

# **Leading for Equity: Transforming the Educational Experiences and Opportunities of Students of Color in the Mt. Vernon School District**

*...an institute for transformational leadership development*

## **Overview**

The Lastinger Center for Learning believes that the most pressing issues of the day are socially and structurally complex, difficult to define and almost always require systemic responses. Successfully addressing and managing complex problems depends on an organization's capacity to inspire and mobilize individuals to work in ways that enable them to grow and apply their individual assets to maximize collective impact. The Lastinger Center does this by forging partnerships with organizations to employ job-embedded, collaborative structures that bring together individuals who share common passions, interests, and problems of practice. Understanding the importance of collaboration, reflective dialogue, and authentic engagement to results-driven action, we provide high quality, customized adult training and development focused on facilitation of explicit tools specifically designed to help groups work better together.

## **Why Lead for Equity?**

We believe that *all children* should have equal access to high quality education appropriate to their unique learning needs. We understand that when gender, class, ethnicity, language, disabilities, immigration status, and sexual orientation, impede opportunity and development for students, we must work with school systems to identify obstacles to the opportunity and development of all students. Such a collective and systemic effort will enable schools to interrupt the negative impact of inequitable policies, and practices and more effectively address the persistent disparities in student outcomes. We refer to this process of consciously committing, leading, coaching, and teaching for equity as developing an equity lens and taking an equity stance.

## **Outcomes**

District and school-based administrators, instructional coaches, teacher leaders and community stakeholders with the will and skills to question personal assumptions and change institutional and instructional policies and practices working together to transform schools into places that are explicitly and measurably equitable and excellent for all students.

## **Program Goals**

Through a yearlong series of seminar and practicum experiences, participants pool collective organizational knowledge and applied experiences, explore best practices for transformative change and scale, and apply their learning to support equity and excellence for all students. Participants work as members of an equity-focused community of practice dedicated to supporting and sustaining equitable policies and practices.

Participants will:

- Enhance and practice skills associated with facilitative leadership and effective professional development.
  - Employ collaborative tools and processes that build community and support adult learning and development.
  - Learn fundamentals of facilitative leadership and coaching that support individual and collaborative learning.
- Develop knowledge, self-awareness, and collective awareness of the impact of individual, internalized, institutional and structural racism on student's educational experiences.
  - Explore how our perspectives on race, class, and cultural identity shape the assumptions and expectations we have about students of color in schools and society.
  - Review professional literature on education with a specific focus on school transformation and critical race theory.
  - Deepen professional relationships and build community to engage in productive conversations about race bias in your school, district, and/or community.
- Apply enhanced knowledge about race and education to impact students' educational experiences individually and collectively.
  - Conduct district and school-level equity audit and take strategic and measurable actions that change institutional policies and practices that disadvantage students of color.
  - Develop knowledge about culturally-responsive pedagogy and examine current practice to adapt instruction and improve outcomes for all students, with a special focus on students of color.
  - Design and implement a mini-inquiry plan to address a selected disparity in a leadership sphere of influence.