



Equity in Common Core Professional Development Model

Purpose

The advent of Common Core Standards in American schools has created a multi-layer awareness for educational leaders. Districts and school sites are now required to demonstrate content and pedagogical knowledge, skills and actions which will un-leash the critical thinking skills of low income students, students of color and English learners. The cultural shift from comprehending information to creating learning experiences for students has forced the educational system to deeply analyze its policies, perceptions, and practices. District leadership, site leadership, and classroom teachers must respond to the new challenge of preparing and tapping into our students' learning skills and knowledge of understanding.

Description

Edequity, a premier educational consultant firm, has designed a professional development model to support three areas of the K-12 system to deeply implement Common Core Standards. The Equity in Common Core professional development model is grounded in the research of best practices to systemically improve leadership and teacher efficacy as the most critical components in implementing Common Core standards.

The Equity in Common Core Model shifts the current Common Core professional development from awareness to the development of aligned leadership and to align instructional actions that accelerate student learning. Through the implementation of a Culturally Conscious focus in actions and teaching principles, educational leaders and classroom teachers will develop and prepare the system to increase opportunities for students to demonstrate 21st century skills. This systemic model supports the following areas: district practices, site administration practices and teacher practices.

Local Control Accountability Plan (LCAP) Priorities

The following priorities of the LCAP will be addressed in the professional development model; implementation of state standards (priority 2), pupil achievement (priority 4), other pupil outcomes (priority 8), pupil engagement (priority 5) and school climate (priority 6).





The scope of the professional development model includes, but is not limited to, the following.
 LCAP priorities are indicated after each professional development area.

Level of Support	Professional Development Areas	Outcomes
District	<ol style="list-style-type: none"> 1. Principal and Vice Principal Equity Leadership Academy(2, 4 & 6) 2. System of using disaggregated data to coach principals in courageous conversations of instructional leadership (2,4, 6 & 8) 3. Equity in Common Core School Summit(2, 4, & 6) 4. Teacher evaluation framework integrated with Culturally Conscious Teaching Principles (2, 4, 5 & 6) 5. District Equity Walk Team (2 & 4) 6. Equity Walk Protocol to support Response to Intervention (RtI²) strategies(2, 4, 5 & 8) 	<ul style="list-style-type: none"> • Identify target schools/populations. • Define/establish criterion for CCTP within targeted subgroups. • Use data to support conversations about racial achievement gaps. • District/site level alignment of expectations. • Equip site leadership with the instructional information necessary to fully support teachers. • Implement and monitor progress of the leadership summit.
Site Administration	<ol style="list-style-type: none"> 1. System to self-monitor professional growth plan for administrators that will align with the district’s principal evaluation framework (2 & 6) 2. Develop school structures to progress monitor common core implementation (2, 4, 5 & 8) 3. Support the developing teacher to build leadership capacity(4, 5 & 8) 4. Coaching support to transforming Teachers’ Mind-set for targeted students(2, 4 & 6) 5. Coaching strategies to work with Tier I-III teachers(2, 4, 5 & 8) 6. How to provide quality feedback to teachers’ work and performance(2 & 6) 7. Effective classroom observation to coach <i>teachers up!</i>(2, 4, 5 & 8) 	<ul style="list-style-type: none"> • Instructional uniformity and increased practitioner confidence. • Shift from evaluative to supportive role for principal. • Increased levels of responsibility by classroom teachers for student success. • Improved use of instructional time. • Instilling the “moral imperative” to be effective instructional leader. • Increased instructional efficacy and professional teamwork to achieve common site/district goals. • Support from peers to strengthen alignment among sites to document and monitor data and growth.





	8. Refinement of Professional Learning Community through an Equity lens (2, 4, 5, 6& 8) 9. Strategies to moving teacher collaboration time from data mining to instructional actions (2, 4, 5 & 8) 10. Peer to Peer classroom walk through protocol(4, 5, 6& 8)	
Teacher	1. Strategies for effective planning of Common Core instruction (2, 4 5 & 8) 2. Effective use of summative and formative data to design culturally conscious Common Core lessons(2, 4, 5 & 8) 3. Strategies to de-construct cultural learning skills as a means to deep learning (4, 5 & 8) 4. Shift instruction from learning to creating depth of knowledge (DOK) approach(2, 4, 5 & 8) 5. Equity differentiation of instruction using student learning profile(4, 5 & 8) 6. Implementation of structured oral language practice (2, 4, 5 & 8)	<ul style="list-style-type: none"> • Clear knowledge of students’ thinking and mastery levels. • Effective use of academic language by all learners targeted focus for ELs. • Appropriate use of instructional time and development of individual talents. • Development of racial identity and recognition of personal strengths. • Deep levels of content mastery and instructional mastery. • Deeper knowledge of designing effective lessons.

Guided Interview:EEquity process to begin working with a district

1. Guided interview with District leadership to determine levels of readiness at each level.
2. Support District leadership and site leadership in developing a strategic plan to implement Common Core.
3. Assist District leadership and site leadership to determine outcomes and timelines for levels of implementation of the Equity Common Core Strategic Plan.
4. Build capacity of district leadership and site administration in the implementation of common core at layered levels.
5. Identification of support level (I-III) for initial professional development.
6. Determine the professional development implementation rubric at each level.
7. Examine evaluation tools for the professional development.
8. Develop an Equity Action plan that is aligned withthe single plan for student achievement.
9. Identify the district and site professional develop plan that will support deep implementation of the Equity Common Core Strategic Plan.

