Pathway to Equity with SEAD

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WHO WE ARE

Carolyne Quintana

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TODAY WE WILL:

• Define SEAD and **reflect** on why it matters in districts

• Explore the **connection** between SEAD and equity

• **Apply** your initial thoughts to a tangible activity that can be used with your leadership teams

• **Share** SEAD resources for educators to use
THINK: Picture a moment in your life when you felt like you were an insider. Did you do anything to earn the status? What made you an insider?

JOT: How did you FEEL? Write three adjectives that come to mind.

SHARE: What emotions stand out to you?
**THINK:** Picture a moment when you felt like an outsider? Did you do anything to earn the status? What made you an outsider?

**JOT:** How did you FEEL? Write three adjectives that come to mind.

**SHARE:** What emotions stand out to you?
BELONGING THROUGH SEAD: SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

Changing Adult Beliefs

Changing Systems and Policies
Integrating Social, Emotional and Academic Development

Concrete SEAD teaching and learning strategies

Deliberate focus on the context and environment that adults develop and sustain

5 core social and emotional competencies
COMPONENTS OF ACADEMIC MINDSETS

I belong in this academic community.
This work has value for me.
I can succeed at this.
My ability and competence grow with my effort.

REGULAR USE OF LEARNING STRATEGIES

METACOGNITION
RETRIEVAL PRACTICE
MONITORING AND EVALUATION
DREAMING IN COLOR: THE CONNECTION BETWEEN SEAD AND EQUITY

SEAD + EQUITY

Expand

academic achievement
validation
agency
voice
focus on climate
joy

Contract

academic achievement

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“One of the biggest priorities we’ve heard from school system leaders is the need to create supportive, responsive learning climates that will ensure students and adults can thrive when they return to schools.” (Schlund & Weissberg, 2020)

Questions to help promote discussion at your tables. In your role as superintendent:

• What agency do you have to create and sustain healthy and welcoming communities for every adult and child in your buildings?

• Where are you advancing equity successfully? Where are you wrestling with it? Where can you align some of the things that you’re doing across your district to what we talked about today?

• Where do you have more work to do? What support do you need?
SEAD DIGITAL RESOURCES

SEAD TOOLKIT

MICRO-CREDENTIAL
Close your eyes. Imagine that supportive, responsive, school. Imagine the space and conditions that would bring you and the community joy. Imagine a district full of those schools.
To learn more about the impact of our SEAD work, read the full LPI report here.

QUESTIONS?

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THANK YOU