

## **Colorado Multi-Tiered System of Supports**

### **Organizational Equity Reflection Tool**

#### **Purpose:**

The purpose of the Colorado Multi-Tiered System of Supports Organizational Equity Reflection Tool (C-OERT) is to support schools and districts in their understanding and prioritization of equity within COMTSS to provide positive outcomes for all students, staff, and families.

The C-OERT was designed to be an ongoing tool for individual and team reflection. Before completing the C-OERT for the first time, teams should already be established with: (1) team members in place, (2) teaming structures (i.e., norms, roles), and (3) mission and vision.

#### **After Administration:**

Once the C-OERT has been completed, the team should engage in conversation to prioritize specific equity considerations that will help improve operations. The tool can then be completed as needed to monitor progress and action plan.

#### **Norms:**

Conversations about data and equity issues can make people feel vulnerable. This is not a bad thing. A structured protocol helps maintain focus and constructive dialogue. The following norms are intended to support administration of the C-OERT in a constructive, trusting environment:

- Share the air... step up, step back, invite others in
- Lean into discomfort... we cannot improve what we do not face
- Embrace “we,” not “they”... to unpack how our systems/processes can effect and interrupt inequity
- Own your intent and impact... resist defensiveness/blaming/avoidance, and seek to understand
- Embrace “yes, and...” to be inclusive and supportive of all voices and perspectives

These norms can help teams be in a brave space and move forward.

#### **Directions:**

As you read through each item, please rate the degree to which the item is in place in your context ranging from not yet in place, partially in place, and fully in place. If you are unsure, please rate using the question mark (?).

**Scoring:**

Items are scored on a scale of 0 to 2 based upon the degree that each item is in place: (0) not yet in place, (1) partially in place, (2) fully in place. (?) not sure. All the items under each of the five Colorado Multi-Tiered System of Supports components must be fully in place to score the item as a “2”.

Key			
0 = Not in Place	1 = Partially in Place	2 = Fully in Place	? = Not sure

Team Driven Shared Leadership	0	1	2	?
Favoritism, bias, or discrimination are avoided in all aspects of organizational functioning.				
All team members are empowered to have equal voice, opportunity, and access to necessary resources regardless of their backgrounds and/or roles.				
Individuals in positions of power are aware of their influence and ensure shared voice and responsibility.				
Data-Based Problem Solving & Decision Making	0	1	2	?
Outcome and system data are disaggregated to analyze gaps and needs, monitor progress, and guide action.				
Social and historical contexts are examined to identify root causes of disparities, inform data collection, data analysis, plan implementation and evaluation.				
Family and community partners are empowered as data experts using culturally responsive approaches to engagement and co-creation that support equitable data use.				
Family, School, & Community Partnerships	0	1	2	?
Teachers and school staff actively reach out to families using promising practices (i.e., home visits early in the school year to get to know them better).				
Families are considered equal partners in sharing context expertise with the learning community when planning their child’s educational program.				

School teams share relevant, disaggregated data with families to engage them in meaningful conversations and set equitable goals to improve student outcomes.				
<b>Comprehensive Screening &amp; Assessment System</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>?</b>
Existing methods and assumptions for data collection and analysis are questioned and assessment and non-assessment data are used.				
Assessment measures are selected that are culturally responsive to address the needs of all students.				
Data are shared in different ways to promote inclusion and awareness across culturally, linguistically, and racially diverse audiences.				
<b>Layered Continuum of Supports</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>?</b>
Targeted supports are provided based on the individual needs of staff, students, and families.				
Selection of system and individual supports are based on a combination of staff, student, and family (1) needs, (2) interests/input, and (3) culturally responsive practices.				
Academic, social-emotional, behavioral, developmental, and cultural supports are implemented at the systemic and individual levels.				

## Organizational Equity Reflection Tool (OERT)

### Action Planning

#### Directions:

After completing your Organizational Equity Reflection Tool (OERT), identify and prioritize 1-3 actions that will explicitly support building equity. Consider necessary personnel, resources in your prioritization and how you might evaluate progress to reach your goal(s).

<b>What steps will you take to increase equity within your current Multi-Tiered System of Supports?</b>	<b>What do you need to get there (resources, time, people)?</b>	<b>How will you know it is working/has worked?</b>