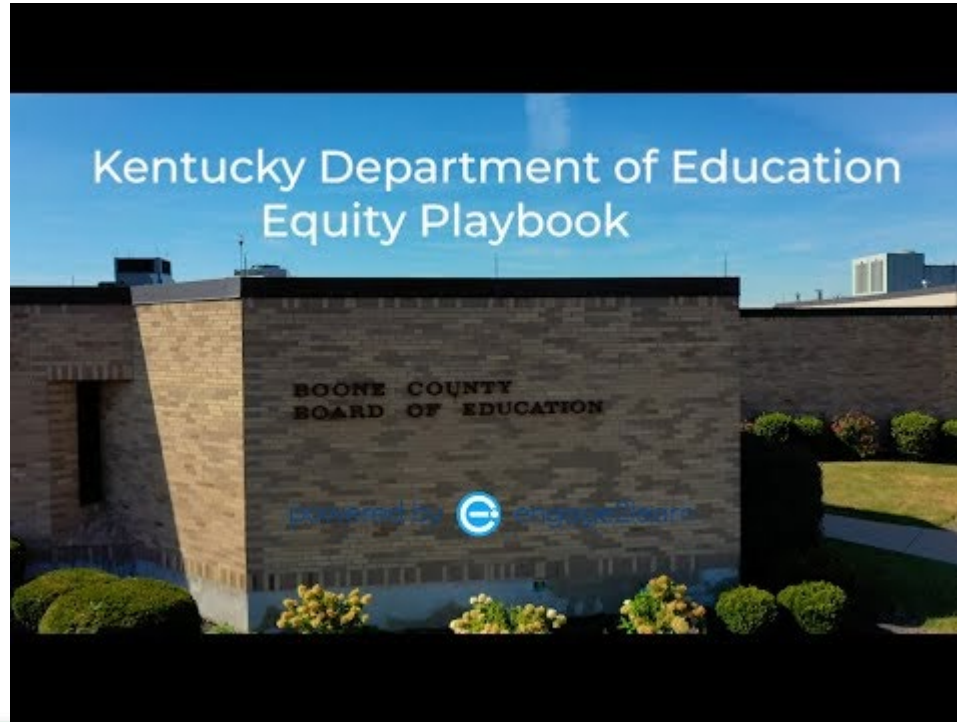
Play clip from 1:40-5:47

# Overview of Kentucky's Equity Playbook

The KDE Diversity, Equity, Inclusion and Belonging Team has partnered with engage2learn (e2L) and Kentucky's regional educational cooperatives to lead Kentucky's Equity Playbook.

The Equity Playbook is an **initiative** for district and school leaders, administrators and teachers to **address equity through personalized executive coaching on evidence/research-based practices, content and resources to address opportunity gaps** in one or more of the five equity pillars.

# Equity Playbook Example





# Why Coaching?

- Joyce and Showers (2002) studied the effect of PD opportunities and implementation (transfer).

Training Approach and Attainment of Outcomes in Terms of Percent of Participants

Components	Knowledge	Skill	Transfer
Study of Theory	10%	5%	0%
Demonstrations	30%	20%	0%
Practice	60%	60%	5%
Coaching	90%	95%	95%

Source: Joyce, B. & Showers, B. *Professional Development that Impacts Student Achievement*.

# Kentucky's Equity Playbook: 5 Pillars

[See a Guide to Kentucky's Equity Playbook](#)



[Student Achievement](#)



[Utilization of Funding and Resources](#)



[Disproportionality relative to student discipline](#)



[Culture and climate](#)



[Highly effective staff and high-quality instructional resources](#)

# KDE's Equity Dashboard

## What Is It?

The Equity Dashboard is a program that takes data from your district through Infinite Campus (in real time) and represents the data in ways that encourage you to consider opportunities to improve your system for all students.

## Where Is It?

The Equity Dashboard utilizes data from Infinite Campus in the Tableau Suite of Visualizations. Districts will identify the person who should be given access. At that point, the district level person will be able to determine who has access.

## When Is It?

Schools/districts can access the data today!

# At-Risk of Over-Representation - Race Ethnicity Group Equity Dashboard

## Students with Disabilities

## Chronic Absenteeism

District All

SchoolName All

Active All

Race / Other Grp:  
Race Ethnicity Group

Grade All

Special Ed ..

Econ Dis All

EL Status All

Foster All

Gifted All

Homeless All

Migrant All

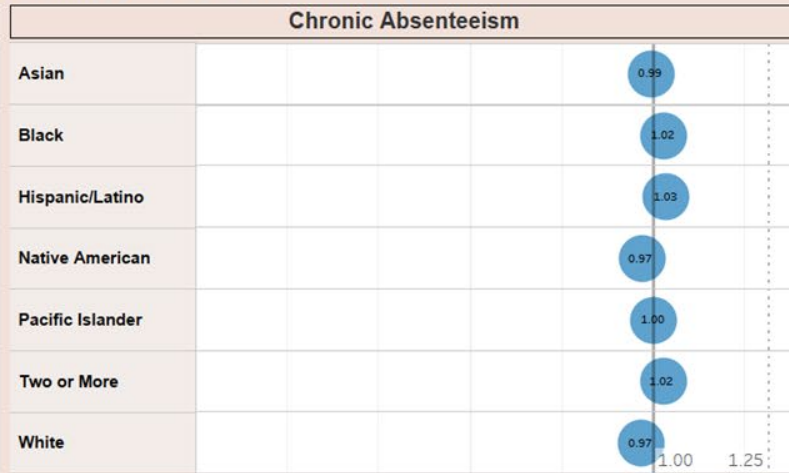
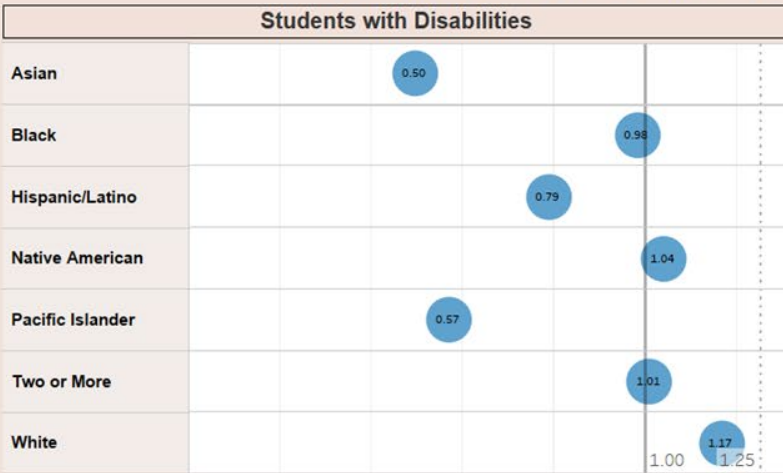
Mil Connect All

ServiceType All

Equity Ratio Color

At Risk

Not At Risk



## Out of School Suspension

## In School Suspension



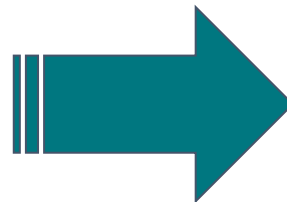
Student groups are color coded orange if they are **overrepresented** on an indicator. This represents a potential equity issue that may need additional review.

## Percentage of students who agree or strongly agree (discipline trend)

“All students are treated the same if they break the rules/

The consequences for breaking school rules are the same for all students”

Level	2021	2022
Elementary	69	65
White	70	66
Black	65	58
Latino/a	68	63
Middle	73	64
White	73	64
Black	71	58
Latino/a	79	68
High	63	54
White	62	53
Black	64	52
Latino/a	70	61



Slight declines  
across groups and  
levels.

Black students  
declined more than  
other student groups  
at each level.



# Participation - At-Risk of Under-Representation - Race Ethnicity Group Equity Dashboard

## Gifted and Talented



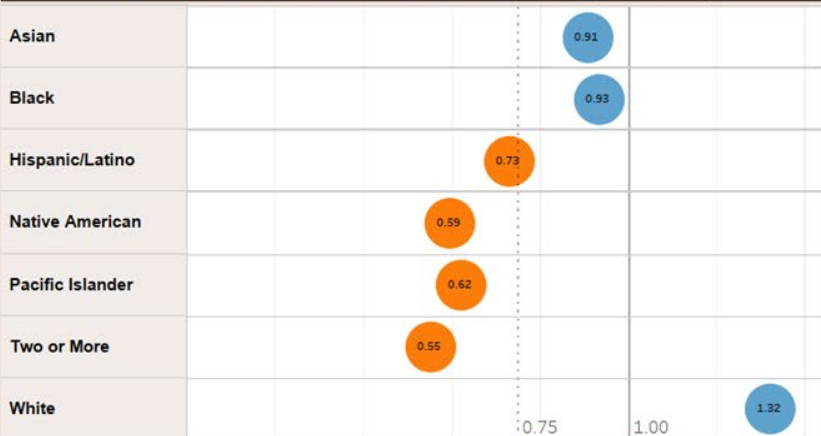
## Advanced Coursework



## Career and Technical Education Coursework



## Career and Technical Education Completers (Prior Year)



- District All
- SchoolName All
- Active All
- Race Eth / Other Student.. Race Ethnicity Group
- Grade All
- Special Ed.. All
- Econ Dis All
- EL Status All
- Foster All
- Gifted All
- Homeless All
- Migrant All
- Mil Connect All
- ServiceType All

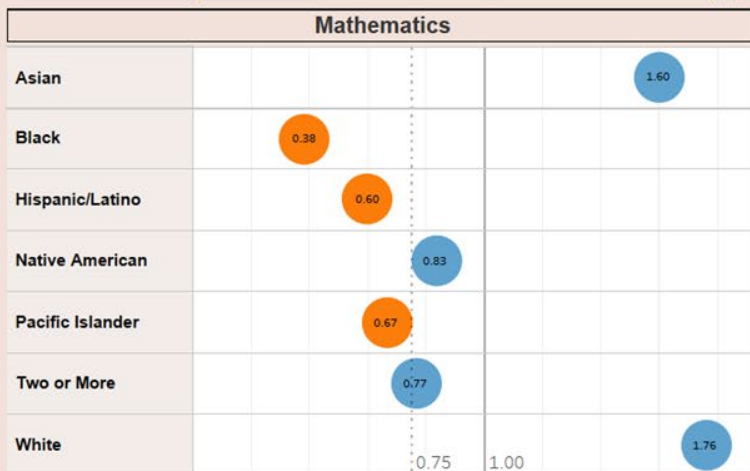
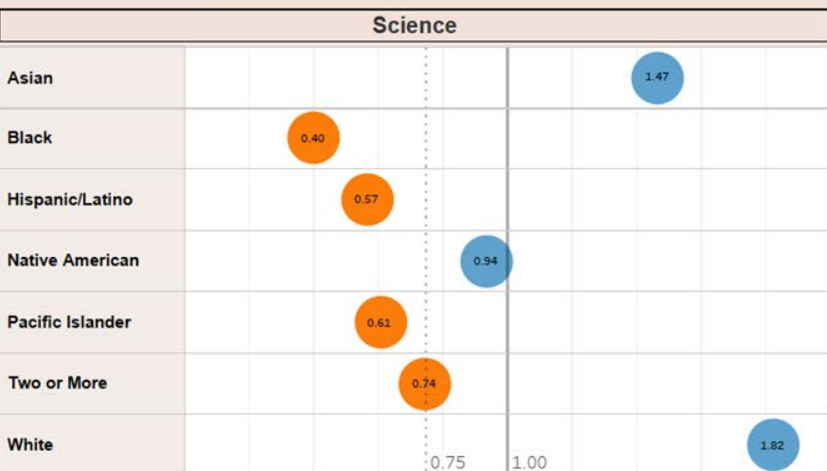
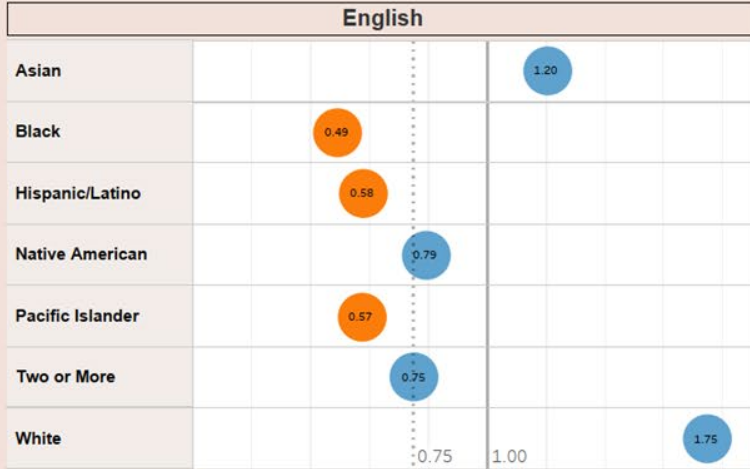
Equity Ratio Color  
■ At Risk  
■ Not At Risk

Student groups are color coded orange if they are **underrepresented** on an indicator. This represents a potential equity issue that may need additional review.

# Benchmarks - At-Risk of Under-Representation - Race Ethnicity Group Equity Dashboard

- District All
- SchoolName All
- Active All
- Race Eth / Other Student Group: Race Ethnicity Group
- Grade All
- Special Ed.. All
- Econ Dis All
- EL Status All
- Foster All
- Gifted All
- Homeless All
- Migrant All
- Mil Connect All
- ServiceType All

Equity Ratio Color  
● At Risk  
● Not At Risk



Student groups are color coded orange if they are **underrepresented** on an indicator. This represents a potential equity issue that may need additional review.

# What does the data tell us?

Kentucky Working Conditions Survey (IMPACT):	Percent Favorable 2019-2020	Percent Favorable 2021-2022
Educating All Students: Perceptions of their readiness to address issues of diversity:	74%	67%
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	82%	81%
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	64%	53%
When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practices?	N/A	56%





Problem of Practice Identification Template District or School Name:

KDE DEIB Team

District or School Equity Playbook Team:

Thomas Tucker, Ph.D., Damien Sweeney, Ed.D., Florence Chang, Ph.D. and Nicole Fields, Ed.D.

Problem of Practice Identified (state in two to three sentences what problem of practice your school/district identified as a focus area for the equity playbook):

Black students and students with two or more races are being suspended out-of-school in Kentucky nearly three times as often as their non-Black peers; Black students in Kentucky are being suspended in-school nearly 2 1/2 times as often as their non-Black peers- both of these statistics show that our Black students are missing access to classroom instruction which is likely a contributing factor to the fact that Black students in Kentucky are considered at-risk of underrepresentation as it pertains to academic proficiency in English, Mathematics, Science and Reading

Describe what data/information was used to identify this problem of practice:

Kentucky Equity Dashboard, Quality of School Climate and Safety Survey, Kentucky Impact Survey

What will success look like? (Describe what you/your team hope to accomplish by the end of the school year):

Our school will be involved in the Equity Playbook so we can get coached on how to turn this data around and improve the data. Staff will also be attending KDE's A4 Professional Learning Modules to improve our understanding of culturally sustaining practices and culturally relevant pedagogy. We will also be learning more about trauma-informed and healing-centered practices along with asset pedagogy. Improving our cultural proficiency and teaching through the aforementioned pedagogical lenses should help us connect with our Black students in a deeper, more meaningful way, improve our culture and climate and reduce the number of suspensions for Black students.

Complete at End of School Year: Describe the actions that supported improving the problem of practice and you/your team's perception of progress:

# Components of asset-based pedagogy

*“When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly” (Gay, 2000)*

- A strong knowledge base about cultural diversity
- Culturally relevant curricula
- High expectations for all students
- An appreciation for different communication styles
- The use of multicultural instructional examples

Gay, Geneva. *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press (2000).



# Culturally sustaining pedagogy

“The term ‘culturally sustaining’ requires teachers to support students in the development of their identities and promote their cultural, community and linguistic knowledge. Culturally Sustaining Pedagogy positions marginalized students at the center of teaching and learning” (Briceno & Rodriguez-Mozica, 2022, p. 43).

The key is to adapt your teaching to the local community:

- What are its strengths and challenges?
- How can the strengths be highlighted and expanded?
- What problems can students help to solve?
- What and whom do your students love and connect with?

Briceno, A. & Rodriguez-Mojica, C. (2022). *Conscious Classrooms: Using Diverse Texts for Inclusion, Equity and Justice*. Benchmark Education Company.



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# Trauma-informed and healing-centered practices

- Trauma-informed practices and healing-centered pedagogy see the whole child and seek to understand the context from which the child comes to school, harm that may have been done and the strengths that student possesses. Healing-centered pedagogy specifically seeks to use those strengths as opportunities to teach students social/emotional skills and resilience.
- Shift from: What's wrong with you? → What happened to you? → What's strong with you?



# Further DEIB Resources (Developed)

- [Guide to Kentucky's Equity Playbook: Personalized Executive Coaching for Kentucky Educators including teachers regarding their pedagogy](#)
- [Facilitating Conversations about Diversity, Equity, Inclusion and Belonging](#): This document serves to help districts facilitate conversations about diversity, equity and inclusion with *all students*. The Kentucky Department of Education (KDE) urges schools and school districts to discuss their understanding of these topics within their unique context in order to promote ways in which our schools and communities can be more equitable for *all Kentucky students*.
- [Recommendations for Districts on How to Facilitate Conversations About Race-Based Stress and Trauma 2.0](#): Offers educators tools and strategies which support necessary conversations about events that happen in the school, district, community, state or country that may create race-based stress and trauma for students of color. The DEIB Team is extremely familiar with the [Kentucky Board of Education's Resolution Affirming Racial Equity](#) and uses this document as a core value that inspires these necessary conversations.
- [A4 Modules](#): A framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments.
- [Kentucky Framework of Best Practices for School Counselors](#): Offers school counselors ways to support **all students** in the academic development domain (among others which include career development and social/emotional development)
- Calming Space Grant: Teaches **all students** to self-regulate while proactively preventing behavioral incidents and maintaining a positive classroom culture

# Further DEIB Resources (In Process)

- Kentucky Social Emotional Learning Implementation Guide for District Leaders, School Leaders and Teachers
- Kentucky Department of Education's Diversity, Equity, Inclusion and Belonging (Asynchronous) Video Learning Series (with Microcredentials)
- Creating Psychologically Safe Spaces in the School Environment (Asynchronous Module with Microcredentials)
- Individual Learning Plan (ILP Playbook) [Lessons for Grades 5-8](#) and [Grades 9-12](#): Ready-made lessons which incorporate social/emotional learning competencies for all students in grades 5-12.
- Comprehensive School Counseling Implementation Template: Will allow school counselors to document plans for a comprehensive program aligned to the Kentucky Framework of Best Practices and American School Counseling Association's National Model



# Thank You!

KDE's DEIB Team