

CEPIP Equity Grant (Cohort B)  
Professional Learning Workshops Fidelity Assessment

*Adherence:* Whether the specific feature of the program were implemented as planned. *Exposure:* The extent to which all participants in the program received the full component.  
*Quality:* How well the program features was implemented; caliber of delivery. *Responsiveness:* The receptiveness of those exposed.

| Objective  | Component           | Delivered | Exposure |        | Reach |        | Responsiveness           | Specific Features   | Adherence | Quality                | Criteria Accomplished           |
|--|---------------------|-----------|----------|--------|-------|--------|--------------------------|---|-----------|------------------------|---------------------------------|
|  |                     |           | Planned  | Actual | Plan  | Attend | 1=Unengaged<br>5=Engaged |   | Yes/No    | 1=Confusing<br>5=Clear | 1=Missed<br>2=Met<br>3=Exceeded |
| Participants can describe the meaning of their name to others and how it impacts their identity.                 | Equity Studies      | I11       | 30       | 25     | 50    | 45     | 3                        | What's in a name?   | Yes       | 4                      | Unscored                        |
| Participants can lead with their why when addressing equity challenges.  | Communication       | I11       | 80       | 105    | 50    | 45     | 3                        | Learn about leading with the why using examples.  | Yes       | 4                      | 80% T2B                         |
| Participants can articulate what equity means.   | Communication       | I11       | 45       | 50     | 50    | 45     | MS                       | Learn different equity perspectives (Weinglass) and complexity of equity  | Yes       | MS                     | 77% T2B                         |
|  | Equity Studies      | I11       | 30       | 30     | 50    | 45     | MS                       | Equity definition activity using working terms  | Yes       | MS                     |                                 |
| Participants will engage constructivist listening practices to better understand another's experience.           | Leadership Efficacy | I11       | 30       | 30     | 50    | 45     | MS                       | What is constructivist listening?   | Yes       | MS                     | 70% T2B                         |
|  |                     |           |          |        |       |        |                          | Dyads   | Yes       | MS                     |                                 |
|  |                     |           |          |        |       |        |                          | Levels of listening by Otto Sharmer   | MS        | MS                     |                                 |
| Participants can describe how the history of education in American is shaped by systemic oppression              | Equity Studies      | I12       | 70       | 70     | 50    | 34     | 5                        | Read historical timeline cards, discuss in triads, whole group share  | Yes       | 4                      | 83% T2B                         |
| Participants can distinguish between the technical and relational aspects of sustainable systemic change.        | Leadership Practice | I12       | 15       | 10     | 50    | 34     | 3                        | Watch a video about the six circle model and read an article about the different levels                           | Yes       | 3                      | 65% T2B                         |
| Participants can describe the consequences of systemic oppression on our educational system.                     | Equity Studies      | I12       | 75       | 80     | 50    | 34     | 4                        | Observe series of images, what's grabbing your attention, and what's at play here related to systemic oppression? | Yes       | 3                      | 76% T2B                         |
|  |                     |           |          |        |       |        |                          | Read the Lens of Systemic Oppression—what negatively affects people's ability to make progress toward a goal      | Yes       | 3                      |                                 |
| Participants can recognize implicit bias, how it affects teaching and learning, and strategies to counteract it. | Equity Studies      | I12       | 40       | 20     | 50    | 34     | 4                        | Video-Awareness test, Unconscious mind, dual systems theory   | Yes       | 4                      | 86% T2B                         |
|  |                     | I12       | 10       | 10     | 50    | 34     | 3                        | Doll test   | Yes       | 4                      |                                 |
|  |                     | I12       | 40       | 20     | 50    | 34     | 4                        | Strategies for counteracting implicit bias  | Yes       | 3                      |                                 |