

A Systemic Professional Development Strategy



Secondary School Department Chair Institute

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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 secondary schools; proposes a staff development institute for Department Chairs 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 and build internal capacity to improve secondary schools. The intent of the plan is to enhance the Department Chairs' skills to lead highly effective departments.

The proposal outlines the key outcomes that will support the districts and schools' educational goals and objectives. The Institute 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 four 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 Institute outcomes and activities are research based approaches when linked to cultural consciousness will lead to improved student performance.



Professional Development Model

In collaboration with the district and schools direction, the Institute will deepen the leadership capacity of key site leaders. The Institute format will allow the teachers focused time over the summer to collaborate, design, and plan: common assessments, instructional strategies, department instructional goals, effective facilitation skills, use of data, and walk-thru protocol are key components of the institute.

The number of days for the Institute will be designed to work with the Department Chairs for 3 consecutive days a week at the end of the academic school year and 2 consecutive days before the start of 2011 school year. Subsequent training can be negotiated during the school year. The following is the proposed desired outcomes and activities for the 5 modules.



Department Chair Leadership Content Coaching

Module I

Desired outcomes

Participants will

- Deepen understanding of the current secondary school reform landscape
- Understanding the Key Principles of Equity
- Develop a personal equity lens
- Understanding CBAM stages
- Understand the varied types of data that may be analyzed in determine student learning and teacher efficacy
- Develop capacity to engage departments in culturally conscious data discussions

Workshop Agenda

Activities	Time
⇒ Refreshments/ District Welcome /Introductions	8:00 am - 8:30 am
⇒ Purpose of the Day	8:30 am - 8:40 am
⇒ High school reform jigsaw	8:40 am - 9:30 am
⇒ Debrief	9:30 am - 10:00 am
Break	10:00 am - 10:20 am
⇒ The Key Principles of Equity	10:20 am - 10:45 am
⇒ The use of data in education	10:45 am -11:15 am
⇒ CBAM stages	11:15 am - 12:00 pm
Lunch	12:00 pm - 12:45 pm
⇒ The culturally conscious data protocol	12:45 pm - 2:45 pm
⇒ Data Scenarios- Four Corners	
⇒ Summary / Evaluation /Closure	2:45 pm - 3:00 pm

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Module II

Desired outcomes

Participants will

- Effective use of formative assessments to guide instruction
- Deepen understanding of cultural conscious classrooms
- Effectively use student data to determine department equity learning objectives (DELO)
- Effectively define appropriate data and tools to monitor department learning objectives

Workshop Agenda

Activities	Time
⇒ Refreshments	8:00 am - 8:30 am
⇒ Purpose of the Day	8:30 am - 8:40 am
⇒ Review culturally conscious data protocol	8:40 am - 9:30 am
⇒ Determine Department Equity Learning Objectives	9:30 am - 10:00 am
Break	10:00 am - 10:20 am
⇒ Department Equity Learning Objectives- Group	10:20 am - 10:45 am
⇒ Review of different data sources	10:45 am - 11:15 am
⇒ Selecting aligned DELO data sources	11:15 am - 12:00 pm
Lunch	12:00 pm - 12:45 pm
⇒ DELO accountability	12:45 pm - 2:15 pm
⇒ Summary / Evaluation /Closure	2:45 pm - 3:00 pm

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Module III

Desired outcomes

Participants will

- Develop Equity Professional Learning Communities
- Increase capacity to engage departments in Equity Meeting Protocol

Workshop Agenda

Activities	Time
⇒ Refreshments	8:00 am - 8:30 am
⇒ Purpose of the day	8:30 am - 8:40 am
⇒ Review DELOs and tools	8:40 am - 9:30 am
⇒ Equity Video (Berkeley)	9:30 am - 10:30 am
Break	10:30 am - 10:50 am
⇒ Video Discussion	10:50 am - 11:00 am
⇒ Equity Meeting Protocol	11:00 am - 12:00 am
Lunch	12:00 pm - 12:45 pm
⇒ Equity meeting protocol scenarios	12:45 pm - 2:15 pm
⇒ Summary / Evaluation /Closure	2:45 pm - 3:00 pm

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Module IV

Desired outcomes

Participants will

- Progress monitor department level instructional goals
- Deepen understanding of culturally conscious instructional strategies
- Develop reflective coaching strategies for classroom Equity Walks

Workshop Agenda

Activities	Time
⇒ Refreshments	8:00 am - 8:30 am
⇒ Purpose of the day	8:30 am - 8:40 am
⇒ Review Equity meeting protocol	8:40 am - 9:00 am
⇒ Culturally conscious instruction	9:00 am - 10:30 am
Break	10:30 am - 10:50 am
⇒ Designing culturally conscious lesson plans	10:50 am - 11:15 am
⇒ Review of the coaching roles	11:15 am - 11:30 am
⇒ Dyad Activity - owning reflective question stems	11:30 am - 12:00 pm
Lunch	12:00 pm - 12:45 pm
⇒ Coaching Scenarios- Four Corners	12:15 pm - 3:00 pm

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Module V

Desired outcomes

Participants will

- Design common assessments to be used through the year
- Review culturally conscious lesson designs
- Calendar key formative assessments

Workshop Agenda

Activities	Time
⇒ Refreshments/ District Welcome /Introductions	8:00 am - 8:30 am
⇒ Purpose of the Day	8:30 am - 8:40 am
⇒ Culturally Conscious Lesson Plan Scenario	8:40 am - 9:00 am
⇒ Equity Walks Video	9:00 am - 10:30 am
Break	10:30 am - 10:50 am
⇒ Equity Walk Practice	10:50 am - 11:15 am
Lunch	12:00 pm - 12:45 pm
⇒ Review Department Goals and Assessments	12:45 pm - 1:15 pm
⇒ Coaching Scenarios- Four Corners	1:15 pm – 2:45 pm
⇒ Summary / Evaluation /Closure	2:45 pm - 3:00 pm