

The background of the slide is a composite image. The top-left portion shows two yellow school buses parked outdoors. The bottom-left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several white student desks and chairs are arranged in the foreground of the classroom.

Diversity, Equity, Inclusion and  
Belonging:

Prichard Committee Equity Coalition

Dr. Nicole Fields



Kentucky Department of  
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# Learning Targets

- Introduce the Prichard Committee Equity Coalition to KDE's Diversity, Equity, Inclusion and Belonging Team and Some Current Projects



# Our Vision, Mission and Theory of Action

## KDE Vision:

*Each and every student empowered and equipped to pursue a successful future...*

## DEIB Vision:

Each student and educator in Kentucky feels a **sense of belonging**.

## DEIB Mission:

Create and deepen partnerships to remove long-standing barriers to equity by providing supports in developing an equity lens, **elevating student and educator voice**, and promoting inclusive, equitable, and healing learning communities.

**Theory of Action:** *If we work on each of the elements in our mission, then we will accomplish our vision that each student and educator will feel a sense of belonging.*



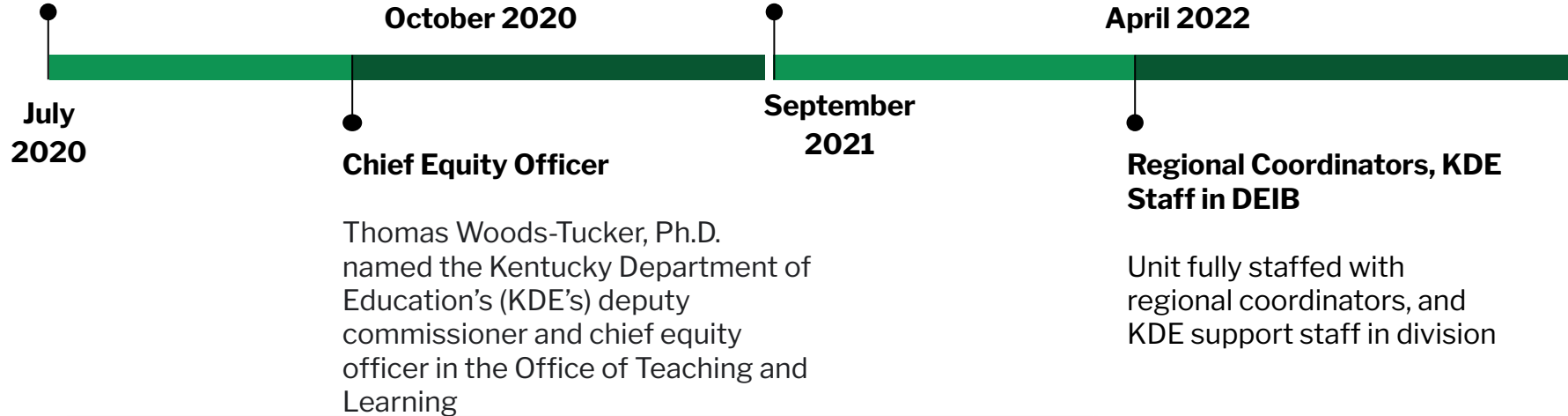
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# To Achieve Our Vision, We Seek To Enhance a Sense of Belonging...

# History of DEIB KDE Team

## Racial Equity Resolution

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



# Timeline of DEIB Initiatives



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

### **Developing an Equity Lens**

- Equity Playbook
- Equity Dashboard
- KDE DEIB (Asynchronous) Learning Series
- 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 Kentucky Teachers Discussing DEIB](#)

Play clip from 1:40-5:47



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# Overview of Kentucky's Equity Playbook

The KDE Diversity, Equity, Inclusion and Belonging (DEIB) 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.

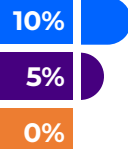
# Kentucky Department of Education Equity Playbook

BOONE COUNTY  
BOARD OF EDUCATION

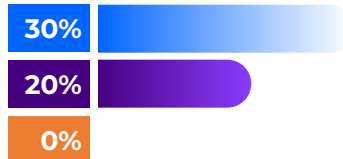


**Traditional  
Professional  
Development**

**Theory Only**



**Demonstration**



**Practice/Feedback**



**Coaching/Support**



Research shows that coaching is the best way to increase capacity and transform daily practice

- Knowledge
- Skills Acquisition
- Transfer in Daily Practice

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?

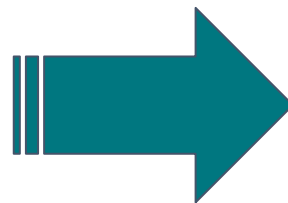
Schools/districts can access the data today!

## % 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.



# 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%



# 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).



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# 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 teacher students social/emotional skills and resilience.
- Shift from: What's wrong with you?→ What happened to you?→What's strong with you?



# SB 150

Pursuant to [Senate Bill 150 \(2023\)](#), the Kentucky Department of Education (KDE) is prohibited from providing guidance related to the use of requested names and pronouns.

For further questions, regarding this bill, please contact Dr. Matthew Courtney, Policy Advisor, Office of Continuous Improvement and Support.

[Matthew.Courtney@education.ky.gov](mailto:Matthew.Courtney@education.ky.gov)



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# Thank You!



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