

School Improvement Grant Transformational Model

Getting an “A” in Equity™



Key Principles of Equity™

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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™ transformational model: *Awareness, Attitude, Analysis, Action and Accountability*. We are committed to providing successful and positive experiences for ALL our clients.

The EDEquity associates have educational success in working with schools across the country. Through engendering mutual respect, building relationships, and examining results with educators, EDEquity has had the opportunity to work with staffs around the critical issues of Equity and Excellence.

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 yields increased student achievement and cultural awareness is when the system provides equitable access to all stakeholders.

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 meet and exceed 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 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. Schools 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 schools committed to transforming their school culture; proposes a three-year comprehensive staff development model that will address the key principles of school transformation for Closing the Achievement 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 schools' leadership skills to lead and sustain the promising practices to improve the quality of instruction.

The proposal outlines the key service models that will support the schools' 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 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 to develop internal capacity for teachers to lead school transformation.

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

Year I

Awareness and Attitude

The year I support model’s primary focus is to *Assess* current practices, protocols and perceptions of the school. In collaboration with the district and school leadership team, EDEquity will *Design* a professional development support plan to align with the school’s transformation goals and objectives. Based on the district and site assessments and readiness, key instructional trainings will be *Implemented*. The following would be the essential areas of support during year I (but not limited to):

<i>Area of Support</i>	<i>Desired Outcomes</i>	<i>Suggested Training Days</i>
Equity Implementation Assessment	<ul style="list-style-type: none"> • Design a year I professional development model • Design a district and site Equity implementation rubric • Review and assess school practices, protocols and perceptions 	2 Days
Site Leadership Training	<ul style="list-style-type: none"> • Understand the Key Principles of Equity • Develop site infrastructure with comprehensive feedback loops and accountability • Equity Walks classroom (classroom observation) • Facilitation of Equity Professional Learning Communities • Effective use of reflective questioning to “push” instructional practice 	4 days
Key Principles of Equity Transformational Training	<ul style="list-style-type: none"> • Effective use of formative data to develop instructional strategies • How to integrate culturally conscious elements in lesson designs • Implement a classroom walk-through (Equity Walks™) with an Equity lens • How to implement the use of Culturally Conscious Teaching™ strategies • Develop protocol for grade level/department collaboration meetings • Instructional Teacher Leadership Training (Secondary Schools; Summer Institute) • Student Voice facilitation (secondary level) 	10 days



Year II

Attitude and Action

The year II model’s concentration would be deepening the **Implementation** of the key principles of Equity at the different levels of the system. As identified in the year I assessment, a formal **Monitoring** system would be implemented to measure the frequency, quality and effectiveness of the actions of the participants. Year II would move the Equity work to the site level with the development of site equity teams and site level support.

<i>Area of Support</i>	<i>Desired Outcomes</i>	<i>Suggested Training Days</i>
Site Leadership Team	<ul style="list-style-type: none"> • Enhance leadership capacity for school transformation • Develop a clear line of support to site levels • Assessment of current support structures for leadership development • Walk school sites to determine standard of practice for instructional improvement • Provide feedback of promising Equitable practices • Monitor racial, cultural and linguistic inclusivity at all levels of the system 	2 Days
Principal Cluster Equity Learning Walks	<ul style="list-style-type: none"> • Develop common language of promising instructional practice • Implement common Equity Learning Walk protocol • Enhance reflective questioning skills to improve teacher practice • Techniques to develop a site culture of critical examination of instruction practice 	4 days
Teacher Level Support	<ul style="list-style-type: none"> • Implement Equity Cycle of teacher collaboration • Develop Equity Walks with Equity Team members • Implement culturally conscious instructional strategies 	6 to 8 days



Year III

Action and Accountability

Year three support would provide deeper implementation of the identified promising practices at every level of the organization. Key data will be collected to *Evaluate* the implementation and effectiveness of the professional development. Formal communication and documentation will be crafted to institutionalize practices that transform protocols, processes and perceptions.

<i>Area of Support</i>	<i>Desired Outcomes</i>	<i>Suggested Training Days</i>
Equity Team	<ul style="list-style-type: none"> • Assess implementation of key transformation elements • On-going site level training to transform mind-set and instructional practice • Conduct peer visitation Equity Walks • Lead Equity professional development • Monitor academic progress by targeted student populations 	6 days
Site Level Support	<ul style="list-style-type: none"> • Classroom coaching for improved instructional delivery • Department Chair instructional support (secondary level) • Implement culturally conscious instructional strategies 	5 to 6 days

