

Diversity Equity and Inclusion Provider Evaluation Tool

Context: On July 1, 2017, Public Act 100-0014 mandated that each school board in Illinois “require in-service training for school personnel to include training to develop cultural competency, including understanding and reducing implicit racial bias.” The legislation also defined implicit racial bias as “a preference, positive or negative, for a racial or ethnic group that operates outside of awareness.” Yet, of the districts that responded to a 2020 study conducted by Advance Illinois (with 158 responses from superintendents, regional superintendents, and directors of HR), 35 percent of district administrators reported that their district did not offer an implicit bias training. Of those that did offer such training, 34 percent offered an hour or less per year.

Data from the Illinois Report Card¹ reveals persistent gaps, which research suggests may be driven in part by implicit bias.² Students of color continue to be underrepresented in Advanced Placement and gifted and talented programming. They continue to score below their white peers on standardized tests and are three times more likely to be suspended compared to white students.³ Students of color are also 50 percent more likely to be chronically absent than their white counterparts. Black students are twice as likely to not graduate as compared to white students, while rates of dropping out for Latinx students is 30 percent higher than white students as well. A similar story persists with low-income students, English Learner students, and students with Individualized Education Programs. Professional learning that develops cultural competency and helps educators understand and reduce implicit bias, which for the duration of this document will be referred to as diversity, equity, and inclusion (DEI) training, is one important step school districts can take to address persistent disproportionate student outcomes.

Echoing gaps that we see with students, Illinois’ faculty and leadership populations in addition do not reflect the makeup of the state’s students. For example, 53 percent of the state’s student population are students of color. However, white teachers make up 83 percent of the teaching force. This cultural mismatch, where the majority of teachers represent a different cultural background than the majority of students they teach, contributes to the widening racial disparities in education.

Proposed Evaluation: In Illinois, the Standards of Professional Learning create the foundation for equitable and effective professional learning for educators. When choosing a potential provider, districts need criterion for evaluating and identifying high-quality DEI training that is aligned to the Standards for Professional Learning. The Diversity Equity and Inclusion Provider Evaluation Tool seeks to aid districts in the provider selection process by identifying indicators

¹ “Academic Progress.” *ILLINOIS*, 2020, www.illinoisreportcard.com/state.aspx?source=trends.

² Chin MJ, Quinn DM, Dhaliwal TK, Lovison VS. Bias in the Air: A Nationwide Exploration of Teachers’ Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes. *Educational Researcher*. 2020;49(8):566-578.

³ Lena Groeger, Annie Waldman. “Miseducation.” *ProPublica*, 16 Oct. 2018, projects.propublica.org/miseducation/.

of effective DEI training, which are grouped into four categories from the Standards for Professional Learning. Indicator categories include:

- Support and Connection
- Implementation
- Resources
- Data

Tool Usage: This rubric has been designed to be used by all levels of stakeholders when evaluating providers for DEI training. It is intended to be a tool for anyone -- from a school community just beginning its DEI journey and looking to understand what might be effective and valuable to a community that is deep into its learning and looking to reflect on next steps for continued growth in DEI.

This rubric can be used when:

- Districts or teachers choose a provider by utilizing the criteria to ask questions about the programmatic details.
- A district would like to reflectively evaluate DEI training programs currently being offered.
- A school is creating a plan for in-house professional learning for faculty and staff.
- Providers or districts evaluate past or already-developed DEI training.
- Providers need to align or develop DEI training for specific district needs.

When using the tool to evaluate and/or select a provider or approach for DEI training at the school or district level, it is important for leaders to engage an inclusive team that reflective of the school community. In this way, a school/district is modeling inclusive behaviors from the onset and can consider multiple perspectives when making this significant decision.

By laying out the criteria of high-quality DEI training that focuses on developing cultural competence and understanding and reducing bias, this Diversity Equity and Inclusion Provider Evaluation Tool can support all Illinois school districts in finding the opportunities for growth that are right for them.

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Support and Connection				
	Not Apparent	Approaching	Meeting	Exceeding
Support for Implementation	The provider does not require that leaders provide any supports to implement this professional learning.	The provider suggests that leaders provide -- but does not actively encourage -- some planning time and/or other supports to implement the professional learning.	The provider encourages leaders to find ways they can support systems and structures that assist implementation of this professional learning and increase student learning.	The provider requires that leaders create and/or connect to existing support systems and structures to ensure the successful implementation of this professional learning and increased student learning.
Connection to Goals	<p>The provider does not require that leaders create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>There are no opportunities to reflect on the learning process nor progress toward specific goals.</p>	<p>The provider suggests that leaders create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider furnishes an opportunity to reflect on the learning process.</p>	<p>The provider encourages leaders to create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider furnishes multiple opportunities to reflect on the learning process and/or progress toward specific goals.</p>	<p>The provider requires leaders to consistently create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider also consistently furnishes opportunities for colleagues to reflect together on the learning process and any progress made toward specific goals.</p>

Implementation				
	Not Apparent	Approaching	Meeting	Exceeding
In-Depth and Continuous	No DEI training hours that meet quality standards are completed through the district-guided training.	At least <u>two</u> hours of DEI training are completed annually through district-guided training that meets quality standards. One session is provided.	At least <u>three</u> hours of DEI training are completed annually through district-guided training that meets quality standards. Multiple sessions are provided.	Over <u>three</u> hours of DEI training are completed annually through district-guided training that meets quality standards. Multiple sessions are provided and they build upon one another.
Participatory Element	The fully asynchronous training is labeled DEI training with little to no outcome of the training. Staff do not feel engaged.	The fully asynchronous training is labeled DEI training with minimal feeling of being engaged. Includes at least one opportunity for self-assessment.	The in-person or synchronous training creates meaningful conversation and engages critical thinking and self-reflection skills. Includes at least two opportunities for self-assessment.	The in-person or synchronous training creates meaningful conversation and engages critical thinking and self-reflection skills. Includes more than three opportunities for self-assessment. Staff and students co-facilitate the training.
Inclusive Participation	A few professional staff are included in the training; not all teachers participate.	Some professional staff are included in the training; all teachers participate.	Most professional staff are included in training; all teachers and administrators participate.	All professional staff are included in the training; all district employees participate.

Resources				
	Not Apparent	Approaching	Meeting	Exceeding
Research-Informed Materials	<p>Pre-work, post-work, and live session resources do not reference DEI research and are not explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources do not define key vocabulary nor provide critical guiding questions grounded in current research.</p>	<p>Some of the pre-work, post-work, and live session resources reference DEI research, but are not explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources attempt to provide definitions of key vocabulary and begin to provide critical guiding questions grounded in current research.</p>	<p>Pre-work, post-work, and live session resources reference DEI research and are explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources provide definitions of key vocabulary and provide critical guiding questions grounded in current research.</p>	<p>Pre-work, post-work, and live session resources reference DEI research and are explicit about educators' individual and collective responsibility to understand and actively address racism and bias. Resources also include student voices.</p> <p>Resources provide definitions of key vocabulary and provide critical guiding questions grounded in current research.</p>
Diverse Facilitators	<p>The training sessions were not created or facilitated by a diverse group of individuals.</p>	<p>The training sessions are created by a diverse group of individuals but facilitated by a single person, or majority representative group.</p>	<p>The training sessions are created and/or facilitated by a diverse group of individuals with experience leading people from many different backgrounds through research-informed DEI work.</p>	<p>The training sessions are created and facilitated by a diverse group of individuals with experience leading people from many different backgrounds through research-informed DEI work. The facilitators are representative of and</p>

				participatory in the larger community.
Post-Session Activities and Reflection	The provider does not provide follow-up activities.	The provider suggests but does not provide resources for ongoing reflection and implementation post-session.	The provider provides resources for participants to engage with post-session to guide ongoing reflection. Follow-up activities provide practical connections to the school environment that can be incorporated immediately in the school/district.	The provider provides resources for participants to engage with post-session to guide ongoing reflection and practice actively addressing racism and bias in teaching and learning. Follow-up activities have immediately implementable and practical suggestions to support all participants in DEI work.
Target Audience	Resources are not applicable to all participants' roles and perspectives at the school.	Resources attempt to provide nuanced perspectives and are relevant to the entire school community.	Resources provide nuanced perspectives and are relevant to the entire school community.	Resources are specifically curated and targeted to the unique perspectives and roles of all school community members.

Data				
	Not Apparent	Approaching	Meeting	Exceeding
Planning Needs Assessment	No needs assessment inventory was taken of the specific school/district needs and community culture; professional development was not tailored to local needs.	A needs assessment inventory of the specific school/district was attempted, but the PD was not tailored to the building.	A needs assessment inventory was taken of the specific school/district needs and community culture to plan PD tailored to local needs.	A needs assessment inventory was taken of the specific school/district needs and community culture to plan PD tailored to local needs. The needs assessment and plan will be revisited periodically.
Considering Student Outcomes	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were not considered during planning for the DEI training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training, but were not explicitly addressed during training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training. Identifying and addressing any disproportionality is an explicit purpose of the training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training. Participants in the training actually practice identifying and planning to address any disproportionality in their own data.
Measurable Outcomes	The provider does not identify specific outcomes that can be measured.	The provider identifies outcomes but does not identify how they are measured, or outcomes	The provider identifies clear and specific outcomes and how they will be measured.	The provider identifies clear and specific outcomes that can be measured and allows

		are not clear and specific.		time for reflection regarding how to reach/improve desired outcomes.
Participant Feedback	The provider does not include specific time for feedback to be given to participants or time to reflect on their own practice.	The provider sometimes includes specific time for feedback to be given to participants and reflection on their own practice so they can apply learning.	In multiple sessions, the provider includes specific time for feedback to be given to participants and reflection on their own practice so they can apply learning.	The provider includes ongoing, specific time for feedback to be given by participants and reflection on their own practice. Feedback to participants includes identifying strengths and weaknesses in application of material to their own practice.
Provider Feedback	The provider does not include specific time to gather feedback from participants.	The provider sometimes includes specific time to gather feedback from participants.	In multiple sessions, the provider includes specific time to gather feedback from participants and uses that feedback to inform the planning of future sessions.	The provider includes ongoing, specific time to gather feedback from participants, uses that feedback to inform future sessions, and transparently shares feedback received with participants.