

EDUCATIONAL EQUITY PROFESSIONAL LEARNING PLAN

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HOW TO ACHIEVE **EDUCATIONAL EQUITY**

Dr. Howard E. Fields III



"Though this is a book about educational equity and how to achieve it, it is also a book about leadership."

OVERVIEW

As educators, we must be as specific as possible when using certain terms, especially when those terms and our knowledge of them hold the keys to so many students' success. Considered by many to be one of the most important concepts in education to understand and apply, *educational equity* is a term that we are all familiar with, but may also have a plethora of meanings, depending upon the context in which it is used.

Educational equity can be a lot of things, but it is certainly not the popular and overutilized image that depicts kids watching a baseball game while standing on boxes. To frame it in this manner oversimplifies the complexities associated with educational equity.

Educational equity must be more intentional than that and thus, should be defined as:

creating and/or eliminating policies, systems, and practices in schools that impact the experiences, outcomes, and access to resources for students from previously excluded groups.

The purpose of the **Educational Equity Professional Learning Plan** is to use the educational experiences and actionable steps included in the book, **How to Achieve Educational Equity** and create a practical framework to help all those who have decided to continue the work towards educational equity within their school or organization.

As an Assistant Superintendent of Human Resources, Adjunct Professor, Co-founder of both Black Males in Education St. Louis (BMESTL) and EduOpenings.com, his perspective and focus on remaining student-centered, yet equity focused, has made him an emerging sought out speaker. Dr. Fields' unapologetic leadership and authenticity played a role in being recognized as the **2020 National Elementary Distinguished Principal** from Missouri and the **2017 International Networked Digital Library of Thesis and Dissertation innovative research award** recipient.

Given all of this, the **Educational Equity Professional Learning Plan** will serve as a resource to achieve educational equity for years to come.

WHY ARE YOU GETTING INVOLVED IN EDUCATIONAL EQUITY?

In the **My Story** chapter of **How to Achieve Educational Equity**, Dr. Fields provided a glimpse into his experiences and perspectives as a student and educator. After reading the chapter, you can better understand why he has decided to become immersed in educational equity beyond a surface level. Before we proceed, reflect on your time as an educator, parent/guardian, board member, state department or nonprofit employee, teacher candidate, policy maker, etc. Take time to write down why are you getting involved in educational equity. Allow yourself to dive deep into your why. This information will help you as you proceed through the **How to Achieve Educational Equity Professional Learning Plan**. Share your why with others and try to obtain their why as well.

INITIAL ACTION STEPS FOR ACHIEVING EDUCATIONAL EQUITY

Respond to the following prompts as honestly as possible.

STEP 1: How have you been complicit in educational inequities?





STEP 2: Identify an educational inequity that currently exist in your organization/school community? ____

STEP 2(b): Why do you believe this educational inequity currently exist? _____

STEP 3: Name and describe the existing efforts to address the identified educational inequity. _____

STEP 3(b): Considering the existing efforts that are currently in place to address the identified educational inequity, what barriers remain? _____

STEP 4: Review the Achieving Educational Equity Audit chapter of the book. As a grade level, department, school, district, or leadership team, provide a pre-assessment rating in each of the provided areas. (If you are unsure of your rating, refer back to the Achieving Educational Equity chapter for specific rating criteria in each area.)

					
Declarative Statements			Improvement Plans		
Governance			Communication		
Learning			Grading/Feedback		
Data/Outcomes			Leadership		
Professional Learning			Interviewing		
Decision Making			Expenditures		
Continuous Improvement			TOTAL		

STEP 4(b): Which areas were the most difficult to provide a rating? Why? _____

STEP 4(c): Circle at least one of the areas below for your grade level, department, school, district, or leadership team to focus on.

Declarative Statements	Improvement Plans	Governance	Communication	Learning
Grading/Feedback	Data/Outcomes	Leadership	Professional Learning	Interviewing
Decision Making	Expenditures	Continuous Improvement		

STEP 4(d): Rate the area(s) that you decided to focus on during your audit (trash or proficient)._____

STEP 4(e): Provide all evidence to support the rating(s) that you provided on Step 4(d)._____

STEP 4(e): What needs to occur in the identified area(s) to increase the provided rating? _____

STEP 5: Based on the findings of your audit, along with your knowledge of this area, what is a policy, system, or practice that should be created or eliminated to impact the experiences, outcomes, or access to resources for students from previously excluded groups? _____

STEP 5(b): Assuming the policy, system, or practice that you identified in Step 5 was either created or eliminated, what pushback or critical feedback can you anticipate receiving and why? _____

STEP 5(c): How can you use this anticipated pushback or critical feedback to strengthen the support for creating or eliminating the policy, system, or practice that you proposed? _____

STEP 5(d): How will you take care of yourself when pushback and critical feedback is directed your way for engaging in educational equity? _____

STEP 6: Name some individuals you know who may be interested in starting or continuing down their educational equity journey? (If you provide us with their contact information, we will invite them to upcoming events and opportunities to engage in educational equity work.) -----

LISTENING TO OTHERS ON THEIR EDUCATIONAL EQUITY JOURNEY

The mini podcast has been provided to enhance your perspective as it relates to others who are on their educational equity journey. Listen to each episode (included on dr.howardfields.com/EduEquity). Take notes on each episode.

Which mini-podcast resonated with you the most and why?

Name something that you heard during the podcasts that could help you along your journey to achieve educational equity.

PESSIMISTICALLY OPTIMISTIC WHEN IT COMES TO EQUITY

In the **Having Said That...** chapter of **How to Achieve Educational Equity**, Dr. Fields stated that, "It hurts me to admit that I do not believe educational equity, as defined as creating and/or eliminating policies, systems, and practices in schools that impact the experiences, outcomes, and access to resources for students from previously excluded groups, will proceed beyond the initial steps in most organizations." This statement may come across to some as him being pessimistically optimistic when you consider the way this chapter was framed. Having read this, what aspect of educational equity within your organization leave you pessimistically optimistic? Please explain. _____

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EDUCATIONAL EQUITY IMPROVEMENT PLAN

Also in the **Having Said That...** chapter of **How to Achieve Educational Equity**, Dr. Fields posed the question, "If not making sufficient progress towards educational equity could result in you being nonrenewed, would you be out of a job? If this were the case, many of us would at minimum be placed on an educational equity improvement plan. As a way to continue to grow in this area, what goals and support would be included in your educational equity improvement plan? _____"

This image shows a full page of white paper with horizontal blue dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

ACHIEVEING EDUCATIONAL EQUITY MICRO CREDENTIAL

To receive an Achieving Educational Equity micro credential credit, simply complete the following steps **AFTER** you have read the How to Achieve Educational Equity book **AND** completed this professional learning plan. (Please note that one person per book purchase and completed professional learning plan will be able to receive a micro credential. If you are working with a team, each member must have a purchased book and completed professional plan.)

- 1. Print this entire professional learning plan and sign here X_____
- 2. Provide you full name, email address, mailing address, and organization name _____

- 3. Create a 15-minute presentation outlining your biggest takeaways from the How to Achieve Educational Equity book and your biggest takeaways this professional learning plan. You must state your name and show your face to start the presentation.
 - a. The following rubric will be used to assess the presentation:

	Not Present	Developing	Acceptable	Mastery
Communicate Acceptable Takeaways (Book)				
Communicate Acceptable Takeaways (Plan)				
Presentation Delivery				
Completion of Professional Plan				
Overall Rating				

4. Write a 500-word essay that states how you plan to apply all that you have learned while reading *How to Achieve Educational Equity*, completing the professional learning plan, and creating your presentation.
5. Email the link for your presentation, along with this completed professional learning plan and your essay to me@drhowardfields.com with the subject, "Achieving Educational Equity MC Request."

Once your Achieving Educational Equity micro credential request has been received, you will receive an email notification. Typically, micro credential badges will be received within 7-10 days if the overall rating is evaluated as acceptable or higher. Developing ratings will be provided feedback and one opportunity to resubmit.

For all questions including staff professional development and group micro credentialing, please email us at me@drhowardfields.com

Notes:

