



# Leadership for Equity (LFE) Micro-Credentials

## Competency Based ● On-Demand ● Shareable

### JOIN THE PILOT

In Spring of 2019 you have the opportunity to pilot the Leadership for Equity Micro-Credentials Pilot.

#### REQUIREMENTS

- ✓ Participate any time February – June, 2019
- ✓ Choose 1 of the 4 Micro-Credentials (MC)
- ✓ Work at your own pace but must commit to complete MC by June 2019

#### REWARDS

- ✓ Free training (for all)
- ✓ A Micro-Credential (for all)
- ✓ Digital Badge through Bloomboard (for all)
- ✓ Illinois Admin Academy Credit (for IL participants)

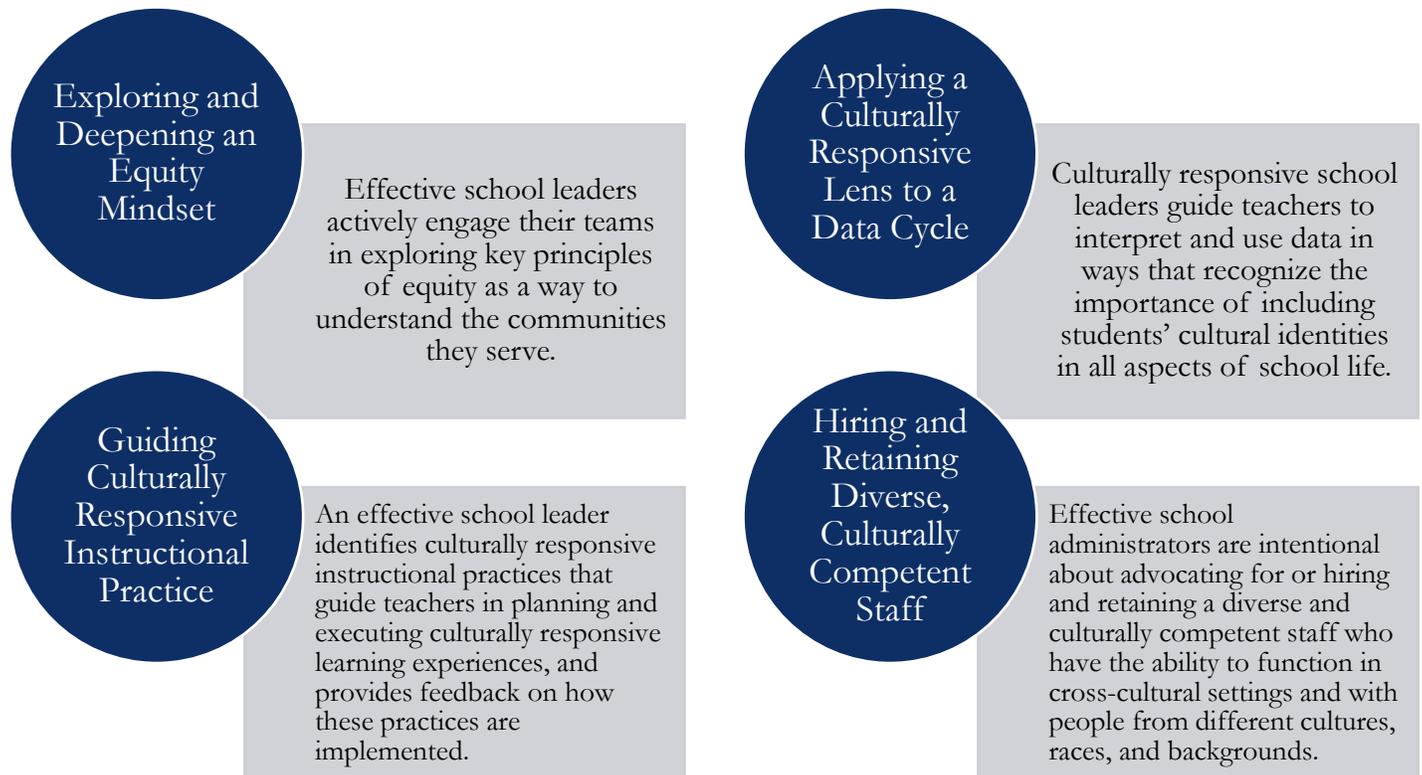
### OVERVIEW

The Center for the Study of Education Policy (CSEP) at Illinois State University has partnered with the Tennessee Department of Education, American Institutes for Research (AIR) and BloomBoard to develop the Leadership for Equity Micro-Credential Cluster. The LFE MC is based on Tennessee's Leadership for Equity Playbook (<https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>) aligns with the Professional Standards for Educational Leadership (PSEL).

### MICRO-CREDENTIALS

- ✓ create an opportunity for educators to demonstrate their knowledge and skills
- ✓ educators learn through a variety of resources and collect evidence to demonstrate their competence
- ✓ externally trained assessors determine if competency has been reached

### LEADERSHIP FOR EQUITY MICRO-CREDENTIAL CLUSTER



**FOR MORE INFORMATION, CONTACT ERIKA HUNT BY JANUARY 25, 2019 AT [elhunt@ilstu.edu](mailto:elhunt@ilstu.edu) OR 309/438-2725 (work) or 309/310-3941 (cell)**

# Leadership for Equity Cluster

## Exploring and Deepening an Equity Mindset

Effective school leaders actively engage their teams in exploring key principles of equity as a way to understand the communities they serve. They guide their teachers and staff in uncovering their own biases and assumptions, identify key areas for staff development and growth, and facilitate a culture of learning as they integrate practices to address the diverse needs of the students and families within their communities. The leader must be aware of their own personal biases and assumptions in order to guide staff in developing a shared understanding of cultural responsiveness and equity, so that all students can receive the quality education they deserve.

(PSEL: 3a-h, 5a-f, 8a-i; IBAM: Ba-e, Da-c; TN ECs: 1a-e, 2a-g, 4c, 5d, 6a-e, 7a-g)

**ANALYZE** the current awareness of implicit bias, misconceptions, and equity mindsets.

**DEVELOP** a personal equity statement that relates to the equity commitment.

**IMPLEMENT** by sharing your equity statement with a colleague.

**EVALUATE** your equity mindset journey by reflecting on your work and the colleague's feedback.

## Applying a Culturally Responsive Lens to a Data Cycle

Culturally responsive school leaders guide teachers to interpret and use data in ways that recognize the importance of including students' cultural identities in all aspects of school life. Culturally responsive principals focus on the assets of students when they collect data, ask probing questions to help analyze root causes that may explain the data, and respond by establishing practices that recognize the inherent role and impact of culture and history upon learning and development. When educators intentionally review and respond to data through a culturally responsive lens, they make decisions that acknowledge and reduce privilege, confront individual and institutional bias; and take action for improvements that guarantee equitable opportunities AND equitable outcomes for each student.

(PSEL: 4g, 9g; IBAM: Aa-d, Ba-e, Da-c; TN ECs: 1b, 4a-b, 4e-f)

**ANALYZE** With a team of teachers, determine an area of concern to determine what data set(s) may inform your understanding of that problem.

**DESIGN** a culturally responsive intervention plan with your team that will address the identified gap from Analyze.

**IMPLEMENT** the intervention plan from Design by capturing evidence of the teacher and students in action.

**EVALUATE** the effectiveness of the culturally responsive data cycle with the teacher team.

## Guiding Culturally Responsive Instructional Practice

Culturally competent leaders function comfortably in cross-cultural settings and interact harmoniously with people from cultures and races that differ from one's own (p. 20 Tennessee Leaders for Equity Playbook, 2018). An effective school leader identifies culturally responsive instructional practices that guide teachers in planning and executing culturally responsive learning experiences, and provides feedback on how these practices are implemented. When all teachers are explicit about implementing culturally responsive instructional practices, there is a shared student-centered approach to teaching in which the students' unique identities and cultural strengths are recognized and nurtured to promote relevant and rigorous instruction, student achievement and a sense of safety and socio-economic well-being.

(PSEL: 4d, 5c-f; IBAM: Bd, Ca-c; TN ECs: 3a-e)

**ANALYZE** how culturally responsive instructional practices are currently implemented in your school.

**DESIGN** Co-design a unit plan that integrates one of the culturally responsive teaching practices you identified in your Analysis.

**IMPLEMENT** an observation and debrief of the teacher executing the lesson plan.

**EVALUATE** how effectively the culturally responsive instructional practice was implemented and supported the outcomes you described in Design.

## Hiring and Retaining Diverse, Culturally Competent Staff

**Definition:** Effective school administrators are intentional about advocating for or hiring and retaining a diverse and culturally competent staff who have the ability to function in cross-cultural settings and with people from different cultures, races, and backgrounds.

**Underlying Principles:** Effective leaders also look for ways to identify, select, develop, and mentor culturally competent and diverse staff representing the demographics of the school and community that they serve.

**Rationale:** An inclusive learning environment respects diversity and equity, selects culturally competent staff and provides opportunities for students to learn and improve when they are taught by staff who often look like them, have the same shared experiences and who are focused on providing a rigorous and personalized education for all students.

(PSEL: 6a-i, 7a-h; IBAM: Bc, Da; TN ECs: 1a-e, 2a-g, 3d, 4a-f, 5a-e)

**ANALYZE** your current staff demographic and retention rates in relationship to your student and community population.

**DESIGN** an improvement strategy with members of your school team or select a training on cultural competency practices for your staff

**IMPLEMENT** the improvement strategy or training.

**EVALUATE** the process you used to create your strategy and action steps.