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) | | | | | | | |

| | A6. Value importance of how diverse contexts benefits education | | | |
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| Domain II Impact of implicit bias, stereotype threat, systematic | K1. Identify implicit bias, stereotype threat, system of oppression, and privilege | | | |
| | K2. Understand 6-circle model of change/"Green Line" | | | |
| | K3. Recognize own implicit bias(es) | | | |
| | K4. Describe the educator-student power imbalance (authority/power) | | | |
| | K5. Recognize system of oppression issues | | | |
| | K6. Know how privilege influences decisions | | | |
| | S1. Demonstrate strategies to address/reduce implicit bias | | | |
| oppression, and privilege | S2. Recognize and mitigate the impact of implicit bias | | | |
| on | S3. Use reflective practices when working with students | | | |
| Decision-Mak | A1. Acknowledge the impact of educator biases | | | |
| ing | A2. Value the importance of implicit bias on decision-making | | | |
| | A3. Value the need to address implicit bias | | | |
| | K1. Describe factors that impact student achievement | | | |
| | K2. Identify patterns in national/local data on educational disparities (e.g., racialized | | | |
| | outcomes) . | | | |
| Domain III | K3. Describe educational data with a specific student subgroup lens (e.g., English Learner and African-American context) | | | |
| Disparities and Factors Influencing Education | K4. Discuss barriers to eliminating achievement and opportunity gaps for specific student groups | | | |
| | K5. Describe achievement variability factors for specific student subgroups | | | |
| | K6. Describe teacher/school effects on achievement disparities | | | |
| | S1. Critically appraise research on why disparities exist | | | |
| | S2. Use local data regarding disparities to identify a local problem | | | |
| | A1. Value eliminating disparities | | | |
| | K1. Know the stages of team development | | | |
| Domain IV Teaming | K2. Know the 5 dysfunctions of a team | | | |
| | S1. Guide school teams through stages of productive relationships | | | |
| | S2. Use negotiating and problem-solving skills | | | |
| | A1. Adopt an attitude of vulnerability | | | |
| | A2. Tolerate conflict | | | |
| | A3. Value ambiguity | | | |
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| | 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 A1. Honor student/parent's cultural beliefs | | | | |
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| | 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 | | | | |
| Domain VI Improvement Skills | 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 | | | | |