


Equity Practices IN ACTION

Integrate the NEW Professional Learning Standards better in 23-24



Autumn Parrish, Owner
PairedLearning

Session OUTCOMES


Walk away with clarity behind the WHY of equity work, how it connects to Performance Standards for School Leaders, along with actionable steps to enhance your district's 23-24 professional learning plans. Let's go!

- 01 Experience**
Work collaboratively with your group to evaluate a learning experience
- 02 Unpack**
Work collaboratively with your group to make sense of a Professional Learning Standard tied to Equity
- 03 Make It Better**
Work collaboratively with your group to Improve the initial learning experience




My equity JOURNEY

- first generation college graduate
- person of color, Filipino & German/Irish
- Navy family upbringing
- risk taker, beta tester, action oriented learner
- female in leadership!





Autumn Parrish
Strategist | Coach | Consultant



Your equity JOURNEY

Choose TWO questions to answer and share with a partner:

- 1) Who am I?
- 2) Why am I here?
- 3) What do I hope to gain?
- 4) Why is equity work important to me?





Evaluate an EXPERIENCE


Work collaboratively with your group to evaluate a learning experience.

Guiding Questions


- Who are the learners?
- What does learning look like?
- How does the learning experience result in excellent & equitable outcomes for students?




"Implicit Bias Training"




"Diversity, Equity & Inclusion Training"



"All About ELs"



"Rights for LGBTQ+ Students"



LEARNING FORWARD

Standards for Professional Learning
<https://standards.learningforward.org/standards-for-professional-learning/>




Equity Practices



Equity Drivers



Equity Foundations



DESIRED OUTCOMES

Equity Practices

Fosters relationships with students, families, and communities



System/Central Office	Principal	Coach	External Provider
Builds own and others' capacity to develop and sustain relationships with families, caretakers, community members, corporations, state, ministry, and local social service organizations that advocate student and family well-being.	Builds own and staff's capacity to develop and sustain relationships with students, families, caretakers, community members, corporations, state, ministry, and local social service organizations that advocate student and family well-being.	Builds own and colleagues' capacity to develop and sustain relationships with families, caretakers, community members, corporations, state, ministry, and local social service organizations that advocate student and family well-being.	Builds own and clients' capacity to develop and sustain relationships with families, caretakers, community members, corporations, state, ministry, and local social service organizations that advocate student and family well-being.
Builds own and others' capacity to leverage relationships with families and community organizations to gain understanding of cultural assets of the students, families, and communities they serve.	Builds own and staff's capacity to leverage relationships with families and community organizations to gain understanding of cultural assets of the students, families, and communities they serve.	Builds own and colleagues' capacity to leverage relationships with families and community organizations to gain understanding of cultural assets of the students, families, and communities they serve.	Builds own and clients' capacity to leverage relationships with families and community organizations to gain understanding of cultural assets of the students, families, and communities they serve.
Builds own and others' capacity to include student representation in school and system decisions affecting students.	Builds own and staff's capacity to include student representation in school and system decisions affecting students.	Builds own and colleagues' capacity to include student representation in school and system decisions affecting students.	Builds own and clients' capacity to include student representation in school and system decisions affecting students.

DESIRED OUTCOMES

Equity Drivers

prioritize equity in professional learning



Desired outcomes for multiple roles

System/Central Office	Principal	Coach	External Provider
Builds own and others' capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity.	Builds own and staff's capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity.	Builds own and colleagues' capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity.	Builds own and clients' capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity.
Implements a systemwide process for fostering inclusive professional learning experiences.	Implements a school-based process for fostering inclusive professional learning experiences.	Contributes to implementing a process for fostering inclusive professional learning experiences.	Supports clients in implementing a process to foster inclusive professional learning experiences.

DESIRED OUTCOMES

Equity Drivers

identify and address their own biases and beliefs




Desired outcomes for multiple roles

System/Central Office	Principal	Coach	External Provider
Builds own and others' capacity to examine personal identity, beliefs, and assumptions and identify how those beliefs and assumptions impact educator practice.	Builds own and staff's capacity to examine personal beliefs and assumptions and identify how those beliefs and assumptions impact educator practice.	Builds own and colleagues' capacity to examine personal identity, beliefs, and assumptions and identify how those beliefs and assumptions impact educator practice.	Builds own and clients' capacity to examine personal identity, beliefs, and assumptions and identify how those beliefs and assumptions impact educator practice.

DESIRED OUTCOMES

Equity Drivers

collaborate with diverse colleagues



Desired outcomes for multiple roles


System/Central Office	Principal	Coach	External Provider
Builds own and others' capacity to engage diverse colleagues in conversations to cultivate cultural competence and responsiveness.	Builds own and staff's capacity to engage diverse colleagues in conversations to cultivate cultural competence and responsiveness.	Builds own and colleagues' capacity to engage diverse colleagues in conversations to cultivate cultural competence and responsiveness.	Builds own and clients' capacity to engage diverse colleagues in conversations to cultivate cultural competence and responsiveness.
Develops and implements a process for mitigating privilege and unconscious bias during collaboration for professional learning.	Implements processes for mitigating privilege and unconscious bias during collaboration for professional learning.	Supports colleagues to implement processes to mitigate privilege and unconscious bias during collaboration.	Supports clients to implement processes to mitigate privilege and unconscious bias during collaboration.

Make it BETTER


Work collaboratively with your group to improve a learning experience.

Success Tips


- Refer back the standard description & language
- Align the learning goal with a Desired Outcome
- Review the Levels of Implementation




"Implicit Bias Training"



"Diversity, Equity & Inclusion Training"



"All About ELs"



"Rights for LGBTQ+ Students"

Personal REFLECTION

Today you were exposed to the revised Standards for Professional Learning centered on equity.

- 1) What part of the experience was most impactful to you?
- 2) What are you most likely to share with your school/team?

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It's never too late to try. PairedLearning offers customized growth experiences in the form of 1:1 coaching, strategy development, facilitation and curated professional learning that will energize and motivate anyone who serves children.



Autumn Parrish
Strategist | Coach | Consultant

create, move, focus, include, grow
NURTURE
a retreat for educators



August 2nd 2023

Educator RETREAT

Registration closes
July 15th



Autumn Parrish
With a decade of experience, Autumn is passionate about creating a safe space for educators to explore their own growth. She is currently a Strategist | Coach | Consultant at Paired Learning. Open to sharing what is learned?



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