

Closing the Loop (CTL) Activities

AY 2018-19

ILO: *Equity Orientation*

Equity Orientation at Reach The Reach Institute defines the Institutional Learning Outcome (ILO) : Equity Orientation as: *taking action to address situational and systemic inequity in education.*

The *Equity Orientation* ILO is embodied in each academic program through the activation of Program Learning Outcomes (PLO); The PLOs for Equity Orientation for each program are described below.

EQUITY ORIENTATION @ TEACHING ACADEMY

Intern Teacher Credential Program (Years 1 & 2)

Credential Earned: California Preliminary Teaching Credential

PLO: Support English learners to master academic content and language

Description: Understanding both the ethical importance of supporting English learners and the associated challenges, candidates support them to meet subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.

PLO: Support students with special needs to master academic content and/or individualized learning goals

Description: Understanding both the ethical importance of supporting students with special needs and the associated challenges, candidates support them to meet subject area and grade level standards and/or individualized learning goals as appropriate through the application of research-based best practices.

PLO: Operate with an asset-based view of students

Description: Candidates demonstrate an awareness of potential biases that may contribute to inequitable student outcomes and an understanding that an asset-based view of students can help them provide more equitable educational opportunities for all of their students.

Teacher Induction and Clear Credential (TICC) Program (1 or 2 years)

Credential Earned: California Clear Teaching Credential

PLO: Support English learners and students with special needs

Description: Candidates support English learners and students with special needs in meeting subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.

PLO: Guide candidates in supporting English learners and students with special needs.

Description: Coaches guide candidates as they support English learners and students with special needs in meeting subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.

Moving Inquiry into Teaching Program, Master's Pathway

Degree Earned: Master's in Education (Teaching)

Credential Earned: California Clear Teaching Credential

PLO: Identify and address issues of equity

Description: Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.

Description: After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next candidates implement an intervention that addresses at least one of these underlying equity issues, using the research gained through the process of the literature review.

EQUITY ORIENTATION @ INSTRUCTIONAL LEADERSHIP ACADEMY

Instructional Leadership Academy - Year 1

Credential Earned: California Preliminary Administrative Services Credential (PASC)

PLO: Identify and address issues of equity.

Description: O2.1 Candidates examine their contextual landscape from diverse perspectives, with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.

Instructional Leadership Academy - Year 2

Degree Earned: Master's in Education (Instructional Leadership)

PLO: Identify and address issues of equity

Description: O2.1 Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.

Description: O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.

Instructional Leadership Academy - Year 3

Credential Earned: Clear Administrative Services Credential (CASC)

PLO: Address issues of equity

Description: O2.1 Candidates will identify issues of equity in their context, and implement strategies to address issues of equity when they arise in their role as an instructional leader.

2018-2019 CTL Report - *Equity Orientation*

In AY 2017-18, the Teaching Academy and Instructional Leadership Academy Program Teams engaged in a yearlong examination of Equity Orientation. Included in this set of activities: 1) identify a critical concern; 2) identify the Program Learning Outcome(s) most closely identified with the critical concern, 3) develop an inquiry into that concern, 4) engage in a cycle of data gathering, analysis and intervention planning.

The table below provides an overview of the concrete activities, data and research, and decisions made in an effort to close the loop on the examination of the ILO Equity Orientation.

Note: Closing the Loop in an assessment cycle involves planning changes/interventions, implementing changes/interventions, and conducting and reporting the second measure of participant/candidate achievement of the learning outcome assessed.

Program	PLOs assessed	CTL Activities	Data, research informing the CTL activities	Anticipated Changes	How will changes be measured?
TICC (Teacher Induction and Clear Credential)	In order to have more equitable outcomes for students, mentors support candidates' integration of the Action Researcher's mindset into their regular practice through applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, assessment/analysis, reflection, and application (PTAR) as candidates continually examine and work to improve their practice using research-based best practices.	<ul style="list-style-type: none"> ● Design/teach the 400 course: <i>Foundations in Coaching</i> ● Develop and begin to explore mentors to the Coaching Primary traits rubric ● Engage in feedback and or coaching cycles with coaches/mentors 	<ul style="list-style-type: none"> ● <i>Survey data</i> ● <i>Coach practice data</i> ● <i>TICC Candidate Synthesis of Learning</i> ● <i>Cognitive Coaching - Garmston</i> ● <i>Mentoring Matters - Lipton and Wellman</i> ● <i>Learning Focused Supervision - Lipton and Wellman</i> ● <i>Culturally proficient Coaching- Lindsey</i> ● <i>Blended Coaching - Moir & Bloom</i> ● <i>Art of Charisma- Grinder</i> ● <i>Groups at Work - Lipton and Wellman</i> ● <i>Better Conversations - Jim Knight</i> ● <i>Art of Coaching/Cultivating Resilience - Aguilar</i> ● <i>Enid Lee - Coaching for Equity</i> ● <i>National Equity Project - Coaching for Equity/Inquiry for equity</i> ● <i>New Teacher Center - Coaching Foundations</i> 	Building a cadre of mentors who are developing essential coaching foundational skills and are learning to think about the ways in which their identities impact their coaching.	Survey data Video analysis Rubric Analysis of Coaching practice Interviews Coach self assessments

Program	PLOs assessed	CTL Activities	Data, research informing the CTL activities	Anticipated Changes	How will changes be measured?
ILA (Instructional Leadership Academy)	<p>Year 1 O2.1 Candidates examine their contextual landscape from diverse perspectives, with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.</p> <p>Year 2- O2.1 Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not</p>	<ul style="list-style-type: none"> Analyzing Equity data (previous year's discussion and reflection prompts) Evaluating curriculum/discussing implications for curriculum based on findings Curriculum updates 	<ul style="list-style-type: none"> Coaching Equity- Payne and Tollefsrud <p><i>Curriculum Analysis</i></p> <p>(year 1) Curriculum has multiple points where issues of equity are addressed: books (Creating the Opportunity to Learn, Promoting Racial Literacy in Schools)/articles (Equity Traps, Discourse I/II, etc.), discussions, Cracking the Codes video, etc.</p> <p>(year 3) While the curriculum continued the action researcher mindset as a thread, there was not any explicit connection to equity.</p> <p><i>Assessment Data</i></p> <p>(year 1) 450 PEAR Task data analysis indicated that it was unclear the degree to which multiple data points (beyond achievement data, instructional guidance analysis) was being used to come to a problem of practice.</p> <p>(year 2) After looking at Action Research projects, tracking how people presented their choice of problem of practice (POP) and the root cause analysis they did, we became concerned that there was not enough root cause analysis</p>	<p>Make curricular changes that can provide candidates increased opportunities to: examine, challenge, and articulate the impediments to equity in their own contexts; and discuss interventions and changes in practices within their own contexts that can bring about increased equity for students.</p>	<p>Survey data</p> <p>Candidates' posted discussion and reflection responses</p>

	<p>believe have been adequately addressed.</p> <p>O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.</p> <p>Year 3 - O2.1 Candidates will identify issues of equity in their context, and implement strategies to address issues of equity when they arise in their role as an instructional leader.</p>		<p>happening in order to arrive at the POP</p> <p>(year 3) Instructional POPs inconsistent in equity focus.</p> <p><i>Observation Data</i></p> <p>Candidate observational data from class and Intensive (especially Day 4) conversations indicate that there was not a shared understanding of what equity in schools means.</p>		
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Program	PLOs assessed	CTL Activities	Data, research informing the CTL activities	Anticipated Changes	How will changes be measured?
Intern	Equity O2.3: Operate with an Asset-Based View of Students.	Curricular enhancements / augmentation to facilitate a greater connection and depth of understanding with our candidates' ability to understand their students, their backgrounds, and learning styles.	<p>Our data included year 2 students' responses to discussion and reflection prompts during the 2017-2018 school year in addition to the following:</p> <ol style="list-style-type: none"> 1. candidate performance data related to the service of English learners and students with special needs 2. Assignments, that require candidates collecting social, emotional and cultural data about their students 3. Reflection and discussion posts grounded in questions related to candidates' experiences with culturally relevant teaching or equity in school systems 4. Survey tool that captures preservice teachers beliefs about the performance capabilities of their students. These already exists in research literature and can be borrowed. Otherwise, a tool can be created. 5. Interview questions from the admissions and enrollment process 	Candidates' increased ability to connect with their students; instruct with an equity lens	<p>Survey data</p> <p>Student responses to discussion prompts and reflections</p>