

PARADIGM SHIFT DIVERSITY, EQUITY AND INCLUSION LEADERSHIP SUMMIT

October 22, 2018

EXECUTIVE SUMMARY

Participant Feedback Form: Results

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Date: October 22, 2018

EXECUTIVE SUMMARY

This executive summary presents key findings from data collected through a feedback form that was distributed at the Paradigm Shift Diversity, Equity and Inclusion Summit held on September 22, 2018. A full report detailing these findings is available under separate cover.

PARTICIPANTS

33 participants completed feedback forms, from the following institutions: Amherst Regional Public Schools (8), Springfield Public Schools (7), Holyoke Public Schools (6), UMass Amherst (3), Mount Holyoke College (2), Teach Western Mass (2), Greenfield Commonwealth Virtual School (1). Four (4) respondents did not indicate their institutional affiliation.

Participants represent the following professional roles: K-12 teacher (10), para-educator (6), K-12 administrator (5), higher education faculty member or administrator (5), teacher on waiver (1), representative of Teach Western Mass (1), representative of a non-profit organization (1). Four (4) respondents did not indicate their role.

DESIGN AND FACILITATION OF THE SUMMIT

Results are overall very positive in this section. Participants largely appreciated all aspects of design and facilitation, including communication of objectives, facilitators' preparation, the flow of activities, content, and pacing. There is some slight divergence of opinion concerning the allocation of time between large group and team work, with 42% of respondents finding the time for team work to be just right and 39% indicating not enough time for teams.

OUTCOMES

Respondents assessed their "before the Summit" and "after the Summit" levels of awareness, understanding and preparedness across six outcomes. Responses are analyzed in the aggregate and also disaggregated by district and role.

For each outcome, all respondents indicated "no change" or movement in a positive direction (i.e., no respondents indicated less awareness, understanding or preparedness after the Summit than before). For all outcomes except Outcome 2, the largest aggregated response category is "no change," but aggregated data and data disaggregated by role show evidence of notable change within each Outcome. Disaggregation by district yields no discernable patterns.

Given the small sample size (n=33), caution is advised when interpreting the results. The results describe the participants' experience, but they may not be generalizable to a broader population or different contexts.

Outcome 1 Understanding the importance of a diverse teacher workforce

Overall, participants came to the Summit with a fairly high level of understanding of the importance of a diverse teacher workforce (69% came to the session with a high or very high level of understanding). Para-educators' understanding appears to have increased more than other constituencies'

understanding: 83% of para-educators reported some change, while 70% of teachers and only 20% of administrators reported change.

Outcome 2 Understanding Paradigm Shift's work

The Summit strongly influenced paras' and—to a slightly lesser extent—teachers' understanding of the initiative. All the para-educators indicated some level of change in their understanding of the Paradigm Shift's work, while change in teachers' understanding of the initiative was quite varied, ranging from no change to movement from high to very high levels of understanding. 60% of the administrators indicated no change in their understanding.

Outcome 3 Understanding my role in supporting Black and Latinx para-educators

Participants arrived at the Summit with varying levels of understanding of their role. A majority of respondents (52%) left the Summit with a high level of understanding. While a majority of para-educators (50%) and administrators (60%) reported no change, teachers' understanding appears to have notably increased: 80% of teachers reported some change, and of those, 40% of teachers moved from moderate to high levels of understanding.

Outcome 4 My awareness of key elements in my institutional context that support or hinder Black and Latinx pathways

While most para-educators (67%) reported no change in awareness, teachers' and administrators' awareness did increase through participation in the Summit (80% and 60%, respectively).

Outcome 5 My preparedness to work with colleagues from my institution to support Black and Latinx para-educators to become teachers

About half of the respondents arrived at the Summit with a high or very high level of preparedness, while about half arrived with a low or moderate level. After the Summit, almost three-quarters of the group indicated a high to very level of preparedness, while nearly one-quarter of the group indicated a moderate level of preparedness. Teachers demonstrate the most change: 70% of teachers left the Summit with a higher level of preparedness. Half of the para-educators and 40% of the administrators also reported some increase in their level of preparedness after the Summit.

Outcome 6 Our team's preparedness to to support Black and Latinx para-educators to become teachers

Just over half the respondents (52%) indicated no change in their team's level of preparedness. It is possible that these data reflect some participants' feedback that time allocated for team work was insufficient. The reported "no change" levels are relatively high across all groups: administrators (60%), para-educators (50%), and teachers (40%). Of those groups indicating some change, the most notable change is that 50% of para-educators indicated that their team's level of preparedness shifted from moderate to high.

OPEN-ENDED COMMENTS

Four open-ended questions were posed:

- One or two big “Aha’s” from the Summit?
- What did you most appreciate about the Summit?
- What changes would you recommend?
- Additional comments ?

Raw responses are presented in the full report, for readers’ interpretation. The evaluator identifies a few common themes in the data:

- Appreciation for the critical race theory presentation and its relevance to the work
- Appreciation for the stories/counter-stories that para-educators shared
- Appreciation for being invited to the Summit
- Appreciation for a respectful climate in which all voices could be heard
- Recognition of the amount of work to be done, and passion for that work
- Commitment to using one’s own role and voice to further the work