Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.

- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.

- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.

- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

Building Educator Capacity for Equity: Competency-Based Approaches to Professional Learning for Teachers and Administrators

Jason Lange

Amalia Lopez

October 5, 2020

Session Outcomes

- Participate in thinking on the **concepts of Diversity, Equity, and Inclusion**
- Understand the elements **Diversity, Equity and Inclusion Micro Credentials**
- Understand the elements involved in **implementation of district- level competency-based professional learning launch**

Participant Poll

- Open up a browser window at:

- pollev.com/amalialopez778

Keep this browser window open! You will refresh each time we present a new poll!

Poll Everywhere

How do you define diversity, equity, and inclusion for your organization or work?

What are some ways you've attempted to build DEI in your organization?

About BloomBoard

- Started in 2010, and more **than 7,500 schools in 800 districts in 38 states** trust us (with 15 state-level partnerships)

- Backed by the **Gates**, **Dell** and **Jobs** family foundations, as well as **Learn Capital**

- Current and previous Board members / advisors are educational leaders including: **Joanne Weiss** and **Tom Vander Ark**

- Pioneering the shift from seat-time-based learning and traditional degrees **to competency-based certification and career advancement**, while maintaining rigor and quality at scale

- The platform for leading MC issuers such as: **Ready to Blend** and the **National Board Certified Teacher Network**

Essential Skill: Building a Fire

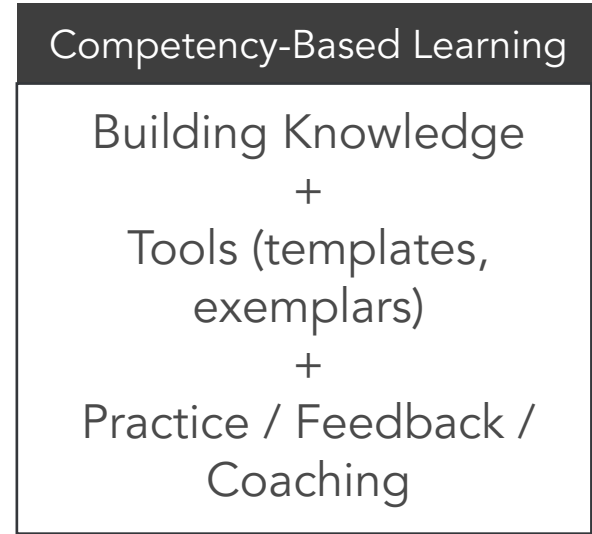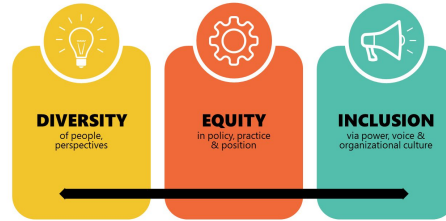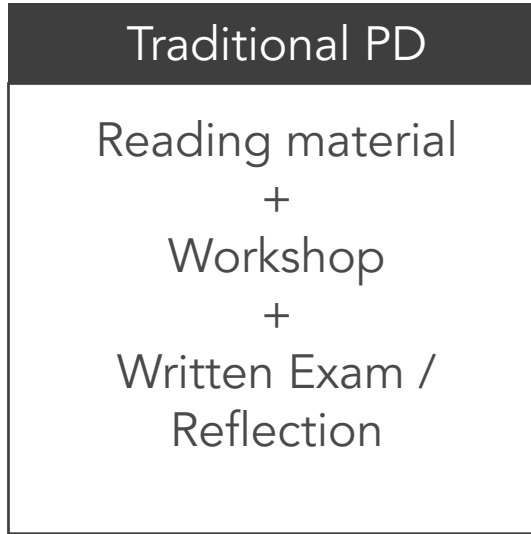| Traditional PD |
|---|
| Reading material
+
Workshop
+
Written Exam |
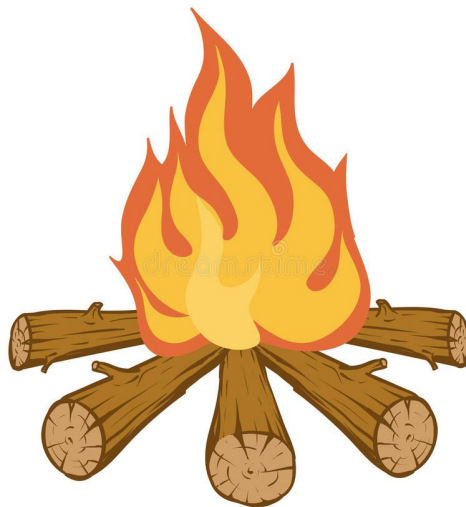
Competency-Based Learning
Building Knowledge + Tools (tinder, kindling) + Practice Building a Fire

Which model do you want if you had to survive a night in the woods?

BloomBoard

Essential Skills: Diversity, Equity and Inclusion (DEI)

Traditional PD
Reading material + Workshop + Written Exam / Reflection

DIVERSITY of people, perspectives
EQUITY in policy, practice & position
INCLUSION via power, voice & organizational culture

BloomBoard
Exploring and Deepening an Equity Mindset

Competency-Based Learning
Building Knowledge + Tools (templates, exemplars) + Practice / Feedback / Coaching

Which model will be most effective at meaningfully changing practice?

BloomBoard

What is a Micro-Credential?

Exploring and Deepening an Equity Mindset

A digital form of micro-certification earned by demonstrating competency in a specific skill via classroom practice.

Key Components:

1. Description of the skill
2. Requirements for proving competency
3. Performance rubric for each requirement

Micro-Credentials are less like...

✖ A College Course... not time based, does not require scope and sequence

✖ A PD Workshop... no seat-time, no sub or travel requirement/expense

✖ A Test or Traditional Assessment... not measured by passing an exam

**Micro-Credentials are more like...**

✔ A Driver's License... learn by practice and support, earn by demonstration

✔ The Pole Vault... a bar is set, objective is to get clear of the bar using available tools. Train to clear the bar. Practice makes perfect

✔ A Single-Skill Version of Familiar Education Certification... allows practitioners to distinguish themselves as accomplished

BloomBoard's National Micro-Credentialing Landscape

ARKANSAS
Teacher Induction, Teacher Leader, & Master Teacher Endorsements

KANSAS
Induction & Response to Intervention (RtI)

DELAWARE
Teacher Induction

MINNESOTA
CTE Alternative Certification

KENTUCKY
CTE / Workforce Development

FLORIDA
Clinical Educators & CTE / Workforce Development Pathways

DEPARTMENT OF LABOR
Apprenticeship Employability Skills

ILLINOIS
Leadership for Equity

LOUISIANA
Teacher Leader & Principal Licensure

AASA (The Superintendent's Association)
Superintendent Certification

RHODE ISLAND
Computer Science Endorsements

ARIZONA
Computer Science Endorsements

UTAH
Financial Literacy

TENNESSEE
Social Emotional Learning & STEM

ALABAMA
Gifted & Talented, ESL, & National Board Pre-Candidacy

WISCONSIN
Competency-Based Salary Schedules

TEXAS
Micro-Credential Licensure Pathways (HB2424)

CONNECTICUT
English as a Second Language (ESL) & Diversity, Equity, and Inclusion

WASHINGTON
Computer Science & Cultural Responsiveness

INDIANA
Teacher Leadership & Social Emotional Learning
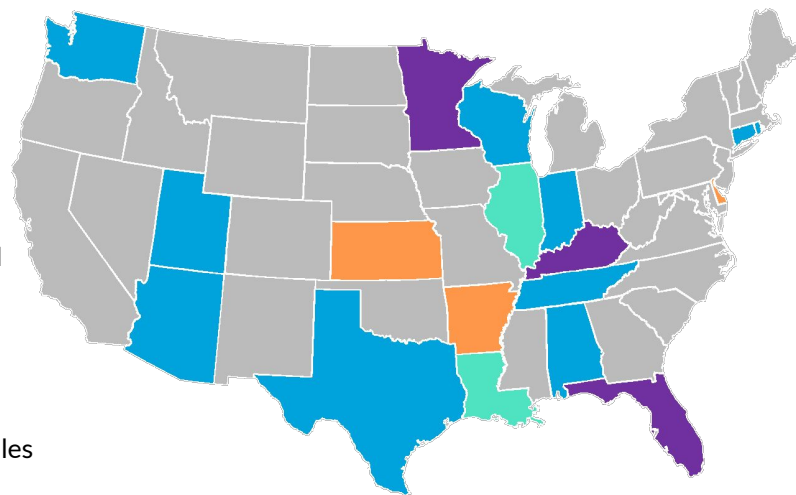
New Teacher Induction

Specific Endorsements / Add-ons

CTE / Workforce Development

Leadership

DEI Is More Important Than Ever
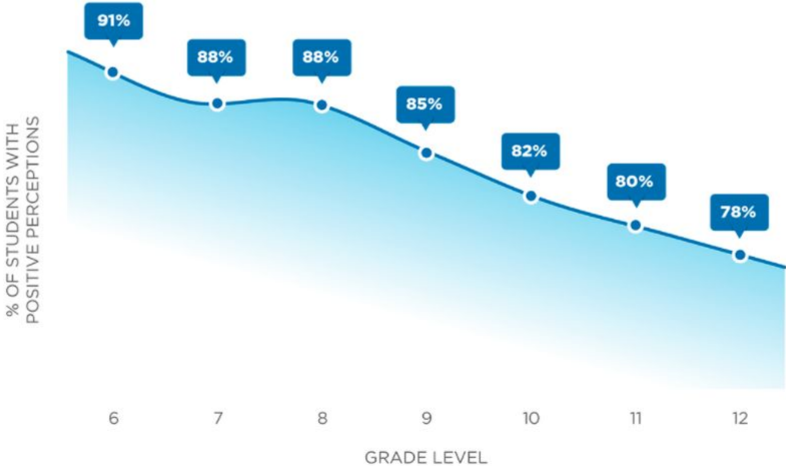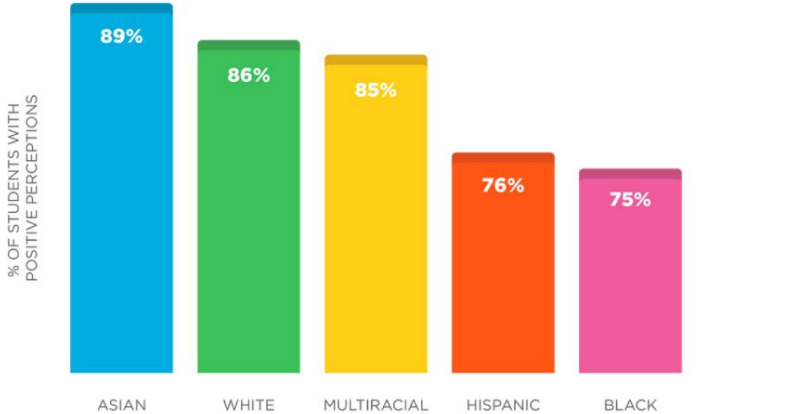
Big Questions

- What do teachers and leaders need to do to effectively and meaningfully support DEI for all students?

- Can we model effective DEI experiences for teachers and leaders, and if so, what does that mean and what are the implications?

- This work is culture change management. How do we structure the implementation and support process to best manage the related complexities?

What Is the Best Research to Inform This Work?

Culturally Responsive Instruction	Restorative Justice	Trauma-Sensitive Instruction	Social Emotional Learning
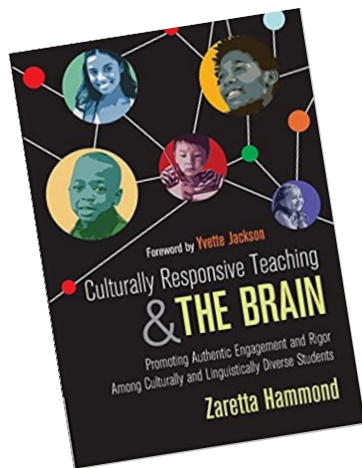
Leadership For Equity

We Know Leadership Is Critical as a Starting Point

Tennessee LEADERS FOR EQUITY Playbook

April 2018
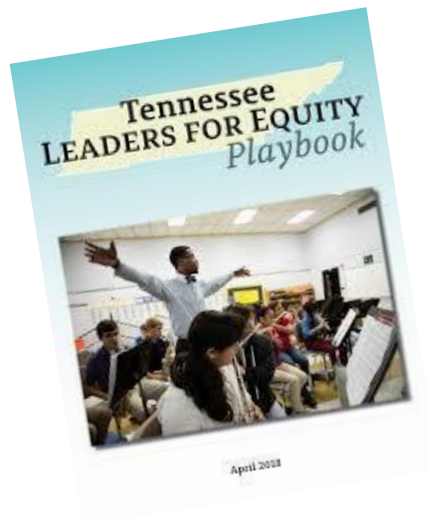
Core Leadership Commitments

1. Decrease Chronic Absenteeism

2. Reduce Disproportionate Suspension and Expulsion Rates

3. Increase Early Postsecondary Opportunities

4. Provide Equitable Access to Effective Teachers

5. Recruit and Retain a Diverse Teaching Force

6. Embed Cultural Competence in School Practices

7. Partner with Community Allies

Foundations of Leadership For Equity

- Exploring and Deepening an Equity Mindset
- Applying a Culturally Responsive Lens to a Data Cycle
- Building a School Culture Where Every Student Succeeds
- Inducting Teachers to Retain Culturally Responsive Staff
- Making Culturally Responsive Personnel Decisions

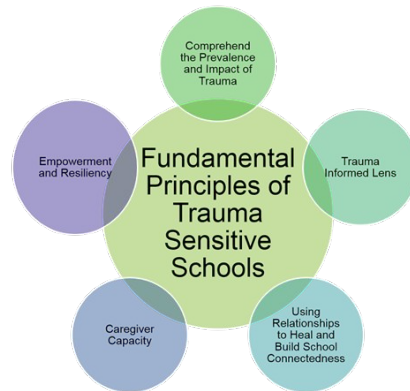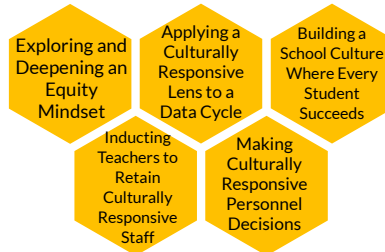# But We Also Need to Focus on Critical Classroom Practices

| Culturally Responsive Instruction | Restorative Justice | Trauma-Sensitive Instruction | Social Emotional Learning |

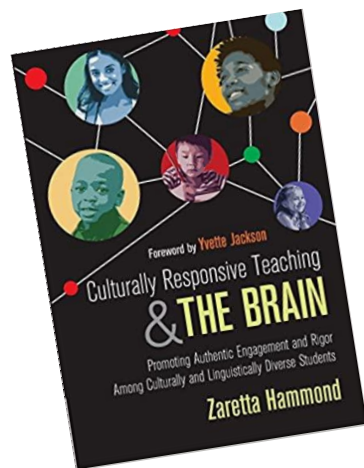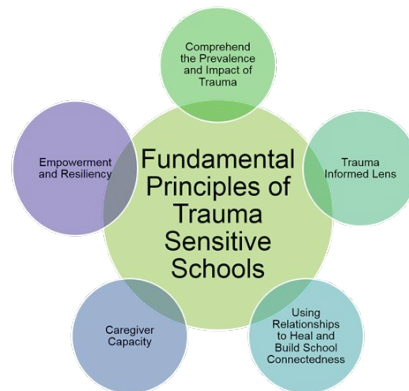Leadership For Equity

What Competencies Cover The Classroom Research?

Social and Emotional Learning Foundations Endorsement (10 MCs)

Additional Micro-Endorsements (20 MCs)

SEL Micro-Endorsement

- Understanding the Principles of SEL
- Making SEL Equitable Through Cultural Competence
- Reflecting on Educator Social and Emotional Competencies
- Preventing & Addressing Bullying Behavior in the Classroom Using SEL
- Supporting Student Self-Awareness
- Encouraging Student Social Awareness
- Developing Student Relationship Skills
- Promoting Student Self-Management
- Engaging Students in Responsible Decision-Making
- Building Student Motivation Through Mindsets

Restorative Justice

- Building Relationships for Restorative Justice
- Building a Caring and Supportive Community for Restorative Justice
- Exploring Your Bias to Connect with All Students
- Developing Restorative Circles and Spaces
- Conducting Restorative Conversations
- Addressing Defiant Behavior
- Exploring Discipline Practices

Trauma-Sensitive Education

- Reflecting Trauma Awareness
- Instituting a Trauma-Sensitive Classroom
- Addressing Stress Produced by Working With Students Affected by Trauma
- Using Protective Factors to Foster Student Resilience
- De-escalating a Triggered Student
- Recognizing Stress Responses in Students Affected by Trauma

Equity and Cultural Responsiveness

- Using a Culturally Responsive Data Cycle
- Implementing Culturally Responsive Curriculum
- Developing a Climate of Respect and Rapport
- Supporting Learner Collaboration

Developing Families as Partners

- Communicating Student Progress
- Developing an Understanding of Your School Community
- Engaging Families in the Learning Process

Click on competencies that come to mind for the DEI work in your district.

SEL Micro-Endorsement
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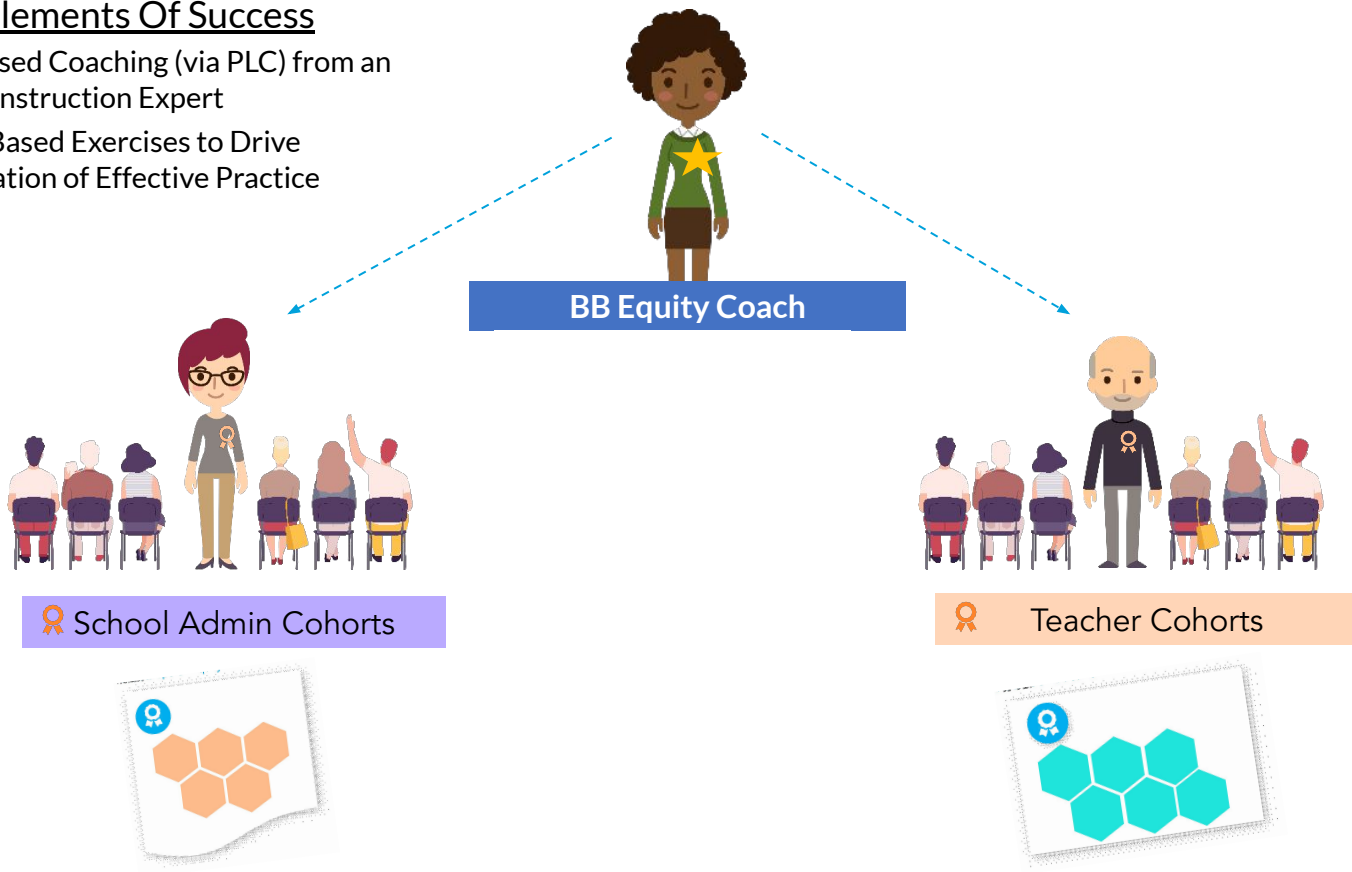- Developing an Understanding of Your School Community
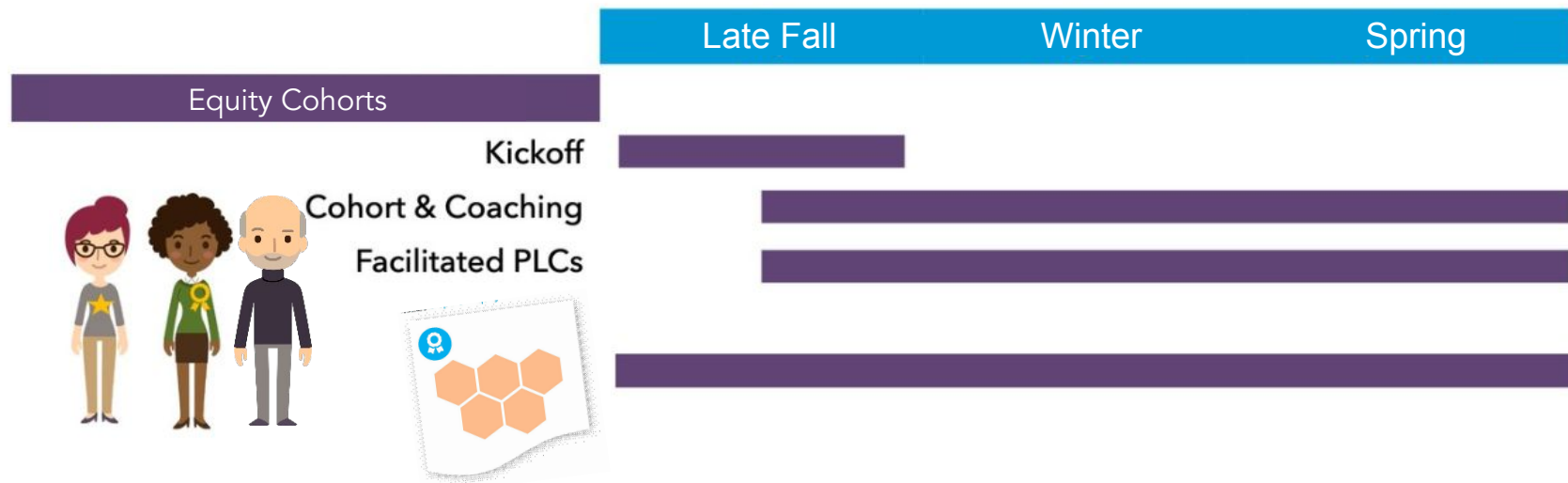- Engaging Families in the Learning Process

Where Should Coaching Come In to Model and Support Effective DEI Practices?

Key Elements Of Success

- Cohort-Based Coaching (via PLC) from an Equitable Instruction Expert
- Portfolio-Based Exercises to Drive Demonstration of Effective Practice

BB Equity Coach

School Admin Cohorts

Teacher Cohorts

What Does a Typical Implementation Timeline Look Like?

	Late Fall	Winter	Spring
Equity Cohorts			
Kickoff			
Cohort & Coaching			
Facilitated PLCs			

Micro-Credentials Guide Educators Through a 5 "Es" Learning Experience

Explore — Orienting: Getting Ready to Learn

Engage — Building Knowledge: Fill Knowledge Gaps

Exercise — Building Your Portfolio: Practicing and Receiving Feedback

Evidence — Submit Your Portfolio

Evaluate — Reflecting on Your Learning

Demonstrated Outcomes + Artifacts

What Does the Future of Career Advancement Look Like?
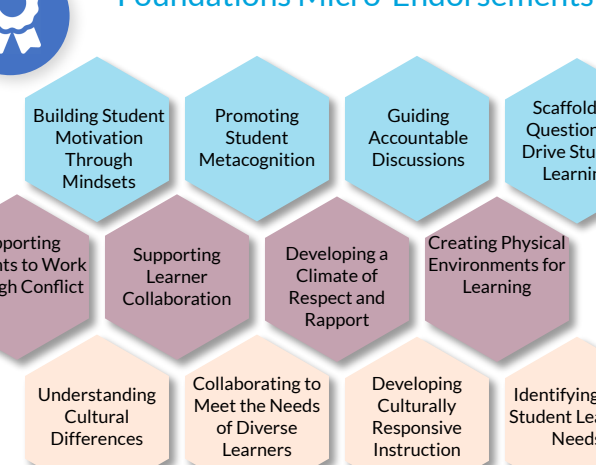
- Growth will be **linked to meaningful salary incentives**

- Advancement will be **MUCH cheaper** ($5K-7K vs. $15K-$50K)

- **Licensure requirements** will be automatically satisfied

- Content will be **directly aligned to district strategic plans**

- **Portfolio-based learning** will be the norm (6x learning / retention)

	ABC School District Teacher/Administrator Salary Schedule		
	RANGE		
	01	02	03
Step	BA	BA+15	MA
01	35,028	36,068	37,109
02	36,068	37,109	38,149
03	37,109	38,149	39,293
04	38,149	39,293	40,230
05	39,293	40,230	41,271

~20%-40% of all educators are currently "maxed out" on their salary schedules before a degree-bearing lane change…

Master Teacher Foundations (12 MCs)

Foundations Micro-Endorsements

- Building Student Motivation Through Mindsets
- Promoting Student Metacognition
- Guiding Accountable Discussions
- Scaffolding Questions to Drive Student Learning
- Supporting Students to Work Through Conflict
- Supporting Learner Collaboration
- Developing a Climate of Respect and Rapport
- Creating Physical Environments for Learning
- Understanding Cultural Differences
- Collaborating to Meet the Needs of Diverse Learners
- Developing Culturally Responsive Instruction
- Identifying Your Student Learning Needs

Personalized Micro-Endorsements (18 MCs)

Trauma-Sensitive Instruction

- Reflecting Trauma Awareness
- Instituting a Trauma-Sensitive Classroom
- Addressing Stress Produced by Working With Students Affected by Trauma
- Using Protective Factors to Foster Student Resilience
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Micro-Endorsement #2

- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
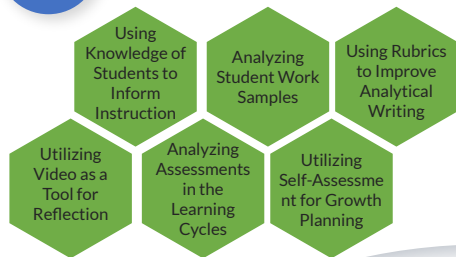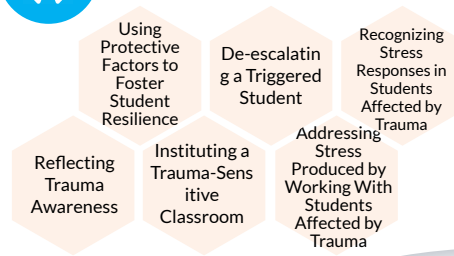- Personalized Micro-Endorsement

Micro-Endorsement #3

- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement
- Personalized Micro-Endorsement

National Board Pre-Candidacy

- Using Knowledge of Students to Inform Instruction
- Analyzing Student Work Samples
- Using Rubrics to Improve Analytical Writing
- Utilizing Video as a Tool for Reflection
- Analyzing Assessments in the Learning Cycles
- Utilizing Self-Assessment for Growth Planning

Social Emotional Learning

- Engaging Students in Responsible Decision-Making
- Building Student Motivation Through Mindsets
- Developing Student Relationship Skills
- Understanding the Principles of SEL
- Making SEL Equitable Through Cultural Competence
- Promoting Student Self-Management

Trauma-Sensitive Instruction

- Using Protective Factors to Foster Student Resilience
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- Reflecting Trauma Awareness
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Early Literacy Instruction

- Integrating Early Literacy Techniques: Teaching Phonics
- Integrating Early Literacy Techniques: Interactive Read Alouds
- Integrating Early Literacy Techniques: Phonological Awareness
- Integrating Early Literacy Techniques: Guided Reading
- Integrating Early Literacy Techniques: Text-based Discussion
- Integrating Early Literacy Techniques: Beginning Writing Instruction

Introduction to Culturally Responsive Instruction

- Understanding Cultural Differences
- Developing Culturally Responsive Instruction
- Supporting Learner Collaboration
- Developing a Climate of Respect and Rapport

Meeting the Needs of English Language Learners
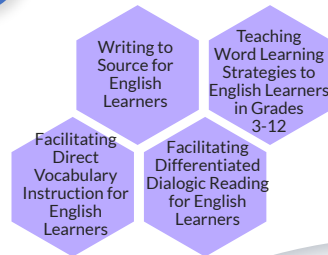
- Writing to Source for English Learners
- Teaching Word Learning Strategies to English Learners in Grades 3-12
- Facilitating Direct Vocabulary Instruction for English Learners
- Facilitating Differentiated Dialogic Reading for English Learners

WHO ARE WE?

Lindsay, CA

The Lindsay Unified Performance Based System

- A **personalized, competency-based, learner-centered** approach to learning

  ▶️ [Timeline of Lindsay's Model](#)

- Learners work at their **performance level** and advance through the curriculum when they have demonstrated mastery
- Varies the **pace and path of learning**
- Utilizes **academic data** to determine learner needs

All learners can learn.

Learners acquire knowledge in different ways and time frames.

Successful learning breeds continued success, which influences esteem, attitude, and motivation.

Conditions for Professional Learning

- Mindset of "we are all learners"
- Create pathways of choice in professional learning
- Menu of options that vary in depth, duration, and demonstrations of learning
- Foster the same mindset of mastery in our educators that we build in learners
- Connect professional learning to critical outcomes, including school data, learner achievement and mastery

Scope of Professional Learning Opportunities (PLOs)
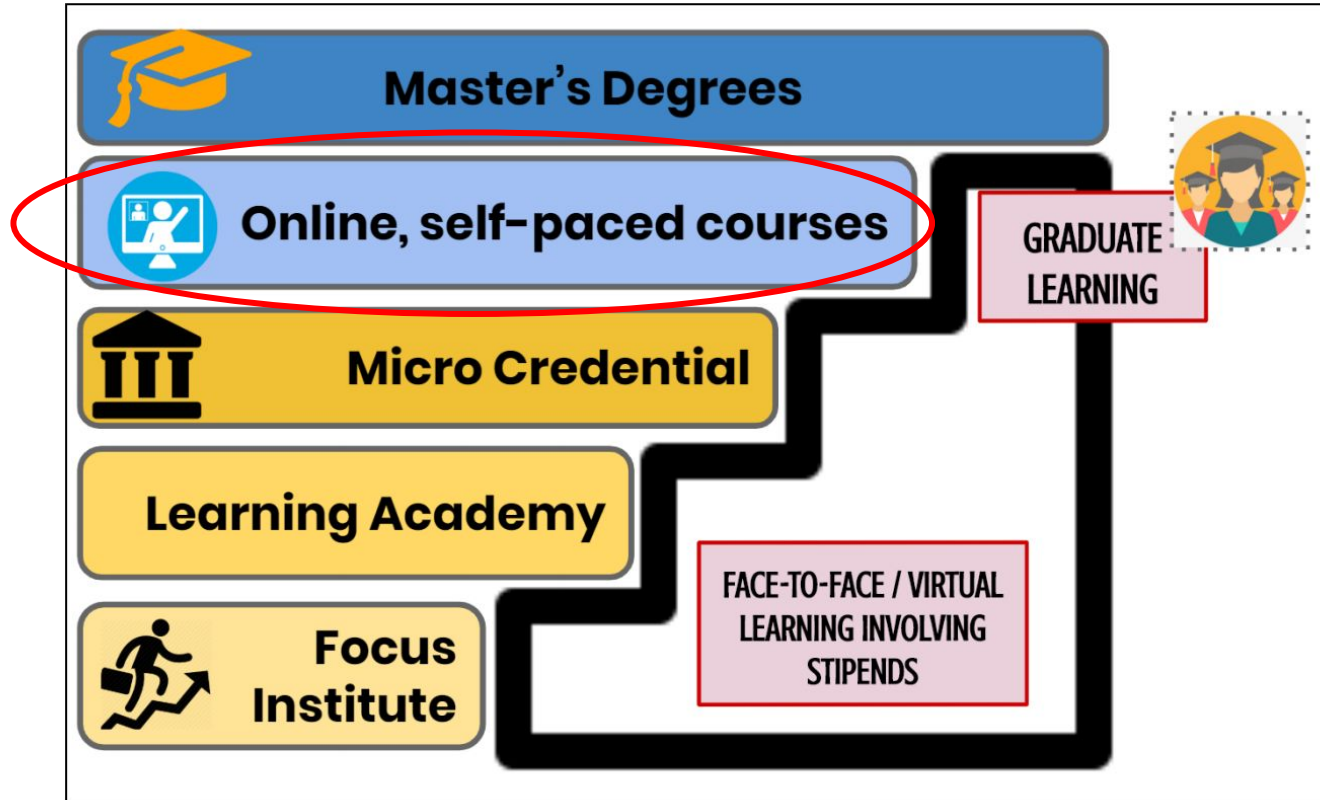
The Equity Lens in Lindsay Unified

- Formed a **district equity leadership team** in 2018
- Began to consider **what DEI work means for Lindsay Unified**
- **Tackled various starting points:**
  - Team learning
  - Reached out to experts and those who work in the field
  - Considered a district equity audit
  - Considered where and how to begin
- Wanted to **connect the goals** of a more equity-informed and equity-driven outcomes to the current mission, vision, and work of the district

Goals

Lindsay Equity Vision

We will increase e**quity awareness, analysis, understanding, and response within our learning community** to ensure learners leave the Lindsay system saying **"I received what I needed."**

The Tennessee Leaders for Equity Playbook

Decrease Chronic Absenteeism — 1

With attendance data, leaders take action to minimize attendance barriers for all families and maximize learning time for all students.

Reduce Disproportionate Out of School Suspension and Expulsion Rates — 2

Leaders take action to minimize exclusionary and inconsistent disciplinary methods to maximize learning time for all students.

Increase Early Postsecondary Opportunities — 3

Leaders take action to increase access to relevant early postsecondary opportunities for all students so that the majority of graduates will graduate high school on a path to completing a postsecondary certificate, diploma, or degree.

Provide Equitable Access to Effective Teachers — 4

Leaders take action to minimize effective teaching gaps and to ensure that students with greatest needs have access to highly effective teachers.

Recruit and Retain a Diverse Teaching Force — 5

Leaders take action to recruit and retain a diverse teaching force and develop educator excellence and capacity.

Embed Cultural Competence in All Aspects of School Practices — 6

Leaders take action to create safe, supportive, inclusive school cultures that use culturally relevant practices.

Partner with Community Allies — 7

Leaders take action to build results-focused partnerships with the community.

Tennessee
LEADERS FOR EQUITY
Playbook

LINK

Leaders for Equity Micro Credentials via Bloomboard

Hiring and Retaining Culturally Responsive Staff

Started

Exploring and Deepening an Equity Mindset

Earned

Guiding Culturally Responsive Instructional Practice

Started

Applying a Culturally Responsive Lens to a Data Cycle

Started
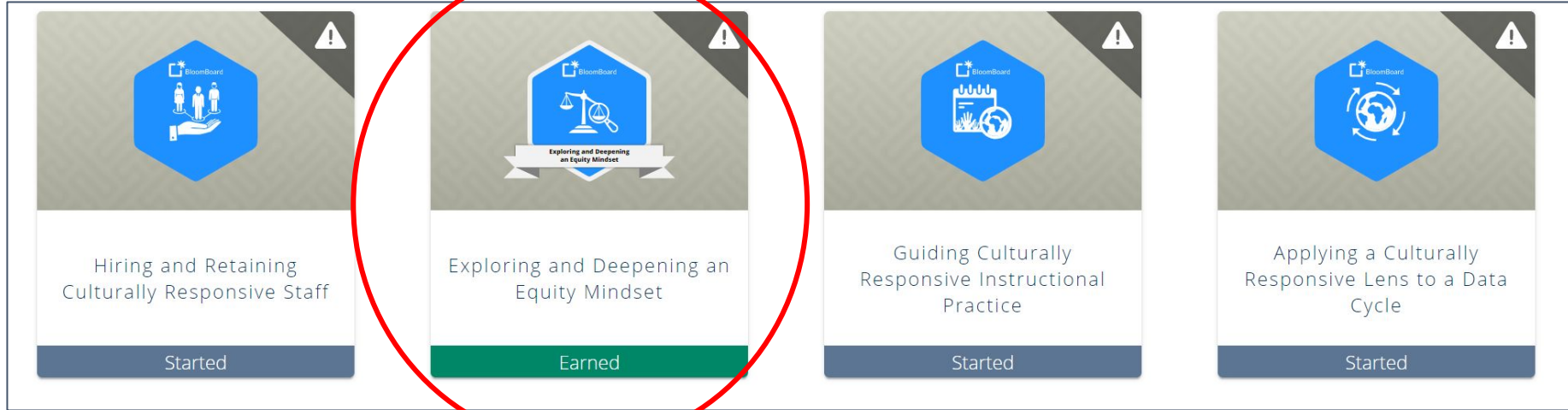
Definition: Effective school leaders actively engage their teams in exploring key principles of equity as a way to understand the communities they serve.

Underlying Principles: Effective school leaders 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.

Rationale: Effective school leaders are 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 each student can receive the quality education they deserve.

OBJECTIVE FACTS

WHAT CONFIRMS YOUR BELIEFS

WHAT YOU SEE
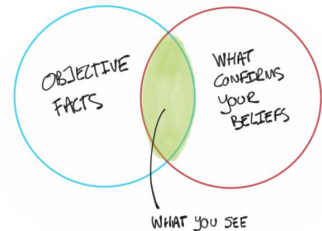
Key Approaches in the Equity Micro Credentials

- Clearly outlined **outcomes and competencies**
- **Rubrics** articulating proficiency
- Questioning and **reflection** prompts
- **Resources** and research
- Creation of **authentic evidence**
- **Feedback** and expectation of deeper learning and analysis
- Self-paced, asynchronous approach that **honors learners of all styles**

Moving Mindsets on Equity

- Successful launch of leadership
- **Combined with other efforts**, including:
  - Implementation of a research-based framework for instructional feedback, the [Instructional Look Fors](#)
  - Cost of Poverty (COPE) simulation for all staff
- Next Steps
  - Looking towards the new series of equity micro credentials
  - Expansion of internal equity audit
  - Continued design of professional learning pathways that include DEI microskills
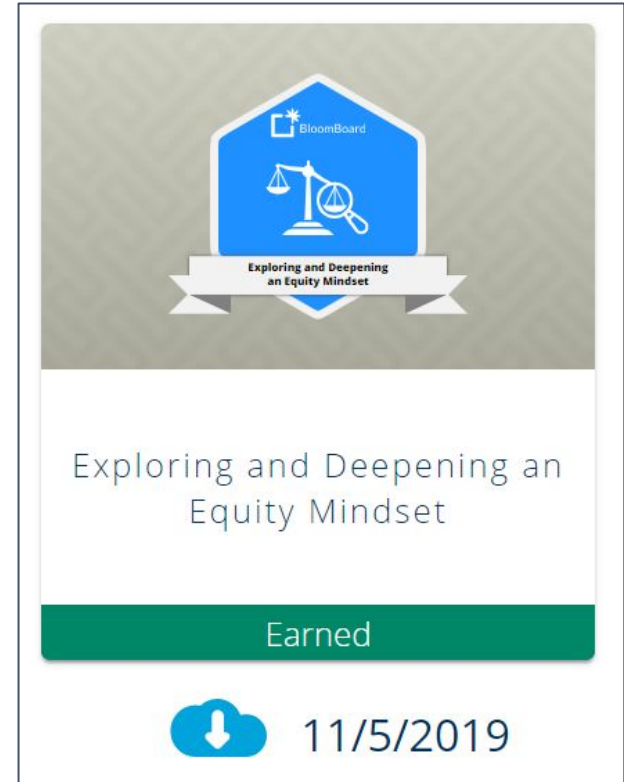
Diversity, equity, and inclusion are <u>not static concepts.</u> They evolve.

We must evolve our focus, our leadership, and our approaches to serving with equity to meet the moment.

Questions

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_10-5-20

Symposium Webinar Series

1. **Impact of Personalized Learning through Interest-Based Internships** | October 6, 2020 | 2 pm ET
2. **Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach** | October 8, 2020 | 2 pm ET
3. **Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena** | October 13, 2020 | 2 pm ET
4. **Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward** | October 15, 2020 | 2 pm ET
5. **High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning** | October 19, 2020 | 2 pm ET
6. **Choice in Learning: Examination of Students' Use of Flex Time in High School** | October 22, 2020 | 2 pm ET
7. **Competency-Based Education Systems: Performance Assessment Using Proficiency Scales** | November 5, 2020 | 2 pm ET
8. **Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts** | November 10, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

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✉️ communications@aurora-institute.org

📞 (703) 752-6216

AURORA INSTITUTE | A New Dawn for Every Learner

Foundations of Effective Blended Instruction

- Building Relationships with Individual Students in a Blended Environment
- Establishing Norms of Engagement Blended Environments
- Onboarding Students to Blended Learning
- Assessing Individual Student Needs for Blended Learning
- Designing a Weekly Blended Learning Arc
- Engaging Parents to Support Blended Learning

Social Emotional Learning

- Understanding the Principles of SEL
- Making SEL Equitable Through Cultural Competence
- Promoting Student Self-Management
- Engaging Students in Responsible Decision-Making
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Student-Centered Learning Foundations Endorsement (15 MCs)

Student-Centered Learning Micro-Endorsement

- Embracing Change
- Modeling a Growth Mindset
- Shifting from Teacher-Led to Student-Driven Learning
- Designing the Student Experience
- Setting SMART Innovation Goals
- Using Flexible Grouping in Instruction
- Communicating the WHY of Student-Centered Learning
- Nurturing Agency
- Giving Feedback to Students
- Building Relationships of Trust with Students
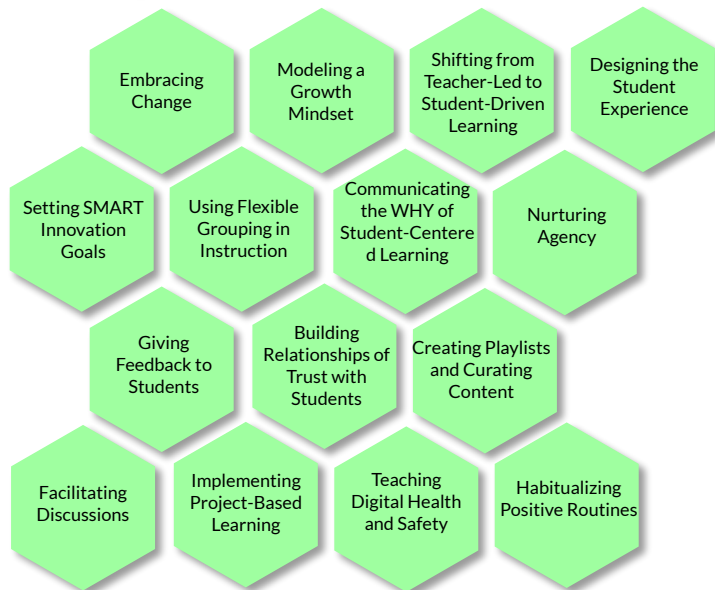- Creating Playlists and Curating Content
- Facilitating Discussions
- Implementing Project-Based Learning
- Teaching Digital Health and Safety
- Habitualizing Positive Routines

Additional Micro-Endorsements (15 MCs)

Implementing Student-Centered Learning

- Engaging Families to Support Students
- Creating the Physical Environment
- Establishing an Honor Code
- Intentionally Aligning the Culture
- Choose 1 MC from the Designing the Model Cluster
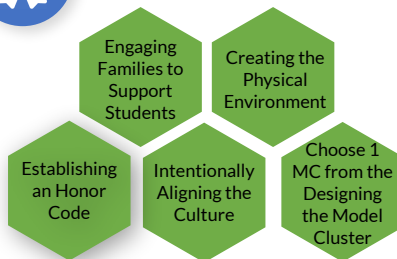
Designing Learning Experiences

- Promoting Higher Order Thinking
- Designing Academic Competencies
- Designing Relevant, Purposeful, Authentic Assessments
- Providing Multiple Opportunities to Demonstrate Mastery
- Designing for Online Accessibility

Guiding and Coaching

- Gradually Releasing Control to Learners
- Grouping Students Flexibly
- Offering Personalized Learning Pathways
- Creating Individual Learner Profiles
- Giving Individual and Small-Group Tutoring

45