

California Equity Grant Knowledge, Skills, and Attitudes (KSAs)

The purpose of this document is to identify the knowledge, skills, and attitudes participants acquire during the California Equity Grant face-to-face meetings.

Domains	Knowledge, Skills, and Attitudes (KSAs)	Lau nch 1/2	Pre- Insti tute 3	Insti tute 4/5	Con veni ng 6	Con veni ng 7	Insti tute 8/9	Con veni ng 10
Domain I Cultural Competence	K1. Define race, ethnicity, culture, and equity							
	K2. Identify how race, ethnicity, culture, and equity relate to education							
	K3. Identify school beliefs about equity and current learning practices in place for specific student groups							
	K4. Recognizes differences between technical and relational kinds of change							
	K5. Recognize specific student cultural traditions & beliefs (e.g., English learners, African Americans, etc.)							
	K6. Describe cross-cultural communication challenges							
	K7. Describe historical evolution of educational beliefs, legal rulings							
	S1. Discuss race, ethnicity, culture, and equity with peers and school community							
	S2. Use equity-based self-assessment tools (IAT/Leadership Assessment)							
	S3. Engage in reflection about own beliefs							
	S4. Use constructivist listening to assess school equity concerns/issues							
	S5. Identify a school sites cultural, social, and educational history/context							
	S6. Use an equity lens to explore site problems/challenges							
	S7. Co-construct a definition of equity with school community							
	S8. Develop a vision of equity for a school site							
	A1. Exhibit a willingness to discuss/listen to racial, ethnic, cultural, bias-related issues							
	A2. Listen nonjudgmentally to beliefs							
	A3. Value the historical impact of racism							
	A4. Value curiosity, empathy, and respect							
	A5. Value link between relationships & learning (i.e., below the green line)							

Domain V Stakeholder Involvement	A4. Embrace accountability								
	A5. Assume a results-driven stance								
	K1. Describe community partnering strategies								
	K2. Understand the role of student voice in addressing an equity challenge								
	S1. Ask questions to elicit student learning experiences and preferences								
	S2. Elicit equity concerns from parents								
	S3. Collaborate with school community to address equity needs								
	S4. Gather evidence and provide feedback to stakeholders around effectiveness of strategies to reduce disparities								
Domain VI Improvement Skills	A1. Honor student/parent's cultural beliefs								
	K1. Identify specific change ideas that will achieve aim								
	K2. Understand process and outcome measures								
	K3. Describe the PDSA cycle and how to run tests of change								
	K4. Recognize problems in how the system operates along with how those issues contribute to the equity problem								
	S1. Propose a school-based achievement intervention								
	S2. Develop a system of measures for an equity-based improvement project								
	S3. Collect data overtime and visualize it on a chart or graph								
	S4. Gather data on the problem using surveys, empathy interviews and other tools								
	S5. Organize and prioritize information to determine root cause								
	S6. Design and run multiple PDSA cycles								
	A1. Value improvement over judgment and accountability								
	A2. Tolerate ambiguity								
	A3. Assume a reflective, problem-solving mindset								