**A picture containing text

Description automatically generated**

**ICS Equity Non-Negotiables School Process for Coaching**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Problems with a Deficit Based System** | **ICS Equity Non Negotiable** | **What the Equity Non-Negotiables Mean** | **Your District’s Equity Non-Negotiables** | **Delineate Examples of what each Equity Non-Negotiable Means for your School** | **Delineate Examples of what each Equity Non-Negotiable Does Not Mean** |
| 1. Blames and labels the students and provides less rigor. | 1. Eliminating inequities begins with ourselves. | Any change in the system begins with our own understanding of how educational systems of oppression were created and perpetuated. Thus, educators participate in ongoing learning opportunities about their own identity development (and those of others) through reading and participating in identity development work assist in shifting from a deficit to asset based lens. |  |  |  |
| 2. Tracks and marginalizes students of color, poverty, language, disability, and ability. | 2. The system is responsible for student failure. | Based on the understanding that educational systems of oppression have been historically created – the Educators understand how such systems can perpetuate student failure. Example, tracking and low ability grouping, low expectations, clustered classrooms, etc. |  |  |  |
| 3. Isolates students by ability – and limits access to high-quality instruction | 3. All staff are aligned to Co-Plan to Co-Serve to Co-Learn Teams (C3) to support cohesive instruction. | Educators supports the move from a deficit based to asset based system, through the re-alignment to Co-Planning to Co-Serving to-Co-Learning Teams (C3 Teams). Through these teams cohesive and integrated instruction is supported with high expectations. |  |  |  |
| 4. Fragments a student's day | 4. Students are proportionally represented in the core of teaching and learning. | Educators understand and advances the importance that all students are proportionally represented in core instruction as well as in all school environments and activities. |  |  |  |
| 5. Prevents the transfer of educator and student knowledge back to integrated environments | 5. Co-Plan to Co-Serve to Co-Learn (C3) Teams intentionally develop each other’s capacity. | All educators develop their expertise as members of C3 Teams. |  |  |  |
| 6.  Provides less rigor -  Data does not reflect helping. | 6. Instruction is based on Identity Relevant Teaching and Learning (IRTL) and created for each learner the first time the concept/skill is taught through heterogeneous small group instruction. | All C3 Teams provide identity relevant instruction that is based on research and practices through heterogeneous small group instruction. Heterogeneous practices are used 80% or more of the student’s day to increase learning. |  |  |  |
| 7. Policies often result in mixed messages | 7. Policies and funding are aligned to these Equity Non-Negotiables. | All school policies and procedures and funding are cross-checked with the above equity non-negotiables to sustain the work of the system from a deficit based to asset based system. Specifically, if funding was being used for professional development that supported low segregated ability grouping, such expenditures would be challenged. |  |  |  |