



The Things We Do That Unintentionally Harm DEI... + a Few That Help

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Ross Parker

Co-chair A4LE former JEDI Committee

Brewster Burns

English teacher, just retired

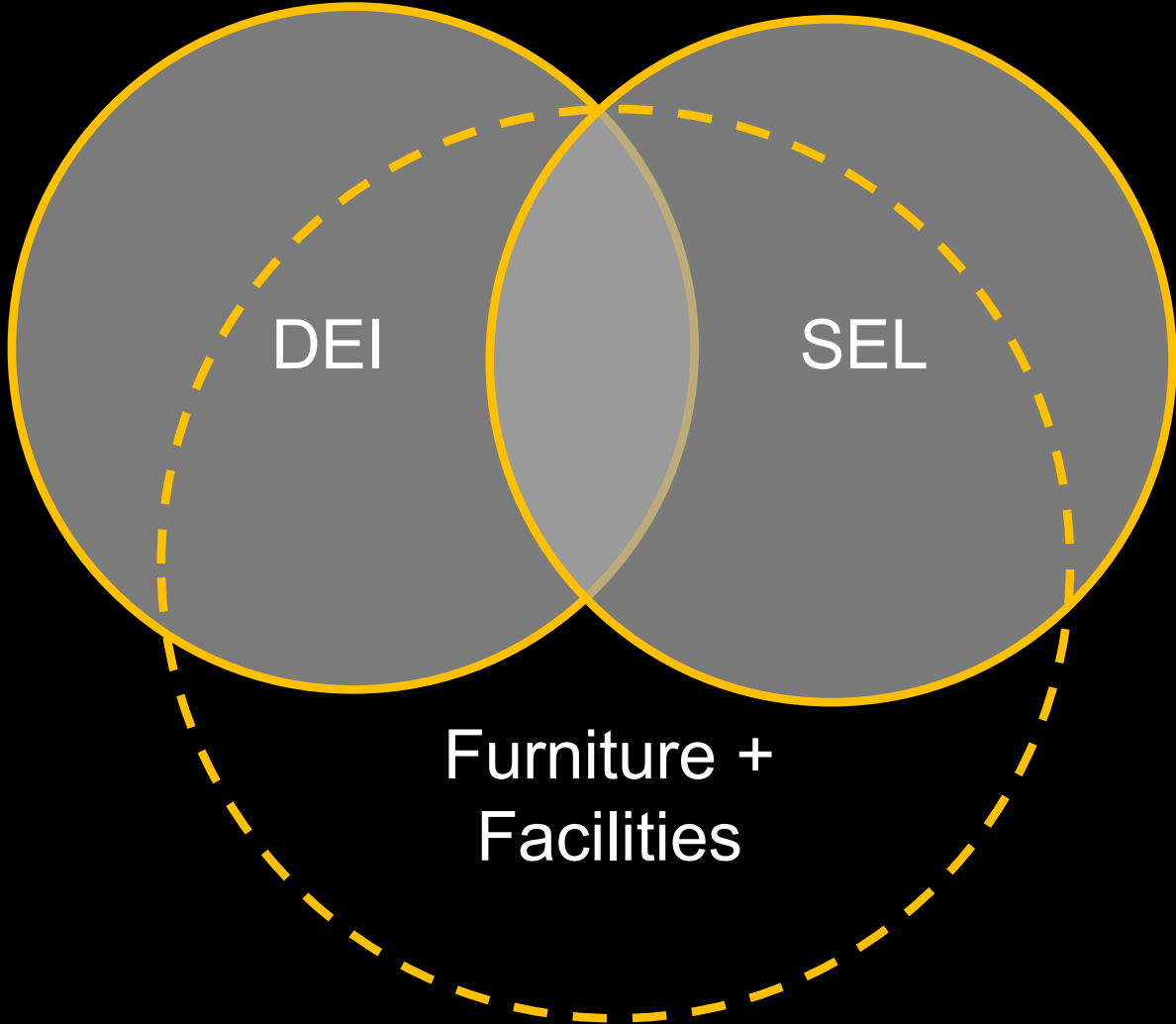
Oxford Hills Comprehensive HS, S Paris, ME



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DEI Venn Diagram



Deconstructing DEI

Diversity

Equity

Inclusion

Agency

Belonging

Community

Compassion

Empathy

Fairness

Kindness

Knowing

Respect

The Things We Do That Unintentionally Harm DEI

- Gender biased bathrooms
- Taking classroom culture+climate for granted
- Departmental high schools
- Pre-K is an SEL DEI issue
- Teaching alone
- "Rigorous" high school curriculums
- District Master Planning
- "Cells + bells" planning

+ Things We Do That Help DEI

- Care + feeding of parents
- Teacher planning centers
- Dual enrollments/early college

Bathrooms



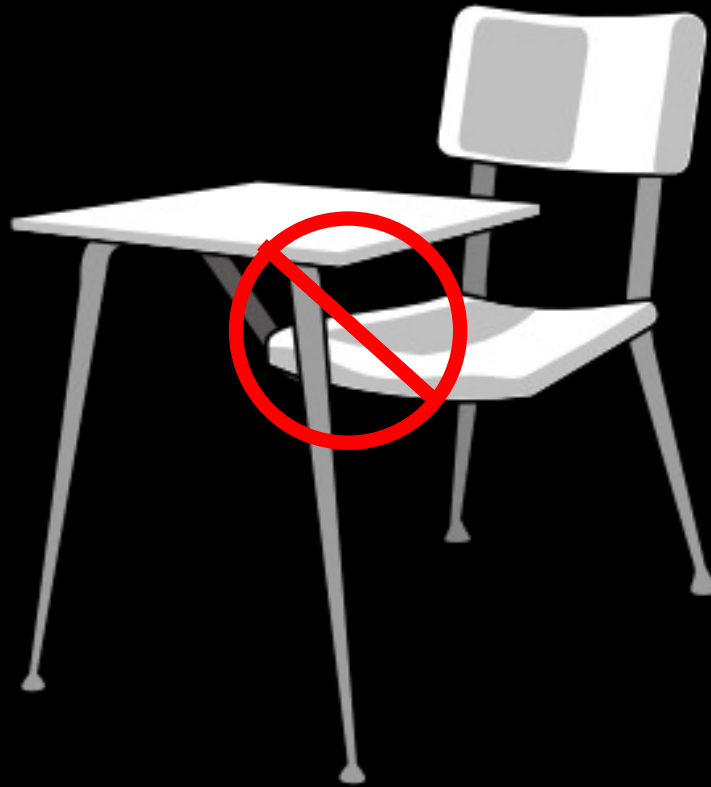
Taking Classroom Culture+Climate for Granted

OXFORD HILLS COMPREHENSIVE HS, S. PARIS, ME

- HUMEX

- Four teachers (ELA, math, social studies, science) created HUMEX (Human Experience)
- 4 teachers synchronous, 100 students
- Sequential PBL projects all year
- Students needing teacher help sought the teacher they felt most comfortable with, not the one credentialed in the curriculum area

Taking Classroom Culture+Climate for Granted



September is classroom culture+climate month

Departmental High Schools

~~FREQUENT DEPARTMENTAL MEETINGS~~

Maintain curriculum standards

What is talked about in department meetings?

- Curriculum
- Needs of shared students

Makes it hard for teachers to deeply know their students

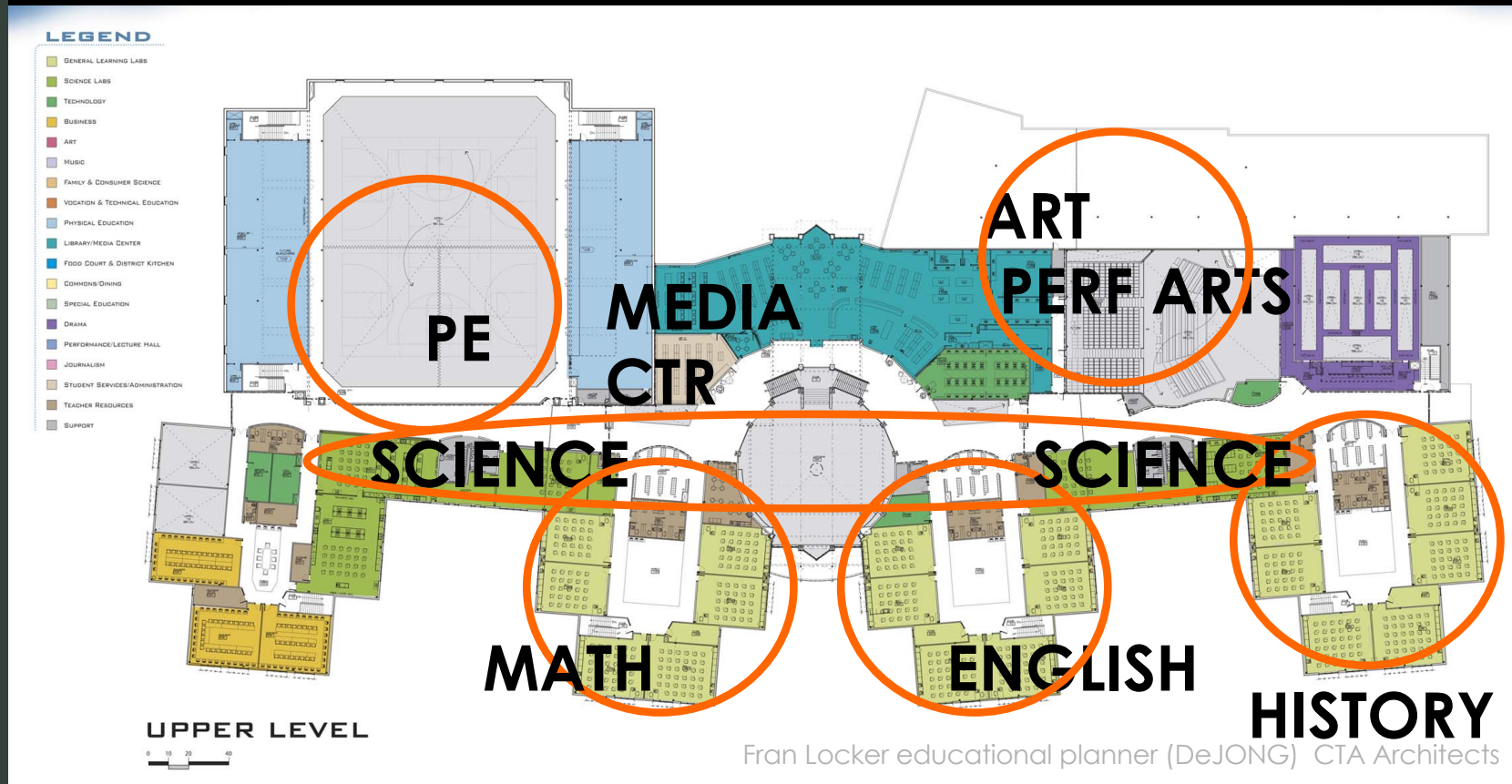
Departmental High Schools...NO MORE TEACHER TEAMING

- HIGH SCHOOL
 - 1200 students
 - Shifted Grades 9 + 10 from departmental organization to four-teacher teams (ELA, math, social studies, science)
 - **Course failure rate dropped by 50% w/i 18 months**
 - “We know our students better. Teachers who share the same students talk to each other + share knowledge about the students. This leads to early interventions, and our success.” -School Principal

Oxford Hills Comprehensive HS, S Paris, ME

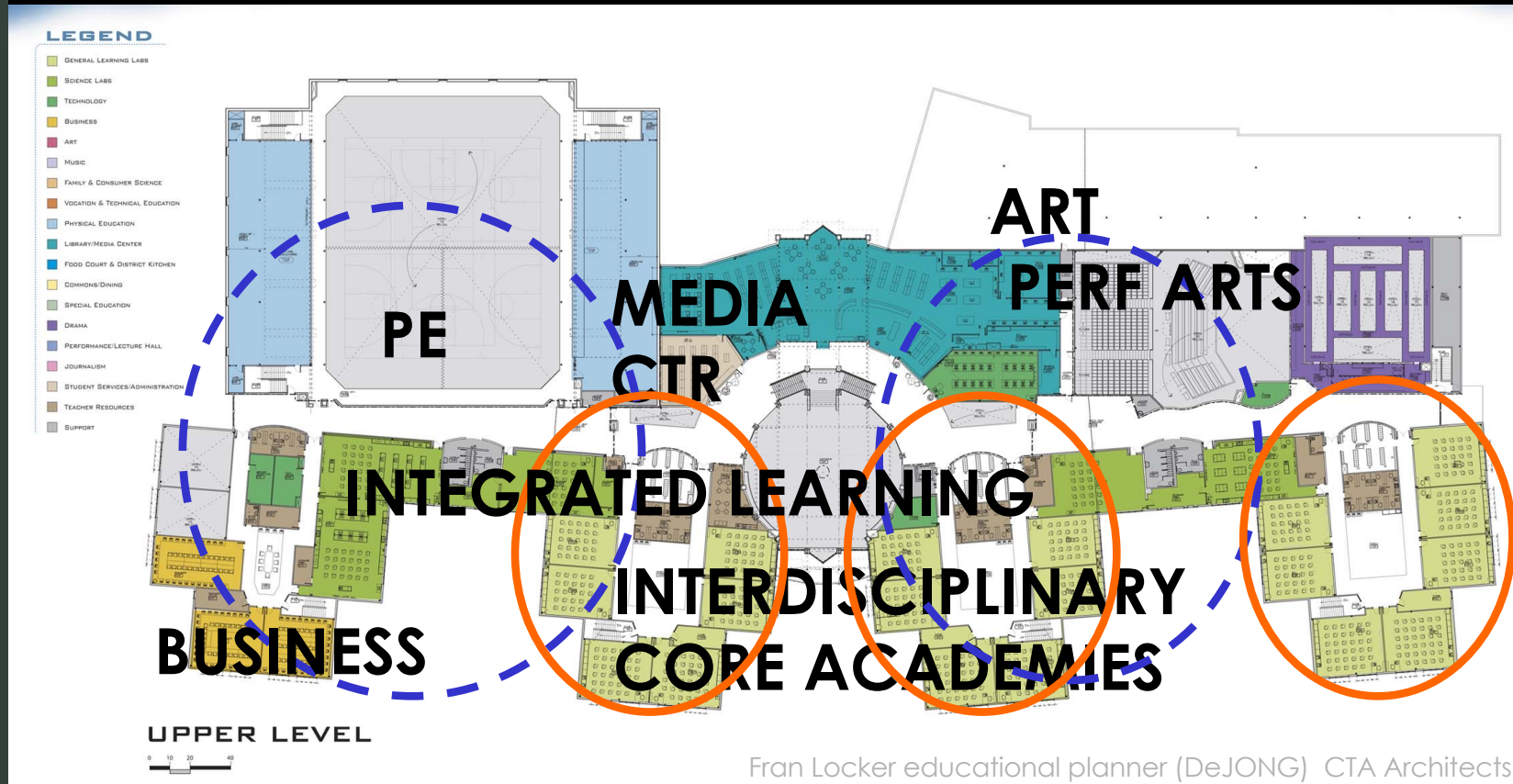
Departmental High Schools...NO MORE FLEXIBLE PLATFORM FOR CONTINUED CHANGE

Glacier HS, Kalispell, MT



Departmental High Schools...NO MORE FLEXIBLE PLATFORM FOR CONTINUED CHANGE

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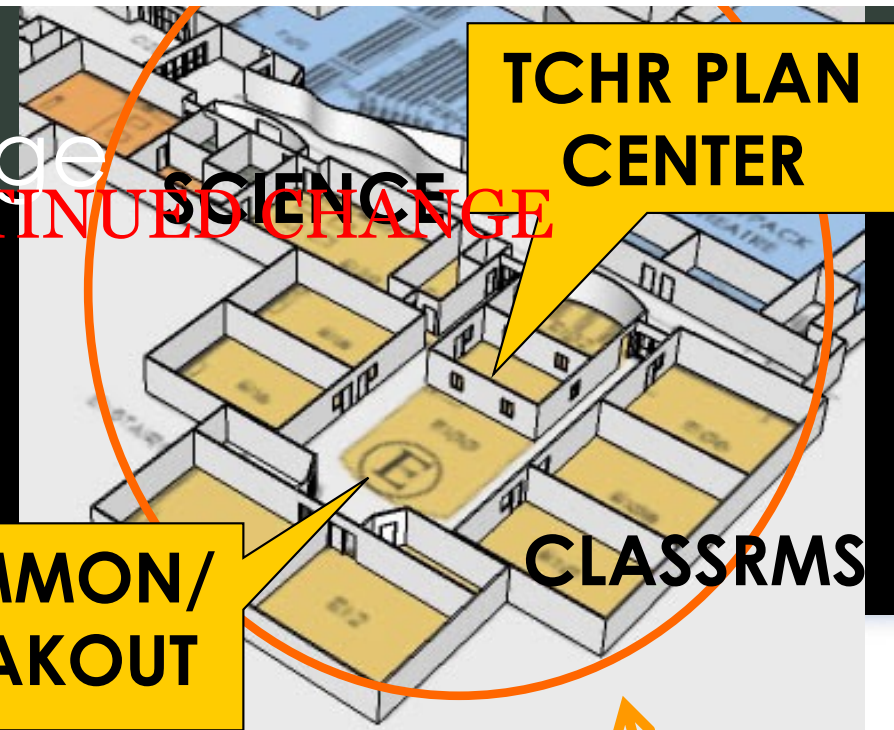


Fran Locker educational planner (DeJONG) CTA Architects

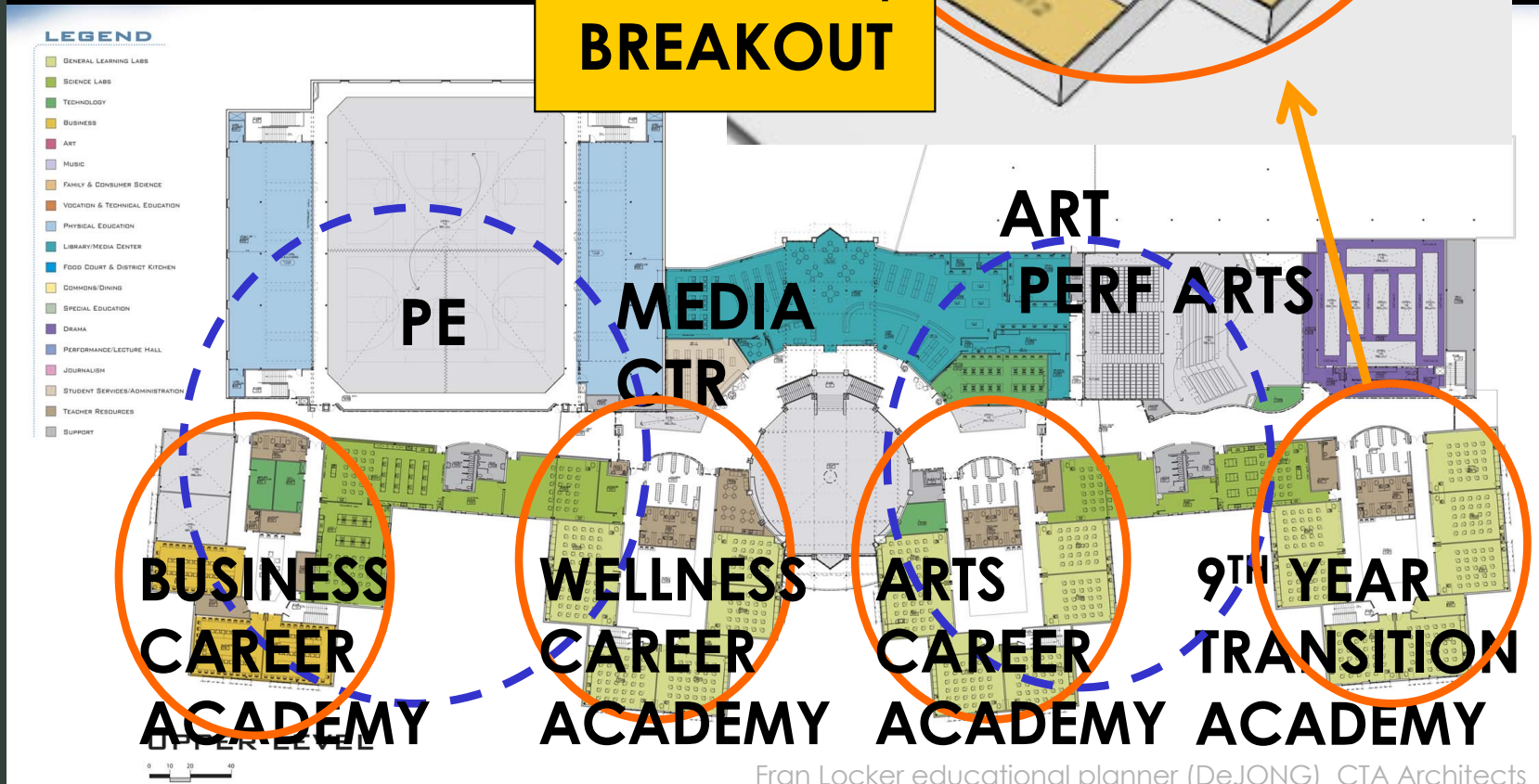
Flexible Platform for Change

FLEXIBLE PLATFORM FOR CONTINUED CHANGE

Glacier HS, Kalispell, MT



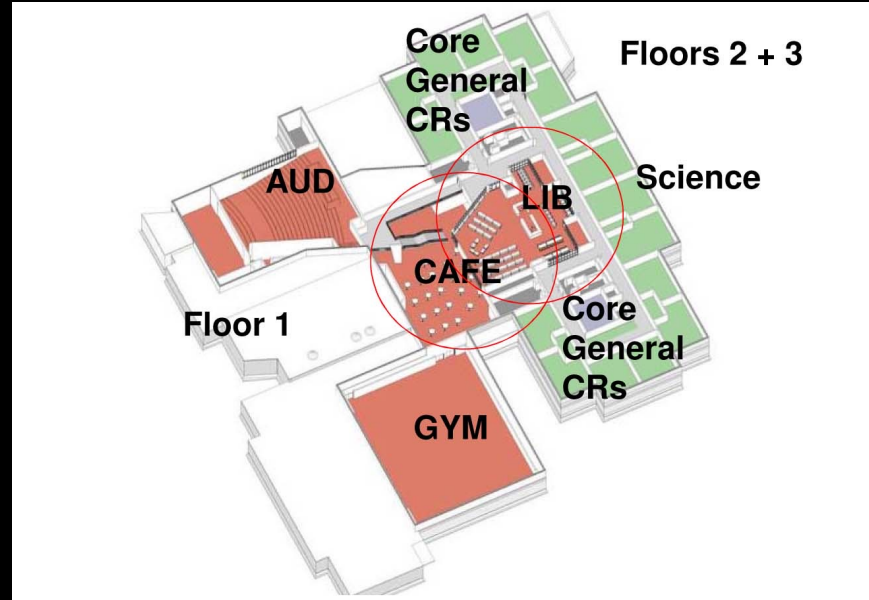
COMMON/
BREAKOUT



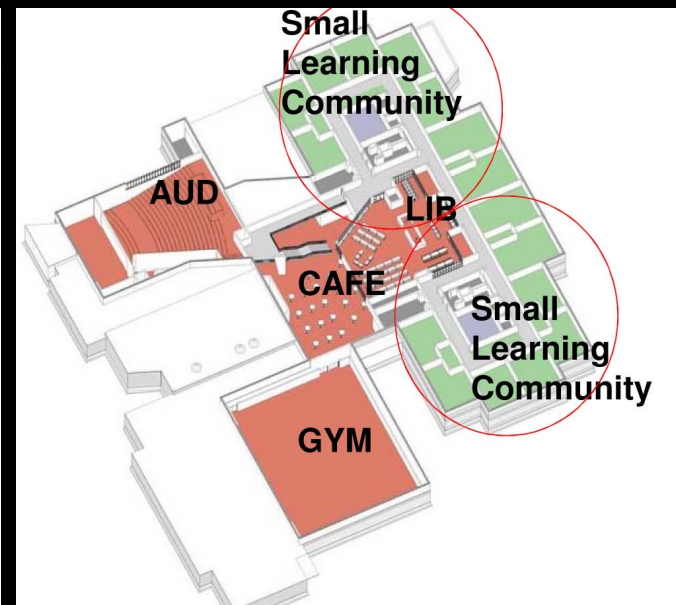
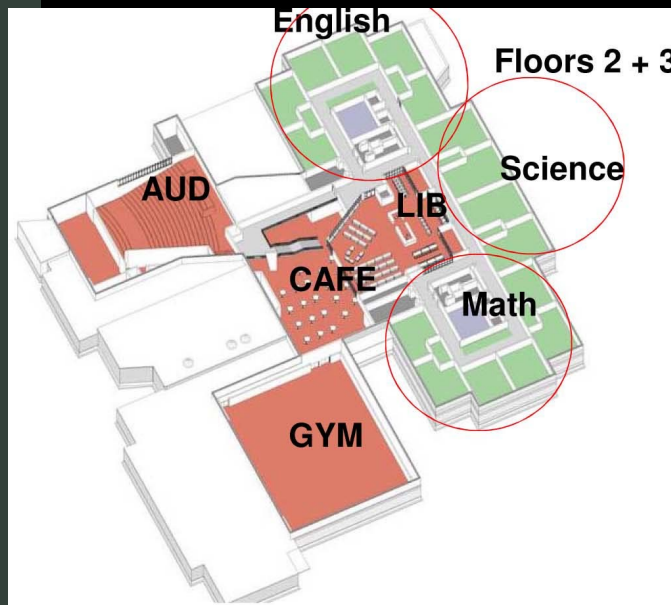
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Flexible Platform for Change

FLEXIBLE PLATFORM FOR CONTINUED CHANGE



Hanover HS,
Hanover, MA

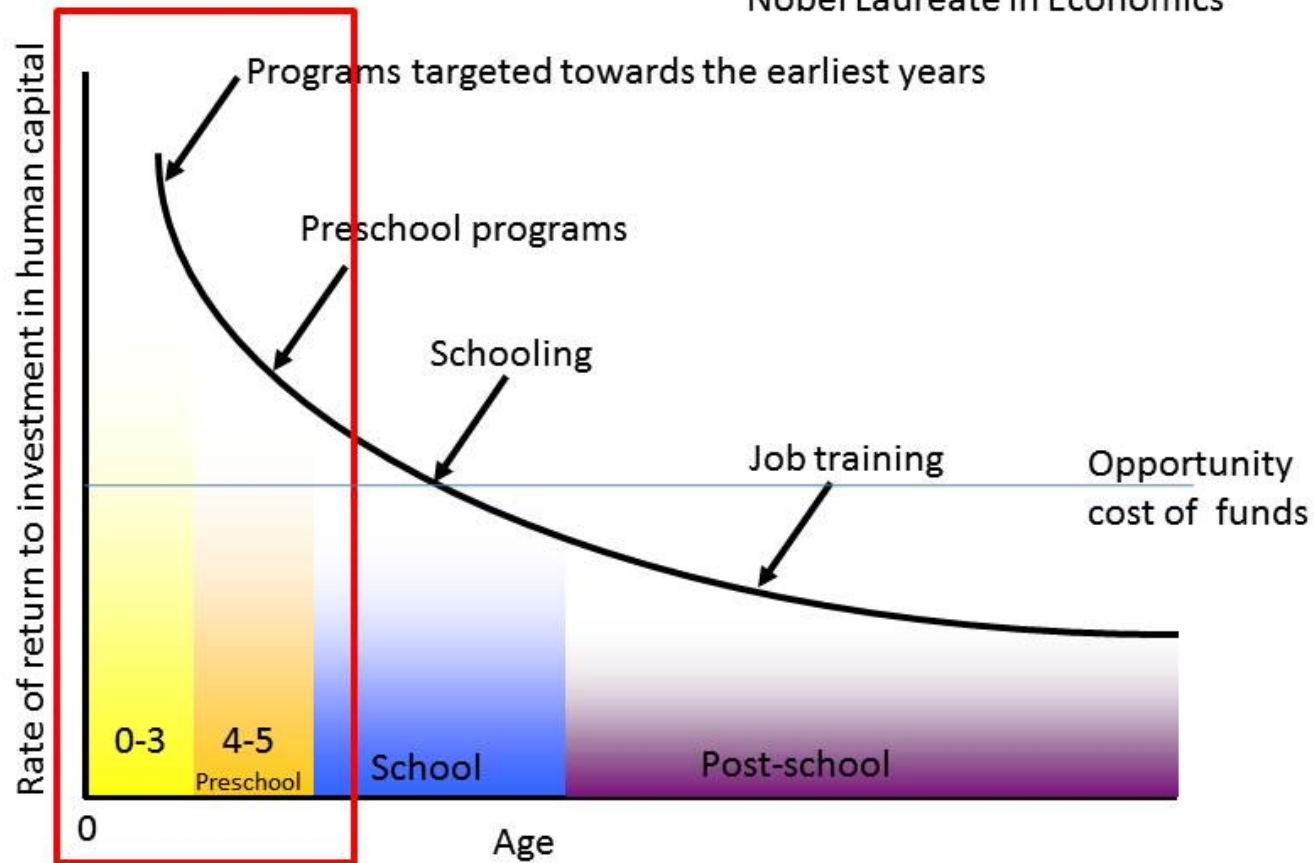


Pre-Kindergarten is a SEL DEH Issue

RESEARCH

We have the greatest impact on the trajectory of student lives during the preschool years.

James Heckman, University of Chicago
Nobel Laureate in Economics



Return to an Extra Dollar Investment at Various Ages

1

Pre-Kindergarten is a SEL DEI Issue

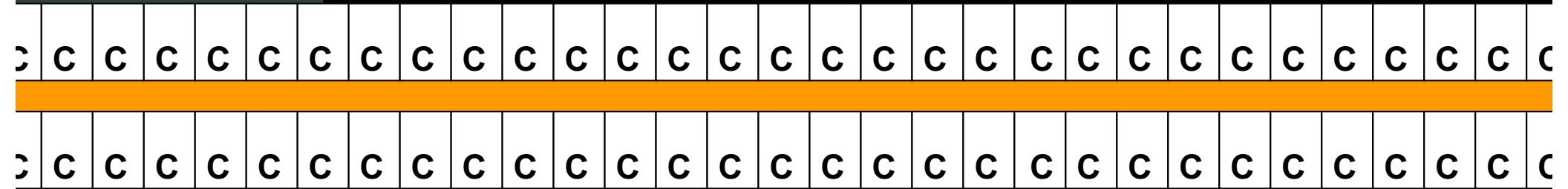
DISTRICT MASTER PLANNING



Shaker Heights, OH City School District

Teaching Alone

~~DIVERSITY, EQUITY + EXCLUSION~~



“Rigorous” High School Curriculums

Often characterized by:

- Broad curriculum with numerous electives
- “Tracking” of students

Research:

- Tracking:
 - Substantial gains for gifted students in tracks specially designed for them
 - No real difference in achievement for low and average ability students
- Tracking tends to reinforce not than overcome educational inequalities
- Students from more privileged backgrounds gain access to higher quality instruction in upper-level tracks; poorer students are relegated to lower-level, less challenging tracks
- **There is now considerable consensus among researchers that low-income + minority students are especially advantaged in schools with a narrow curriculum + a strong academic focus**

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(Parents!)

Synchronous Teacher Teaming Narrow Curriculum + High Academic Standards

NEW TECH NETWORK

- 21st Century Skills
- Standardized testing scores significantly higher than comparative schools
- High university acceptance/attendance: 89%
- 1.5X national average university graduation rate: 80%
- 2X national university enrollment in science + math: 40%



NTD Architects

Synchronous Teacher Teaming Narrow Curriculum + High Academic Standards

NEW TECH NETWORK

- Year levels 9-12
- **400 students per school maximum**
- Integrated, interdisciplinary teaching
- 100% project-based learning
- Teacher teams (2 or 3 teachers, synchronous)
- Collaborative learning (2 to 4 student teams)
- **Double block periods: 180 minutes**
- 12 credits (1/2 year) university courses before graduation
- **Internships**
- Student generated senior project
- **1:1 computers since 1996**



Synchronous Teacher Teaming Narrow Curriculum + High Academic Standards

NEW TECH NETWORK

INTERDISCIPLINARY/INTEGRATED TEACHING

- Geography + Language Arts
- Computer Applications + Science
- Biology + Literature
- Math + Environmental Science
- Computer Apps + Language Arts
- Political Studies (Language Arts + Government + Economics)
- Math + Engineering
- Technology + Math
- Communication Studies
(Lang Arts + Drama)
- Global Studies (Lang Arts
+ World History)
- American Studies
(Language Arts + US History)
- Bio-Fitness (Biology + Health + PE)
- Spatial Studies (Digital Media + Geometry)



District Master Planning

GRADE GROUPING STRATEGIES

GRADE GROUPINGS IN USA

1. K-5 / 6-8 / 9-12
 - PK / K-5 / 6-8 / 9-12
2. K-2 / 3-5 / 6-8 / 9-12
 - PK / K-2 / 3-5 / 6-8 / 9-12
3. K-3 / 4-5 / 6-8 / 9-12
 - PK / K-3 / 4-5 / 6-8 / 9-12
4. K-4 / 5-8 / 9-12
 - PK / K-4 / 5-8 / 9-12
5. K-6 / 7-8 / 9-12
 - PK / K-6 / 7-8 / 9-12
6. K-8 / 9-12
 - PK / K-8 / 9-12
7. K-6 / 7-12
 - PK / K-6 / 7-12
8. PK-12
9. 3-8

CONSIDERATIONS

1. Curriculum continuity
2. Teacher certifications
3. State testing
4. Number of transitions
5. Knowing of students by teachers + specialists
6. School enrollment size
 - Critical mass of teachers + specialists
 - Operational costs
 - Educational effectiveness
 - Equity
7. Available facilities
8. Siblings helping each other
9. Convenience for parents

District Master Planning

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8. PK-12
9. 3-8

DIVERSITY EQUITY INCLUSION

1. Number grade levels served
2. Number of same grade level schools in district
3. Attendance area vs magnet school

District Master Planning

THEMATIC “MAGNET” SCHOOLS

Sustainable Living Elementary School, Burlington, VT

Very relevant in 2012

More relevant today



Integrated Arts Elementary School, Burlington, VT

Core learning goes up when arts are integrated in core classrooms, especially for English language learners



District Master Planning

THEMATIC “MAGNET” SCHOOLS

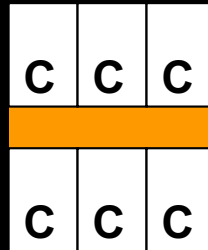
Sustainable Living Elementary School, Burlington, VT
Integrated Arts Elementary School, Burlington, VT

- Charter + private school students returned to the district to attend these thematic (magnet) schools
- Before almost 100% of the higher income families in the attendance area applied for variances into the other 4 schools; now almost none do

10 YEAR IMPACT IMPACT

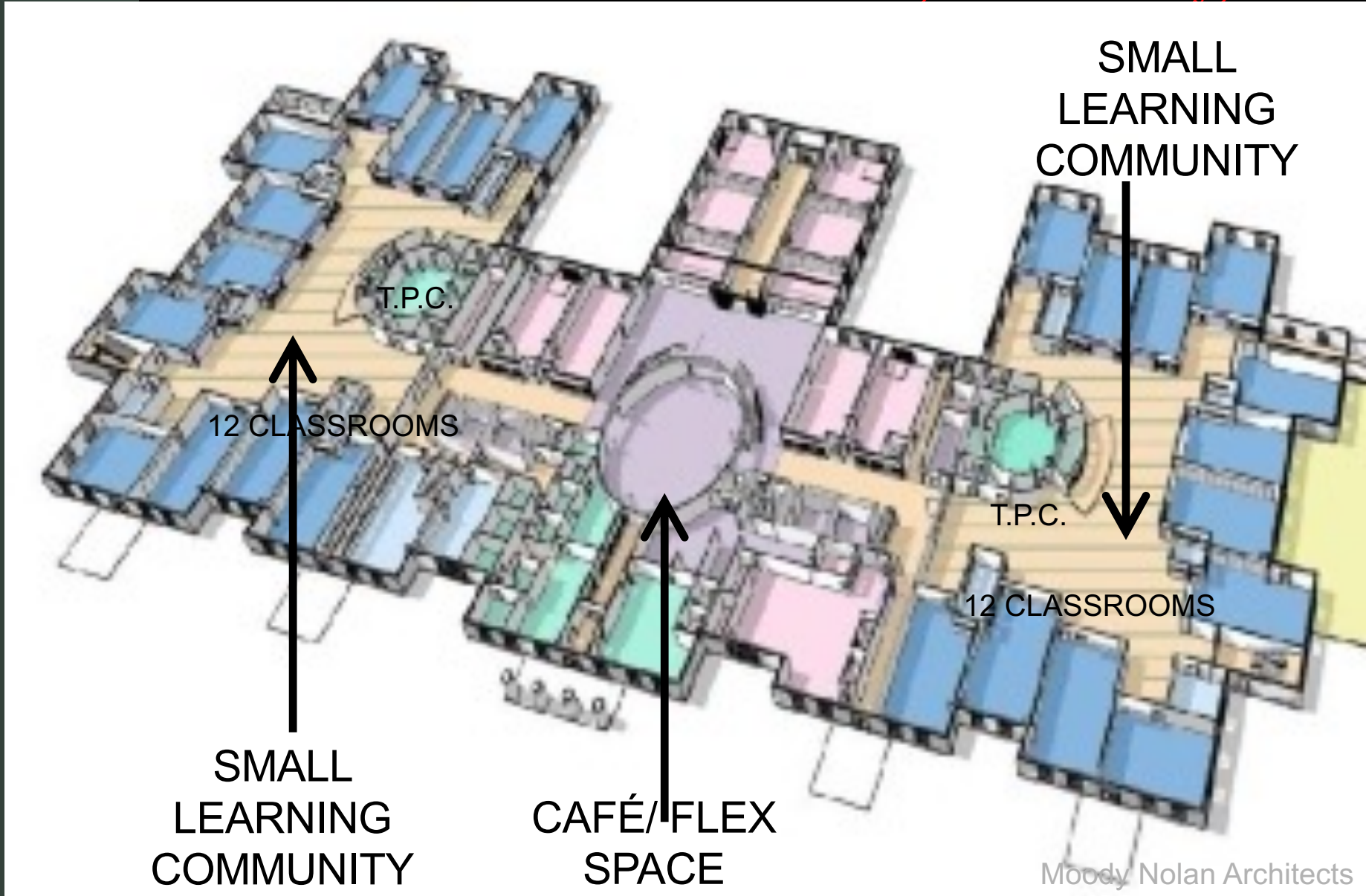
- MS teacher comments:
 - “Its obvious which students come from the magnet schools as they are so comfortable speaking up and being leaders
 - They keep me on my toes as I cannot just teach the way I used to; they expect more than traditional teaching.”

“Cells + Bells”



Not "Cells + Bells"

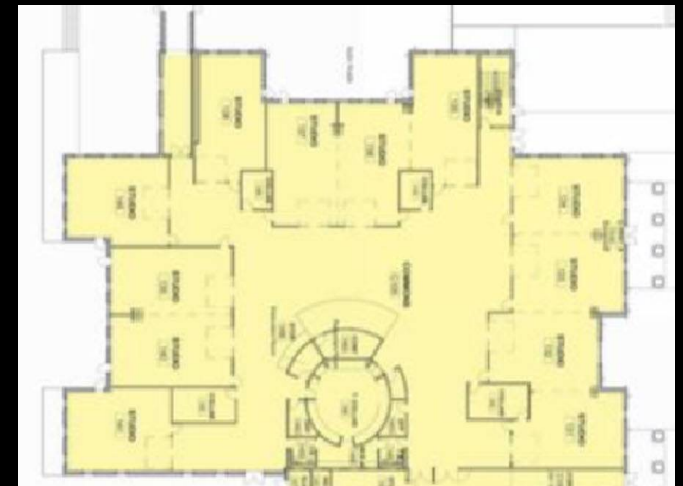
NEW ALBANY-PLAIN LOCAL SCHOOLS, New Albany, OH



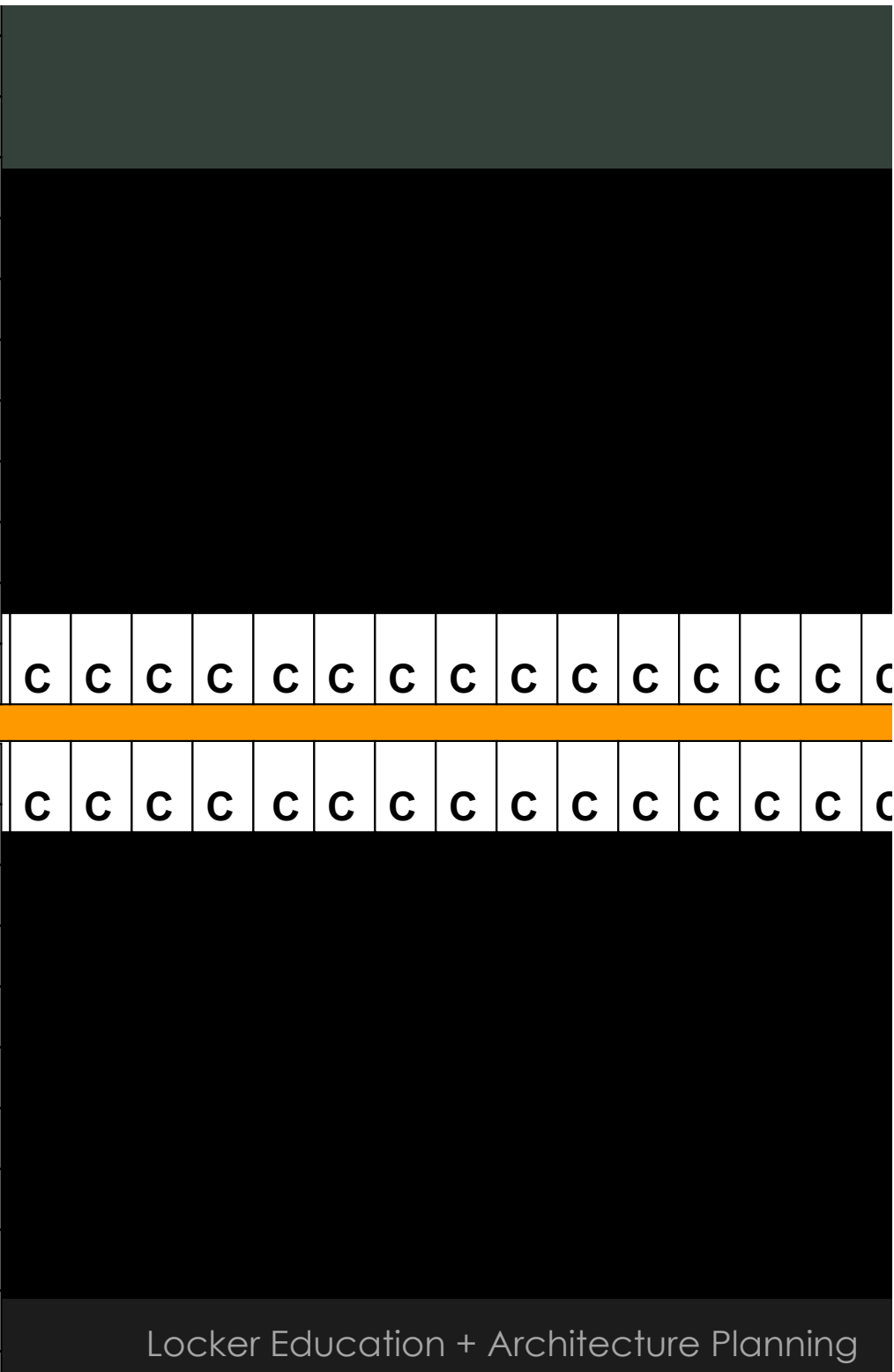
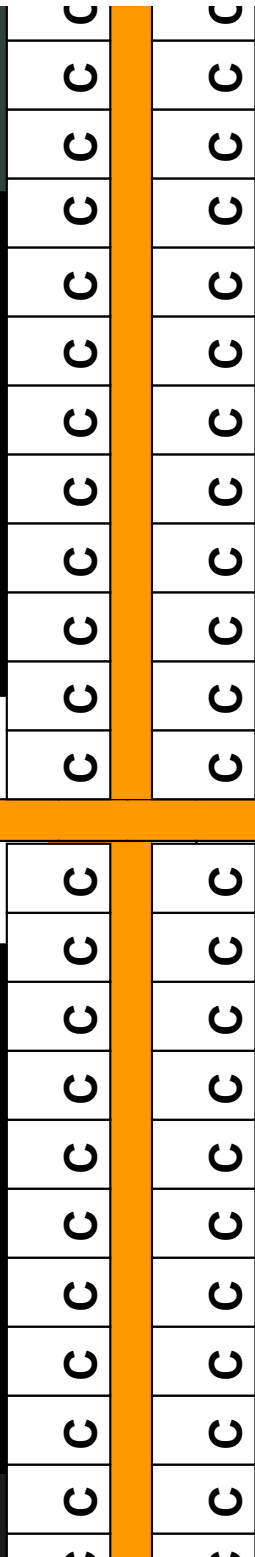
Moody Nolan Architects

Not "Cells + Bells"

NEW ALBANY-PLAIN LOCAL SCHOOLS, New Albany, OH



“Cells + Bells”





+ a Few That Help

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Care + Feeding of Parents

CAPPUCINO, ANYONE?



H W Harkness TK-6 Elementary School, Sacramento Unified School District

Care + Feeding of Parents

PARENT CENTER



Avante Global School, Cartagena, Colombia

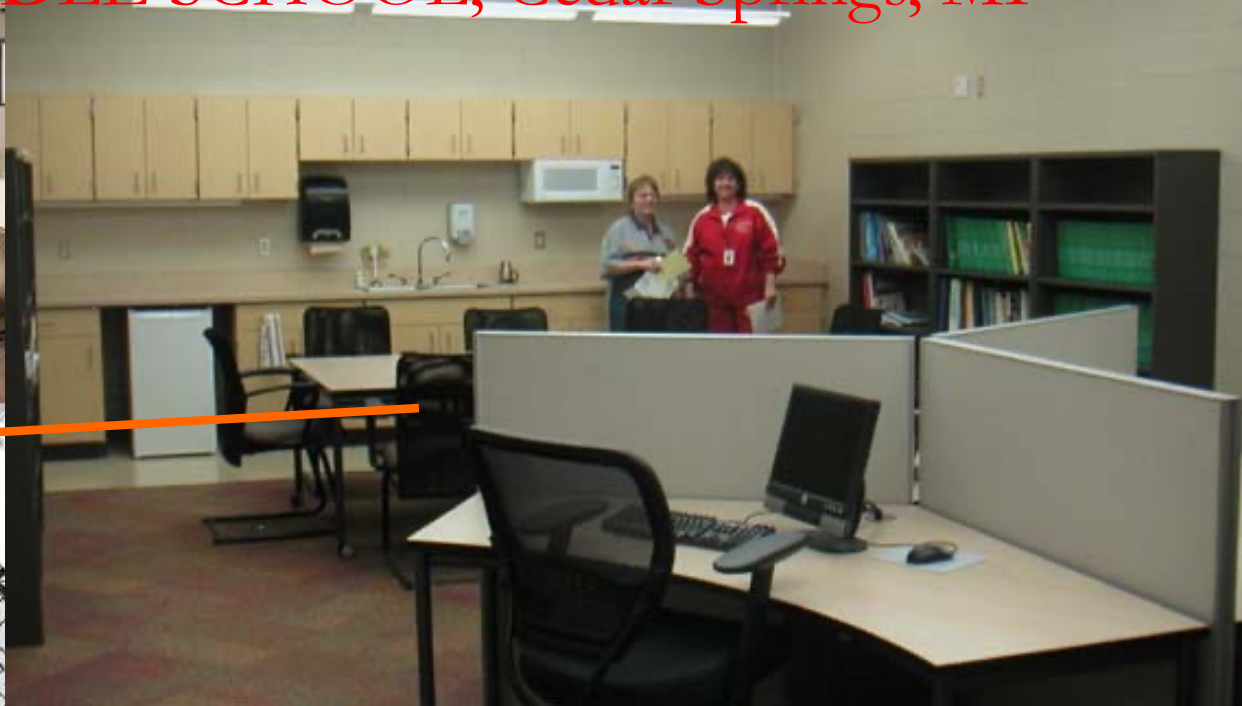
Teacher Planning Centers

CEDAR SPRINGS MIDDLE SCHOOL, Cedar Springs, MI



"HOUSE" PLAN

- 1 Classroom
- 2 Project Lab / Science
- 3 Computer Lab
- 4 Resource Room
- 5 "The Yard"
- 6 Teacher Planning
- 7 Small Group "Think Tank"
- 8 Toilet Room

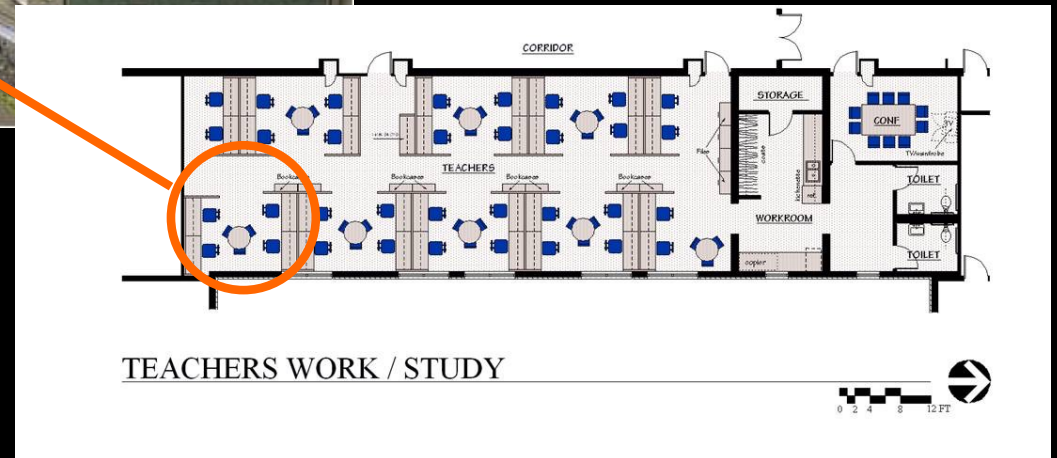
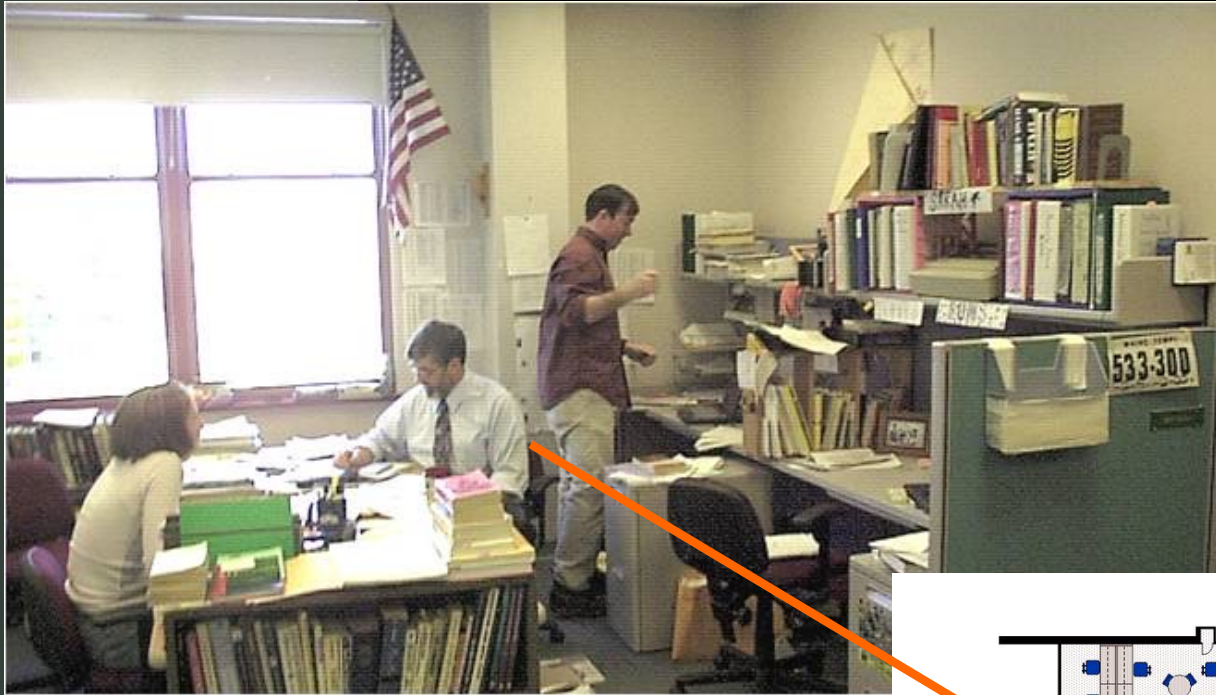


Fran Locker DeJong Educational Planners
BetaDesign Architects

Locker Education + Architecture Planning

Teacher Planning Centers

OXFORD HILLS COMPREHENSIVE HS, S Paris, ME



Fran Locker educational planner PDT Architects

Dual Enrollments/ Early College Programs

CENTRAL FALLS , RI SCHOOL DISTRICT + RHODE ISLAND COLLEGE

