

# **Equity Initiatives and Fostering Cultural Competence**

**Curriculum Committee of the Board  
Tuesday February 5, 2019**

**Presented by:  
Dr. Scott Eveslage, Assistant Superintendent**



# Cultural Competence

Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom.



# Cultural Competence

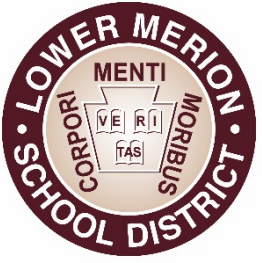
## *To Help Educators Close Achievement Gaps*

American classrooms are becoming increasingly diverse. As NEA President Dennis Van Roekel has noted, “Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well.”

Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own.

Source: <http://www.nea.org/home/39783.htm>





# Achievement Imperative Task Force

Started by Superintendent Copeland in January of 2016, the mission of the AITF:

- Eradicate the discrepancy in student achievement in the Lower Merion School District
- Establish practices and implementation strategies that are research based and measurable
- To meld the district commitment for cultural literacy with actionable steps
- Establish an ongoing and sustainable response to student learning

The Task Force supports the work of the CARE committee and serves as its “action arm.”



# Achievement Imperative Task Force

## 2018-19 Subcommittees

- Jump Start Elementary STEM
- Jump Start Secondary STEM
- Restorative Practices
- Equity & Inclusion Audit
- Hiring, Recruiting, and Retaining Diverse Staff
- Parent & Community Engagement

**Objectives** are single statements that are qualitative and inspirational.

**Key results** take the inspirational language and quantify it. Key results are difficult, but not impossible. They should stretch goals.

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable



**OBJECTIVES &  
KEY RESULTS**



# Achievement Imperative Task Force

## Restorative Practices

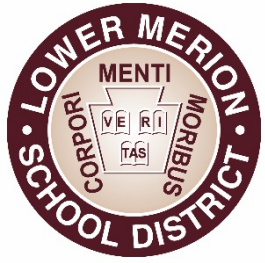
***Objective:*** We will transform school climate and culture so that every student feels a sense of belonging to their school community.

### ***Key Results:***

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable



# Achievement Imperative Task Force

## Hiring, Recruiting, and Retaining Diverse Staff

**Objective:** Every student in Lower Merion School District will see their identity represented within the teaching staff.

### ***Key Results:***

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable



# Achievement Imperative Task Force

## Equity & Inclusion Audit

**Objective:** Recognize, Confront, and Remove Institutional Barriers to  
Equitable Access

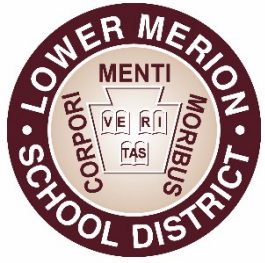
### ***Key Results:***

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# Achievement Imperative Task Force

## Secondary STEM Jumpstart

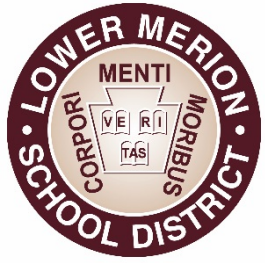
***Objective:*** We will get students enrolled in AP courses who never thought they would be there.

### ***Key Results:***

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable



# Achievement Imperative Task Force

## Elementary STEM Jumpstart

***Objective:*** We will spark the love of science in our elementary students.

### ***Key Results:***

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable



# Achievement Imperative Task Force

## Parent and Community Engagement

***Objective:*** We will actively engage every family.

### ***Key Results:***

Specific & Time Bound

Aggressive Yet Realistic

Measurable and Verifiable