

## *A Systemic Professional Development Strategy*

### Getting an “A” in Equity™



## *Courageous Equity Leadership Outline*

Prepared by  
Edwin Lou Javius, Ed.D.  
CEO/President EEquity, Inc

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## EDEquity's Mission

The mission of EDEquity, Inc. is to assist educators in improving their “will and skill” to eliminate the achievement gap! EDEquity is a professional development company that targets its assistance to high performing and low performing districts and schools in implementing the key principles of Equity: Awareness, Attitude, Analysis, Action and Accountability. We are committed to providing successful and positive experiences for ALL our clients.

The EDEquity associates have had educational success in working with schools across the state of California. Through engendering mutual respect, relationships, and results with educators, EDEquity has had the opportunity to work with staffs around the critical issues of Equity and Inter-Cultural experiences.

We believe the personal and professional engagement of educators will eliminate the achievement gap. Moving toward cultural consciousness and mutual respect will take committed adults who are willing to have ruthless compassion to reflect and act on promising practices that will create the conditions for a school system to meet the emotional, intellectual, and educational needs of all its students and communities. The most promising results-driven approach that has yielded increased student achievement and cultural awareness is when the system moves to honoring, respecting, and demanding that all of its stakeholders have an opportunity to have equitable access to the services the school system has to offer.

## Rationale

Effective educators know and demonstrate appreciation for all their students. Through their attitudes and behaviors, they establish classroom learning environments that are emotionally and physically safe and they communicate high expectations for academic achievement and quality interpersonal relationships (NSCD, 2005). Equity Based professional development related to closing the achievement gap for minority and low income students is particularly important for schools to meeting and exceeding Adequate Yearly Progress (AYP) performance targets. Traditional staff development has provided administrators and teachers technical training to implement standards based instruction, however the student achievement for minority and low income students has not accelerated the academic gains to close the gap with their White and Asian counterparts (Haycock, 2004). Educators, who understand the instructional relationship between the cognitive domain and affective domain, will possess the skills to reach every student in their class (Gay, 2004).

The design, implementation, and evaluation of deliberate and focused staff development are keys to increasing student achievement. School districts will be required to reflect on their traditional staff development offerings to ensure that trainings are aligned to key Equity Principles that will increase the quality of instruction for all students.

## Proposal Statement

EDEquity, Inc. in partnership with School Districts; proposes a comprehensive staff development model for administrators that will address key principles of Equity; **Awareness, Attitude, Analysis, Action and Accountability** for Closing the Equity Gap. In addition, EDEquity will provide a clear and focused support plan to create and foster strategies to increase student achievement. The intent of the plan is to enhance district's personnel to have the necessary leadership skills to lead.

The proposal outlines the key service models that will support the district's educational goals and objectives. The service model will illustrate the coherence, congruency, and commitment that are essential for sustainability (Garcia, 2005). An implementation rubric will outline an action plan to support the 4 key components to building cultural conscious leadership, effective use of data to initiate courageous conversations to improve classroom practice, how to facilitate a deeper understanding of instructional leadership, lastly, how develop internal capacity of teachers to lead educational Equity.

The Professional Development offerings are research based approaches when linked to culturally consciousness will lead to improved student performance.

## Professional Development Model

The Professional Development Model proposed is aligned with the district's goals to increase student achievement and it is grounded in research-based approaches to implement a comprehensive staff development. An implementation rubric and sustainability index will be shared with district and site principals as a means to have focused progress monitoring.

The number of days will be scheduled by the district leadership. Understanding the unique needs of school districts the professional development will incorporate differentiated approaches based on the district request, needs and readiness. However, the need for consistency, congruency and clarity among schools will support the district's student achievement and professional development goals and objectives.

## Proposed Modules

**Purpose:** In interactive training sessions, participants will engage in research based staff development that will begin to prepare them for deep thinking about the restructuring changes that must take place for student success. They will gain a deeper knowledge of how the concept of Educational Equity applies to their leadership and will learn strategies to help improve the academic outcomes for all students with targeted strategies for student groups that are experiencing the greatest achievement gap.

Listed below are the topics/objectives to be covered:

### Module 1

*Participants will be able to...*

- ⇒ Review the key components of Courageous Equity Leadership (CEL)
- ⇒ Understand the key Principles of Equity
- ⇒ Understand Equity Norms of Engagement
- ⇒ Effectively use data to lead Equity

### Module 2

*Participants will be able to...*

- ⇒ Determine leadership strategies for implementation of key school initiatives
- ⇒ Review district and site level key components for high expectations
- ⇒ Analyze their personal racial identity development
- ⇒ Understand how the equity concepts of privilege & entitlement impact instruction
- ⇒ Gain key strategies to have courageous conversation with staff

### Module 3

*Participants will be able to...*

- ⇒ Understand and utilize collaborative processes and equity based professional learning communities for the sake of increasing student achievement
- ⇒ Analyze and respond to assessment data by using an Equity Lens
- ⇒ Use formative and summative data to guide instruction
- ⇒ Implement a grade level/department formative data protocol – Plan-Do-Study-Act to monitor student progress

#### Module 4

##### ***Participants will be able to...***

- ⇒ Develop the knowledge and skills to facilitate deep implementation of school wide initiatives
- ⇒ Analyze school and classroom structures with the likelihood such structures will support successful student engagement, including the engagement of “special needs students”
- ⇒ Apply to their instructional settings some strategies to increase the academic motivation of specific student subgroups

#### Module 5

##### ***Participants will be able to...***

- ⇒ Understanding the key principles Culturally Conscious teaching principles
- ⇒ Become more aware of how culture influences cognition and impacts instruction
- ⇒ Bridge the diverse cultures exemplified by students in the classroom through culturally conscious instruction

#### Module 6

##### ***Participants will be able to...***

- ⇒ Design culturally conscious lesson plans that draw from multicultural resources to enrich and make relevant school content
- ⇒ Analyze school and classroom content and curriculum to create instructional contexts that value multiculturalism

#### Module 7

##### ***Participants will be able to...***

- ⇒ Analyze key classroom structures to facilitate the successful use of instruction to develop Academic Language Learners™ (ALL) including English Learners
- ⇒ Increase their utilization of instructional strategies that are likely to increase “instructional conversation” among Academic Language Learners™ including English Learners
- ⇒ Propose possible school site changes regarding restructuring efforts

## Module 8

### *Participants will be able to...*

- ⇒ Develop Culturally Conscious Coaching skills to improve classroom instruction
- ⇒ Deepen their knowledge of reflective questioning techniques to empower teacher efficacy

## Module 9

### *Participants will be able to...*

- ⇒ Develop support structures to build internal capacity with staff
- ⇒ Understand Equity Walk™ as a coaching observation model to district's RTI implementation
- ⇒ Identify steps to design, sustain, and institutionalize district/school site equity teams

## Module 10

### *Participants will be able to...*

- ⇒ Refine and focus restructuring efforts for the school site. Plans will be put in place to move Equity Action Plans (district & school site) to deep implementation