



November 8, 2025

Kyla Moore
600 Washington Street South
PO Box 47200
Olympia, WA 98504-7200

Dear Kyla Moore and RFP Committee:

At Crown Consulting & Co-Design is eager, poised, and excited to co-create a sustainable infrastructure that supports a network across Washington that results in improved outcomes for all students, particularly Black students and students with intellectual and developmental disabilities who are eligible for special education services.

For two decades, I have worked in and collaborated with PK-12 schools, districts, associations and agencies, including PESB, WASA, NWPBIS, WEA and local unions, and the University of Washington's SMART Center, as well as graduate and doctoral higher education programs. I have also presented at conferences, such as WERA, AWSP, Leadership for Justice, Decolonizing Education Conference, Courageous Conversation National Summit, and the Inclusive Learning Summit. While leading for equitable and inclusive practices in the state of Washington, I have established deep and trusting relationships with students, families, community groups, organizations, and PK-12 education staff and leaders in my roles that include PK-12 teacher, principal, program director (responsibilities: family and community engagement, professional learning, equity, McKinney-Vento, and AVID), principal supervisor (roles: executive director and assistant superintendent), and higher educator professor and director.

My proposed scope of work will focus on family, student, and community engagement with the target audiences to include families and students eligible under IDEA, along with school and district administrators.

Due to my personal lived experiences and identities (e.g., child within aim categories and Black parent, respectively), educational background, and vast professional work expertise, I am uniquely positioned to understand, lead, support, and collaborate to accomplish the goals, tasks, and outcomes set forth by the Inclusionary Practices Technical Assistance Network and OSPI.

I am the lead and point of contact for this proposal as the founder of Crown Consulting & Co-Design. My contact information is as follows: (425) 879-0781 and dr_gloria@crowncounselingco-design.com.

I am grateful for the opportunity to apply for this grant in support of students across the state of Washington.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Gloria Henderson", with a long horizontal flourish extending to the right.

Dr. Gloria Henderson

EXHIBIT A

CERTIFICATIONS AND ASSURANCES

Bidder must sign and include the full text of this Exhibit A with their proposal.

Bidder makes the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract(s):

1. Bidder declares that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, Bidder may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of ninety (90) business days following receipt, and it may be accepted by OSPI without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the ninety (90) business-day period.
4. In preparing this proposal, Bidder has not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. (Any exceptions to these assurances are described in full detail on a separate page and attached to this document.)
5. Bidder understands that OSPI will not reimburse Bidder for any costs incurred in the preparation of this proposal. All proposals become the property of OSPI, and Bidder claims no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by Bidder prior to opening, directly or indirectly, to any other Bidder or to any competitor.
7. Bidder agrees that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, Bidder has described those exceptions in detail on the Contract Issues Exhibit.
8. No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. Bidder grants OSPI the right to contact references and others, who may have pertinent information regarding the Bidder's prior experience and ability to perform the services contemplated in this procurement.

EXHIBIT A
CERTIFICATIONS AND ASSURANCES

10. Bidder acknowledges that if awarded a contract with OSPI, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may result in Contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by OSPI.
11. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).
12. Bidder has not been debarred or otherwise restricted from participating in any public contracts.
13. Bidder certifies that Bidder has not willfully violated Washington State's wage payment laws within the last three years.
14. Bidder acknowledges its obligation to notify OSPI of any changes in the certifications and assurances above.

I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.

 11/11/2025 Auburn, WA 98092
Signature of Bidder Date Place Signed (City, State)

Gloria J. Henderson Dr. / Founder Crown Consulting & Co-Design
Printed Name Title Organization Name

EXHIBIT B

QUALIFICATION AFFIRMATIONS

Available as a fillable form on [OSPI's procurement website](#).

CONSULTANT INFORMATION	
Bidder:	Gloria J. Henderson

MINIMUM QUALIFICATIONS
<p>Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.</p> <p><i>Please check all boxes that apply.</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparent Successful Bidder.<input checked="" type="checkbox"/> Knowledge of the Individuals with Disabilities Education Act (IDEA), Washington Administrative Code (WAC) 392-172A, inclusionary practices, and Washington K-12 Learning Standards.<input checked="" type="checkbox"/> Experience in providing effective, engaging, and culturally relevant professional development, specifically coaching/mentoring, to adult learners at a district, state, or national level.<input checked="" type="checkbox"/> Experience in convening heterogeneous groups of Washington education professionals and families, to identify growth opportunities, develop a change plan, and implementation of a plan.<input checked="" type="checkbox"/> Demonstrated successful experience utilizing project management principles and coordinating a budget of at least \$100,000 when successfully implementing complex projects for students/families, education leaders, or educators.<input checked="" type="checkbox"/> Demonstrated ability to communicate clearly and accurately verbally and in writing, and manage multiple projects, while ensuring timelines are met and goals are achieved.<input checked="" type="checkbox"/> Evidence of demonstrated impact for increasing inclusionary practices in Washington state including the priority areas described in this RFP. This could include data, outcomes gathered through evaluation, or reports.

ADDITIONAL DESIRED QUALIFICATIONS

Please check all boxes that apply.

- Experience in conducting action research and presenting findings.
- Examples of successful experience building relationships and communicating effectively with diverse stakeholder groups.
- Positive brand awareness within the state (e.g., experience and recognition for positive and valued professional development).
- Demonstrated successful experience utilizing project management principles and coordinating a budget of at least \$250,000 when successfully implementing complex projects for students/families, education leaders, or educators.

I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.

 11/8/2025 Auburn, WA
Signature of Bidder Date Place Signed (City, State)

Dr. Gloria J. Henderson Founder, Consultant Crown Consulting & Co-Design
Print Name Title Organization Name



CONTRACT INTAKE FORM

All potential consultants/entities seeking a Contract, Agreement, Memorandum of Understanding, etc., with the Office of Superintendent of Public Instruction (OSPI), State Board of Education, or Professional Educator Standards Board, must complete and return this form before a Contract or Agreement will be offered.

1. CONTRACTOR'S NAME (AS LEGALLY REGISTERED WITH THE IRS): ⁴		CONTRACTOR'S DBA (DOING BUSINESS AS) NAME:	
Gloria Jean Henderson		Gloria Jean Henderson (Crown Consulting & Co-Design)	
2. CONTRACTOR'S CONTACT INFORMATION:			
ADDRESS (NUMBER, STREET, AND APT/SUITE) 1517 59 th Place SE	CITY Auburn	STATE WA	ZIP CODE 98092
CONTRACT MANAGER NAME ¹ Dr. Gloria J. Henderson		CONTRACT MANAGER'S EMAIL ADDRESS dr_gloria@crowncounselingco-design.com	
CONTRACT MANAGER'S PHONE NUMBER 425-879-0781			
CONTRACTOR'S SIGNATORY (IF DIFFERENT THAN CONTRACT MANAGER): ²			
NAME		EMAIL ADDRESS	
ADDITIONAL INDIVIDUALS TO RECEIVE CONTRACT (IF DESIRED): ³			
NAME(S)	EMAIL ADDRESS(ES)	ACTION REQUIRED (Sign, initial, or courtesy copy)	
3. BUSINESS INFORMATION:			
TAXPAYER IDENTIFICATION (TIN) NUMBER For individuals, this is your Social Security Number (SSN). For other entities (corporations, school districts, etc.), this is your Employer Identification Number (EIN). SSN: _____ OR EIN: 99-1486490			
STATEWIDE VENDOR (SWV) NUMBER Contractors are required to register as a Statewide Vendor in order to receive payment from the State. Visit the Office of Financial Management for information or to register. To find your existing SWV#, visit OFM's Statewide Vendor Number lookup . SWV: _____			
How is your business organized? LLC filing as Sole Proprietor <input checked="" type="checkbox"/> If a Corporation, non-profit, attach a copy of 501(c) status.			
Do you have a current Washington State business license? ⁴ <input checked="" type="checkbox"/> Yes – Attach a copy or provide UBI#: 605 431 432 <input type="checkbox"/> No – Visit the Department of Revenue to review licensing requirements.			
Is your business a small, women-, minority-, or veteran-owned business as defined in Chapter 39.26.010 RCW? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, complete and submit the Business Enterprise Certification Form with this form. If not, visit the sites linked above for information about registration.			

Have you had any contract to provide services terminated for default? Yes No

If yes, attach a list of each terminated contract with an explanation of the situation.

4. WASHINGTON STATE EMPLOYMENT (ESDs, School Districts, and State Agencies check N/A):

Are you, or any of your business partners, directors, officers, managers, employees, or board members current or former (within the last 24 months) officers or employees of the State of Washington?

Yes No N/A If yes: Current or Former

District and ESD employees are not considered state employees for this purpose. As a reminder, check with your employer regarding their outside work policies.


If you checked Yes, you may be required to seek guidance from the [Executive Ethics Board](#) before a contract is offered; you may be contacted for clarification about your current/former role.

Are you, or any of your employees or subcontractors, a retiree who used the 2008 Early Retirement Factors (ERFs) to retire early and is under age 65? This type of retiree, if under age 65, cannot work in any capacity for a DRS-covered employer and continue to receive a DRS benefit.

Yes No

If you checked Yes, and are under age 65, you cannot work in any capacity for a DRS-covered employer and continue to receive a DRS benefit; you may be contacted for clarification about your answer and asked to complete additional documentation.

5. I certify, under penalty of perjury as provided by the laws of the State of Washington, that all of the foregoing statements are true and correct, and that I will notify the Agency of any changes.

CONTRACTOR SIGNATURE 	DATE 11/11/2025
PRINTED NAME Gloria J. Henderson	TITLE Dr. / Founder

¹ Contract Manager is the Contractor's person responsible for all communications and billings regarding the performance of the proposed Contract/Agreement. Depending on your organization's structure, this may or may not be the same person who will sign the Contract/Agreement. This is NOT the OSPI Contract Manager or contact person.

² If the person signing the Contract/Agreement on behalf of the Contractor is different than the Contract Manager, both individuals will receive notices via DocuSign.

³ You may list additional individuals to sign the Contract/Agreement and/or receive a courtesy copy via DocuSign. If including additional signatories, list them in order they should be received.

⁴ For assistance finding your organization's legal name or UBI number, or if you would like more information about business license requirements, visit the [Department of Revenue](#).



BUSINESS ENTERPRISE CERTIFICATION FORM

Washington State agencies are encouraged to contract with Washington small businesses, microbusinesses, and minibusinesses, and minority-, women-, and veteran-owned businesses.

Please check the box or boxes that apply to your business and return this form, and a copy of applicable certification(s), with your Contract Intake Form.

Microbusiness – Defined by [RCW 39.26.010](#) as any business entity, including a sole proprietorship, corporation, partnership, or other legal entity, that: (a) Is owned and operated independently from all other businesses; **and** (b) has a gross revenue of less than one million dollars annually as reported on its federal tax return or on its return filed with the Department of Revenue.

Minibusiness – Defined by [RCW 39.26.010](#) as any business entity, including a sole proprietorship, corporation, partnership, or other legal entity, that: (a) Is owned and operated independently from all other businesses; **and** (b) has a gross revenue of less than three million dollars, but one million dollars or more annually as reported on its federal tax return or on its return filed with the Department of Revenue.

Small business – Defined by [RCW 39.26.010](#) as an in-state business, including a sole proprietorship, corporation, partnership, or other legal entity that certifies, under penalty of perjury, that it is owned and operated independently from all other businesses and has either: (i) Fifty or fewer employees; **or** (ii) A gross revenue of less than seven million dollars annually as reported on its federal income tax return or its return filed with the department of revenue over the previous three consecutive years.

Women- and/or minority-owned business – Per RCW [39.19](#), is certified with [Washington State's Office of Minority and Women's Enterprises](#). The contracting agency will confirm your certification. **Certification Number:** _____

Veteran-owned businesses – Per [RCW 43.60A](#), is certified by the [Department of Veterans Affairs](#). The contracting agency will confirm your certification.

I hereby certify, under penalty of perjury, that my business meets the above definition(s).

*Signature of person authorized to sign
on behalf of business*

Crown Consulting & Co-Design

Name of business

Dr. Gloria J. Henderson

Written Name

11/10/2025

Date



"Serving Those Who Served"



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+ **Crown Consulting & Co-Design**

Auburn WA

- Consulting Services

MAILING ADDRESS

Washington State Department of Veterans Affairs
1102 Quince St. SE, PO Box 41150, Olympia, WA 98504-1150
1-800-562-2308

DISCLAIMER

The Washington State Department of Veterans Affairs (WDVA), including the State Veterans Homes, does not discriminate against any person on the basis of race, color, national origin, gender, sexual orientation, disability, or age in admission, treatment, or participation in its programs, services and activities, or in employment. WDVA complies with the requirements of the Americans with Disabilities Act in its facilities, activities, programs and services. WDVA can provide auxiliary aids and services such as assistive listening devices, TDD/TTY and ASL/ESL interpreters, etc., at no charge for persons with disabilities.



November 8, 2025

Kyla Moore
600 Washington Street South
PO Box 47200
Olympia, WA 98504-7200

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Dr. Gloria Henderson



Technical Proposal

Project Approach/Methodology

It is evident through the development of a theory of action, aim statement, IPTN drivers, strategic focus on the aim populations (students with intellectual/developmental disabilities and Black students who receive special education services), the Communities of Practice drivers, and the developed roles and groups within the IPTN, that OSPI's staff and leaders have taken their charge seriously, making progress since the launch of the Inclusionary Practices Project six years ago. With the progress made across time to increase inclusionary practices and the quality of the educational experiences for all students, especially those most vulnerable, Crown Consulting & Co-Design will approach this consultancy and partnership in a way that continues the momentum.

With my expertise within the educator sector, I have an insightful understanding of the complexity and positive impacts of the work that the IPTN has embarked upon. It is life-changing for families who have been their children's first teachers and advocates. Furthermore, the outcomes of this work will change the experiences that students have within our schools and can positively change the trajectory of their lives, such as their sense of self, their academic gains, and the opportunities that are afforded to them or those of their choosing.

The tiered actions embedded in the IPTN theory of action acts as a roadmap for success so that the desired outputs occur, which will lead to the desired outcomes for closing the gap for students—LRE 1 for all moving to 2% per year, LRE 1 for Black students with IEP's moving to 4% per year, and LRE 1 for students having IDD moving to 6% per year. The aforementioned outcomes are possible and justice-focused. Those percentages represent the hopes and dreams of families for their children, while reflecting the livelihood and paths of our students with the help of their collective. As a contractor for this work in support of meeting those inclusionary goals, Crown Consulting & Co-Design will do the following: 1) Develop resource and support materials related to family engagement and systems monitoring and analysis, 2) coordinate technical assistance and services with the IPTN, 3) collaborate to build capacity and strategically plan, and 4) focus on the students at the core of this work (Black students who receive special education services and all students with intellectual and/or developmental disabilities).

To accomplish those goals above, maintain IPTN's collective energy, and honor the work that has happened and has been planned, Crown Consulting & Co-Design, will employ two frameworks/approaches (e.g., Cycle of Cultural Humility and Liberatory Design) to enhance, support, and compliment the work and promising practices happening within schools and districts in culturally responsive ways.



Below are snapshots regarding some background information and explanations of the frameworks/approaches.

The purpose of the Liberatory Design approach is to address equity challenges and change in complex systems through the use of modes (leadership stances and processes) and mindsets (beliefs, values, and stances to ground and focus design practice).

This co-design approach is the result of a collaboration between Tania Anaissie, David Clifford, Susie Wise, and the [National Equity Project](#).

NEP Liberatory Design for Equity Process



This liberatory design process will support keeping the IPTN (Advisory Group, TA Providers, Design Team, and District Partners) connected with a humanizing focus by centering the needs of students and families, while creating inclusive spaces for participants to engage in difficult conversations and decision-making processes.

Libertary Design Mindsets (Graphic)

<p>Attend to Healing The effects of oppression are complex and often hinder our ability to take action. Integrate ongoing healing processes when designing for equity.</p>	<p>Focus on Human Values Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision-making in human values.</p>	<p>Take Action to Learn The complexity of oppression must be addressed with courageous ongoing action. Experiment as a way to think and learn – without attachment to outcomes.</p>	<p>Work to Transform Power Explore structures and opportunities for interactions in which power is shared, not exercised.</p>
<p>Embrace Complexity Recognize that equity challenges are complex and messy. Stay open to possibility. Powerful design emerges from the mess, not from avoiding it.</p>	<p>Work with Fear and Discomfort Fear and discomfort are anticipated parts of equity design work. Identifying the sources of such feelings offers us a context to work through them and continue to design.</p>	<p>Build Relational Trust Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.</p>	<p>Exercise Creative Courage Every human is creative. Creative courage allows us to push through self-doubt and creative fragility so we can design bravely against oppression.</p>
<p>Share, Don't Sell Practice transparency and non-attachment in sharing ideas with collaborators.</p>	<p>Recognize Oppression Learn to see how oppression, in its many forms, has shaped designs that lead to inequity.</p>	<p>Practice Self-Awareness Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.</p>	<p>Seek Libertary Collaboration Recognize differences in power and identity to design "with" instead of "for" Design for belonging.</p>

I created the Cycle of Cultural Humility after working in schools and central office. My collaboration and being in community with students, families, staff, leaders, community partners, post-secondary institutions, and consultants created the foundation of this framework, which has roots in the social sciences and mental health fields.

The cycle replaced the idea of cultural competency, which could signal for some that there is some magic endpoint to learning and growing, especially when working or collaborating in a field of service to others. With the Cycle of Cultural Humility, one may enter at different phases depending on one's experiences, self-awareness, knowledge, and skills. By learning through and



engaging using this framework, we can reduce harm, increase understanding, and move towards/into advocacy and action.

Cycle of Cultural Humility



Awareness: reflect upon and consider your own self or perspective, understanding how it impacts how you move or interact in and with the world

Knowledge: depth of understanding; body of information, truth, facts, conditions, or principles of a given thing, group, topic, situation, or history, which includes learning, unlearning, and re-learning regarding the aforementioned

Skills: building of personal or professional practices to impact change; ability to engage

Actions/Advocacy: institutionalizing change; activating awareness, knowledge, and skills to do the anti-“ism” work that needs to be done to change policy, pedagogy, and practices

Note: This is a cycle; thus, we may enter in at different stages, depending on context, self-awareness, and experiences.



Work Plan

Tasks	Activities	Services/Deliverables
<p>1. Development of Resource Materials with State-Level Reach and a Focus on Student, Family, and Community Engagement</p>	<ul style="list-style-type: none"> • Collaborate within multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts 	<ul style="list-style-type: none"> • Under the Creative Commons license, co-brand materials • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. Such materials will or could include FAQ sheets for meetings, culturally responsive family engagement, making space & empowering families how-to, repairing/preventing harm through collaboration and seeking to understand, and (re)writing and living policies and procedures for equitable success. • Memo or report to show expansive nature of created and delivered resources (e.g., awareness campaign and follow-up and after-action surveys to staff, leaders, and students/families)
<p>2. Coordination of Technical Assistance & Services</p>	<ul style="list-style-type: none"> • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice 	<ul style="list-style-type: none"> • Provide memos or reports regarding trends, needs, activities, and iterative improvements • Updated calendar every 3 months • Summary coordination reports (bi-monthly) • End-of-year analysis report to highlight effectiveness of TA coordination work
<p>3. Long-term Sustainability Planning</p>	<ul style="list-style-type: none"> • Pinpoint and form cohesive and positive partnerships to support inclusionary practices work 	<ul style="list-style-type: none"> • Sustainability strategic plan (mid-year) • Co-plan and deliver two advisory engagement



	<ul style="list-style-type: none"> • Co-design models and approaches to support collaboration with districts and related contracts 	<p>sessions with documented outcomes and next steps</p> <ul style="list-style-type: none"> • Year-end memo: sustainability plan with recommendations
<p>4. Centering IPTN Population & Data Collection</p>	<ul style="list-style-type: none"> • Review IPTN theory of action, state and district LRE data, and student outcomes data • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed • Collaborate with OSPI and other identified network members to design strategies for data collection and monitoring processes to include effectiveness, application/fidelity, and focus student impact 	<ul style="list-style-type: none"> • Design data collection plan w/OSPI team (areas: belonging, inclusion, and access for Black students with disabilities and students with IDD) • Mid-year report w/analysis regarding the impact of focus populations • Year-end impact report w/analysis regarding the impact of focus populations • Documented evidence: decision-making and coordination work reflects the influence of the aim populations' perspectives and experiences



Project Schedule (Feb. 1, 2026-Oct. 31, 2026)

*Note: Consultant will modify dates, if requested/needed, to support the needs of the IPTN and OSPI.

Work Due (No Later Than)	Deliverables: Services & Products	Cost/ Payments
<p>February 28th</p>	<ul style="list-style-type: none"> • Review IPTN theory of action, state and district LRE data, and student outcomes data • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Initial calendaring • Pinpoint and form cohesive and positive partnerships to support inclusionary practices work • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed • Collaborate with OSPI and other identified network members to design strategies for data collection and monitoring processes to include effectiveness, application/fidelity, and focus student impact 	<p>\$13,888.89</p>



	<ul style="list-style-type: none"> • Design data collection plan w/OSPI team (areas: belonging, inclusion, and access for Black students with disabilities and students with IDD) • Mid-year report w/analysis regarding the impact of focus populations • Sustainability strategic plan (mid-year) 	
<p>March 31st</p>	<ul style="list-style-type: none"> • Bi-monthly coordination summary report • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Pinpoint and form cohesive and positive partnerships to support inclusionary practices work • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed • Collaborate with OSPI and other identified network members to design strategies for data collection and monitoring processes to include effectiveness, application/fidelity, and focus student impact 	<p>\$13,888.89</p>
<p>April 30th</p>	<ul style="list-style-type: none"> • First advisory session with documented outcomes and next steps (due to unknown amount of time, this live 	<p>\$13,888.89</p>



	<p>session cannot be calculated with tax, but adjustments will be made upon knowing more information)</p> <ul style="list-style-type: none"> • Update calendar • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Pinpoint and form cohesive and positive partnerships to support inclusionary practices work • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
<p>May 31st</p>	<ul style="list-style-type: none"> • Bi-monthly coordination summary report • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI 	<p>\$13,888.89</p>



	<ul style="list-style-type: none"> • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
<p>June 30th</p>	<ul style="list-style-type: none"> • Memo or report to show expansive nature of created and delivered resources (e.g., awareness campaign and follow-up and after-action surveys to staff, leaders, and students/families) • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their 	<p>\$13,888.89</p>



	<p>lived experiences and perspectives at the forefront of the work</p> <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning <ul style="list-style-type: none"> ● Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
<p>July 31st</p>	<ul style="list-style-type: none"> ● Update calendar ● Bi-monthly coordination summary report ● End-of-year analysis report to highlight effectiveness of TA coordination work ● Collaborate with multiple groups of the IPTN ● Team with OSPI to update needed materials and web resources ● Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts ● Co-brand produced materials with OSPI ● Develop resources and/or support materials that are responsive to OSPI, schools, and districts. ● Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers ● Attend CoP meetings and complete related actions ● Synchronize calendars, workstreams, and common tools ● Update OSPI and Communities of Practice ● Co-design models and approaches to support collaboration with districts and related contracts ● Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning ● Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	<p>\$13,888.89</p>
<p>August 31st</p>	<ul style="list-style-type: none"> ● Second advisory session with documented outcomes and next steps (due to unknown amount of time, this live 	<p>\$13,888.89</p>



	<p>session cannot be calculated with tax, but adjustments will be made upon knowing more information)</p> <ul style="list-style-type: none"> • Year-end impact report w/analysis regarding the impact of focus populations • Memo: final year-end sustainability recommendation • Documented evidence: decision-making and coordination work reflects the influence of the aim populations' perspectives and experiences • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
<p>Sept. 30th</p>	<ul style="list-style-type: none"> • Bi-monthly coordination summary report • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and 	<p>\$13,888.89</p>



	<p>family engagement departments/district cultural brokers through collective actions with schools/districts</p> <ul style="list-style-type: none"> • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their lived experiences and perspectives at the forefront of the work <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning • Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
<p>October 31st</p>	<ul style="list-style-type: none"> • Update calendar • Collaborate with multiple groups of the IPTN • Team with OSPI to update needed materials and web resources • Collaborate on strategic awareness work, such as a forward-facing awareness campaign and connecting with parent and school-based community organizations, and family engagement departments/district cultural brokers through collective actions with schools/districts • Co-brand produced materials with OSPI • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Attend and contribute to planning meetings, convenings, and collaborative sessions for TA providers • Attend CoP meetings and complete related actions • Synchronize calendars, workstreams, and common tools • Update OSPI and Communities of Practice • Co-design models and approaches to support collaboration with districts and related contracts • Ensure that Black students with disabilities and students with intellectual and/or developmental delays have their 	<p>\$13,388.88</p>



	<p>lived experiences and perspectives at the forefront of the work</p> <ul style="list-style-type: none"> ○ Materials and resources ○ TA coordination ○ Sustainability planning ● Evaluate equity gaps and upcoming priorities through the use of disaggregate data that has been reviewed and analyzed 	
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Deliverables (Services & Products Descriptions)

- **Calendaring/Scheduling:** TA coordination of schedules, meetings, and learning sessions to be updated quarterly
- **Resources and Support Materials:** responsive items (e.g., web resources, documents, videos, and audio) that meet the needs of the targeted audiences and topics/focus areas, which will be co-branded and accessible by OSPI standards
- **Year-End Analysis:** consideration of TA effectiveness of the outlined work, what was learned, and next steps/recommendations
- **Bi-Monthly Coordination Report Summaries:** these reports will include requested information to ensure that the work is reflective of the mission and vision with deliverables being attained
- **Strategic Awareness Campaign:** forward-facing awareness campaign to gauge the reach of the IPTN work; parent and school-based community organizations and family engagement departments/district cultural brokers through collective actions with schools/districts will be contacted; (This a creative offering to support the family engagement work.)
- **Design Data Collection Plan:** in collaboration with OSPI team, this plan will involve the gathering of information and monitoring fidelity, impact, and effectiveness of efforts; analysis and synthesis will occur in the following areas: belonging, inclusion, and access for Black students with disabilities and students with IDD
- **Advisory Engagement Sessions:** co-plan this session and ensure that outcomes and next steps are noted; at least two will occur



- **Mid-year Impact Report:** data points determined by the collective; will include analysis regarding the impact of work on focus populations (e.g., Black students with disabilities and populations with IDD)
- **End-of-year Impact Report:** The collective will determine data points; will include analysis regarding the impact of work on focus populations (e.g., Black students with disabilities and populations with IDD)
- **Student Voice Documentation:** the type of documentation will be determined during the collaborative process; it will reflect the voices of Black students and students with intellectual and/or developmental disabilities and their impact on the coordinated efforts
- **Sustainability Strategic Plan:** produced mid-year to share with concrete next steps
- **Quarterly Reports:** four quarterly reports will be collaboratively produced, which will contain both qualitative and quantitative data assessing to measure output and positive progress towards outcomes
- **Final Year-End Sustainability Memo:** will include recommendations and long-term approaches to ensure this work continues with the resources that will likely be available, which may shift over time considering budgetary decisions within and outside of OSPI

Performance-Based Contracting

I have structured the Technical (area: Project Schedule) and Costs proposals that identify payments.



Outcomes & Performance Measurement

In the Outcome & Performance Measurements area below, deliverables are connected to outcomes/impact and information regarding measurements, monitoring, and reporting.

Tasks	Deliverable (Product/Service)	Outcome or Impact	Measurement, Monitoring, and Reporting
<p>1. Development of Resource Materials with State-Level Reach and a Focus on Student, Family, and Community Engagement</p>	<ul style="list-style-type: none"> • Co-branded materials Develop resources and/or support materials that are responsive to OSPI, schools, and districts. Such materials • Develop resources and/or support materials that are responsive to OSPI, schools, and districts. • Memo or report to show expansive nature of created and delivered resources 	<ul style="list-style-type: none"> • Continuity of products and materials will support the mission and vision of the IPTN • Schools and districts will be more able to strategically use their time because of the responsive resources provided • Students and families will feel and be better supported within their systems • Principals and other building administrators will have the resources to support and coach their staff in strategies and approaches to prevent and/or reduce restrictive environments and exclusionary practices • Central office leaders will better understand how their strategic plans, policies, and procedures can be utilized and adjusted/re-written, if needed, to support the aim students 	<ul style="list-style-type: none"> • Quarterly memo (to highlight resources produced and where provided; next steps) • Awareness campaign data (qualitative and quantitative elements) to demonstrate reach
<p>2. Coordination of Technical</p>	<ul style="list-style-type: none"> • Provide memos or reports regarding trends, needs, activities, and iterative improvements • Updated calendar every 3 months 	<ul style="list-style-type: none"> • Culture of learners and leaders (IPTN and consultants) whose output reflects the targeted outcomes for aim populations 	<ul style="list-style-type: none"> • Bi-monthly coordination summary reports • Quarterly reports



<p>Assistance & Services</p>	<ul style="list-style-type: none"> • Summary coordination reports • End-of-year analysis report to highlight effectiveness of TA coordination work 	<ul style="list-style-type: none"> • Data and memos reflect continuous momentum across OSPI work groups 	<ul style="list-style-type: none"> • Year-end analysis report
<p>3. Long-term Sustainability Planning</p>	<ul style="list-style-type: none"> • Sustainability strategic plan (mid-year) • Co-plan and deliver two advisory engagement sessions with documented outcomes and next steps Year-End Memo: sustainability plan with recommendations 	<ul style="list-style-type: none"> • Advisory team and consultancy teams, along with other IPTN groups are in step with one another as reflected in the collaboration sessions where aim populations are centered • Sustainability plans are realistic, timely, thorough, and are aligned with budget and best or promising practices 	<ul style="list-style-type: none"> • Two sustainability plans (mid-year and end of year) • Bi-monthly coordination summary reports • Quarterly reports
<p>4. Centering IPTN Population & Data Collection</p>	<ul style="list-style-type: none"> • Design data collection plan w/OSPI team (areas: belonging, inclusion, and access) for Black students with disabilities and students with IDD • Mid-year report w/analysis regarding the impact of focus populations • Year-end impact report w/analysis regarding the impact of focus populations • Documented evidence: decision-making and coordination work reflects the influence of the aim populations' perspectives and experiences 	<ul style="list-style-type: none"> • Those working in service of the aim population have street data (close-to-the-source voices) as a throughline for their decision-making and collaboration efforts • Families, school/district staff and leaders, and related stakeholders are aware of how their experiences, stories, and identities reflect the outcomes of the work • Strategies and approaches prevent and/or reduce restrictive environments and exclusionary practices, especially for the populations in focus 	<ul style="list-style-type: none"> • Mid-year report • Year-end impact report • Aim student/family population voices data (e.g., surveys, questionnaires, case studies, interviews /narratives, or conversations) • Data collection plan with varied types of data to be used, rationale, assigned responsibilities, and timeframes



Risks

There are minimal risks as I will be sharing my work products, working in collaboration with others in the OSPI network, and have a flexible work schedule to support the goals of this RFP. I also have two office areas, and I can work both virtually and collaborate on site, as needed.

If a timeline cannot be met, I will promptly notify the contract manager and other OSPI team members. However, I do not anticipate this being an issue. I have experience managing large teams, projects, and multiple timelines with an array of stakeholders and needs.

Management Proposal

Project Management/Team Structure/Internal Controls

Team Structure, Roles, and Responsibilities

Primary Consultant: Dr. Gloria Henderson

- Collaborate and co-create resources, materials, and reports, along with providing professional development and technical assistance that supports Washington's statewide network to improve student outcomes.
- Successfully and collaboratively complete Tasks 1-4 and their deliverables within the scope of work outlined in RFP.
- ★ Qualifications: Dr. Henderson has 20 years in education as a teacher and central office leader. She has been a presenter at local, regional, and national conferences. Additional experiences include working in LEA's and with TA members in her district roles, facilitating committees and teams across extended projects and strategic plan goals in multiple districts. She is also skilled in producing documents, tools, and resources. Two of her three graduate degrees are educational leadership and policy.
- ★ Amount of Time Assigned to Contract: 9 months (February 1, 2026-October 31, 2026)
- ★ Veteran-owned business, certified
- ★ Small business

Organizational Chart

For this proposal, I will not be working with other consultants or sub-contractors.



Relevant Experience

Highlights that reflect that I meet the minimum qualifications:

Principal Role: Successfully worked with special education teachers and general education teachers to implement plans to support students in need of Tier II and Tier III interventions.

Principal Role: Collaborated with general education and special education staff to strengthen the Blended Program (students with intellectual/developmental delays), which supported the integration and inclusion of students who received special education services with the goal of widening and deepening their social and academic educational success within general education classrooms.

Assistant Superintendent (principal supervisor): Collaborated with my principals, the Special Education Department, and OSPI consultants to move towards Washington state's goal of reducing restrictive learning environments for students receiving special education services. Co-facilitated and created time for MTSS partners (e.g., PSED and Sound Solutions) to facilitate professional learning with my school teams to increase inclusionary practices (on-grade level content and student courses/classes) and reduce exclusionary practices, such as suspensions and classroom removals.

Equity/Programs Director Role: Collaborated and/or co-led initiatives with Student Services and the Special Education Department by working with community-based organizations, the University of Washington, the TIES Center, and out of state partners to reduce exclusion rates for Black/African American and Latino/Latinx students who received special education services, along with increasing time in general education classrooms, and enhancing professional learning regarding socio-emotional needs and the science behind particular approaches to improve outcomes.

Equity/Programs Director Role: Actualized, co-sponsored, and facilitated leadership and anti-bias, anti-racism, conflict resolution, inclusion, equity, and intersectionality workshops/training for resource groups, departments, and stakeholder groups to increase satisfaction towards the organization, expand buy-in, and elevate positive growth mindsets.

Equity/Programs Director Role: Guided the district's equity team and partnered with Teaching & Learning and Professional Learning Departments to increase training across twenty-four resource groups and departments, resulting in a shift from 8% to 100%. (Second largest district in the state)

Principal Role: Leader of two elementary schools with special education programs that served students with intellectual/developmental delays (IDD). In both spaces, I collaborated with staff,



families, communities, students, central office, and service providers to positively impact the system and increase resources (e.g., increased BCBA staffing, additional training for staff, support paras who desired to be classroom teachers in this area of specialty, increase meaningful inclusion in general education settings, and grow funding).

Consultant/Presenter/Keynote: I have worked in and collaborated with PK-12 schools, districts, associations and agencies, including PESB, WASA, NWPBIS, WEA, WCEAP, and local unions, and the University of Washington's SMART Center, as well as graduate and doctoral higher education programs at the University of Washington. I have also presented at conferences, such as WERA, AWSP, Leadership for Justice, Decolonizing Education Conference, Courageous Conversation National Summit, and the Inclusive Learning Summit.

Equity/Programs Director Role: Invested efforts and provided resources to youth, families, and community groups, especially those historically marginalized and under-represented, to center or co-equalize their voices and perspectives to build trust, inform the organization's initiatives and decisions, grow their leadership opportunities, increase socio-emotional safety, and/or increase equity in programming.

Consultant: Six-month contract with the Puget Sound Educational Service District, which serves multiple districts in our state. Provided professional learning regarding instructional practices, wherein I used frameworks to center our learning.

Equity/Programs Director: In the second largest school district in the state, I had nine programs in my portfolio within one department, which I strategically grew through budgetary and collaborative work, shifting from a department of one to thirteen. Programs/areas of responsibility of within my purview were the following: McKinney-Vento & Foster Care Support, AVID, Equity Professional Development, Interpreter & Translation Services, Family Engagement, Community Outreach, Equity Teams (the District Equity Team & School/Site Equity Teams), Student Voice, and Natural Leaders & Cultural Liaisons.

Equity/Programs Director: Collaborated across divisions and with diverse communities and partnerships to adjust, re- envision, or write practices, procedures, and policies to impact schools and the organization.

Equity/Programs Director: Provided differentiated professional learning for parents/guardians and community members, along with employees across various departments and divisions, such as security, office administrators, program managers, librarians, transportation employees, directors, content area specialists, teachers, principals, student support staff, nurses, executive leadership, and the district Board.

Project Management and Budgeting: In Clover Park SD, I oversaw the multi-million budget of the schools through my direct reports; managed by department budget of approximately \$300,000.



Evidence of Demonstrated Impact (see three charts below)—Equity/Program Director in collaboration with Student Services and Special Education: (Note: 2020-2021 was impacted by Covid)

Table 6. Exclusionary Discipline Rates, 2017-2022

Category	2017-18	2018-19	2019-20	2020-21
All	1.4	1.4	0.7	0.0
American Indian/Alaskan Native	1.6	1.9	0.0	0.0
Asian	0.6	0.4	0.2	0.0
Black/African American	4.3	4.6	4.0	0.0
Hispanic/Latino of any race(s)	2.7	2.8	1.5	0.0
Native Hawaiian/Other Pacific Islander	5.4	7.1	0.0	0.0
Two or More Races	1.5	2.0	1.2	0.0
White	1.4	1.3	0.7	0.0
Multilingual Learners (ML)	1.8	1.6	0.9	0.0
Non-ML	1.3	1.3	0.7	0.0
Students from low income households	4.2	4.7	3.3	0.0
Non-Low Income	1.0	0.9	0.4	0.0
Students receiving Special Education services	4.9	4.6	3.4	0.0
Non-Special Education	0.9	1.0	0.4	0.0
Female	0.6	0.6	0.4	0.0
Gender X	n/a	n/a	n/a	0.0
Male	2.1	2.1	1.1	0.0

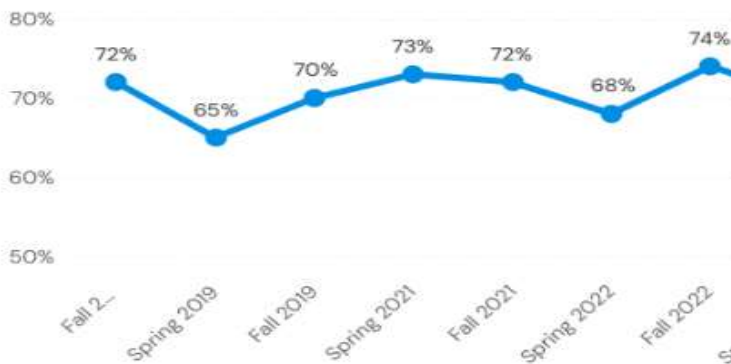
Sense of Belonging

Based on 6,745 responses

How much students feel that they are valued members of the :

How have results changed over time?

Percent Favorable



Sr



Risk Ratio of Special Education and all students

Risk Ratio (Students): Discipline Rate of Student Group/ Discipline Rate of Contrasting Student Group

Risk Ratio (Incidents): (Exclusions per 100 Enrollments for one student group) / (Exclusions per 100 Enrollments for contrasting student group)



Highlights that reflect that I meet the additional desired qualifications:

Project Management and Budgeting:

- a. In Lake Washington SD: Managed a large staff and department budget supporting district-wide professional development, which included contractors and vendors (typical budget was \$2-3 million dollars).
- b. In Clover Park SD: Oversaw the multi-million budget of the schools through my direct reports; managed by department budget of approximately \$300,000.

Instructor/Director: I currently teach courses at the university level that also reflect my experiences a principal and central office leader: theory of action, collaborative inquiry (cycle of inquiry/problem of practice), anti-racist leadership, and resilience & systems of support. I collaborate and meet with my students, who serve districts across the state, regarding their implementation and improvement work, which include feedback cycles and job-embedded professional development.

State-wide Impactful Roles: I have or currently serve on statewide teams that enact, guide, or support related initiatives—PESB CCDEI+ Technical Advisory Work Group, Washington Council of Education Administrator Programs (WCEAP), and PEAB (Professional Educator Advisory Board).

Keynotes & Presentations: I have been invited to be a guest speaker for community events, non-profit organizations, educational agencies/organizations, and universities, such as Pacific Lutheran University and the University of Washington, Seattle.

I have solid history of joining an organization amid on-going complex work with the ability to move with the momentum, learn quickly, contribute, and lead:



- a. I joined Lake Washington School District as the Equity director with nine programs/ areas of responsibility wherein the aforementioned were either new or shifted from other departments for me to take on in this newly-formed position. Though the position was new, the district had been working with consultants and had another director working with these consultants and the community coalition (parents/guardians, community partners, staff from schools and central office, and various types of administrators), which had been formed two years prior. This coalition had advocated for the director position to be formed, took part in the hiring process, and had a list of desires and a loose roadmap of requests and needs. At the same time, a new Superintendent had been hired and a new strategic plan process was underway. I collaborated successfully with stakeholders and district employees to stabilize the department, created and co-designed learn sessions, transitioned work from the consultants, hired a team over the course of three years, made a 5-year department plan that reflected the teams and department programs/areas of responsibility and was aligned with the district's initiatives, collaborated across the system, increased district partnerships, and advocated for culturally responsive change and equitable progress to support students, especially those farthest away from educational, economic, and racial justice.
- b. As an Assistant Superintendent of Schools and Athletics, I joined the Superintendent's Cabinet in the course of the Covid pandemic and during a contentious Board situation. I spent a week with my predecessor, discussing his work, historical and institutional knowledge of the district, and ongoing or emerging work. I also uncovered and identified needs and pain points, supports that each school needed, and system needs that intersected my department. I created a three-year plan and shared it with the superintendent and Cabinet members. I updated the plan and my colleagues regularly with data sharing progress, shifts, and next steps.

Related Contracts

Leanna Albrecht

Executive Director of Communications (Clover Park School District)

Contract /Work Focus: CR 7532/Climate and Culture Transformation Plan for the Community Relations & Marketing Department

Performance Period: July 2024-July 2025

Phone: (206) 949-5217

Email: lalbrec@cloverpark.k12.wa.us

Brad Brown

Executive Director, Teaching and Leadership Development (Puget Sound ESD)

Contract /Work Focus: Instructional Leadership Institute for Assistant Principals, Principals, and Central Office Leaders

Performance Period: January 2024-June 2025



Phone: (253) 653-0749
Email: bbbrown@psed.org

References

Leanna Albrecht
Executive Director of Communications (Clover Park School District)
Phone: (206) 949-5217
Email: lalbrec@cloverpark.k12.wa.us

Work Provided: Climate and culture transformation the Community Relations & Marketing Department, which included mediation services, professional learning sessions, and check-ins and co-design work with the Executive Director and team members.

Ron Banner
Superintendent, Clover Park School District
Phone: 253-226-7603
Email: rbanner@cloverpark.k12.wa.us

Work Provided: In this role as the Assistant Superintendent of Schools, some of my duties included the following: supervision a collection of secondary schools with my direct reports being principals; led committees with staff and community members; co-design sessions with stakeholder; developed and facilitated professional learning; monitored, measured, and reported on school improvement plans and portions of the district's strategic plan; and thought-partner and worked to problem-solve before and after issues arose related concerns, policies, and procedures.

Eva Collins
Former Assistant Superintendent, Bellevue SD
Phone: (206) 919-6010

Work Provided: In this role as Executive Director of Schools, some of my duties included the following: supervision a collection of secondary schools with my direct reports being principals; led committees with staff and community members; developed and facilitated professional learning; monitored, measured, and reported on school improvement plans and portions of the district's strategic plan; and thought-partner and worked to problem-solve before and after issues arose related concerns, policies, and procedures.

Brad Brown
Executive Director Learning, Teaching and Leadership Development (Puget Sound ESD)
Phone: (253) 653-0749
Email: bbrown@psed.org

Work Provided: Instructional leadership and interpersonal skills/strategies for leadership success.



Past Performance

N/A: No past performance issues concerning contracts to note.

Examples/Samples of Related Projects/Previous Work

Attached to email submission

Subcontractors*

No subcontractors

Cost Proposal

Identification of Costs

Type	Company/Person or Description	Cost
Consultant	Dr. Gloria Henderson (Crown Consulting & Co-Design, LLC)	
	February 2026 Activities, Deliverables, and Services	\$13,888.89
	March 2026 Activities, Deliverables, and Services	\$13,888.89
	April 2026 Activities, Deliverables, and Services	\$13,888.89
	May 2026 Activities, Deliverables, and Services	\$13,888.89
	June 2026 Activities, Deliverables, and Services	\$13,888.89
	July 2026 Activities, Deliverables, and Services	\$13,888.89
	August 2026 Activities, Deliverables, and Services	\$13,888.89
	September 2026 Activities, Deliverables, and Services	\$13,888.89
	October 2026 Activities, Deliverables, and Services	\$13,388.88
Indirect Costs: materials	printing, technology, and office supplies	\$500
Travel	N/A (We will not charge for this service.)	\$0
Total		\$125,000



Fee for Service

Type	Costs
1:1 Coaching	\$300 per hour
Small Group Coaching/Team Facilitation	\$400 per hour
Conflict Mediation & Transformation	\$250 per hour
Conference & Event Keynotes	\$1,100 per hour
Professional Development	\$1,100 per hour
Assemblies	\$1,500 per event
C-Suite & Cabinet Services	Negotiable*
Retreats	Negotiable*
Policy & Procedures Analysis and Feedback	Negotiable*

Note: The per hour rates encompass preparation time; thus, on-site or direct work with organizations is the only rate for which charges are incurred.

*Due to the nature of this type of work, which may be done in a series, the price is negotiable to be more responsive to the budgets of school districts.

NEW ORLEANS



 **COURAGEOUS
CONVERSATION®**

TOGETHER

THE 15TH ANNUAL NATIONAL SUMMIT
FOR COURAGEOUS CONVERSATION®

OCTOBER 11-15TH, 2025

courageousconversation.com



We Won't Go Back: Moving Forward as a Collective

October 15, 2025

Dr. Gloria J. Henderson

Founder/Consultant of Crown Consulting & Co-Design

Director of the Danforth Educational Leadership Program (University of Washington—Seattle)



TOGETHER
THE 15TH ANNUAL NATIONAL SUMMIT
FOR COURAGEOUS CONVERSATION®



Access



Scan me!

Notes:

After the session, I will add the slide deck, if you'd like to have it. The link will be at the bottom and top of the strategy/activity sheet (link to the left).

Activity/Strategy Slides

A Little Southern Humor



they look like they don't know each other



8-22 Reply



COURAGEOUS CONVERSATION[®] PROTOCOL OVERVIEW



THE COMPASS



THE FOUR AGREEMENTS

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect & Accept Non-Closure

THE SIX CONDITIONS

1. Focus on the personal, local & immediate
2. Isolate race
3. Normalize social construction & multiple perspectives
4. Monitor agreements and conditions; establish parameters
5. Use a “working” definition of race
6. Examine the presence & role of whiteness

My Purpose



“Our crown has already been bought and paid for. All we have to do is wear it.”—James Baldwin



Our Purpose for Our Time Together



Together participants will learn, (re) learn, or deepen their storytelling to ignite their power in a world that aims to strip it away through uniformity and the singular history of the aggressor. Historically, storytelling was used to pass along history, travel routes, how to be safe, sacred or important teachings, etc. Black people and the Indigenous, have rich histories of sustaining pedagogies that have withstood the test of a time. These stories connect to the current context and of this country's history. By operating as a collective with our stories, our histories, and our experiences, we can not only resist—we can do future-building on the foundations of our elders towards the sky for our children.

We will engage in structured and unstructured storytelling by drawing, talking, and sharing artifacts (e.g., recipes, photos, music, books, and mementos). Participants will have a toolbox of strategies to engage in with their communities back home.

FOUNDATIONS: Storytelling

- Stories can vary from the sacred to the historical.
- Some focus on social, political, and cultural ways.
- Some are entertaining, even humorous.
- Some tell of personal, family, community, or an entire nation's experiences.
- Some are "owned" by certain clans or families and can only be told by a member of that group.
- Others can be told by anyone who knows them and cares for them.
- Stories reflect the perceptions, relationships, beliefs, and attitudes of a particular people.

Resource: [First Nations Pedagogy website](#)
(link in Notes area)

Condition 2: Isolate race



Listening beyond my teacher prep program at my first job in education at a school on a reservation



Dr. Chris Emdin:

Sharing a Story of the Dinka Tribe

Three Prominent Ideas to Listen For:

- The concept of storytelling
- Reframing and listening for change and understanding within community
- Reflection of our (educational) systems

Storytelling and Our Imaginations



The continued erasure of “creativity and ingenuity of young people...not only stunts the potential of those from marginalized groups but also narrows the worldviews of those deemed ‘privileged.’”



Strategy: Building Up (the Relationship)



What is a song that makes you feel good or happy? Why?



Where is a place that you'd like to visit that you've never been? Explain.



If you could change one thing in your community or the world, what would it be? Why?

Focus on the positive (low-risk)

May be neutral or positive, but could veer into the negative or be uncomfortable (moderate risk)

Potential to shift into something that doesn't feel as safe rather quickly

Condition 3: Normalize social construction & multiple perspectives



Strategy: Building Up (the Relationship)



Layer 3:

If you could change one thing in your community or the world, what would it be? Why?

My Sample Response:

I would want my grandmother in the world longer. She died in her early fifties when I was in the second grade. I would have wanted to meet her here, as in this picture, though it was before I was born. This picture was taken in Shreveport, Louisiana where she grew up before she met my grandfather who put his hands on her as a war vet and a man with little power, so he enacted his own vengeance upon her. I would have loved to just have her in my life longer, watching her dance in her flowered, button-down house dress with a Schlitz beer can in her tiny hand as she danced barefoot in the Houston soil in her front yard, but peace came to her only in death...

Strategy: Building Up (the Relationship)



What is a song that makes you feel good or happy? Why?



Where is a place that you'd like to visit that you've never been? Explain.



If you could change one thing in your community or the world, what would it be? Why?

Focus on the positive (low-risk)

May be neutral or positive, but could veer into the negative or be uncomfortable (moderate risk)

Potential to shift into something that doesn't feel as safe rather quickly



Your Life & Actions as Beacons

“When a human lighthouse sees you in the midst of your storm, it points you toward safety and protection. In doing so, it sends you an uncompromising message of belief. Yes, the situation is difficult, but you are not alone. I’m standing right here with you, and I know the way home.” --Steve Pemberton, *The Lighthouse Effect*



Instructions

1. Choose a lighthouse that resonates with you. Replicate it, or sketch your own version.

2. Annotate how this lighthouse represents you:

- a. Strengths**
- b. Challenges**
- c. Life Experiences**
- d. Community/Family**
- e. Hopes & Wishes**

3. Share w/a partner.

Lighthouse Strategy: Who Am I?





by Work

1994:
Enlisted in
Delayed Entry
Program
for Army

Core Values

- Doctorate (ex pended learning/ leadership)
- Instructional leadership
- Leadership during uncertain times

Brown vs. Board (glass)
versus
Re-imagining Ed
for ALL (brick)

Focus on instructional
leadership
from "recovery"
deficit mindset

Equity Work

Mentorship, support,
& teaching roles
Culturally responsive
teaching and
leadership in both
Title I / non-Title I
schools / districts

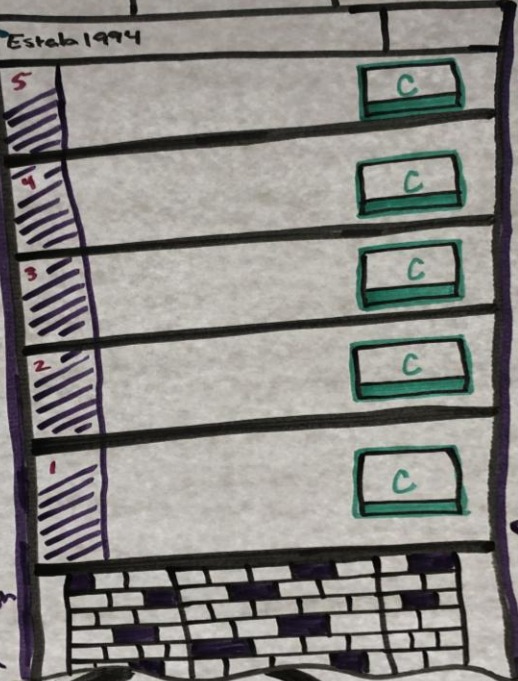
central
office
leadership

5 years as
a teacher

2008:
Apple
Symbolism
Applied
for Danforth
at UW

Estab 1994

Reconstruction



C = Coping and
Compartmentalization
to survive trauma,
racism, sexism, and
stress of being a
caregiver

Different
Blocky
Design

- not status quo
- uncomfortable for some
- Risk to be "square" when many are "round"

2008
Brick added
and
reconstruction
of lighthouse

Rugged Waters
Turbulences
feel like
browning

Millions of Disasters

Generational Work
(my Ancestors)

Rocks are Carved

Family
Sharing
getting
used to
the world

Lighthouse Strategy:
Who Am I?



“White people believe that freedom is their possession to give or take away.”—Dr. Eddie Gaude

(Master Class II, October 13, 2025)

Therefore, we must **share** our journeys, experiences, challenges, joy, strengths, and hopes & wishes as **beacons** in the storms for others and to **seek out** others’ beacons when we are in our own storms.

COURAGEOUS CONVERSATION® PROTOCOL OVERVIEW



THE COMPASS



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THE SIX CONDITIONS

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Strategy: Storytelling Through Umbrella Emotions



Emotions are as complex as the world we live in. So, let's take some time to unearth what may not be as obvious, which helps our processing.

Your Turn: Storytelling Through Umbrella Emotions



Go beyond the obvious umbrella term to identify **exactly what you're feeling.**

SUSAN DAVID

EMOTIONAL AGILITY

angry

GRUMPY
FRUSTRATED
ANNOYED
DEFENSIVE
IRRITATED
OFFENDED
SPITEFUL

sad

DISAPPOINTED
MOURNFUL
REGRETFUL
DEPRESSED
PESSIMISTIC
TEARFUL
DISILLUSIONED

anxious

AFRAID
STRESSED
VULNERABLE
CONFUSED
WORRIED
CAUTIOUS
NERVOUS

hurt

JEALOUS
BETRAYED
ISOLATED
SHOCKED
VICTIMIZED
TORMENTED
ABANDONED

embarrassed

ISOLATED
SELF-CONSCIOUS
INFERIOR
GUILTY
ASHAMED
PATHETIC
CONFUSED

happy

THANKFUL
TRUSTING
CONTENT
EXCITED
RELIEVED
ELATED
CONFIDENT

Go beyond the obvious umbrella term to identify **exactly what you're feeling.**

SUSAN DAVID

EMOTIONAL AGILITY

Complete List of Umbrella Emotions
(Quiz w/Support Strategies Available Online)

Your Turn: Storytelling Through Umbrella Emotions



angry

GRUMPY
FRUSTRATED
ANNOYED
DEFENSIVE
IRRITATED
OFFENDED
SPITEFUL

sad

DISAPPOINTED
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REGRETFUL
DEPRESSED
PESSIMISTIC
TEARFUL
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ASHAMED
PATHETIC
CONFUSED

happy

THANKFUL
TRUSTING
CONTENT
EXCITED
RELIEVED
ELATED
CONFIDENT

Go beyond the obvious umbrella term to identify
exactly what you're feeling.

Instructions

1. Choose one umbrella emotion.
2. Write a short narrative describing the situation, along with how you felt and why.

(Metacognition: Note where you are on the compass as you think and write about this.)

3. Share with a partner.



Windows & Mirrors



Windows



Mirrors

Storytelling allows for both windows and mirrors, which grows collective solidarity, understanding, and relationships for the individual and the common good of the community.

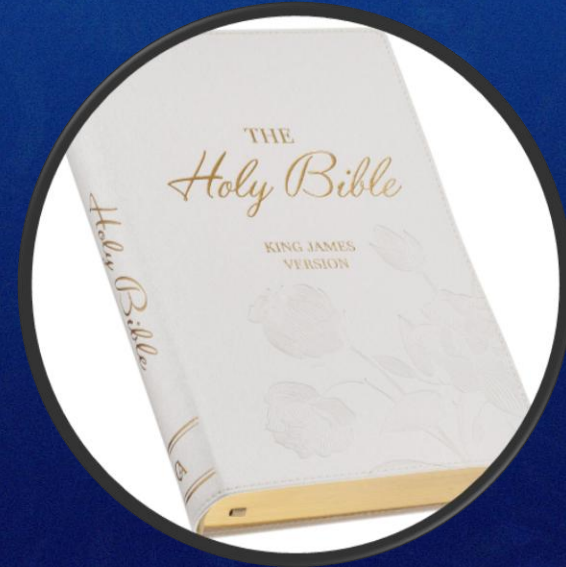
Strategy: The 4 R's



Rationale: Gives participants the opportunity to bring ancestors or family members into the room, or process a situation or memory for connection or healing.

Share an artifact that connects with your family or upbringing:

- Ritual
- Relic
- Recipe
- Rule



My Grandmother's Bible

****Condition 5: Use a working definition of race****



“Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity.” – Chimamanda Ngozi Adichie



Wild Cards—Partner 1



What is something that you regret, yet you wouldn't change?

1

If you could go back in the past or forward into the future, who would you like to meet and why? **(WC)**

2

What is something that you think of very differently today than you did ten years ago?

3

Condition 6: Examine the presence & role of whiteness



Wild Cards—Partner 2



If you could relive any one year of your life, what would it be? Explain. **(WC)**

1

If you were to perish today, what would be the thing or action that you would be most proud?

2

What three questions would you ask _____ if you had the chance? Why?

3

Condition 6: Examine the presence & role of whiteness

Strategy Re-cap



Strategy: Building Up (the Relationship)



What is a song that makes you feel good or happy? Why?



Where is a place that you'd like to visit that you've never been? Explain.



If you could change one thing in your community or the world, what would it be? Why?

Focus on the positive (low-risk)

May be neutral or positive, but could veer into the negative or be uncomfortable (moderate risk)

Potential to shift into something that doesn't feel as safe rather quickly

Condition 3: Normalize social construction & multiple perspectives

Instructions

1. Choose a lighthouse that resonates with you. Replicate it, or sketch your own version.

2. Annotate how this lighthouse represents you:

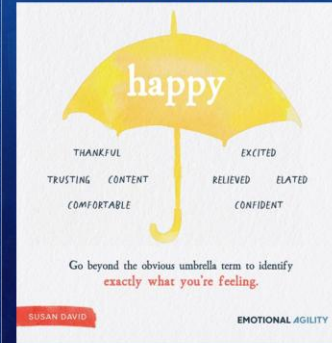
- Strengths
- Challenges
- Life Experiences
- Community/Family
- Hopes & Wishes

3. Share w/a partner.

Lighthouse Strategy: Who Am I?



Your Turn: Storytelling Through Umbrella Emotions



angry	sad	anxious
GRUMPY	DISAPPOINTED	AFRAID
FRUSTRATED	WORRIED	STRESSFUL
ANNOYED	REGRETFUL	VULNERABLE
DEFENSIVE	DEPRESSED	CONFUSED
MATTAIRED	PEISANTIC	WORRIED
DEFENSIVE	TEARFUL	CARELESS
SPIRITLESS	DELIROUS	NERVOUS
hurt	embarrassed	happy
HEAVY	ISOLATED	TERRIFIED
BETRAYED	SELF-CONSCIOUS	TRUSTING
ISOLATED	INFERIOR	CONTENT
SUREP	SHY	EXCITED
VICTIMIZED	AWKWARD	RELIEVED
TORMENTED	PATNETIC	ELATED
ABANDONED	CONFUSED	CONFIDENT

Go beyond the obvious umbrella term to identify exactly what you're feeling.

SUSAN DAVID

EMOTIONAL AGILITY

Complete List of Umbrella Emotions
(Quiz w/Support Strategies Available Online)

Strategy: The 4 R's

Rationale: Gives participants the opportunity to bring ancestors or family members into the room, or process a situation or memory for connection or healing.

Share an artifact that connects with your family or upbringing:

- Ritual
- Relic
- Recipe
- Rule



My Grandmother's Bible

Condition 5: Use a working definition of race



Wild Cards—Partner 2

If you could relive any one year of your life, what would it be? Explain. (WC)

1

If you were to perish today, what would be the thing or action that you would be most proud?

2

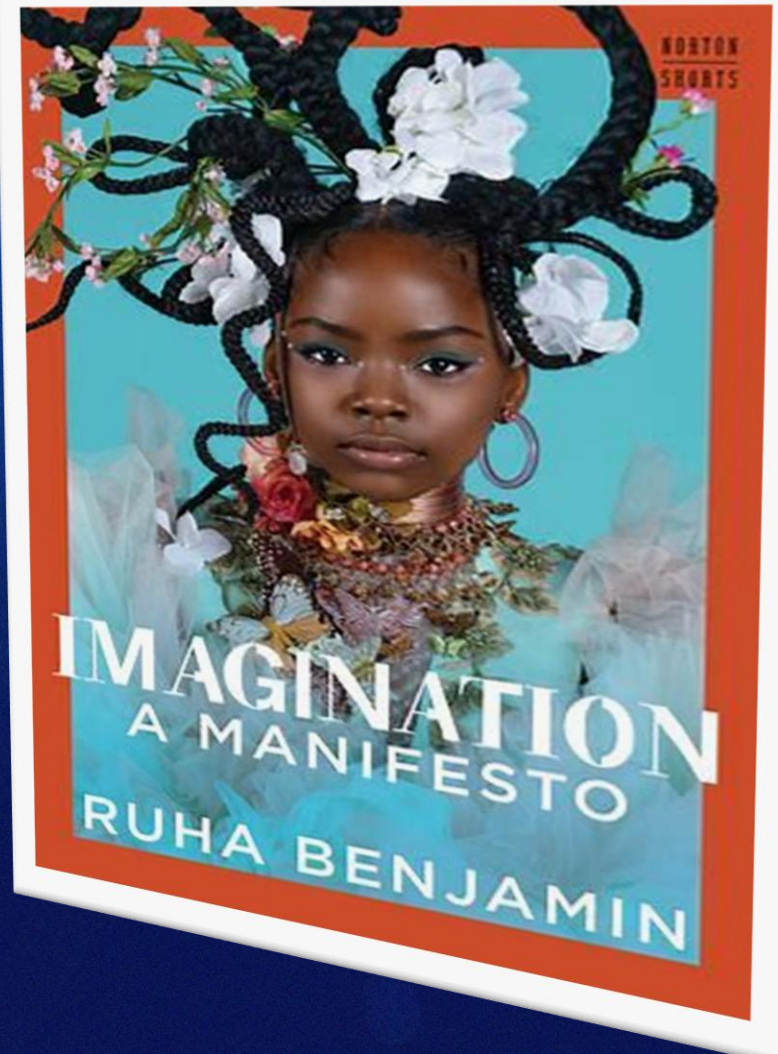
What three questions would you ask _____ if you had the chance? Why?

3

Condition 6: Examine the presence & role of whiteness

In Closing...

“Those who refuse to accept oppressive ideologies show us what is possible when we unleash our imaginations. We can rob unjust systems of their power and *make a way outta no way*—imagining different possibilities for how to connect and care for one another as we also remake the world.”





My Contact Information

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THANK YOU

  @ccaboutrace

 OfficialCourageousConversation

 Courageous-Conversation-Official

www.courageousconversation.com

A photograph of a person driving a car, viewed from the side. The driver's hands are on the steering wheel, and they are wearing a white long-sleeved shirt. The car's interior, including the dashboard and steering wheel, is visible. The background is slightly blurred, showing a bright, possibly outdoor setting.

Driving Improvement Through Collaborative Inquiry

Session 4

Defining a Learning-Centered Problem and Ideal of Student Learning & Mindfully Climbing the Ladder of Inference

Focus for This Session: Heart, Head, and Hands



What will leaders feel or believe after this session? What might hold in your hearts?

Leaders will be mindful of questioning their own and others' assumptions (Ladder of Inference).

We will also check-in about the Inquiry I assignment.

What will you know and/or be the result of this session? Do I hope this session will lead to anything next?

Leaders will facilitate inquiry teams using some of the following: examine data of student learning products, surveys, empathy interviews, co-generative dialogue, and inclusive learning walks.

How will you apply this learning? What will you create or produce? How will you know you have learned this?

Critique and select potential data sources to inform a learning-centered problem & ideal of student learning **(Due October 30)**



Setting Your Intention

What cohort agreement do you want to aim for in light of the focus of today's inquiry work?

- Write it down on a sticky note, along with your rationale.
- Share briefly with a partner.



Tilling the Soil

During this inquiry process, you may feel like a farmer—tilling, finding your agriculture team, looking at the almanac (data), gathering and planting seeds, watering, fertilizing, inspecting, re-planting, contemplating next steps, harvesting, and enjoying the fruits of your labor (or not)...At its conclusion, it is essentially about learning and moving in ways that support growth and benefits to the whole community.

Therefore, from your initial reading of *Imagination: A Manifesto*, what are some of your initial thoughts and/or those in which you want to ground yourself as we move forward in this collaborative inquiry cycle?

Leading Collaborative Inquiry

Various collaborative Inquiry approaches have common components - but may not always follow the same sequence. Be flexible and ready to jump ahead or revisit earlier phases.



Engage an Initial Team

Who are the stakeholders you most need to engage with? What expertise is needed? Who will be most impacted? Who has the power for change? Consider teachers, paraprofessionals, families, students, central office administrators, etc. Team membership may change as you learn more.

Define a learning-centered problem

Examine a variety of data sources such as student learning products and observe students in class. Use evidence to describe the current state of student learning. Create a description of ideal student learning.



Determine an area of focus

Gather and analyze data on student learning outcomes and learning outputs to determine an area of focus.



Next Class Session: Define Learning-Centered Problem & Ideal of Student Learning

Read Street Data, Chapter 4, Pounding the Pavement - start by reading pp. 80 - 85 and consider your answers to the reflective questions.

Bring to Class: Bring one *redacted (no names)* set of data that might inform a learning-centered problem and/or ideal of student learning (EX: student learning products, interview or focus group data, structured meeting or classroom observation, equity learning walk, shadow experience, etc.)

Inquiry 1: Due October 2nd Initial Team & Proposed Area of Focus

Note: If you need support in-between, please reach out & we can set up a time to meet.

Checking In

Eve
Jay
Veronica

Area of Focus : 4th grade

math problem solving

fractions

???

MLL students

Inquiry Team :

- admin
- 4th grade teachers
- (lang) MLL facilitator*
- Sped teacher*
- co-teacher
- (DL) curriculum developer*

Data

- STAR math
- pacing guide
- pre-unit problems
- EDY data
- student voice
- unit 8 (3rd grade)
- qualitative data (efficacy) → "Am I a mathematician?"
- equity interviews

Satellite	map	street
EDY STAR	pre-post assessment	student interviews panorama data learning walks

resource:
pacing guide

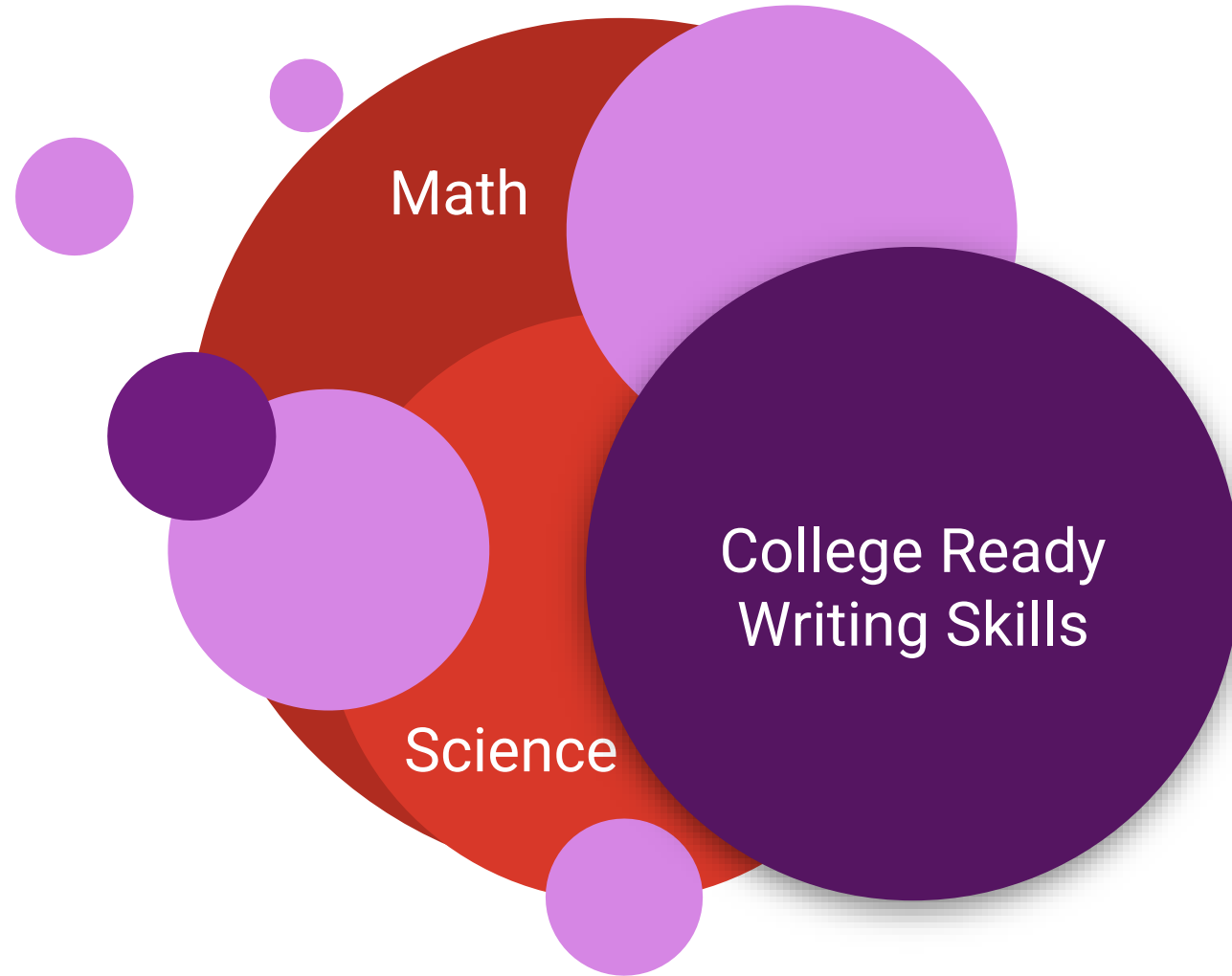
Checking In

With your table group, discuss how the process went/is going for you regarding engaging the initial team & determining an area of focus.

NOTE: Team membership may change; area of focus may change, learning-centered problem may change.



Equity Audit Done (or Ongoing)...Selecting an Area of Focus



Since all disciplines engage with writing, the team selected writing.

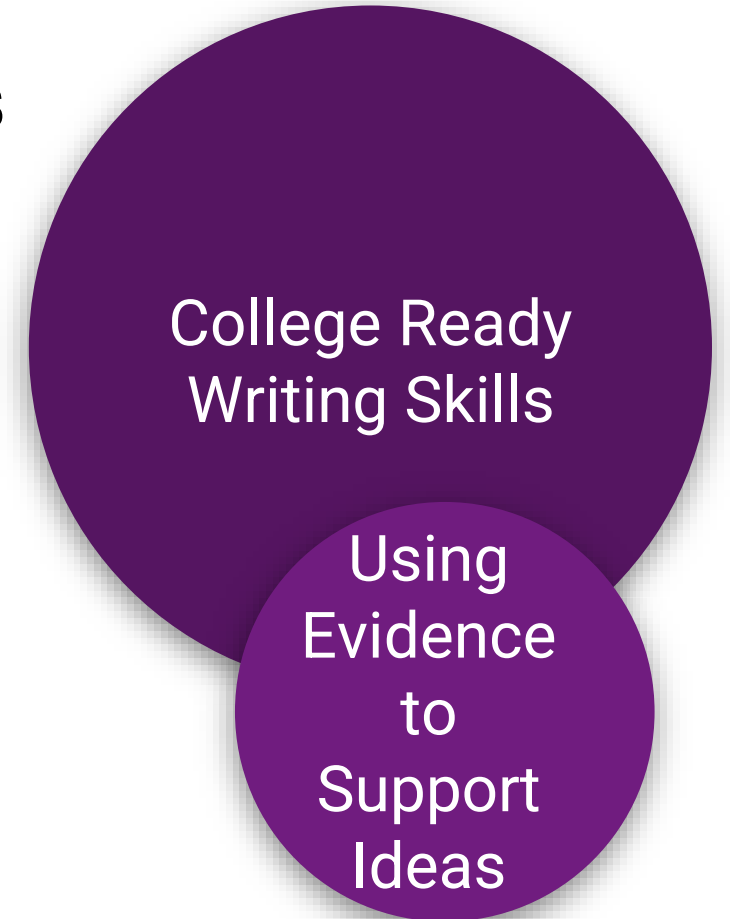
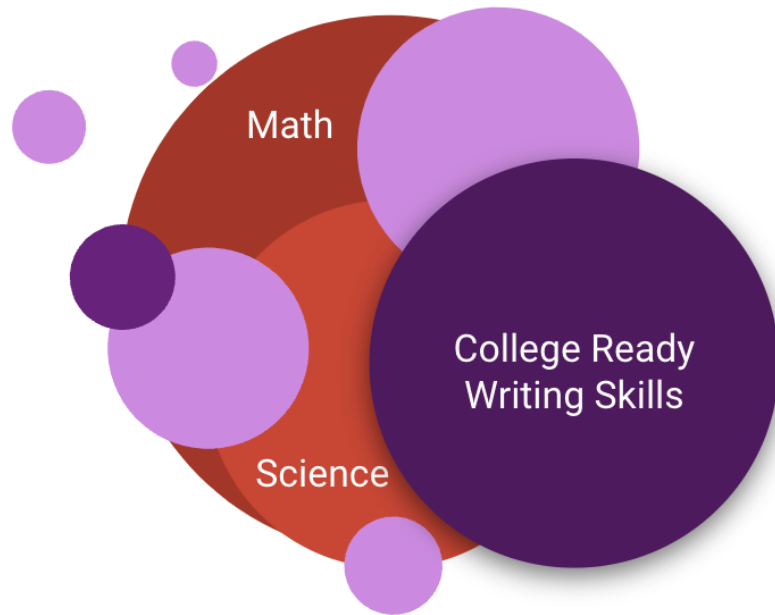
Narrowing the Area of Focus

Inquiry Team Members examined state writing assessment data AND current Student writing products.



Further Narrowing (or Expanding) the Focus

Examination of student learning products supported writing with evidence focus



Getting in Focus
Means There Is
More Work To
Do...With Care



Reading Highlight: Five Practices for Equity- Focused School Leadership

Cognitive Dissonance: “that disruptive sensation you experience physically and/or emotionally—that causes you to think and feel, in your gut, that ‘something isn’t right.’” —Radd, et al

Typically, a person is feeling discomfort due to holding two conflicting values, beliefs, or attitudes.

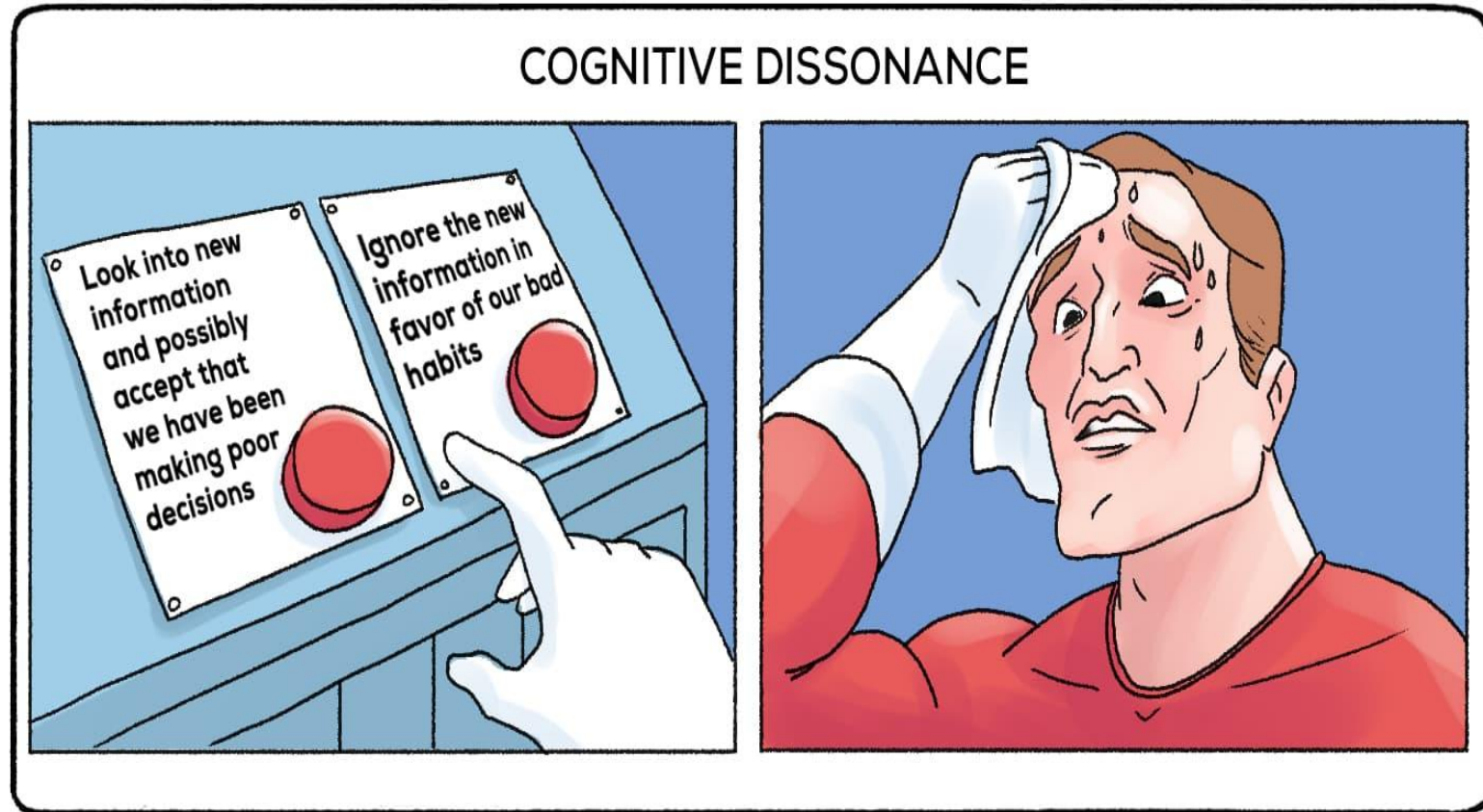
Example: I wanted my child to graduate from high school, but he felt that it wasn’t not for him. I have seen how the system in which I work harms students who think or move differently in the world.



Cognitive Dissonance

Table Talk

Think about a time, personal or professional where you have felt cognitive dissonance. How did you respond? What happened?



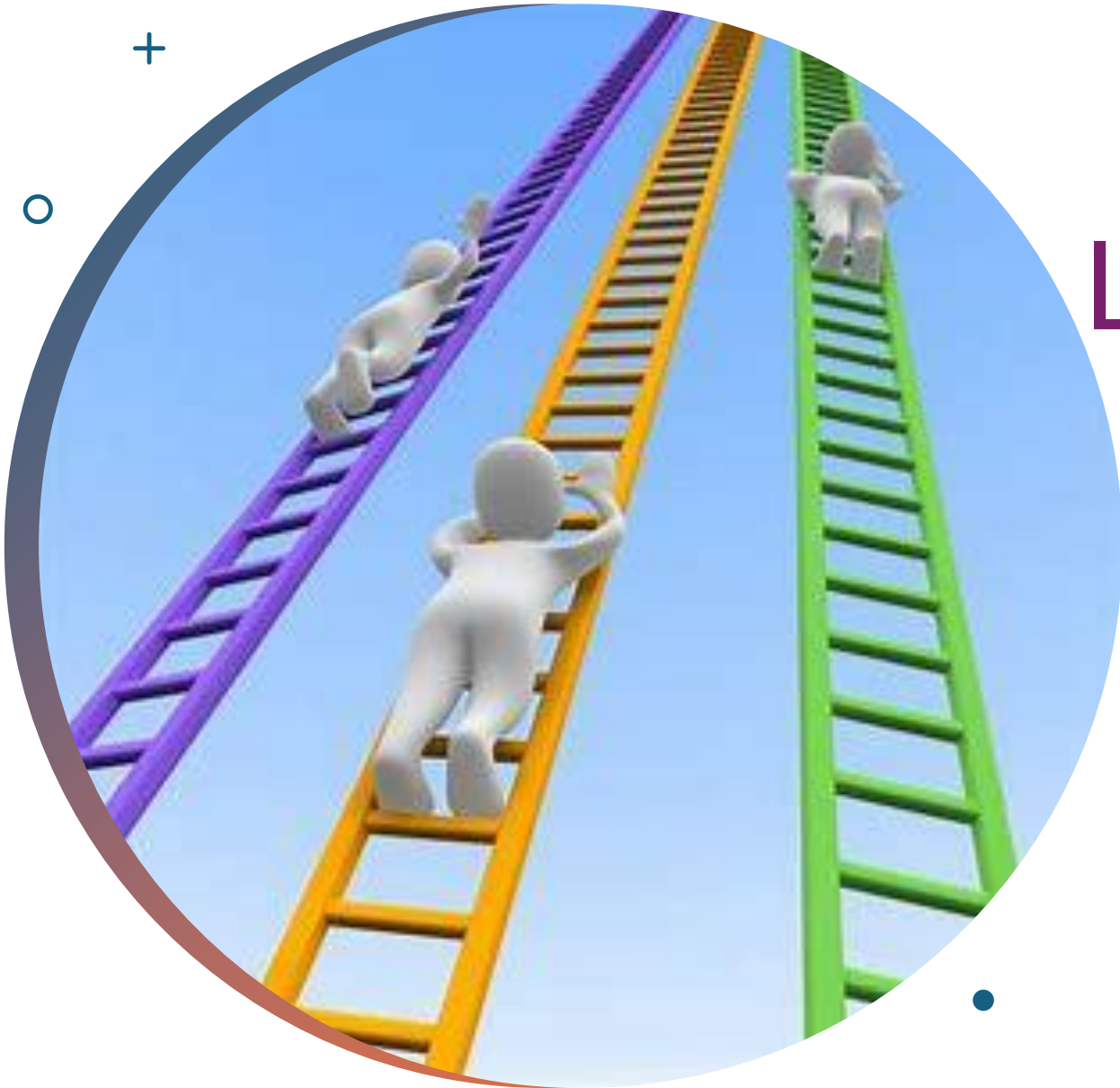
Grounding in Some Definitions

Inference: conclusion based on *evidence and reasoning*.

Assumption: a thing that is accepted as true or as certain to happen, *without proof*.

The Danger: our inferences and assumptions are often true, but when we over-apply without examining or testing, they can lead to false conclusions.

You need to ask: *What evidence? Whose reasoning? Is this assumption supported in this case?*



Ladder of Inference

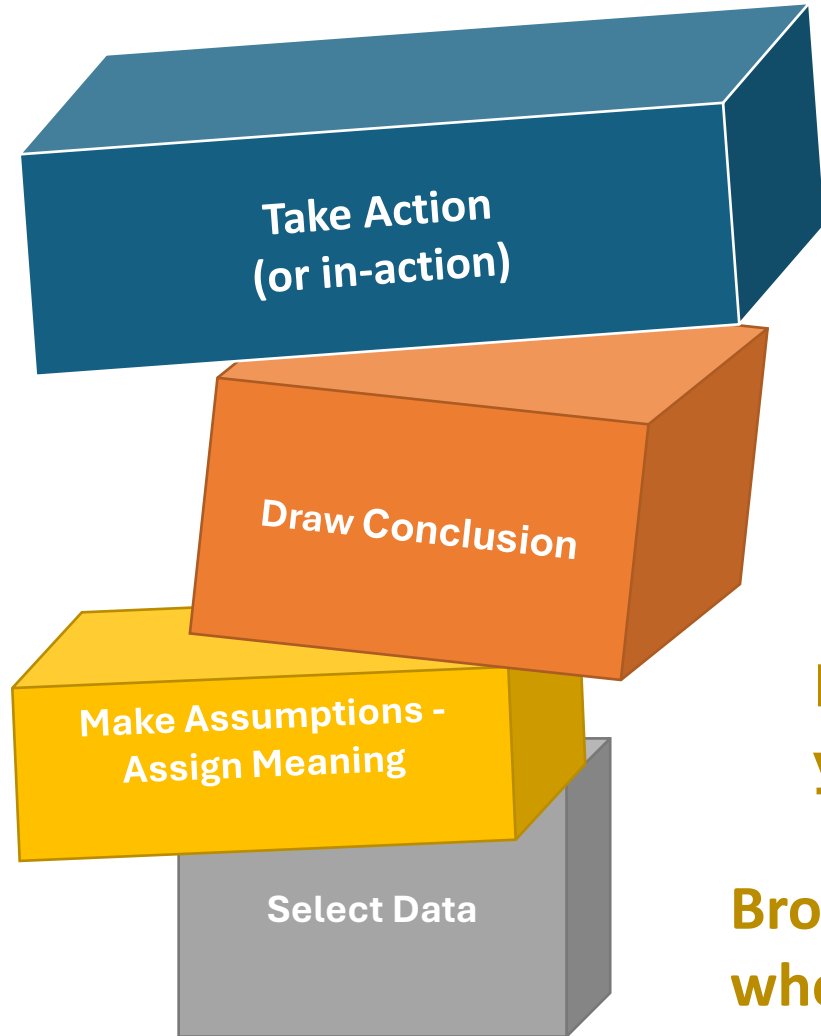
In this video, you will see a short clip of how this works in real time.

**(Re)-Reading:
Five Strategies
for Equity-
Focused
School
Leadership**



Pages 40-42

Ladder of Inference

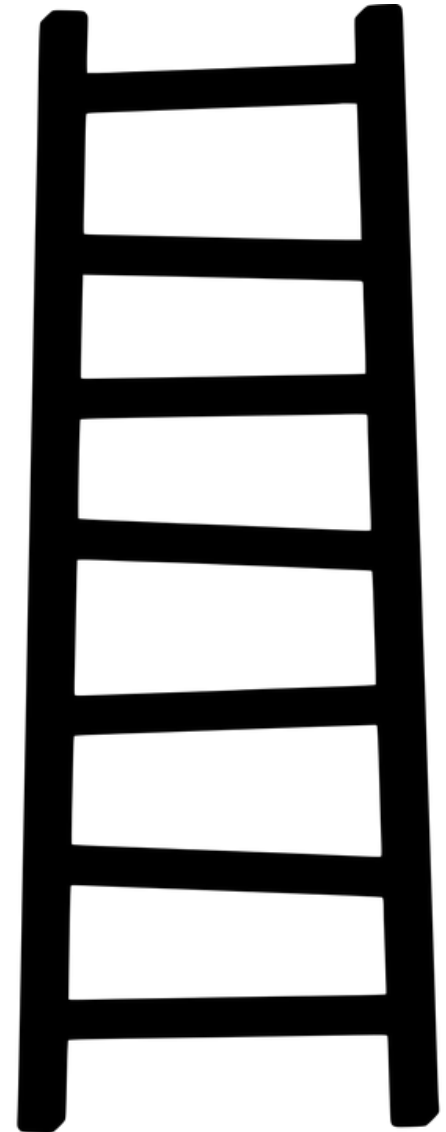


Act on expanded view & informed evidence

Seek non-conforming data – before drawing conclusions

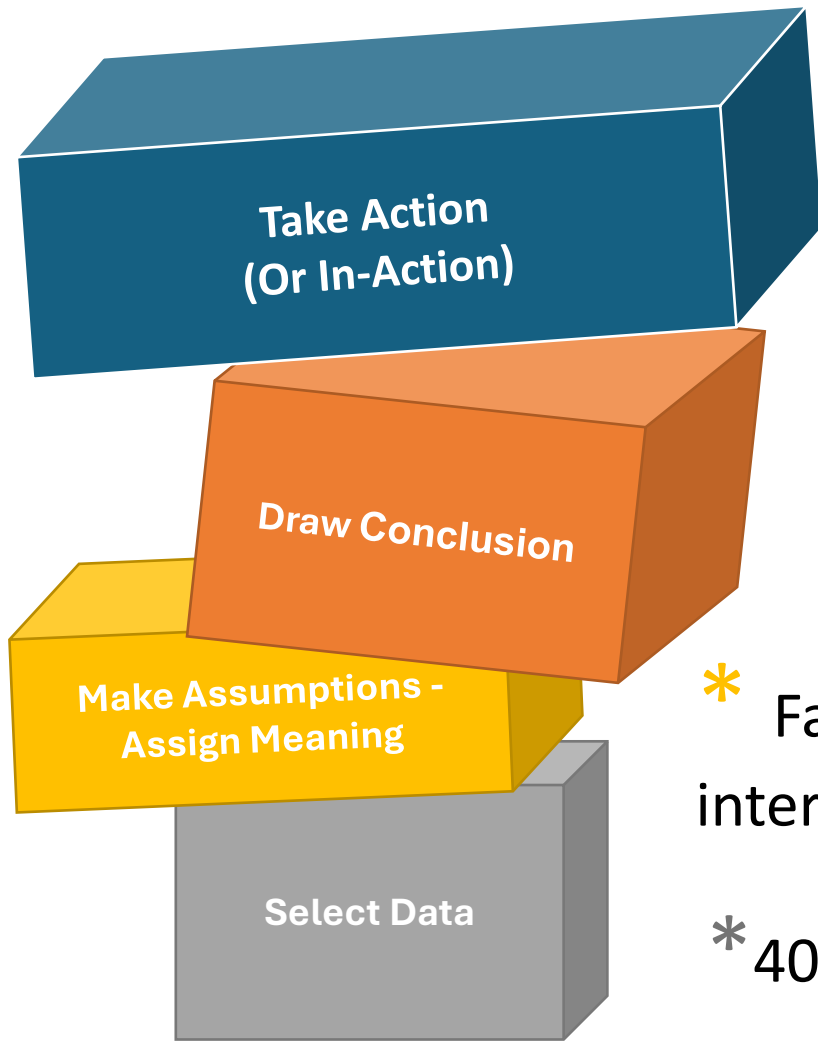
Be aware of, question & test your assumptions

Broaden what data is selected and who selects and analyzes data

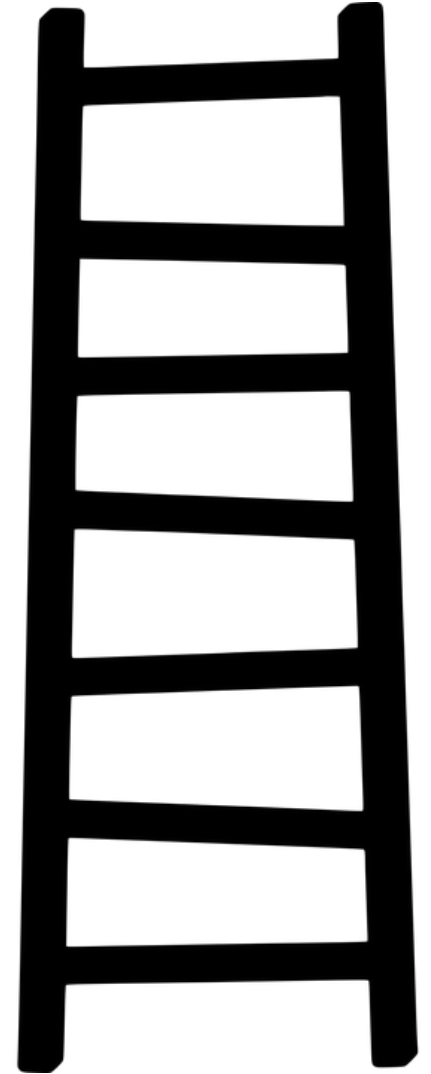


Thoughtful inquiry supports moving down the ladder of inference to surface and test assumptions and expand which data we attend to - whose engaged in making meaning and how we interpret data – and that informs data-driven decisions.

Ladder of Inference

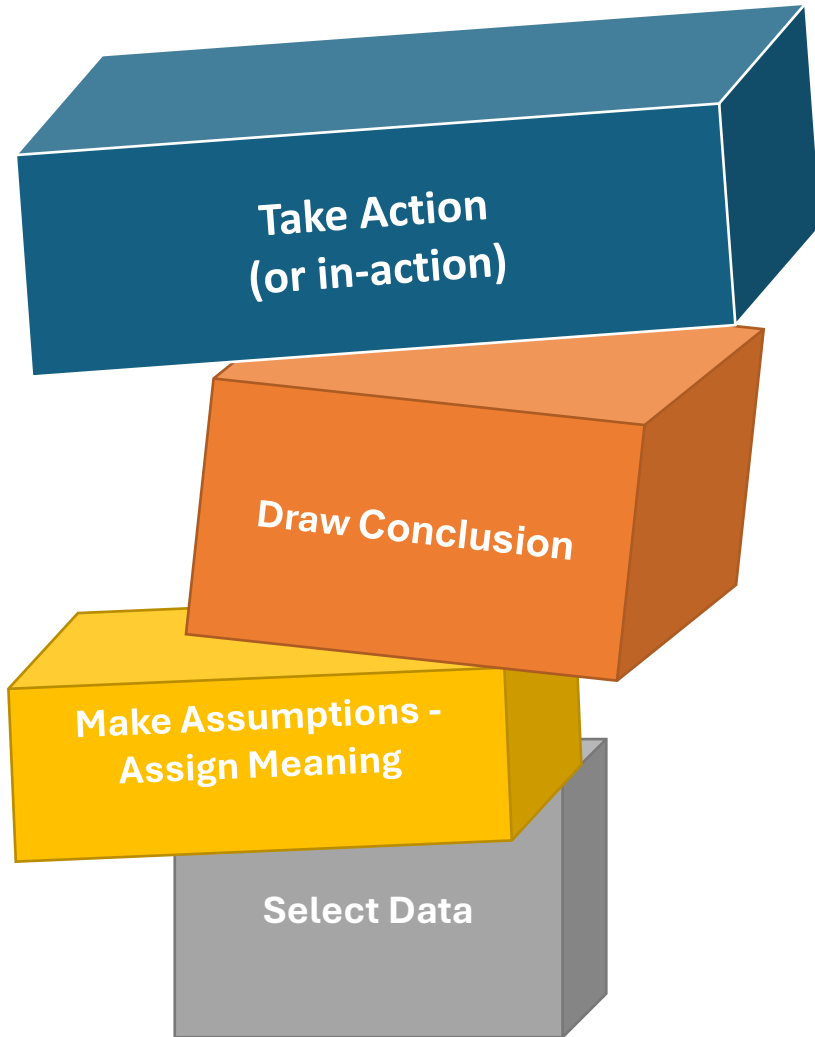


- * I am not going to bother scheduling a 1 to 1 conference because this family does not care about their child's education.
- * Families who did not attend Open House do not care about their child's education.
- * Families who attend Open House are interested in what is happening at school.
- * 40% of my families attended Open House.



What we believe influences the data we select, what we notice, and the meaning we assign. Our assumptions, inferences may lead to faulty conclusions & actions that create self-fulfilling loops.

Dina's Ladder



With a Partner, Discuss...
(see following slide)

- ✓ What data was first used?
- ✓ What was the team's initial assumptions, conclusions and suggested actions?
- ✓ Who was involved?
- ✓ What additional data was brought in? What other data may be needed?
- ✓ What impact do you think the additional data could have on defining the learning centered problem?

Dina's High School

20% African Amer (AA)
students

2% AA students in Advanced
Placement (AP) classes

Team: Counselors, AP
Teachers,

Team Assumption: AA
families not aware of AP
classes & benefits

Initial Suggestion:

Advertise AP with hallway
posters & letters home

AA Student Focus Groups:

NOT YOU, TOO! My parents & aunties are all over me
to enroll in AP classes...I don't enroll cause....

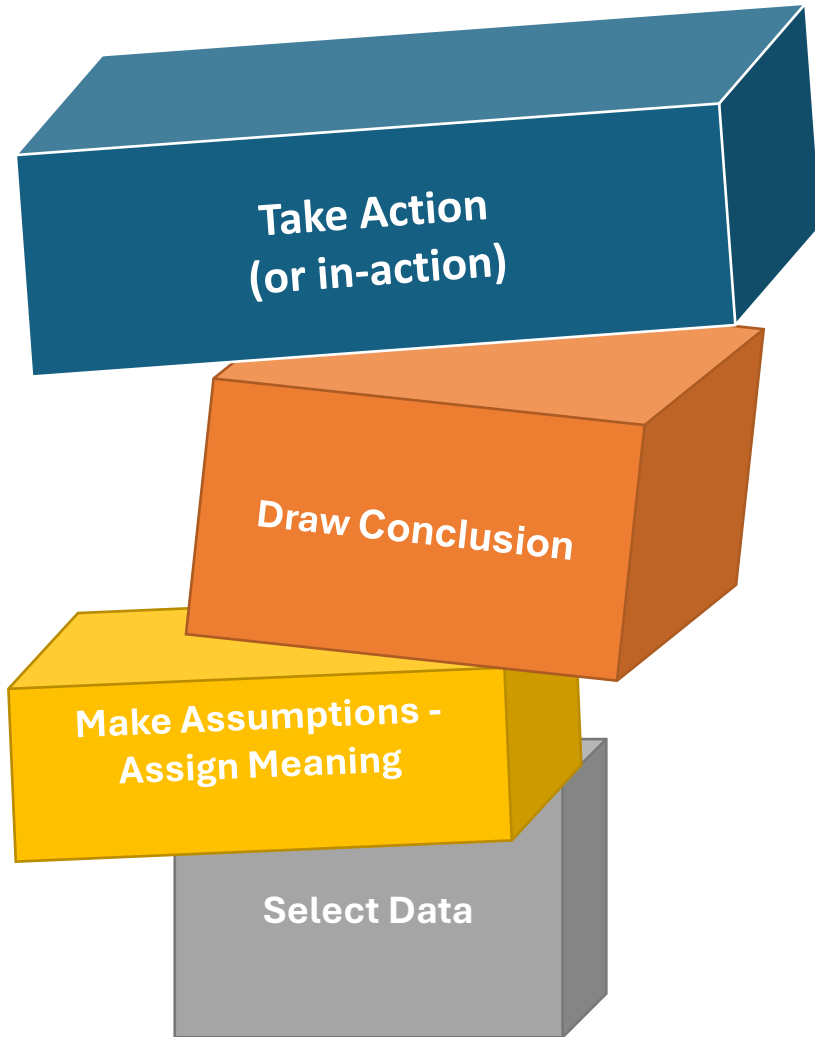
If you have ever had a referral you cannot be in AP. I
was suspended in 7th grade.

If you argue with the teacher - you will get kicked out of
AP. I always ask questions - teachers say I argue.

I want to play sports - I can't afford lower grades and if
you need help - you will be kicked out of AP.

Those classes are all White. I don't want to be labeled
as a School Girl.

Dina's Ladder



With a Partner, Discuss...
(see following slide)

- ✓ What data was first used?
- ✓ What was the team's initial assumptions, conclusions and suggested actions?
- ✓ Who was involved?
- ✓ What additional data was brought in? What other data may be needed?
- ✓ What impact do you think the additional data could have on defining the learning centered problem?

Let's Check-In With Wendy Mills On Her Inquiry Cycle.



Area of Focus: Wendy's equity audit confirmed that 0 percent of Latinx sts (many whose families are MLL) identified for the HiCap program. District-wide data on HiCap representation follows similar pattern.

Team: Wendy, HiCap teacher, ELL teachers, principal [later district director of HiCap joined]

First Sets of Data Examined to Define Problem:

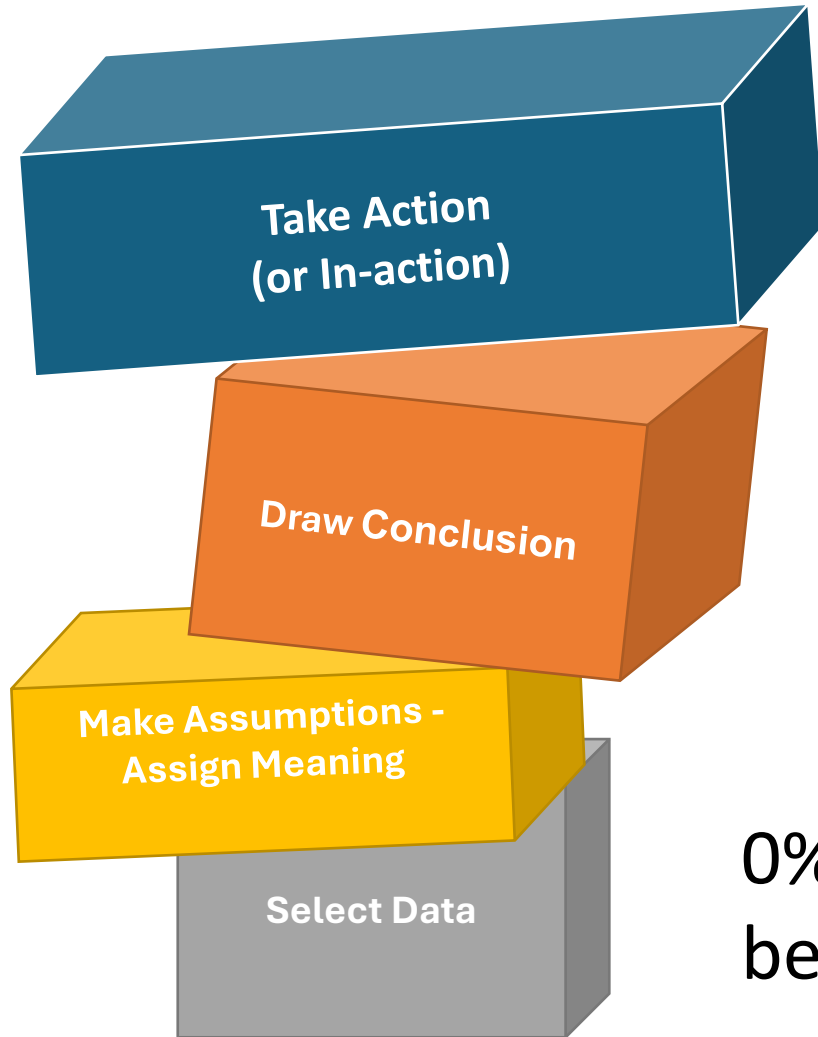
Wendy interviewed:

HiCap teacher: What is process? How many Latino/Latinx/Hispanic ELL/MLL in past?

ELL Teachers: How many ELL/MLL had they referred? What was the result?

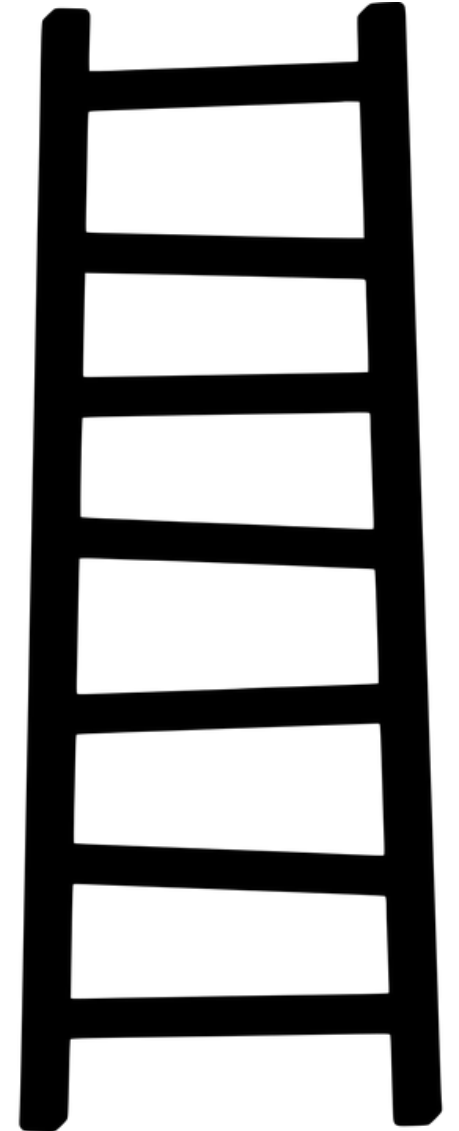
Gen Ed. Teachers - How often do you refer for HiCap?

Wendy's Ladder: What Did She Do Next?



As a tablegroup, work through the ladder using the information on the next slide.

0% of our Latinx students have been selected for HighCap



Map & Street Data Gathered & Analyzed

Interview Data Findings & Findings:

Heavily weighted on Parent referral, few, if any teachers referred students for HiCap. Parents must complete Questionnaire (in English) & MLL families did not receive language assistance from school. If questionnaire met required minimum, then the student was scheduled for an assessment.

Latinx MLL & English speaking families did not appeal decisions.

Led to Additional Data Review & Analysis:

- Examined Parent Questionnaires most recently submitted. MLL & Latinx English speaking families rated child lower than White families rated.
- Review of Formal Assessments - all assessments in English.
- Reviewed district & school HiCap communications - all in English
- Few teachers had attended any HiCap PD; only one Hi-Cap teacher had an specialized micro-learning certificate for Hi-Cap.

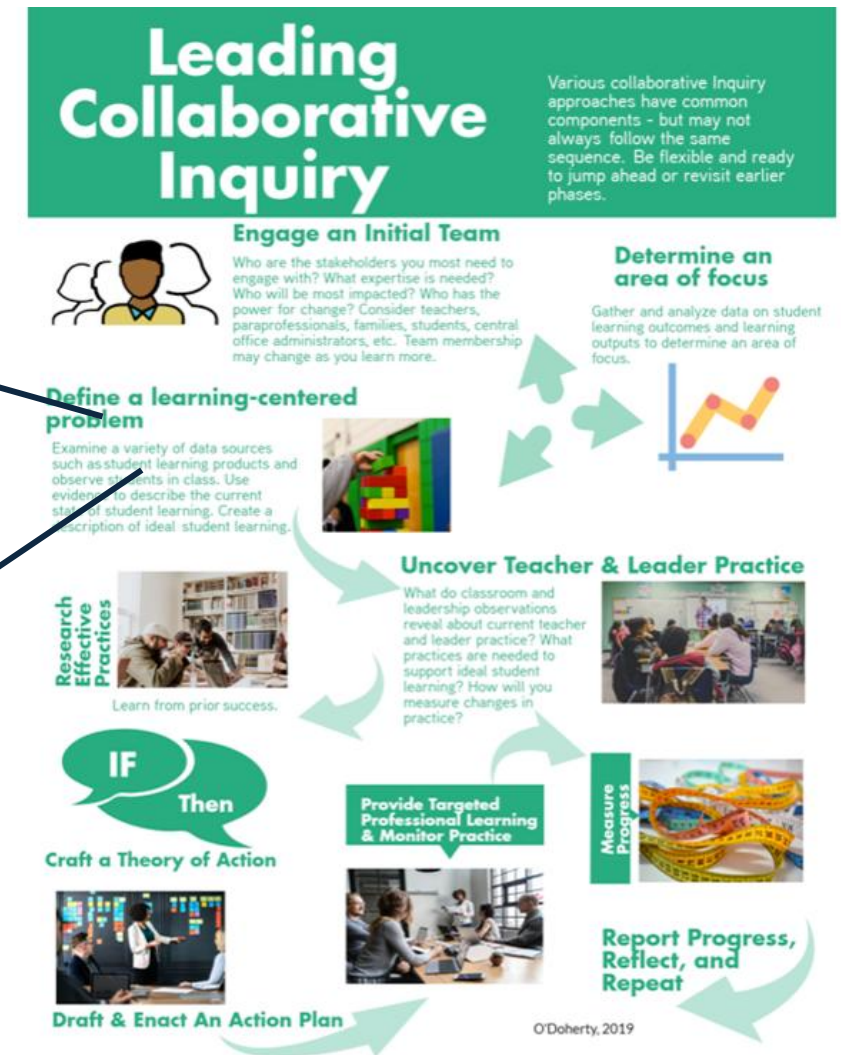
Deep Listening w/Latinx ENG or MLL families not selected for testing or assessment. Comments included, “I trust the school.”/ “They are the experts.”/ “If they don’t think my child qualifies, then they must not qualify.”

Stretching Your Thinking

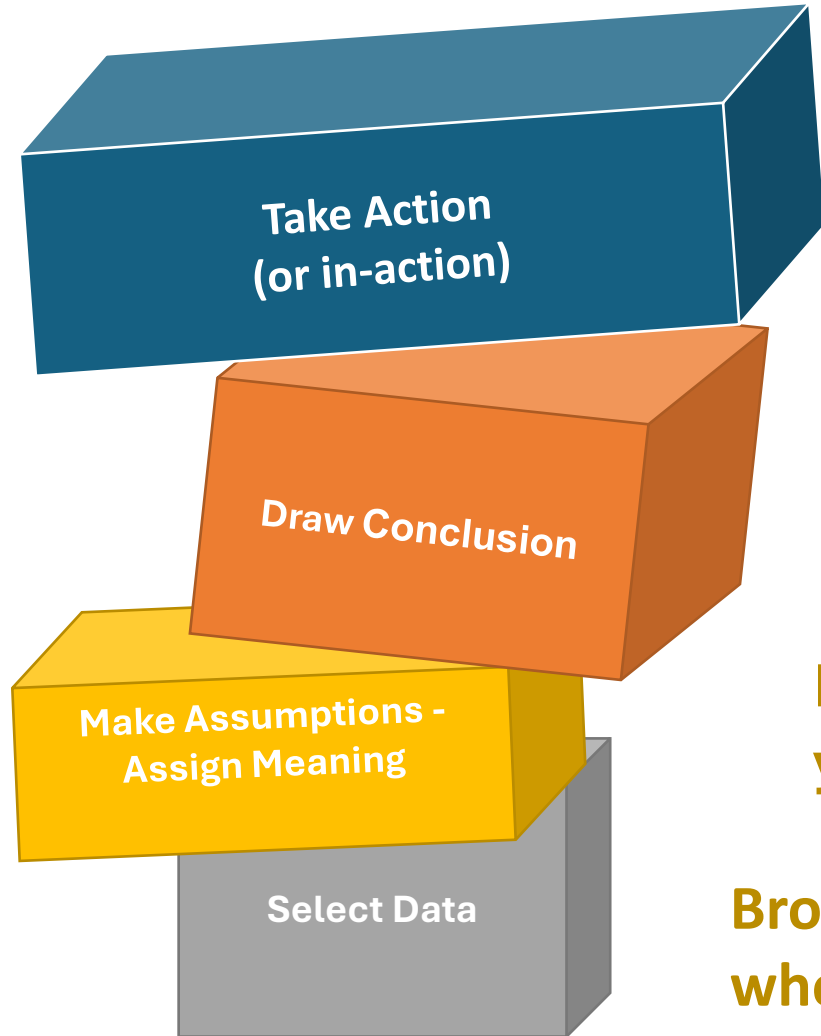
Given what has been shared so far, how would you define the **system-centered** problem?

If you were on Wendy's team, what might you suggest as the ideal outcome for the inquiry cycle? (Basically, what do you want student learning to look like/sound like/be, after completing this inquiry cycle?)

NOTE: You may not think that this is an ideal of student learning per se; therefore, you could focus more on system design.



Ladder of Inference



Act on expanded view & informed evidence

Seek non-conforming data – before drawing conclusions

Be aware of, question & test your assumptions

Broaden what data is selected and who selects and analyzes data

Beware of group think as you work with your team; thus, the ladder of inference focus today.

Also, be prepared to experience discomfort in your leadership through this process. You are a learner with them.

Thoughtful inquiry supports moving down the ladder of inference to surface and test assumptions and expand which data we attend to - whose engaged in making meaning and how we interpret data – and that informs data-driven decisions.

Digging Deeper: Refining and/or Pivoting

Next With Your Team...

Student input will inform patterns of strengths & areas for improvement

Engaged with students to host empathy interviews with students



College Ready
Writing Skills

Using
Evidence
to
Support
Ideas

Defining a Learning-Centered Problem **should** Further Inform the Focus

Student-led empathy interviews:

“We learned about supporting ideas with evidence in elementary school”.

“I don’t see the purpose of what we are asked to write”.

“Oh so boring”.

“What about our stories... slam poetry...music lyrics that mean something?”

“I want to be challenged and heard”.

“Why can’t we write about what is real - racism, poverty, greed?”



Using Evidence to Support Ideas

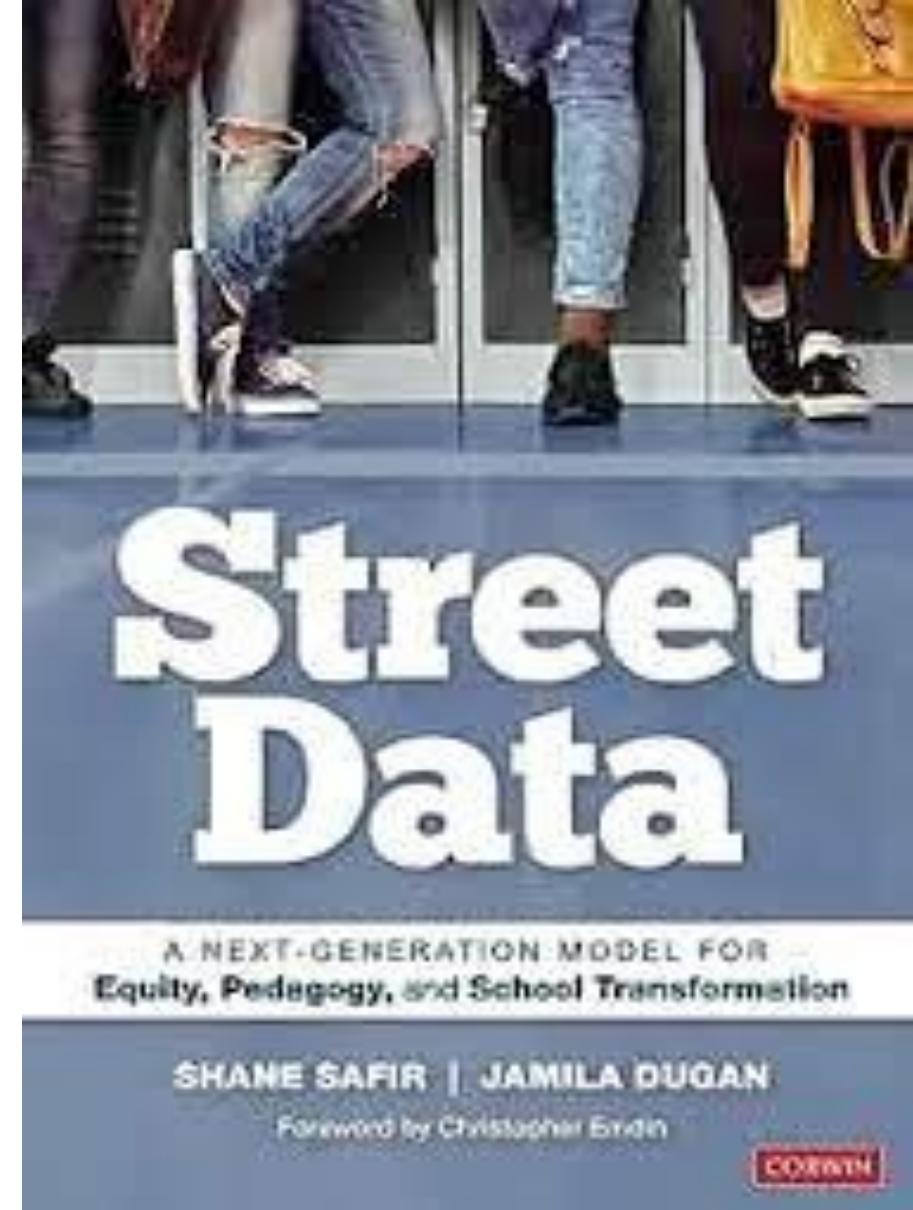
THESE PHASES MAY OVERLAP, INFORM REFINEMENTS OR SUGGEST A NEW DIRECTION....

Getting Into Street Data

Analyzing student learning products offers one window into street data.

Street Data, Chapter 4, “Pound the Pavement,” challenges you to:

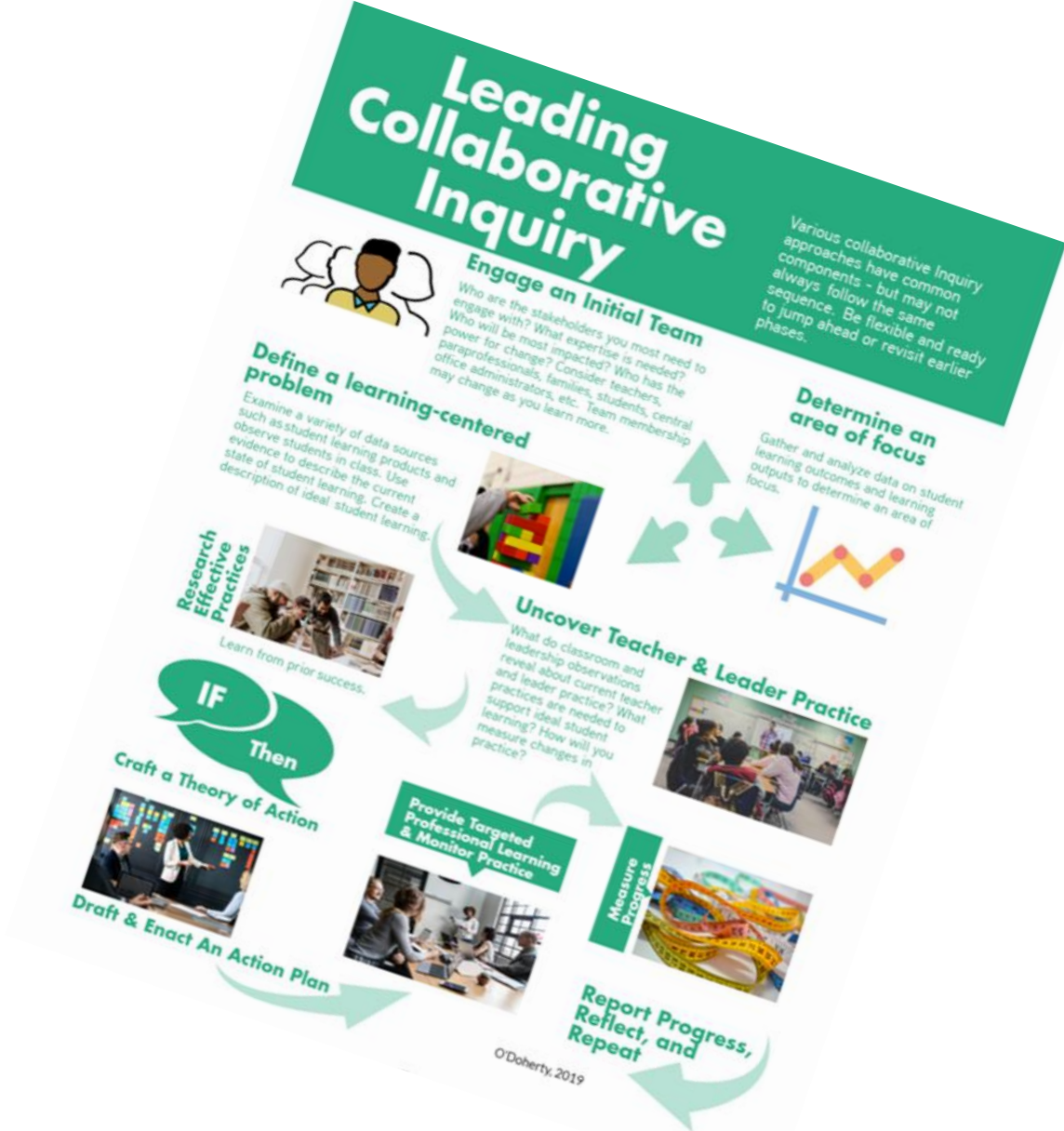
- Listen Deeply
- Locate the margins
- Be aware of own biases
- Find culturally responsive ways to capture listening data
- Pay attention to non-verbal cues
- Connect with your Purpose



Discuss: In what ways will you engage in deep listening with your community? What barriers and opportunities exist?

Data: Define Learning-Centered Problem

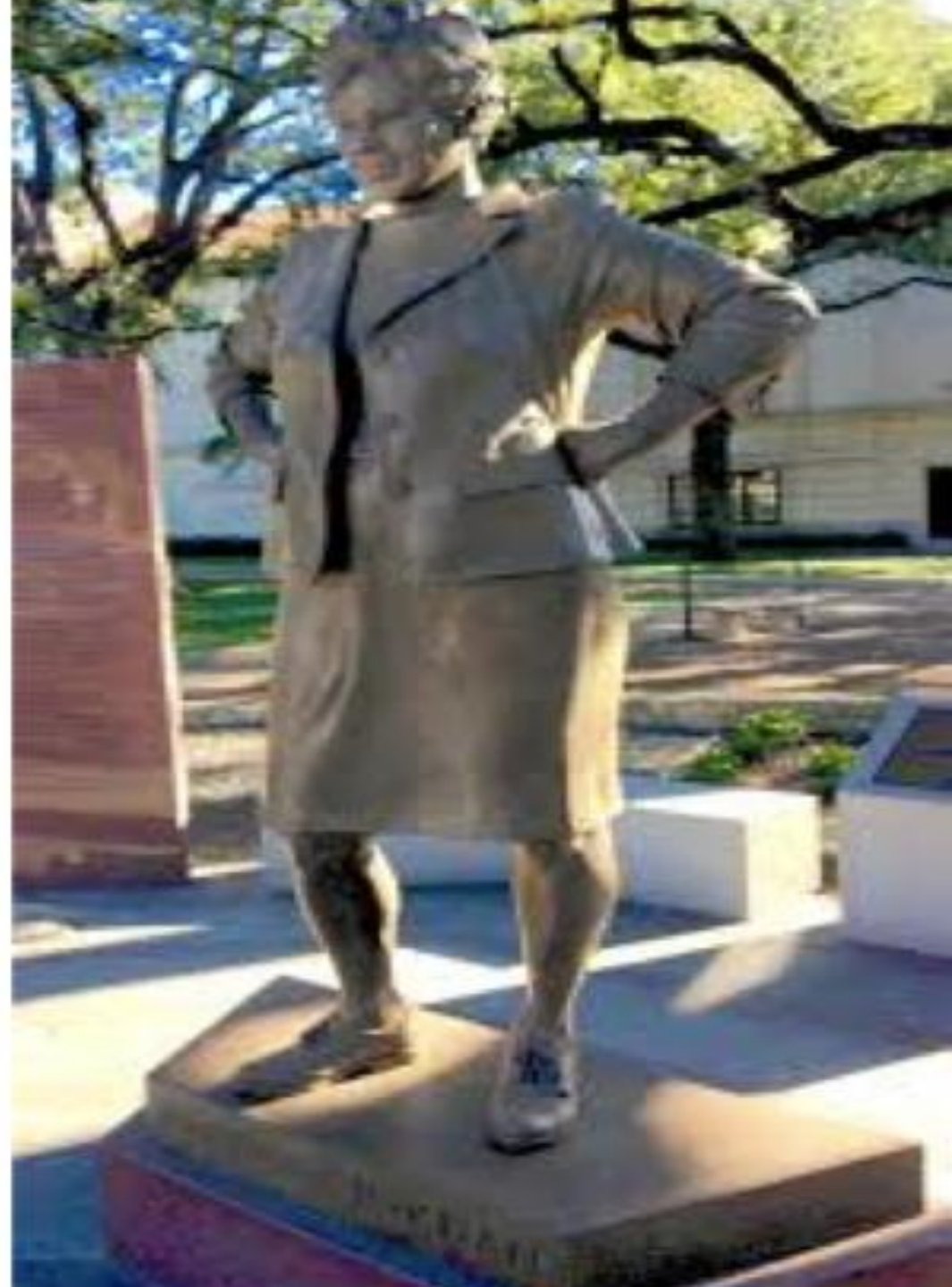
Examining Student Learning Products Is Essential



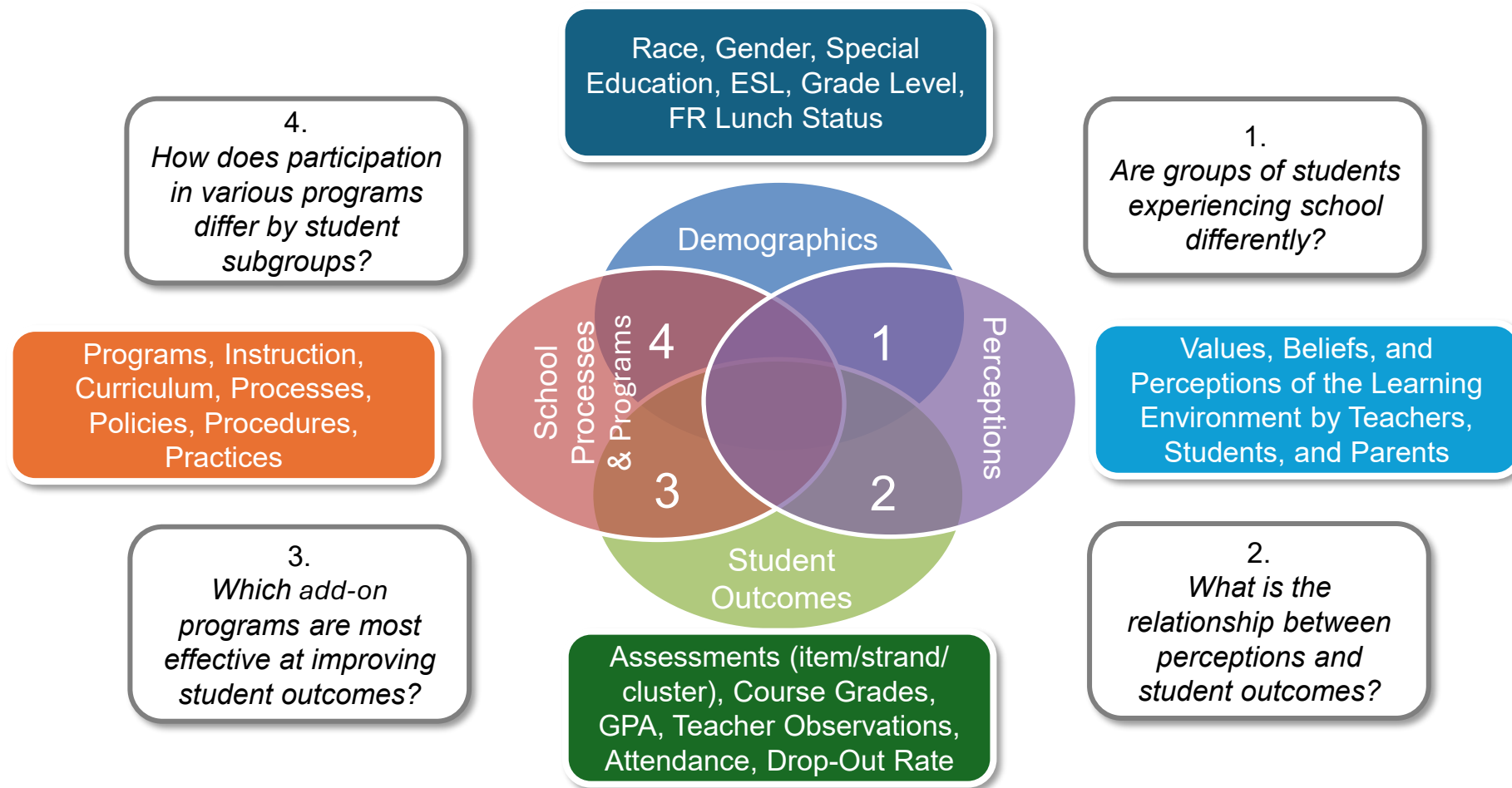
Take a Stand

- Stand if you have used a protocol to examine student learning products
- Which protocols have you used?
- What was useful about the protocol(s)?
- What would you change or modify?

[Sample Student Work Protocols](#)



Multiple Types of Data



Still Looking for an Area of Focus?

- Confer with Admin/Mentor
- Improvement Plan Goals
- Return to Equity Audit Results or Look For Additional Info
- SBA Data & Grade Level Data
- Collaborative Learning Walks & Observations
- Survey Data, Empathy Interviews, Focus Groups
- Other thoughts?????



Right Size for Your Context

“The scope, scale & timing of your project will be determined by the area of focus & specific needs of your context.”



Next Time—October 2nd

+Read Chapter 8 in *Street Data*.

+Bring in a few samples of teacher and leader data.

+Put some initial thoughts on the analysis chart (next slide).

Note: I will upload a writeable document.

+ Inquiry I Assignment Due (soft deadline)



Learning Product Due Dates

Note: These are flexible dates. Please let me know about adjustments you may need.

Learning Product At-A-Glance see Canvas for Updates	Due
Equity Audit	9/25/25
Inquiry Phase I: Initial team & proposed area of focus	10/2/25
Inquiry Phase II: Define learning-centered problem and ideal student learning	10/30/25
Inquiry Phase III: Teacher and leader practice data	11/6/25
Inquiry Phase IV: Research & resource review to inform theory of action	12/4/25
Inquiry Phase V: Output and outcome goals; draft an aligned action plan that addresses professional learning and evaluation methods	1/22/26
Formative Inquiry Workshop Reflection: After consulting with a small group of cohort members and invited practitioners, post a reflection on how you will utilize their feedback.	2/19/26
Inquiry Phase VI: Evaluate and report progress; submit final written reflection	5/18/26
Leadership in Action: The learning products in this module may become part of your final presentation of learning and leadership practice.	5/28/26

Step 1e. Describe current leaders learning opportunities	Step 1d. Describe current leader practices.	Step 1c. Describe current teacher learning opportunities	Step 1b. Describe the current teacher practices	Step 1a. Describe the current state of student learning.
--	---	--	---	---

This is an iterative process as we move through Inquiry 2 & 3 assignments. These are your initial thoughts from info & collaboration.

Step 2e. What will leaders need to learn in order to do develop teacher capacity for this practice?

Step 2d. What will need to know or be do to develop teacher capacity for this practice?

Step 2c. How can teachers learn this? Do all teachers need to learn the same things?
--

Step 2b. Ideal Teacher Practice. What will teachers do in order to develop these learning experiences? (Note: You may not be able to address all teacher practices needed – so where might you begin?)
--

Step 2a. Describe the ideal of student learning
--

--

--

--

--

--



Share with a
classmate one way
that you held your
intention today.

Community Relations & Marketing Department

Session 5
December 4, 2024





Hopes & Wishes



1. Be less stressed.
2. Become a whole team—not just two smaller teams operating separately.
3. Have a better understanding of each other (2x).
4. Creation of more opportunities for collaboration.
5. Find personal fulfillment in jobs.
6. Resolve issues so we can all get back to work.
7. Lift each other up to grow.
8. Be open to the process and build back trust with areas where there isn't.



AGENDA

Opening/Welcome

Check-in:

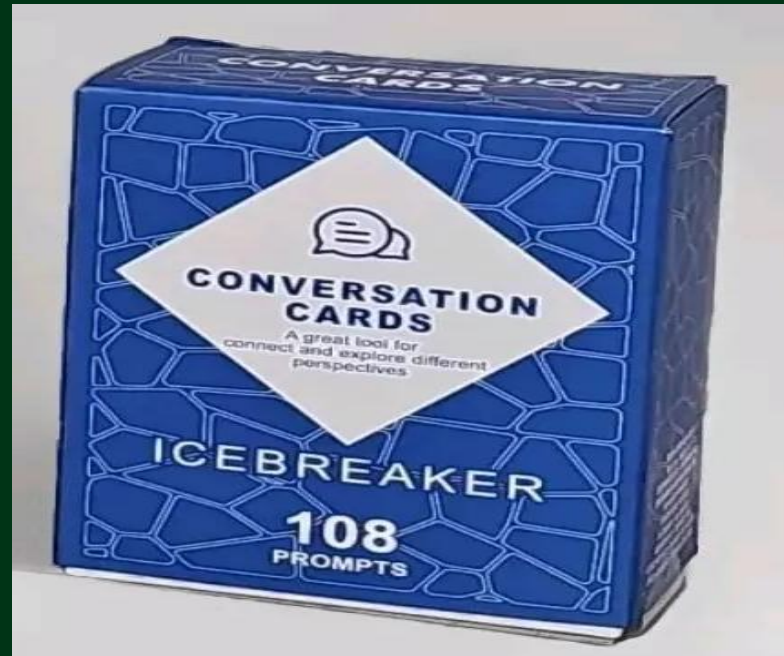
Brief Re-Cap of November's Work

Accountability

Next Steps & Closing



Welcome/Opening



Thanks, Jesus! ☺

Checking in:

What is on your mind? How is it going with team dynamics/interactions or overall strategy usage—quick wins, leaning into discomfort, etc.?

During our 1:1 check-ins, we will discuss this more to support upcoming session design.

Reminder from Nov. 6th

Your Strengths: Some Top 5 Stats

Arranger

Woo

Restorative

Adaptability

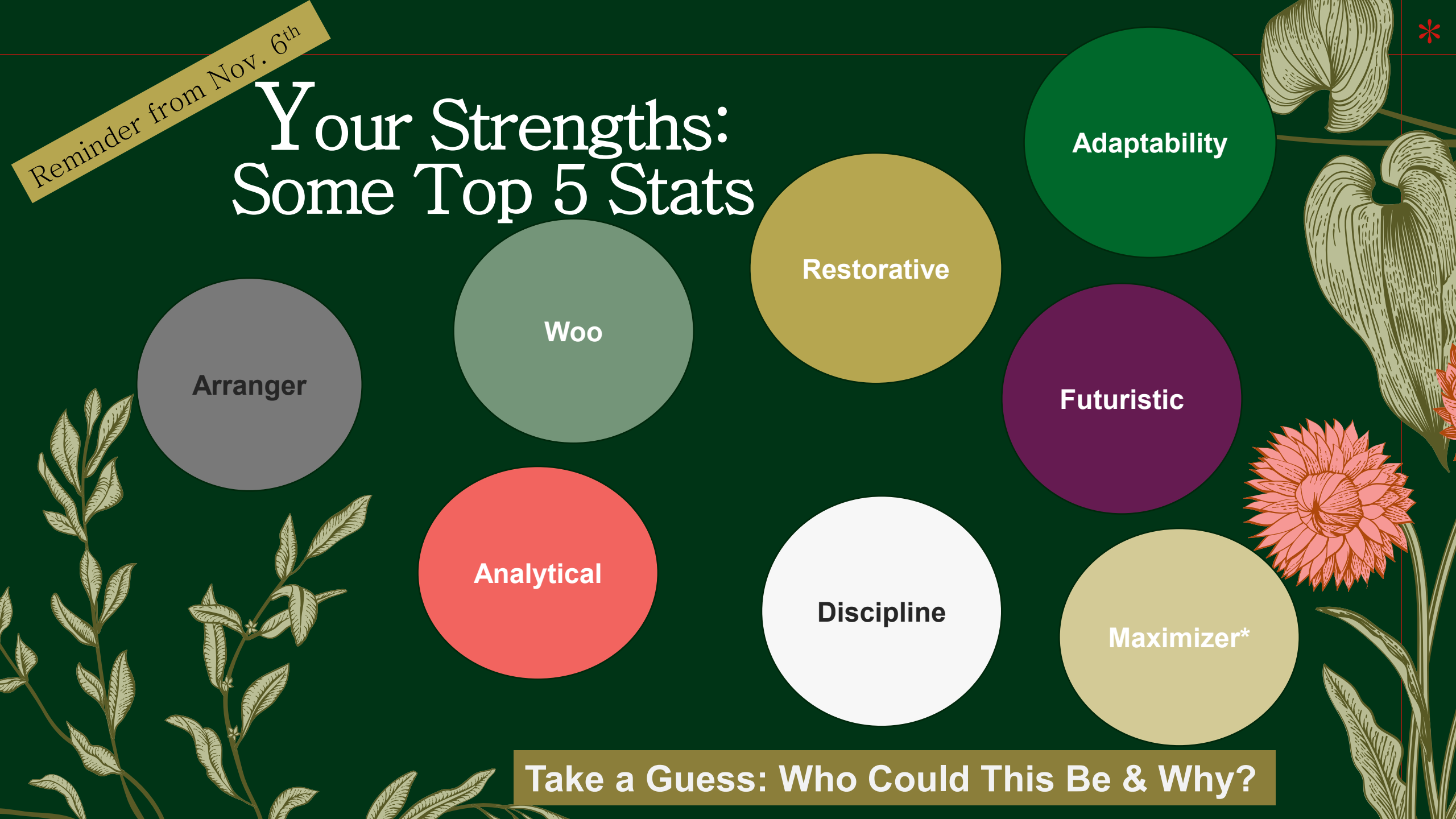
Futuristic

Analytical

Discipline

Maximizer*

Take a Guess: Who Could This Be & Why?





Your Strengths As Your Superpower in Navigating Team Dynamics & Needs

Reminder from Nov. 6th

Individual Reflection

1. Circle one strength that you regularly put to use for positive impact.
2. Put a square around one strength that you'd like to employ more often.
3. Jot down a few sentences about a blind spot that you've fallen into. Do you know why or how this happens?

Partner Sharing

1. Share the strength that you regularly use and give an example.

2. Your Choice

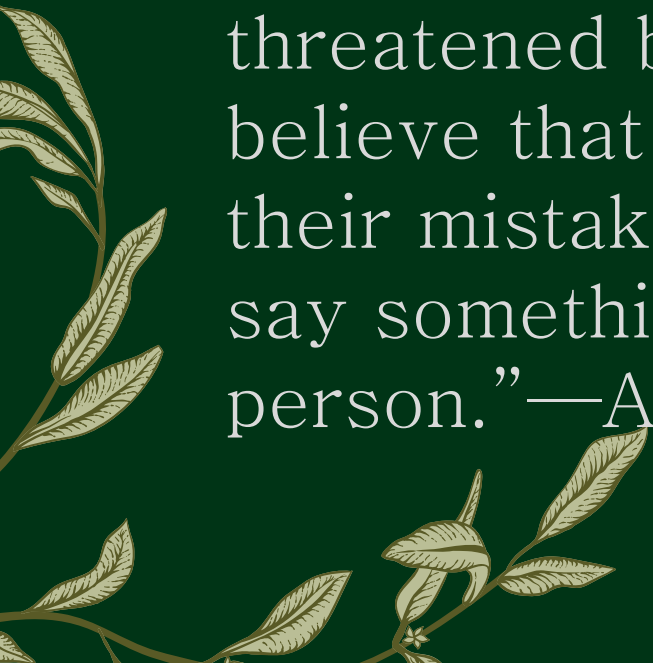
Option A: Talk about the strength you'd like to employ more. Why? What barriers have you faced or anticipate?

Option B: Share your blind spot story.

Reminder from Nov. 6th

Centering Accountability

“[W]hen you believe that your behavior can change, you are more likely to be willing to admit responsibility. A big reason why you are able to admit fault is that you recognize that once you admit what you have done wrong, you can work to make it better, and so you are not threatened by admitting mistakes. People who do not believe that they can change are stressed by admitting their mistakes because they believe that those mistakes say something fundamental about who they are as a person.” —Art Markman





Reminder from Nov. 6th

Accountability

What's Important to Support Individual Accountability

- ✓ Non-judgmental team culture
- ✓ Relational trust with supervisor



If the Support Does NOT Exist, the outcome may be

*Stress

*Anxiousness

*Fearful of ridicule, hostility, or disciplinary action

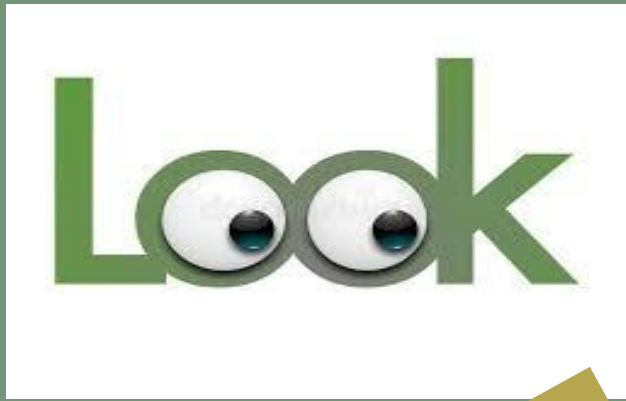


Your View: Accountability On Your Team

Looks Like

Sounds Like

Feels Like



Reminder from Nov. 6th

On your sheet,
brainstorm a
short list for
each column.

- *
- *
- *

- *
- *
- *

Reminder from Nov. 6th



Collective Thinking: Accountability On Your Team

Part I: Looping Around

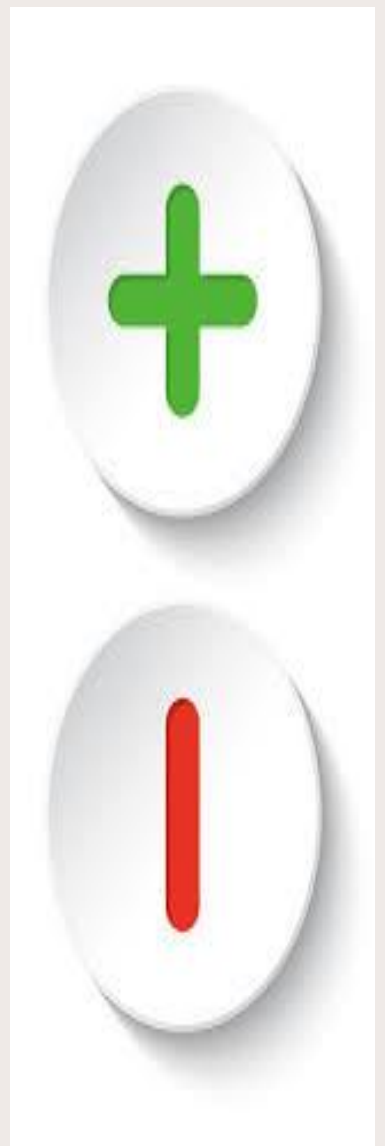
One at a time, please contribute what you have written from your sheet. We will do one column at a time as I scribe.

Part II: Marking It Up

Take a marker and move across the posters marking a + (plus) or - (minus).

+ indicates that you believe that the whole team does this well, as a *collective*.

- indicates that you believe that the whole team does not do this well, as a *collective*.



Reminder from Nov. 6th

Feels Like

- Pressure to be the voice
- Feels that a change is happening + (+) +++
- Belief systems are pushed aside or feels that we cannot advocate
- Shrift feels good (+) +
- Frustration w/ lack of communication
- Anxiety - justifying role - more work will be given if performance is not seen as productive/positive
- Proving self ✓ / One-way accountability
- Diminishing my value = ○
- Stressful (system & team) = ○

Sounds Like

- Supervisor asks team about celebration / how can she be helpful
- Justifying existence ⊖ = -
- Team vs. Indiv. Accountability ⊖
- Keeping each other informed +++ (+)
- Compassion sounds like excuses
- Each team's accountability comes sound diff. ⊖ -

Looks Like

- Planning for transitions (role & goal) - work/projects
- Wkly mtg w/ supervisor +
- Taking on the load from others -
- Monthly as a team (mtgs) ++
- Lack of clarity with accountability/projects -
- Ppl working together ✓ ++
- Keeping each other in the loop ++
- Reports & data are important - Shown when & why! ✓ meh
- Alignment w/ district mission meh
- Making plans beforehand (+) ✓ + - things that we know that will happen; strategic

Reminder from Nov. 6th

Collective Thinking: Accountability On Your Team



- ❖ Were there any surprises?
- ❖ Are there any ideas shared from your team members for which you would like to seek clarification?
- ❖ Would you like to share further details regarding an idea that you offered?

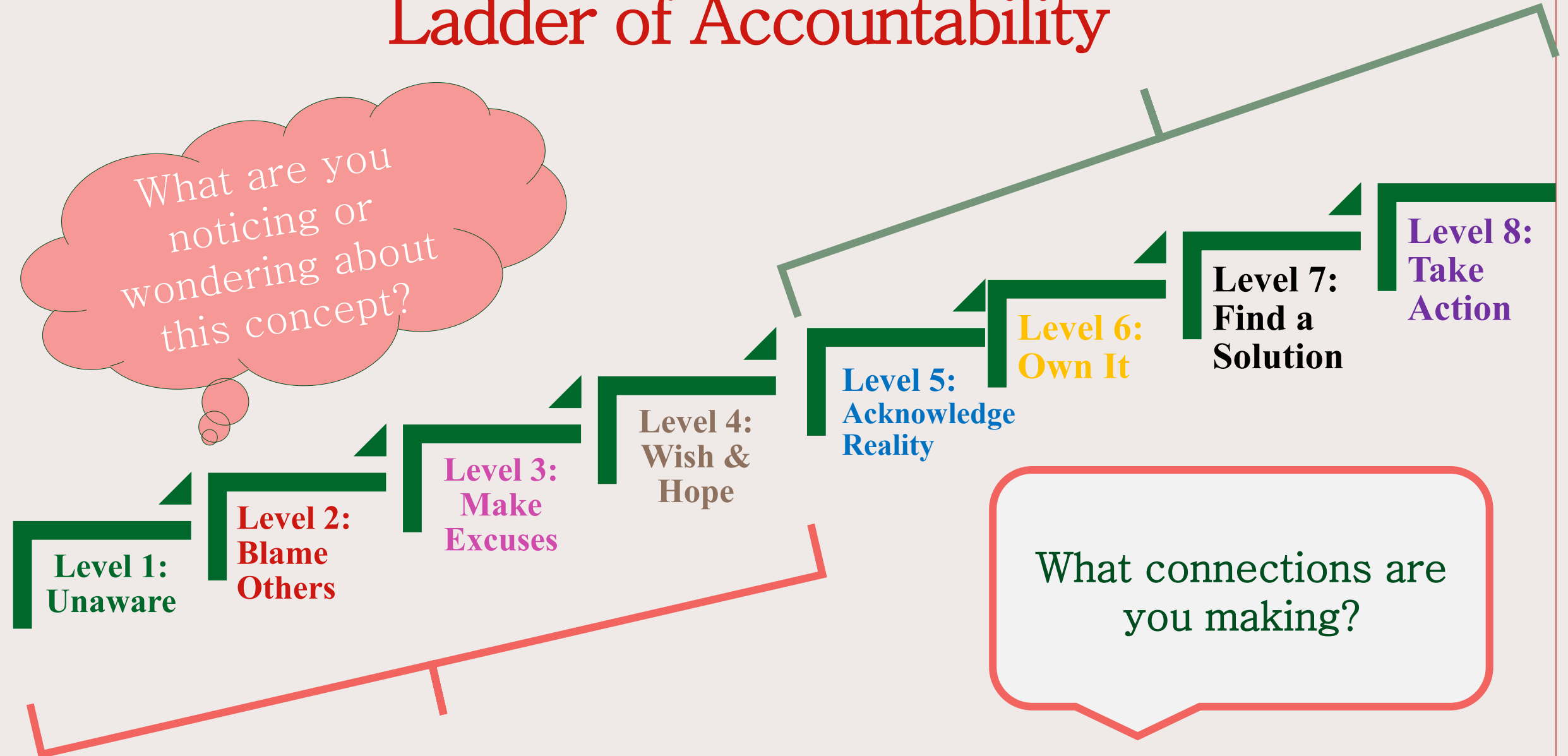


For Today's Work...





Ladder of Accountability



Accountability & Support: Connecting Back to Leadership & Team Members

Practical Applications

- 1:1 meetings
- Team Meetings
- Performance Reviews (to enhance—not replace)
- Training sessions

Could any of these be helpful leadership moves by your leader?

Examples of Taking Responsibility

- You recognize & own up to your part
- If your message is hurtful to someone, be willing to examine how your communication may have been damaging
- You don't blame others when you're at fault
- You don't pawn off all the responsibility (or all the failure) onto your team or subordinate
- If you continually miss deadlines or essential project parameters, you don't pretend that it is all out of your control
- If your employee or team is failing, acknowledge it & act

Feels Like

- Pressure to be the voice
- Feels that a change is happening + (+) +++
- Belief systems are pushed aside or feels that we cannot advocate
- Shrift feels good (+) +
- Frustration w/ lack of communication
- Anxiety - justifying role - more work will be given if performance is not seen as productive/positive
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- Making plans beforehand (+) ✓ +
- things that we know that will happen; strategic

Connection from October

Escalation of an Incident With a Passive Aggressive Person

Self-Concept & (Irrational) Belief

Impacted by life events; formative events

Stressful Incident

Triggered by the authority figure or person in that role asking/telling PAP to do a task; previous emotions pushed down/hidden

Their Feelings

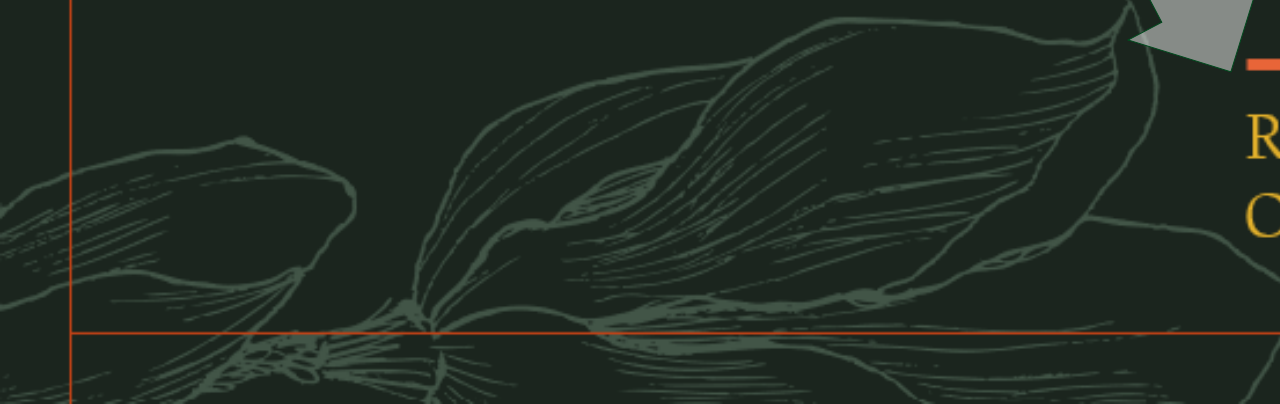
Deny there is an issue; projects onto others to deflect/distract

Their Behavior

- Denies feelings of anger
- Withdraws & sulks; procrastination
- Ineffective or unacceptable work

Reaction of Others

- Guilt
- Agitation
- Confusion
- Sarcasm
- Apologizing





Ladder of Accountability



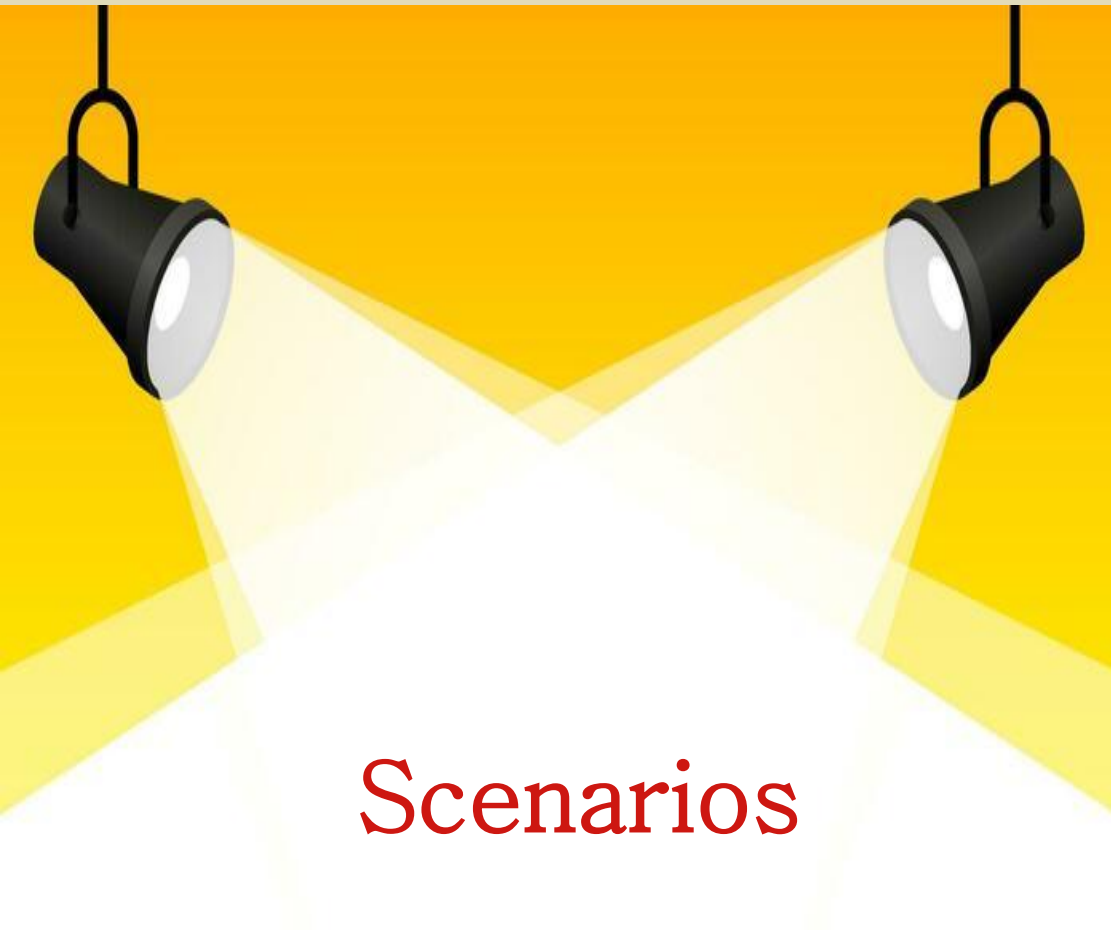
So, Now What?

Instead of coming up with a new list, which can be overwhelming, it would be best to think about what the team has already done towards strategies related to department improvements or commitments. Therefore, when an accountability issue is arising, employ...

- Department norms
- Collective offerings and ideas
- Your metacognition about the accountability ladder & verbalize (name it)



Spotlighting Accountability



-
- #1 Deadline issue between manager and subordinate
-
- #2 Deadline issue between lateral team members
-
- #3 Department supervisor and team member

From the scenarios, what can you identify of your department norms, collective offerings/ideas, and accountability ladder?



Accountability Ladder

Whole Group Discussion:

How could the accountability ladder concept support improvements in our team dynamics, workflow, and accountability to one another and our department?

Connections: Your Strengths & Accountability

Partner Conversation:

With the Accountability Ladder in mind, which of your strengths can you employ to support you and your members leaning into Levels 5 through 8?

CliftonStrengths®



Accountability Ladder

Level 8: **Take Action**

Level 7: **Find a Solution**

Level 6: **Own It**

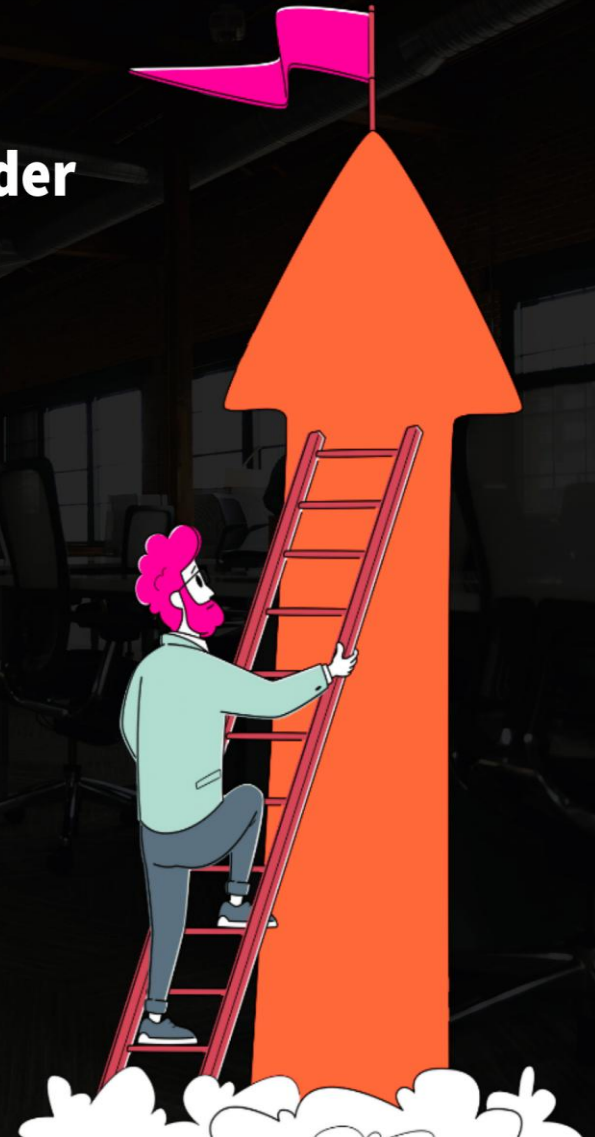
Level 5: **Acknowledge Reality**

Level 4: **Wait and Hope**

Level 3: **Make Excuses**

Level 2: **Blame Others**

Level 1: **Unaware**



In Closing...

Your Needs & Wants

- For your team
- Individually

Up Next

- 1:1 Check-ins
- Next Whole Group Session:
January 8th
 - *Intersectionality & Leadership (Class, Race, Gender, Role, etc.)
 - *Other???



Family & Communities: Co-Designers of Education





School/Site Equity Teams
Meeting

October 10, 2019

October 24, 2019



Notes for Facilitators

1. This presentation **can be split into mini-sessions** for your staff meetings, LEAP, or equity team meetings. DO NOT RUSH. It's about deep learning, practice, and conversation.
 2. The times on each slide for the **Talking Circle** can be extended. We were working through a model, thus the shorter time. Round 3 should take more than the 2 minutes noted on the slide.
 3. **PLEASE use the *Art of Coaching Teams* survey with your equity teams at least once before we meet in January**, which should include at least one round of surveys once family members and students have been added. For elementary schools, we will talk through what this looks like when we meet up. If you'd like to try an informal survey or talking circle (capturing notes) with elementary-aged students, please do so. I will give you some ideas and we can discuss what buildings are doing with elementary-aged equity members.
 4. With this slide deck, I was unable to embed videos where you'd just click on the picture. So, please click on the links to play videos.
 5. **Cultural Glasses** exercise—make a sample so your team/staff can have an example.
- 
- 
- 
- 



Areas of Responsibilities

for
Opportunity, Equity, and
Inclusion Department



Areas of Concentration for this Session

1. Equity Professional Development & Learning

(through collaboration across departments and divisions)

2. AVID (8* middle and high schools)

3. McKinney-Vento & Foster Care

4. Translation Services





5. Equity in Student Voice

6. Family Engagement

7. Community Outreach and Engagement

8. Natural Leaders & Cultural Liaisons

9. Equity Teams

- a. District Equity Advisory Team and Sub-committees
 - b. School/Site Equity Team Support & PD
- 
- 
- 
- 



Responsibilities of School Personnel (KA-R):

“Work closely with parents, community members and, when appropriate, students in developing plans for the improvement of student learning in accordance with the district's strategic plan.”

Operational Expectation 9.2

Maintain family engagement that recognizes the developmental needs of our diverse students and ensures active participation of students' families.



Strategic Plan Connections

Professional Learning:

Provide equity & cultural competency training and support

Well-Being

Implement school equity teams to review school-level practices and data, and provide guidance to the school/community around improving equity efforts.

Community Engagement




Utilize collaborative communication models to provide opportunities to listen and learn from students, families, and community groups.

Expand the use of live community engagement strategies on topics that are relevant to the success of our students and of interest to our community.



The Why

Decades of research suggest that family engagement and positive parent-teacher relationships are **critical** for student learning and academic success. A subset of family engagement research that we call the “critical family engagement literature” examines how the experiences of families of color shape engagement in U.S. schools and how they can create powerful changes to address racial inequities in education. Despite this research, many conventional approaches used in schools today relegate families of color to prescribed parental roles, such as volunteering, fundraising, chaperoning, or PTA involvement. **These activities primarily support the priorities of school, but tend to reinforce racial inequities in education.”**



Cycle of Cultural Competency (Humility)



Objectives

- Examine our **awareness** of our feelings concerning family and community engagement
- Gain **knowledge** of how to build family and community design collaboratives.
- Sharpen culturally responsive engagement **skills** through practice.
- Discuss **actions or advocacy** related to engaging and collaborating with students and families

The Four Agreements*

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Accept and Expect Non-Closure

Reminder: Understand intent and impact

Talk It Out: Fears or Apprehension about Adding Students & Families to Your Site Teams



Turn and Talk

1. Discuss one or two fears/concerns with an elbow partner. (2 minutes each)
2. As a table group, share some things that you are apprehensive about. Be prepared to **briefly** share **one idea** with the whole room. Have at least **3** on board just in case a table group before you shares the one you have.
3. Whole group share-out

What Do These Numbers Represent in LWSD?

88%

90%

51%

Two Fundamental Anti-Racist Practices



Educate Yourself Continuously



Build cross-racial relationships

Families As Our Partners in Education

Highlights

Families provides an environment supportive of developmental needs of children.

The student builds awareness of the importance of education.

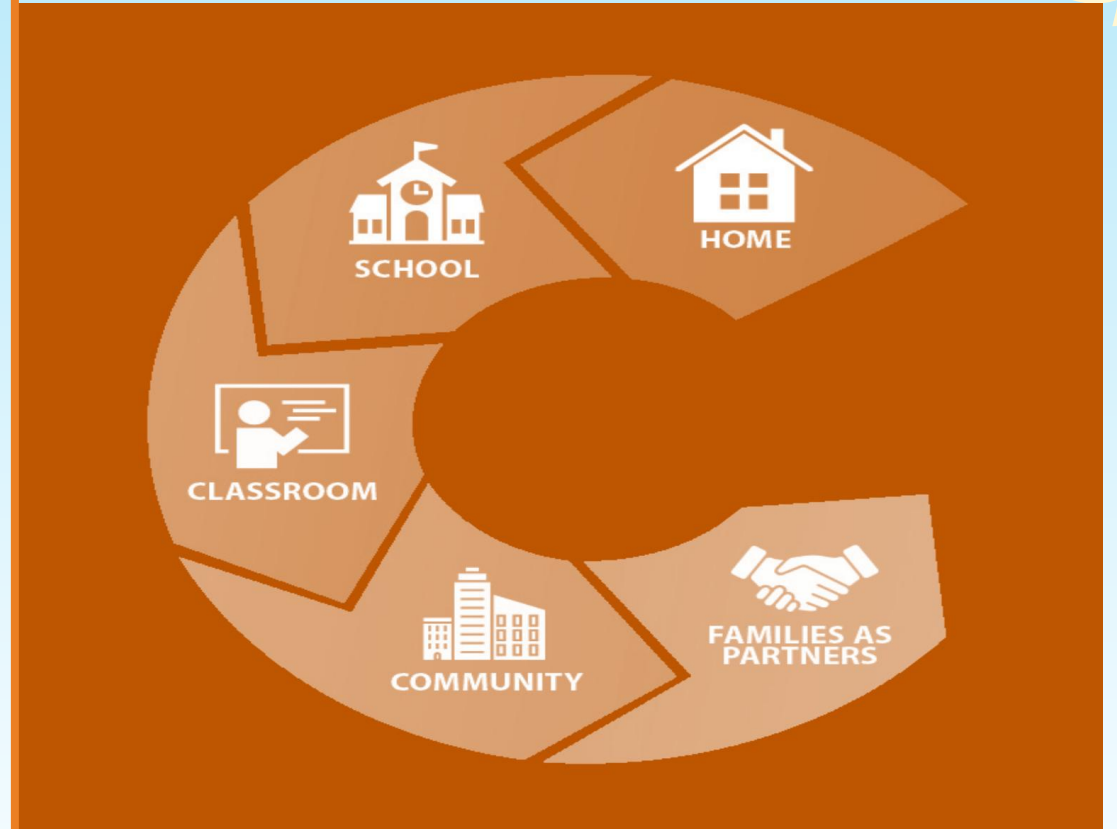
School has a welcoming learning environment to engage all families.

Teachers and families share student concerns of the whole child.

Families support the education of their child in the classroom in different ways.

Schools and families recognize the importance of school-family partnerships in school improvement efforts.

Both know that families' perspectives can help the school system in their efforts to increase student academic success.





Responsibilities of an Equity Team



Provided leadership for providing a culturally responsive environment.

Assess the needs of your site/school concerning past, present, and future equity race and equity work.

Lead staff in researching and developing culturally responsive practices.

Help to create ongoing learning environments where courageous conversations can take place.

Infuse efforts to infuse institutional change (e.g. Learning Walks with staff and community; readings; and discussions regarding race and other intersectionalities and identities).

Utilize the strength and resources of staff, students, families, and the wider community.

Model engaging (effectively) across cultures through structures, such as risk-taking, on-going conversations, and self-awareness.

Keep issues of social justice and equity at the center of the work.



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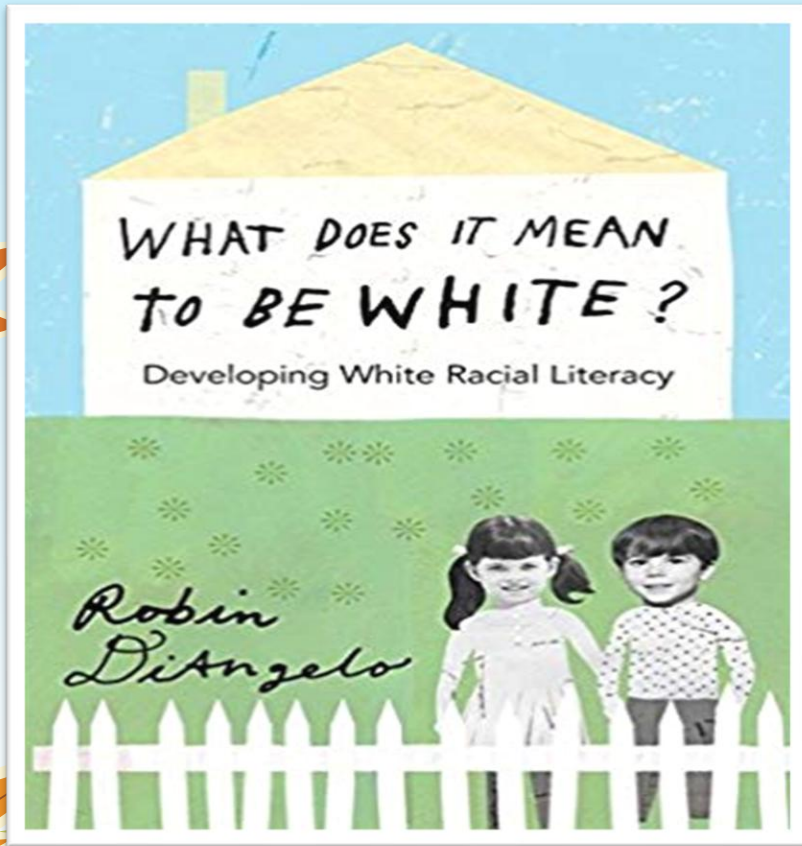
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Representation Matters



“Throughout my childhood and my daughter’s childhood, we have been racially affirmed. Although many white people position racism as something in the past, white children who grow up today receive the same exclusive messages of belonging and affirmation as they always have” (p.165).

The Binary

Racist = Bad	Not Racist = Good
Ignorant	Progressive
Bigoted	Educated
Prejudiced	Well-intentioned
Mean-Spirited	Open-minded
Old	Young
Southern	Northern

Don't Freak Out: We Are About to Talk About...

Prejudice

- **Learned pre-judgement based on stereotypes about a social group that someone belongs to. Prejudice occurs at the individual level; all humans have learned prejudices.**
- ***An assumption***

DiAngelo, 46

Discrimination

- **Unfair action toward a social group and its members that is based upon prejudice about that group. Discrimination occurs at the individual level; all humans discriminate.**
- ***An action based upon prejudice***

DiAngelo, 52

Beyond the Binary: Making the Invisible **Visible** and the Implicit **Explicit**

Prejudice on the Continuum

Blatant					Subtle
Hatred	Fear	Disgust	Resentment	Discomfort	Lack of Interest
Very Positive					Positive
See as Superior	Prefer	Benefit of the Doubt	Benign	See as Normal	

Beyond the Binary: Making the Invisible **Visible** and the Implicit **Explicit**

Discrimination on the Continuum

Blatant					Subtle
Violence	Exclusion	Ridicule	Blame	Avoidance	Segregation
Very Positive					Positive
Defer to	Include	Gravitate	Trust	Treat as an Individual	

Culture:

“Characteristics of everyday life of a group of people who are bound together in time and place, and through shared systems of meaning.”

--DiAngelo, What Does It Mean to Be White

The iceberg concept of culture

Primarily in awareness

Fine arts Literature
Drama Classical music Popular music
Folk-dancing Games Cooking Dress

Primarily out of awareness

Notions of modesty Conception of beauty
Ideals governing child raising Rules of descent Cosmology
Relationship to animals Patterns of superior/subordinate relations
Definition of sin Courtship practices Conception of justice Incentives to work
Notions of leadership Tempo of work Patterns of group decision-making
Conception of cleanliness Attitudes to the dependent Theory of disease
Approaches to problem solving Conception of status mobility Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity
Nature of friendship Conception of “self” Patterns of visual perception Body language
Facial expressions Notions about logic and validity Patterns of handling emotions
Conversational patterns in various social contexts Conception of past and future Ordering of time
Preference for competition or co-operation Social interaction rate Notions of adolescence
Arrangement of physical space Etc.

Cultural Glasses

“Frames”—collective;
socialized

- Race
- Class
- Sexuality
- Gender
- Ethnicity
- Religion
- Ability
- Nationality



“Lenses”— more unique to us;
character traits

- Personality
- Birth order
- Region/Neighborhood
- Family
- Body
- Experiences
- Roles

My Cultural Glasses

“Frames”—collective;
socialized

- Black/African American
- Lower Class→Middle
- Heterosexual
- Female
- Ethnicity
- Invisible Disabilities
- U.S. Born



“Lenses”— more unique to us;
character traits

- Personality: Introverted Extrovert
- Family: 2nd to Oldest of 4 Siblings
- Place: Texas (PNW transplant)
- Family: big, multi-racial, and Southern
- Body: Auto-immune; Deafness
- Military; Lived Overseas
- Roles: Spouse, Mom, Caregiver, Civil Rights Activist

Your Turn: Cultural Glasses

“Frames”—collective;
socialized

- Race
- Class
- Sexuality
- Gender
- Ethnicity
- Religion
- Ability
- Nationality



“Lenses”— more unique to us;
character traits

- Personality
- Birth order
- Region/Neighborhood
- Family
- Body
- Experiences
- Roles

Note: Stretch yourself, but do NOT share anything that you feel extremely uncomfortable sharing.



Discussion & Reflection Questions



Part I: Discussion

Pair-Share: With an elbow partner, share a few things from your frame and/or lenses. (2 minutes each)

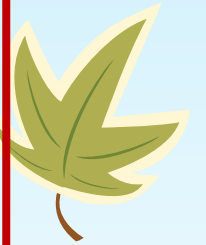
Sample Prompts:

- How has your family shaped you?
- Was your neighborhood racially diverse?
- How did race shape your identity, or did it?
- What resources did you have access to?
- Is there a key experience that shaped how you see the world?

Part II: Reflection

Pair-Share: With an elbow partner, reflect upon the following questions (2 minutes each):

1. How have my cultural glasses shaped how I view myself and others?
2. What might my cultural glasses make it easy for me to see/understand? What might my glasses prevent me from seeing/understanding?



Note: Stretch yourself, but do NOT share anything that you feel extremely uncomfortable sharing.



Cultural Glasses to Equity Glasses



**IF YOU CAN FIND THE
PEACE AND CLARITY
TO ACCEPT WHERE
YOU ARE, YOU WILL
SOON HAVE THE
INSIGHT TO GET TO
WHERE YOU'D
LIKE TO GO.**

@MrAdamParrott



Responsibilities of an Equity Team



Provided leadership for providing a culturally responsive environment.

Assess the needs of your site/school concerning past, present, and future equity race and equity work.

Lead staff in researching and developing culturally responsive practices.

Help to create ongoing learning environments where courageous conversations can take place.

Infuse efforts to infuse institutional change (e.g. Learning Walks with staff and community; readings; and discussions regarding race and other intersectionalities and identities).

Utilize the strength and resources of staff, students, families, and the wider community.

Model engaging (effectively) across cultures through structures, such as risk-taking, on-going conversations, and self-awareness.

Keep issues of social justice and equity at the center of the work.

Our System Works As Designed

“The master’s
tools will never
dismantle the
master’s house.”

--Audre Lorde

Strategy: Listening Circle

1. **Set tone** with a brief story and the meaning of the talking piece.
2. Use **prompts** that move from low stakes to higher stakes.
3. **Mirror and affirm.**
4. **Look** and **listen** for insight (jot down what you heard then or later, depending on situation).

Listening Circle

Round 1:
Getting to
Know Each
Other

Round 2:
Exploring
Values &
Beliefs

Round 3:
Storytelling

Increase in risk-taking as we move across rounds.

Listening Circle

Round 1: Getting to Know Each Other

Prompt: Where is a place that you'd like to visit that you've never been? Why?

Pair-Share: 30 seconds each

Listening Circle

Round 2: Exploring Values and Beliefs

Prompt: What is something that you learned as a child or young person that influences or impacts you today?

Pair-Share: 1 minute each

Listening Circle

Round 3: Storytelling

Prompt: Discuss a time when your cultural lenses prevented you from seeing or understanding something?

Pair-Share: 2 minutes each

**Identity as a
Superpower—
Not an Obstacle
to Overcome**

<https://www.facebook.com/watch/?v=428224601330496>





Responsibilities of an Equity Team



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Keep issues of social justice and equity at the center of the work.

Theory of Change from “Recasting Families and Communities”

ToC#1

Expand “what counts” as engagement from families/communities and their diverse educational practices.

ToC #2

Highlight how schools and systems marginalize nondominant families in schools.

ToC #3

Formal education leaders should share decision-making and equalize power relations to foster responsive schools.





ToC #4

Organize families and communities to lead equitable school change.

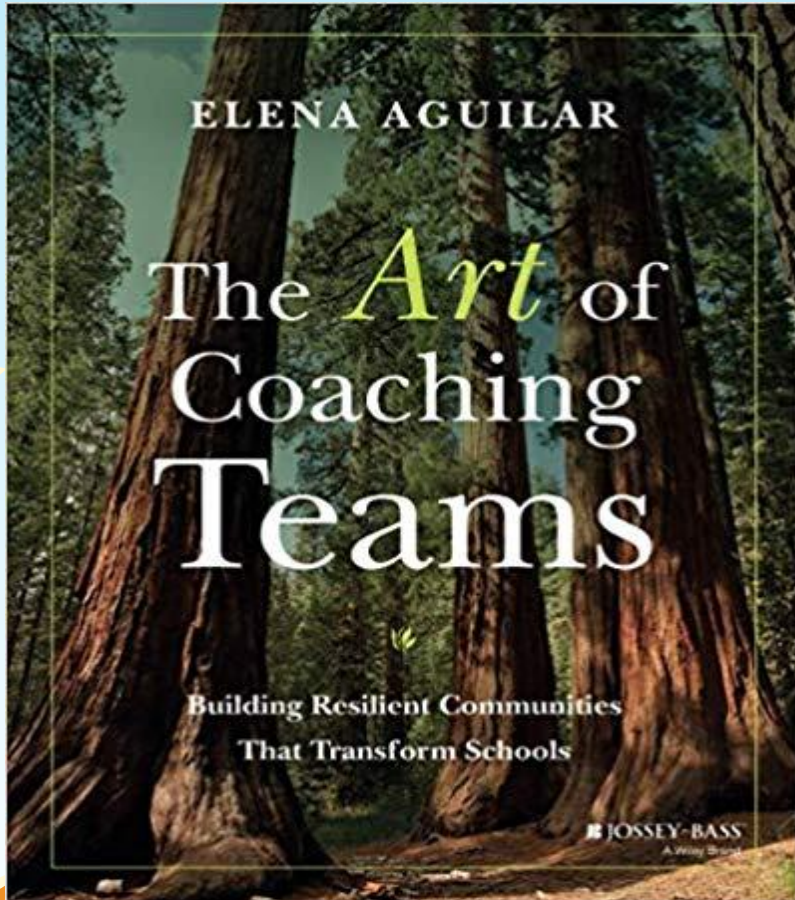


Jigsaw from “Recasting Families and Communities as Co-Designers of Education in Tumultuous Times”



1. **Divide into groups of 5.**
 2. **Each person will choose 1 strategy** from the section, “Strategies for Building Family and Community Design Collaboratives” (p. 14-17) from which to read.
 3. **Prepare to share one of the following with your small group:**
 - **A**= Agree
 - **C**= Challenge (something within the text that is challenging your ways of thinking)
 - **?** = Question (need more info or context)
 4. **Share your A, C, or ? with your group.** Explain why you are agreeing, challenging, or have a question.
- 
- 
- 
- 

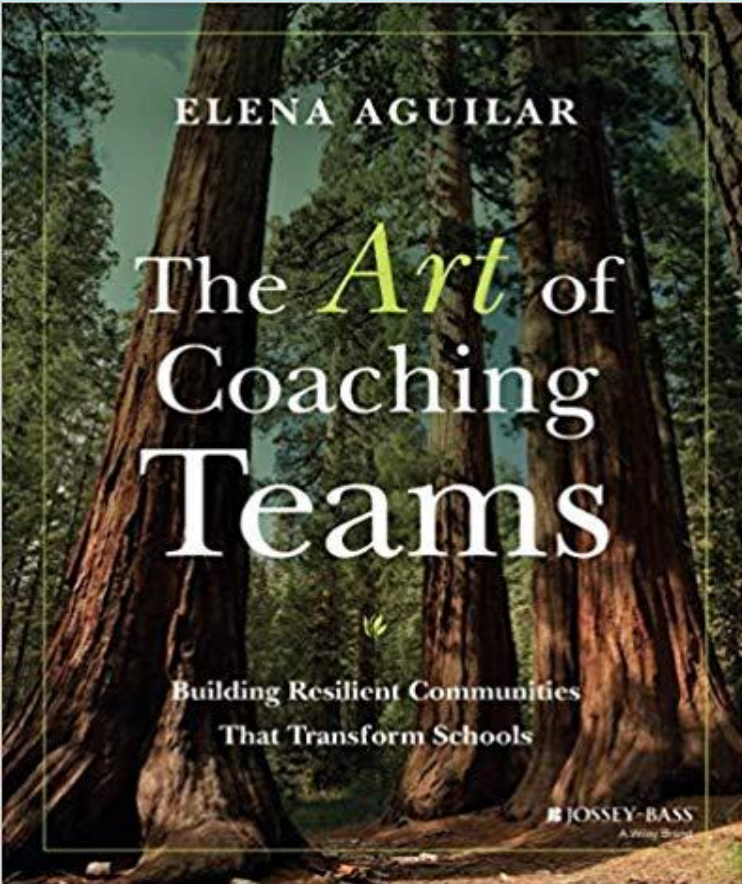
Building Trust: New Members Make a New Team



Leadership Move Suggestions

1. Know who you are and who you want to be
2. Know each other
3. Keep your commitments and expect others to keep theirs
4. Be transparent about your leadership actions
5. Clarify agendas
6. **Always ask for feedback**
7. Apologize and say you don't know
8. Reflect regularly on the team process

Building Trust: Ask for Feedback



Indicator	3=Usually 2=Sometimes 1=Rarely
1. I show up as my best self to our team meetings.	
2. I look forward to our meetings.	
3. I feel that I can meaningfully contribute in our meetings.	
4. I feel that team members are respectful to each other.	
5. I feel that we all learn from each other.	
6. I feel that the facilitator or lead holds a safe space for learning and collaboration.	
7. I feel that our work together will serve our students.	
8. I feel that our work together stays focused on our purpose, goals, and projects.	
9. I leave our meetings feelings stretched, energized, or inspired.	
10. I feel that my feedback on our meetings is acknowledged.	
Comments:	

Equity Team Member Considerations for Family & Students

Families & Student Considerations

- Invite those whose demographics are different than staff equity team members.
- Have at least two adult members who are reflective of your community, yet who come from different backgrounds themselves.
- Connect with site and community cultural brokers to find potential members.
- Meet as a smaller team at more informal times/spaces with younger students or those who may be more reserved.

Culturally Responsive Practices

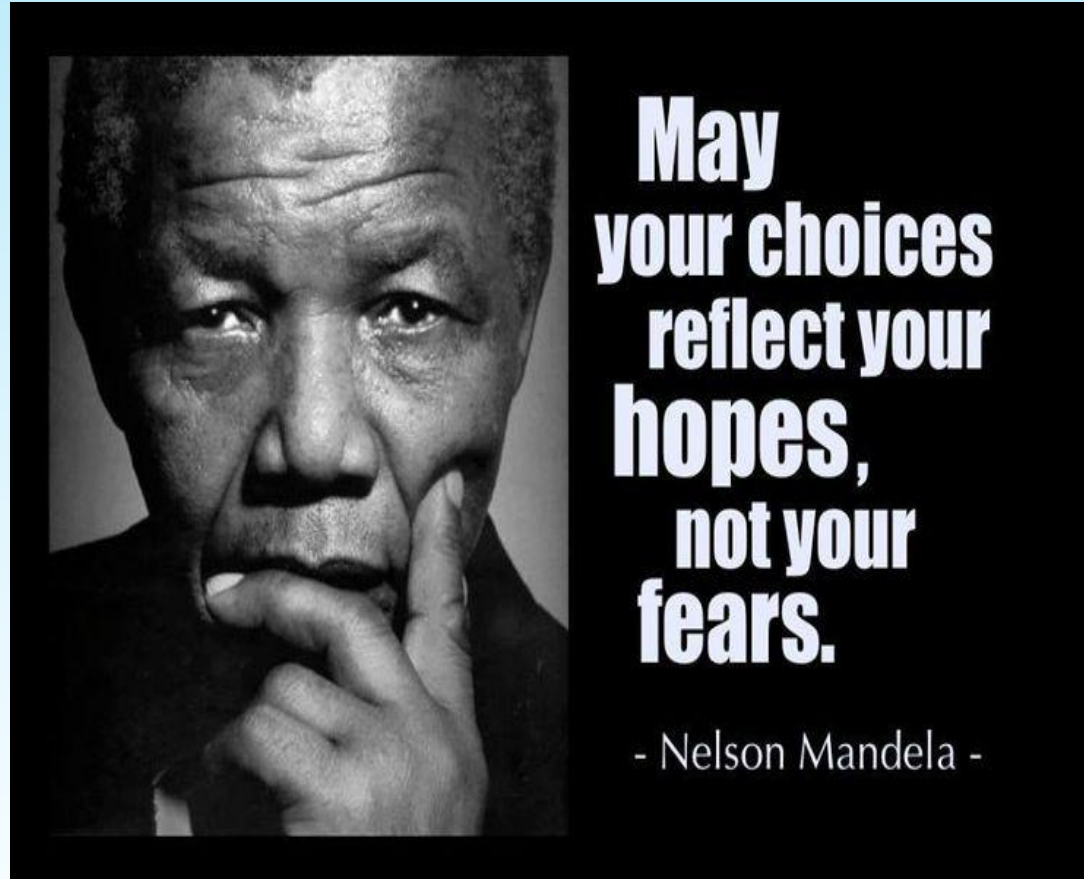
- Flexibility in timing of meetings
- Snacks provided
- Families and students should not be made or expected to speak as a monolith
- Continue to do your own personal equity work
- Provide multiple ways to give feedback and participate
- Do equity learning work in collaboration with your families and students, when appropriate
- Have an interpreter present, if necessary

Hopes & Wishes

Think about the **goodness** that will arise from **collaborating** and **engaging** with students and families on your building equity team.



What are your hopes and wishes about the potential outcomes?



Your Site Plan to Recruit Student & Family Equity Team Members

Suggestions

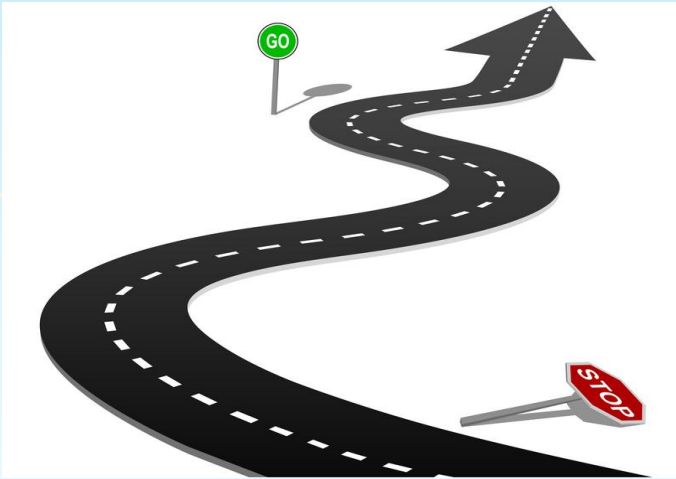
- **Be thoughtful** about whom you choose—not just the first people with whom you talk.
- Do a **“soft” interview** to gauge where the person is on their beliefs about equity, inclusion, and diversity.
- The students and families **do not have to be “experts.”** They should have some flexibility in their thinking.

Timelines

- **December** (first week): Identify members new members
- Before school/site equity meetings on **January 14th or 27th**, participation of students and family team members should have occurred at least once. This will be foundational to our January session.
- By **Jan. 14th or 27th**, complete the sample survey from *The Art of Coaching Teams* (more details to come).

Your Site Plan to Recruit Student & Family Equity Team Members

Plan



- **Whom can I tap for helping in finding students and families for the equity team?**
- **Which groups are our most underserved or “forgotten”?**
- **Which groups—students and/or families—do we feel least comfortable with or unsure about? *(This is about honesty—not judgment about you or your team.)***
- **What are multiple ways that we can reach out (e.g. upcoming events, club visits, morning/afternoon coffee chats)?**

Head



One thing that I will continue to **think** about as a consequence of participating in this learning experience is...

Heart



One thing that I am **feeling** now is...

Hand



One thing that I will **do** as a consequence of participating in this learning experience is...

Feedback: Head, Heart, and Hand QR Code



In Closing...



<https://www.youtube.com/watch?v=sUg6s-uIp1w>

Welcome BSD!
We are starting at 8AM!

Let us know you're here
by sharing your school
(and/or team) in the
Q&A!

MARCH PROFESSIONAL DEVELOPMENT DAY

March 18, 2022



Land, Labor & Relationship Acknowledgment

We acknowledge that we are on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, specifically the Duwamish, dx^wdəwʔabš, and Snoqualmie Indian Tribe, sduk^walbix^w.

We thank these caretakers of this land, who have lived and continue to live here, since time immemorial. We reflect on the historic context that brings us to reside on this land and accept responsibility to interrupt erasure. We commit to ongoing partnership with the Snoqualmie Tribe as we listen to, learn from and lead with their guidance.



AGENDA

Time	Topics
Session 1 8:00-10:00	Welcome & Keynote: “At the Intersections of Race, Equity, and SEL”
Session 2 10:15-11:45	Building/work site team extending the session 1 learning and/or addressing site specific issues.
11:45-12:15	Lunch
12:15-12:30	Transition
Session 3 12:30-1:45	District Structured PLC groups:
Session 4 2:00-3:50	Building/Worksite Structured PLC groups
3:50-4:00	Feedback Survey



WELCOME
FROM DR. JARVIS





WELCOME
FROM EVA
COLLINS



Bellevue School District Vision



*To affirm and inspire
each and every student
to learn and thrive as
creators of their future world*

STRATEGIC PLAN CONTEXT

Goal 1: Affirm and Inspire

Students feel safe, affirmed, and inspired to achieve high levels of **social-emotional well-being** regardless of background.

Goal 2: Learn and Thrive

Students achieve high levels of **academic success** and **outcomes are not predicted by race or income.**

Goal 3: Creators of Their Future World

Students effectively **problem solve and lead** for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.





“I alone cannot change the world, but I can cast a stone across waters to create many ripples.”
—Mother Teresa



Session 1: At the Intersections of Race, Equity, and SEL

March 18, 2022
Dr. Gloria Henderson

District Connections

Priorities Highlight

- Exceptional Staff
- Student Well-Being
- High-Quality Instruction
- Global and Cultural Competence

Equity Policy Spotlight

- A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.
- F. For those staff who work directly with the instruction of students and for those who support such staff, the professional development will include training on culturally responsive instruction and inclusive practices.

Breakdown of the Keynote

What We Will Be Doing

- Objectives
- The Why & Where We Are (Locally & Broadly)
- Activity: “Getting What You Need”
- Activity: Emotional Agility
- Activity: Intersectional/Cultural Glasses
- Activity: Written Reflections
- Core Reading: *My Grandmother’s Hands*
- Resources
- Closing

Connections to Trauma-Informed Practices

- Being predictable
- Building connections
- Meeting people where they are
- Relationship-building
- Creating a safe-environment
- Listening/asking questions
- Creating skills to de-escalate behaviors
- Monitoring or recognizing your emotions, reactions, and needs
- Recognizing your emotions, reactions, and needs

The session is for you to engage in AND decide what to use to enhance your cultural competency and trauma-informed practices.

Cycle of Cultural Competency (Humility)



Objectives

- Increase your own **awareness** of your racial lens
- Deepen your knowledge of the intersections of SEL, well-being, and race & equity
- Gain ideas to build on your current SEL **skills** by tapping into the concept of intersectionality (yours and students/families)
- Understand how your role can be one that increases equitable outcomes by addressing barriers through your **actions and advocacy**

A close-up photograph of an elephant's head and trunk, facing forward. The elephant is in a savanna environment with tall grass and a cloudy sky in the background. The text "The Elephant in The Room" is overlaid in white at the top center.

The Elephant in The Room

Elephant= emotions and our responses

Elephant= 2 years of COVID

SEL & Well-Being...Shouldn't This Just Be Counselors?

Administrators

AWSP Framework for Leadership

- **Component 1.5:** Creates and sustains a school culture that values and responds to the characteristics and needs of each learner
- **Component 2.2:** Provides for social, emotional and intellectual safety
- **Component 2.3:** Creates and protects identity safety
- **Component 7.2:** Incorporates strategies that engage all families, particularly those that historically have been underserved

Teachers

Danielson Framework for High-Quality Instruction

1b: Knowledge of Student—Teacher purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

1e: Designing Coherent Instruction—Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.

2a: Creating an Environment of Respect and Rapport

4f: Showing Professionalism—Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.

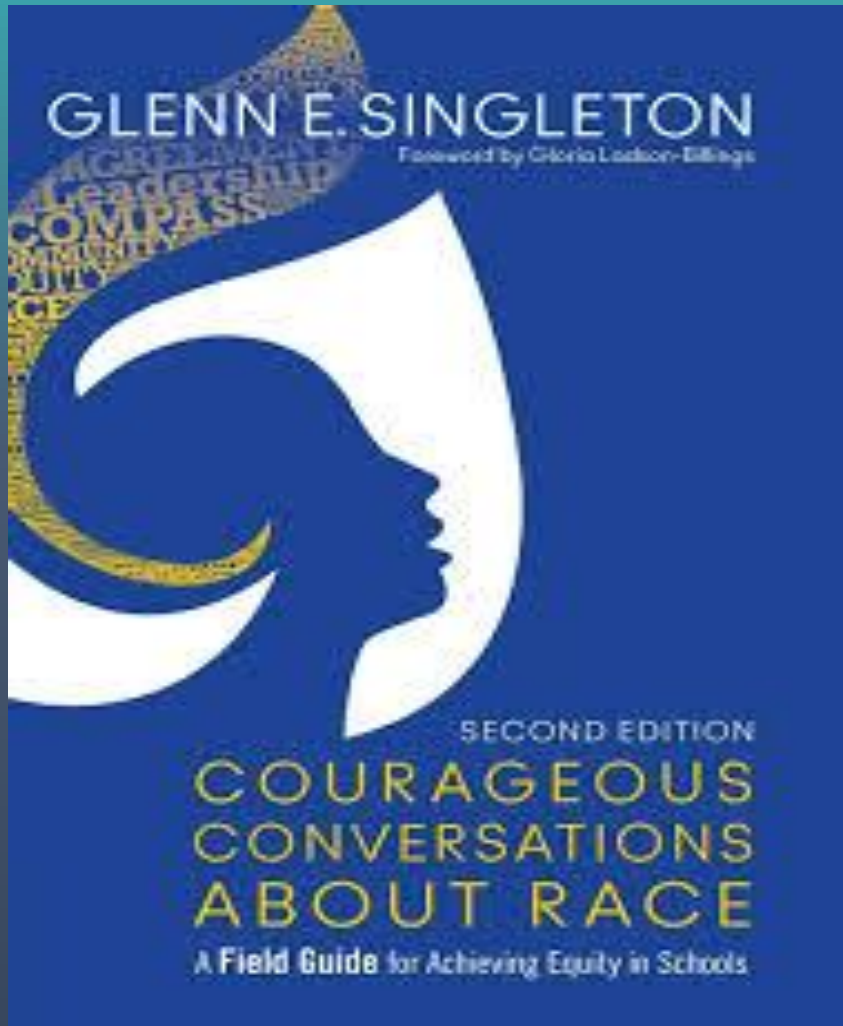
Why: Centering Social & Emotional Learning

“Social and emotional learning (SEL) [is] as an integral part of education and human development. **SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes** to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

“SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and **empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.**”



The Four Agreements



1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure



“Getting What You Need”

Dr. Bertice Berry

Reflection, Part 1: “Getting What You Need”

On the FRONT of your paper bag:

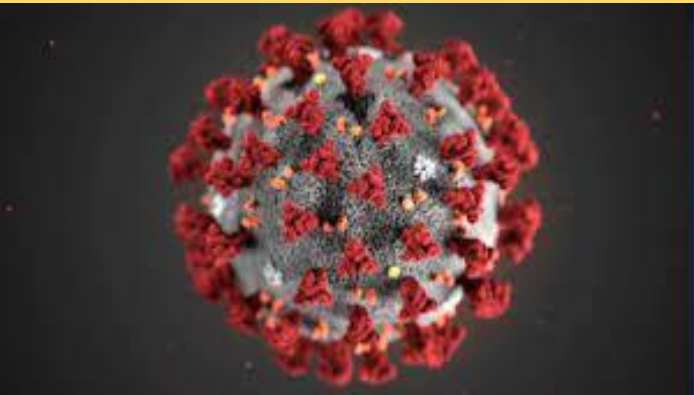
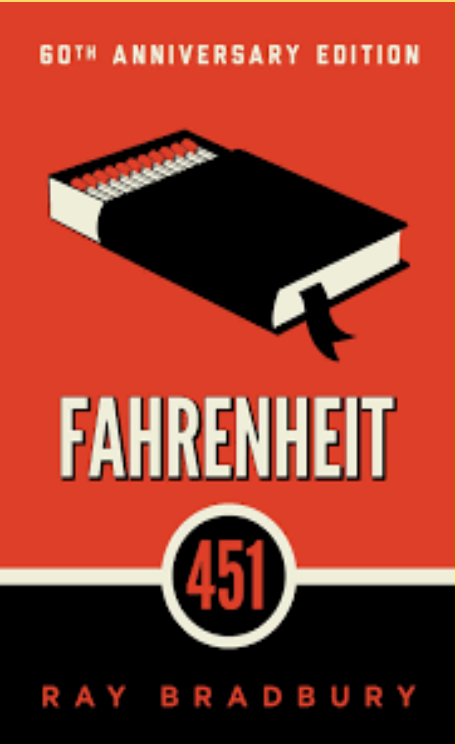
- Write down some things that you need (N).
- Write down some things that you love (❤️).



Where Are We?



Private Right of Action



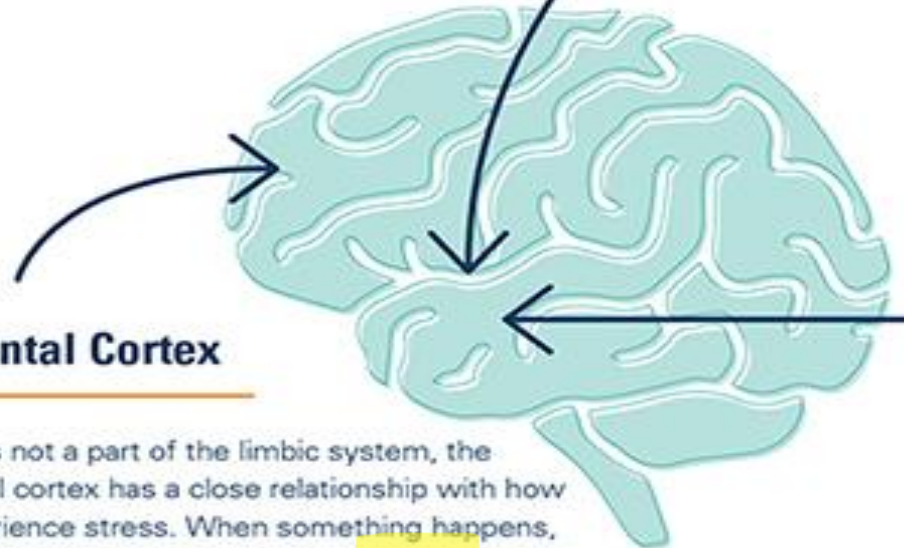
It's Not About Blame...It's About Acknowledgment

The Limbic System: Processing stressful events in the brain

These components in the Limbic System help process stressful events. They work together to help the brain determine whether something is stressful and triggers stress responses in the body.

Amygdala & Hippocampus

If something is seen as a threat or a stressor, the amygdala triggers the fight-flight response in the brain. Then it tells the hippocampus to remember everything about it, **shaping our future response to similar events**. Because of this, people who suffer more trauma are more likely to react poorly to stressors.



Prefrontal Cortex

While it's not a part of the limbic system, the prefrontal cortex has a close relationship with how we experience stress. When something happens, information gets sent here for us to **process** the event on a more intellectual level - with logic and evaluation skills. Using those, we develop a response. But **stress can disrupt the prefrontal cortex, making it harder to make good decisions**.

Hypothalamus

After the Amygdala triggers the fight-flight response, the hypothalamus carries it out. It sends a message to your adrenal glands to release adrenaline and cortisol. **Cortisol is a hormone that causes stress reactions throughout the body**. If you're constantly in a fight-flight state, these hormones will do great **damage to your body**.

Stereotype Threat

Definition: “a socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies” (Steele & Aronson, 1995).

“According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities.”



The Last Two Years: A Sprint or Marathon?

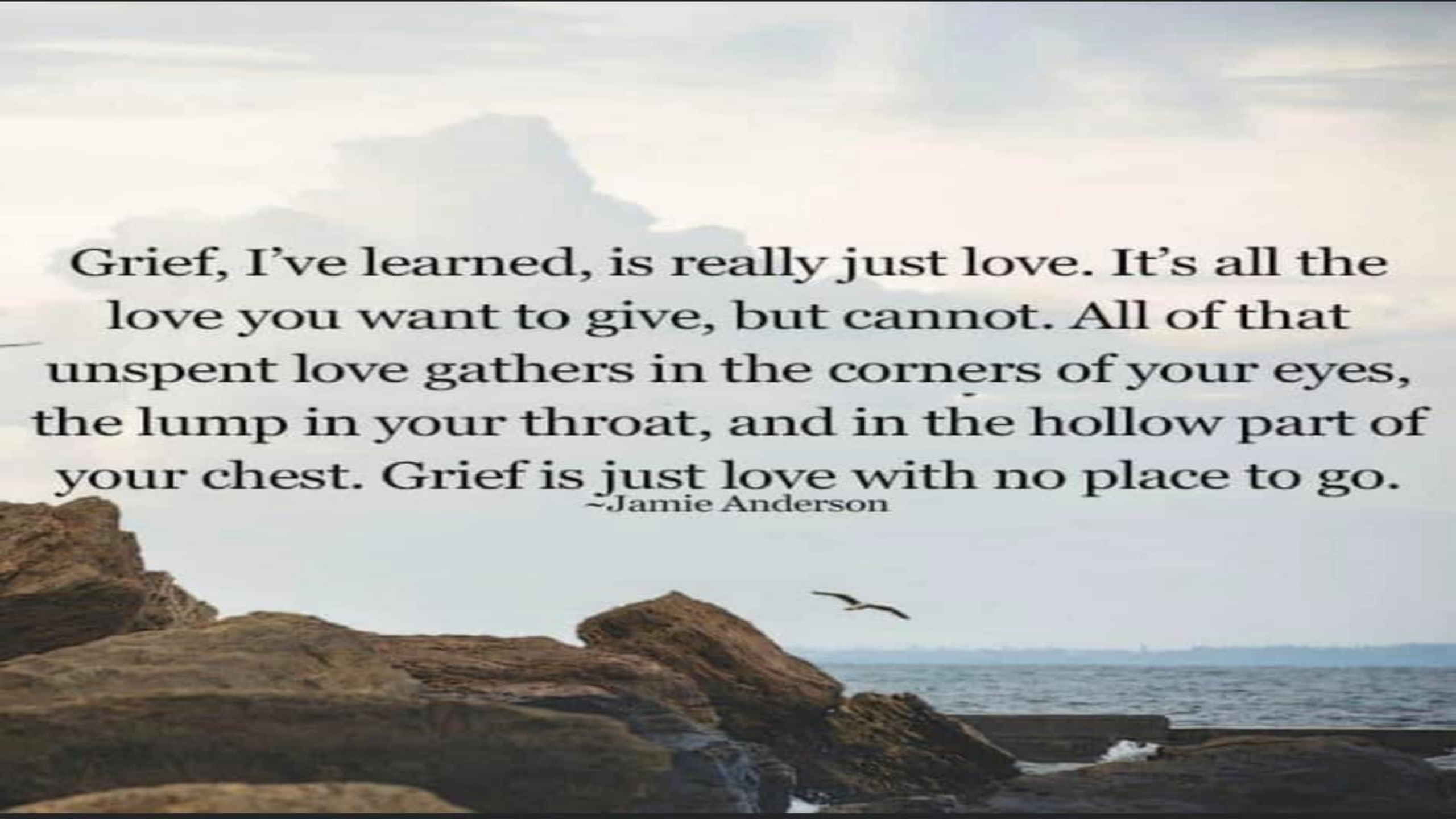
“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” — Maya Angelou





Impact of Stereotype Threat & Racism/Racialized Events

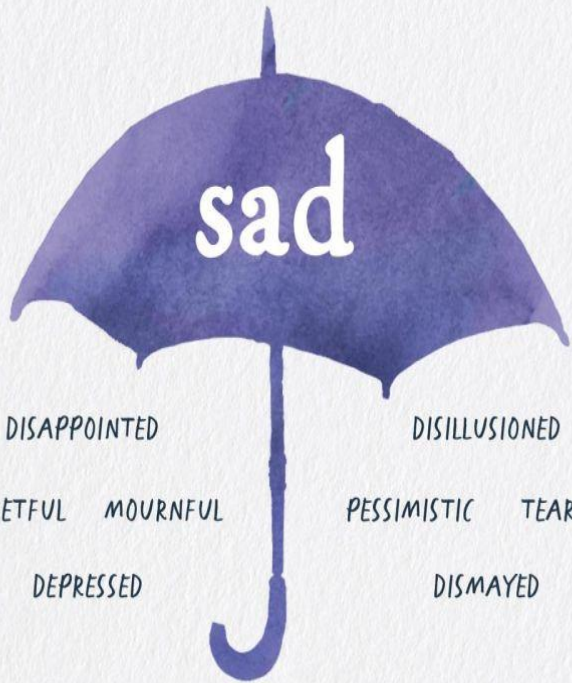
- Increase cortisol level in the body
- Withdrawal effect/disengagement
- Impaired working memory
- Increase in negative thoughts and emotions, which can then further perpetuate stereotype threat
- Disrupt access and use of new knowledge
- Increase in achievement gaps*
- Increase in adverse health issues, such as asthma, chronic illnesses, depression, and anxiety
- Increased rates of suicide



Grief, I've learned, is really just love. It's all the love you want to give, but cannot. All of that unspent love gathers in the corners of your eyes, the lump in your throat, and in the hollow part of your chest. Grief is just love with no place to go.

~Jamie Anderson

Umbrella Emotions



DISAPPOINTED

DISILLUSIONED

REGRETFUL MOURNFUL

PESSIMISTIC TEARFUL

DEPRESSED

DISMAYED

Go beyond the obvious umbrella term to identify
exactly what you're feeling.

SUSAN DAVID

EMOTIONAL AGILITY



FRUSTRATED

IRRITATED

GRUMPY ANNOYED

DISGUSTED OFFENDED

DEFENSIVE

SPITEFUL

Go beyond the obvious umbrella term to identify
exactly what you're feeling.

SUSAN DAVID

EMOTIONAL AGILITY



JEALOUS

VICTIMIZED

BETRAYED ISOLATED

TORMENTED DEPRIVED

SHOCKED

ABANDONED

Go beyond the obvious umbrella term to identify
exactly what you're feeling.

SUSAN DAVID

EMOTIONAL AGILITY

Emotions are as complex as the world we live in. So, let's take some time to unearth what may not be as obvious, which helps our processing.

Umbrella Emotions, Continued



Complete List of Umbrella Emotions
(Quiz w/Support Strategies Available Online)

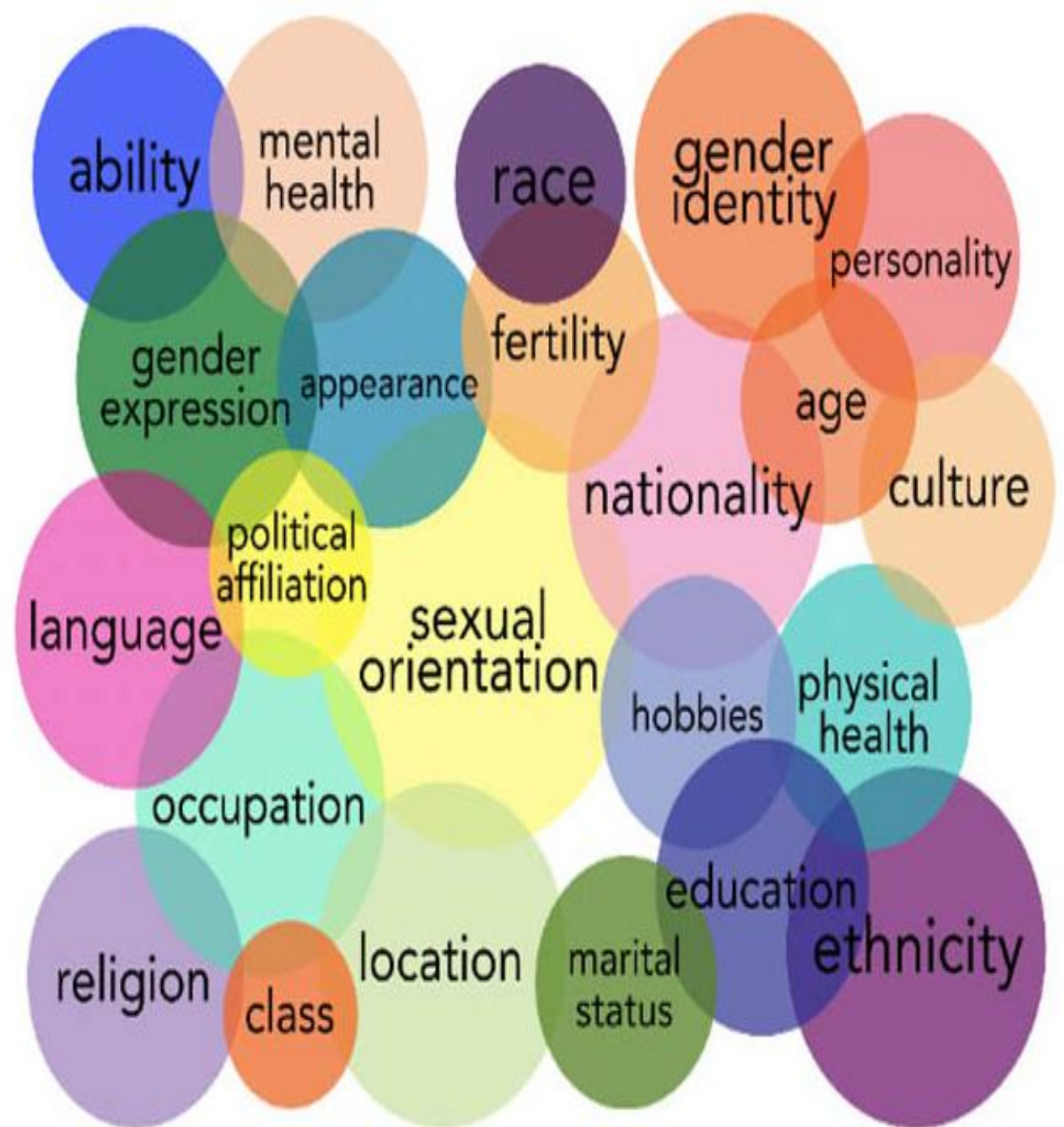


Reflection

Using your umbrella sheet, choose one emotion on which to reflect. This writing can be personal and/or professional.

Intersectionality

We are complex and multi-dimensional beings with overlapping categories or identities making up who we are, how we experience the world, and how systems and institutions respond to or interact with us.



Cultural Glasses

“Frames”—collective;
socialized

- Race
- Class
- Sexuality
- Gender
- Ethnicity
- Religion
- Ability
- Nationality



“Lenses”— more unique to us;
character traits

- Personality
- Birth order
- Region/Neighborhood
- Family
- Body & Mind
- Experiences
- Roles (professional & personal)

Your Turn: Cultural Glasses

“Frames”—collective;
socialized

- Race
- Class
- Sexuality
- Gender
- Ethnicity
- Religion
- Ability
- Nationality



“Lenses”— more unique to us;
character traits

- Personality
- Birth order
- Region/Neighborhood
- Family
- Body & Mind
- Experiences
- Roles (professional & personal)

Note: Stretch yourself; however, only share what you feel is appropriate for you.



Discussion & Reflection Questions



Part I: Discussion

Pair-Share: With an elbow partner, share a few things from your frame and/or lenses. (6 minutes total)

Sample Prompts:

- How has your family shaped you?
- Was your neighborhood racially diverse?
- How did race shape your identity, or did it?
- What resources did you have access to?
- Is there a key experience that shaped how you see the world?

Part II: Reflection

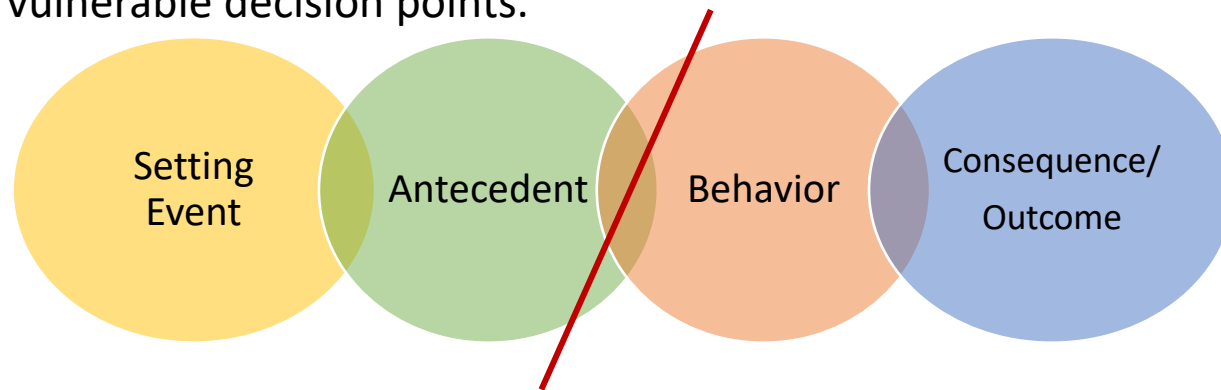
Pair-Share: With an elbow partner, reflect upon the following questions (6 minutes total):

1. How have my cultural glasses shaped how I view myself and others?
2. What might my cultural glasses make it easier for me to see or understand? What might my glasses prevent me from seeing or understanding?

Dealing With Your Elephant: Making a More Equitable Decision

Strategy to Counteract Implicit Bias

Goal: Interrupt a biased-based reaction to antecedent events, particularly in the midst of vulnerable decision points.



Strategy: STOP-C

1. Stop
2. Take a breath
3. Observe your “knee-jerk” or immediate reaction.
4. Pause to think of other options or ways to respond.
5. Choose an action that centers an equitable response to the situation.





If you can find the peace and clarity to accept where you are, you will soon have the insight to get to where you'd like to go.—Adam Parrott

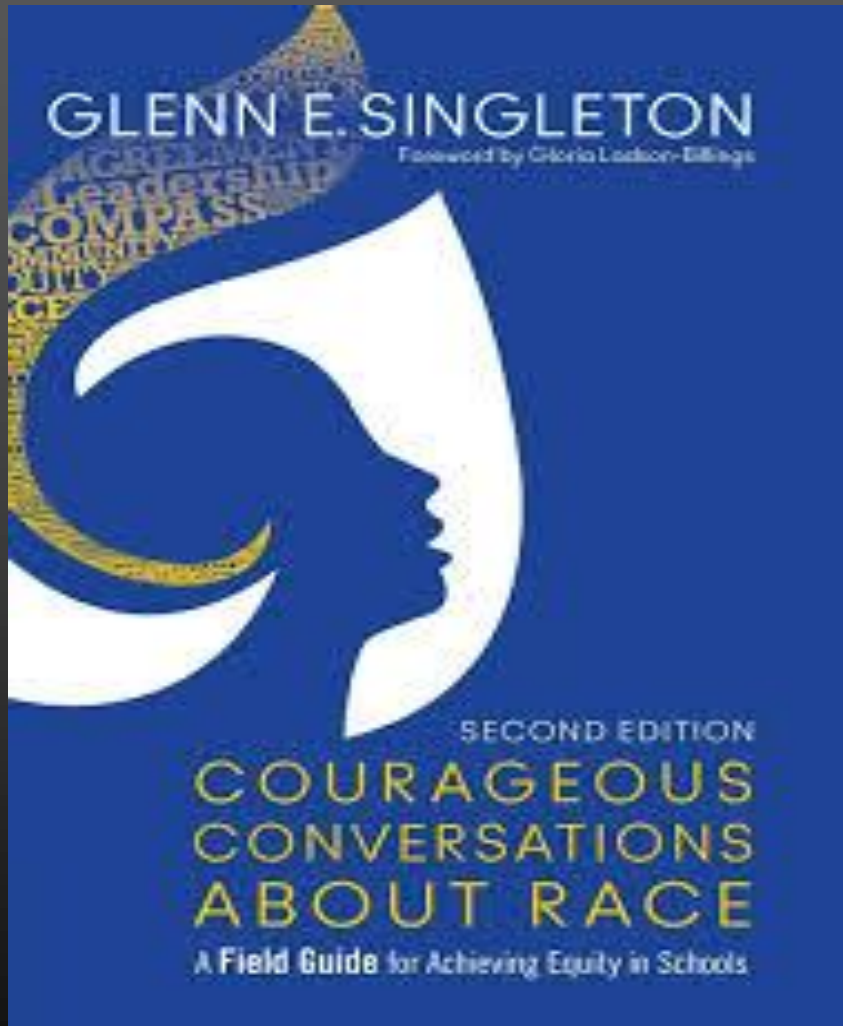
Growing from Cultural Glasses to Equity Glasses

Things that can co-exist



monument

The Four Agreements



1. Stay Engaged



**2. Experience
Discomfort**



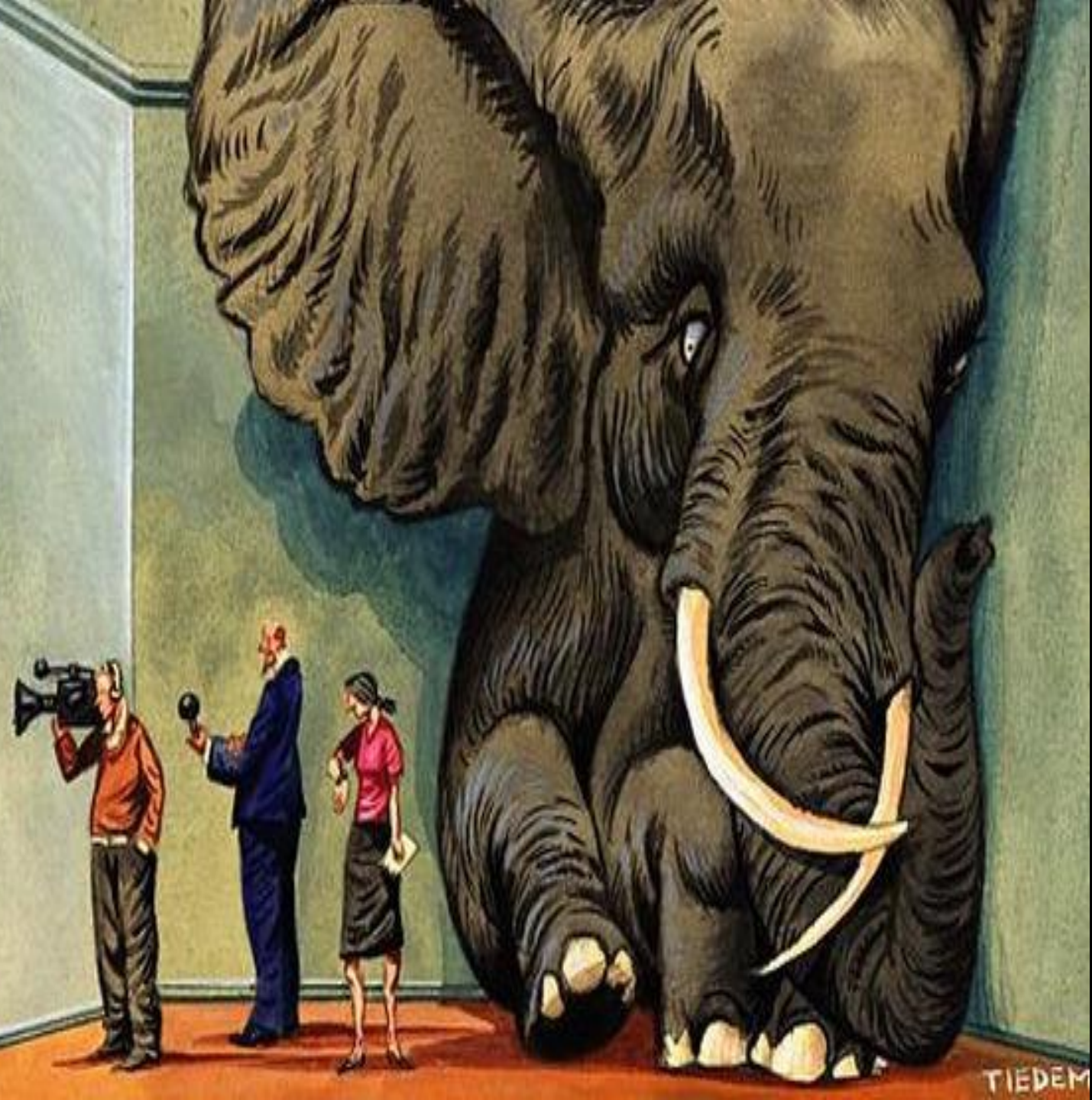
3. Speak Your Truth



**4. Expect/Accept
Non-Closure**

"As teachers of culturally diverse students, we need to educate ourselves about the realities of structural racialization in society and recognizing how colorblindness is just another a form of implicit bias."

- Zaretta Hammond in *Education Week Teacher*



Core Reading: *My Grandmother's Hands*

- **Purpose:** Deepen your knowledge of how trauma impacts our minds and bodies, which can influence how we take action and why for more equitable outcomes.

- **For Clarity:**

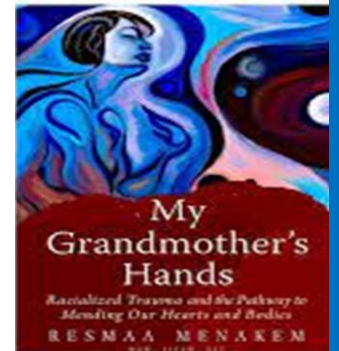
"Clean pain is the pain that mends and can build your capacity for growth...Dirty pain is the pain of avoidance, blame, and denial." --author, Resmaa Menakem

- **Considerations: Your Cultural Glasses**



- Example: Autoimmune Diseases

- Quote from Text: "People who have experienced four or more 'adverse events' as children are twice as likely...to develop autoimmune diseases..." (p. 44)



Being
Transparent
About
Resilience



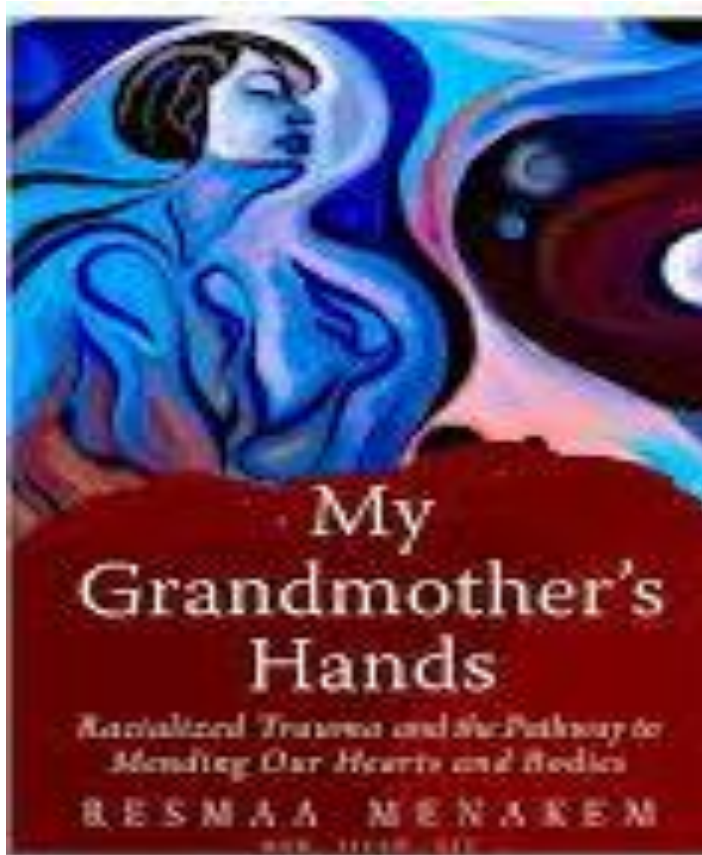
zandashé l'orelia brown

@zandashe

I dream of never being called resilient again in my life.

I'm exhausted by strength. I want support. I want softness. I want ease. I want to be amongst kin. Not patted on the back for how well I take a hit. Or for how many.

Reading & Reflecting

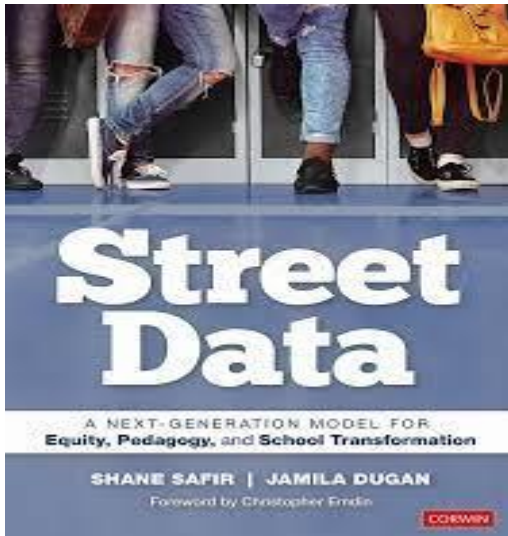


1. **Participate in a partial read** of *My Grandmother's Hands*, Chapter 3 (p.37-52--top).
2. **Processing Activity: Annotating**
 - a. Underline key ideas and major points.
 - b. Write a ? next to anything that is confusing.
 - c. Write a P by anything you'd like to challenge or push against.
 - d. Circle Key words or phrases.
 - e. Put an ! next to surprising or important information that helps you make connections.
3. **Share-out:** In a small group, each person will choose any annotated area to steer their offering to the group.
4. **Choose a person from the small group to share out any themes that came through to the whole group. Alternate:** if your group is solo, talk within the small group about any noted similarities.

Note: Skip reflection exercise embedded in the reading: "When did your ancestors..." It's a great one to do later.

Deep Listening—An Under-rated Skill

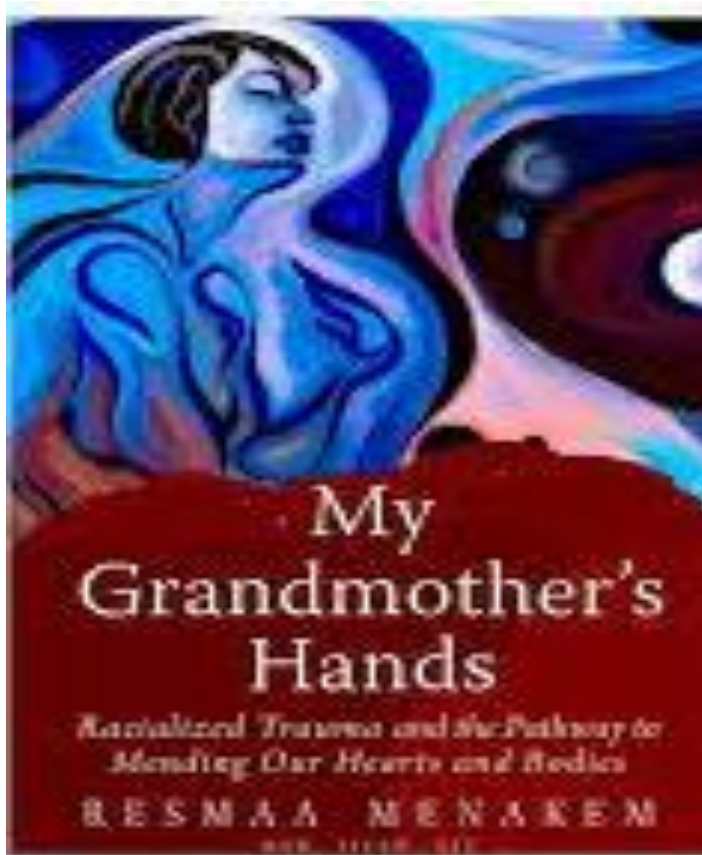
“When we practice deep listening, we tune into the message *beneath* the words, paying close attention to the speaker’s nonverbal signals and affirming [their] capacity to grow and find a sense of agency.”



Listen & Affirm: Centering Voices from the Margins

- Demonstrate care and compassion
- Be vulnerable and share some of your own story and struggle, when appropriate
- Reflect back non-verbal cues to activate mirror neurons
- Practice Active Listening—paraphrasing and summarizing
- Use affirmative language to signal that you value and believe in the person (“I appreciate how you.../Thank you so much for...”)

Reading & Reflecting

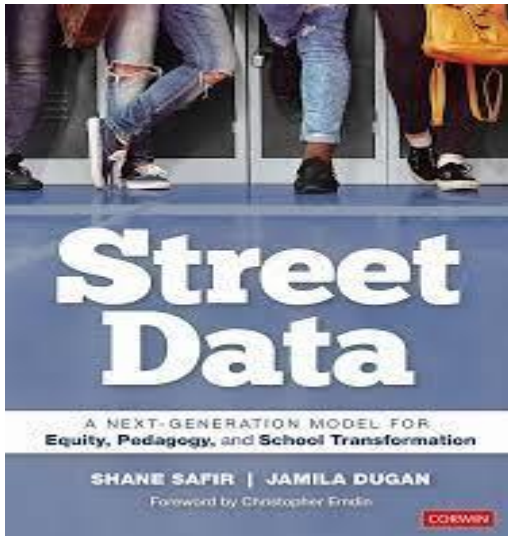


1. **Participate in a partial read** of *My Grandmother's Hands*, Chapter 3 (p.37-52--top).
2. **Processing Activity: Annotating**
 - a. Underline key ideas and major points.
 - b. Write a ? next to anything that is confusing.
 - c. Write a P by anything you'd like to challenge or push against.
 - d. Circle Key words or phrases.
 - e. Put an ! next to surprising or important information that helps you make connections.
3. **Share-out: In a small group, each person will choose any annotated area to steer their offering to the group.**
4. **Choose a person from the small group to share out any themes that came through to the whole group. Alternate: if your group is solo, talk within the small group about any noted similarities.**

Note: Skip reflection exercise embedded in the reading: "When did your ancestors..." It's a great one to do later.

Deep Listening—An Under-rated Skill

“When we practice deep listening, we tune into the message *beneath* the words, paying close attention to the speaker’s nonverbal signals and affirming [their] capacity to grow and find a sense of agency.”

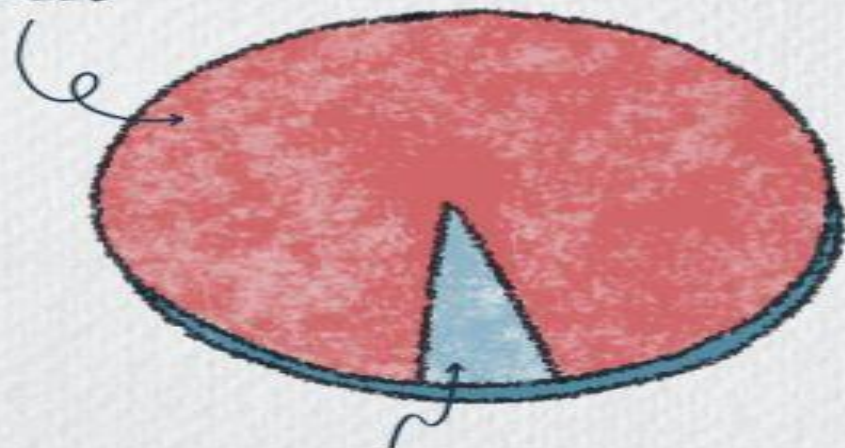


Listen & Affirm: Centering Voices from the Margins

- Demonstrate care and compassion
- Be vulnerable and share some of your own story and struggle, when appropriate
- Reflect back non-verbal cues to activate mirror neurons
- Practice Active Listening—paraphrasing and summarizing
- Use affirmative language to signal that you value and believe in the person (“I appreciate how you.../Thank you so much for...”)

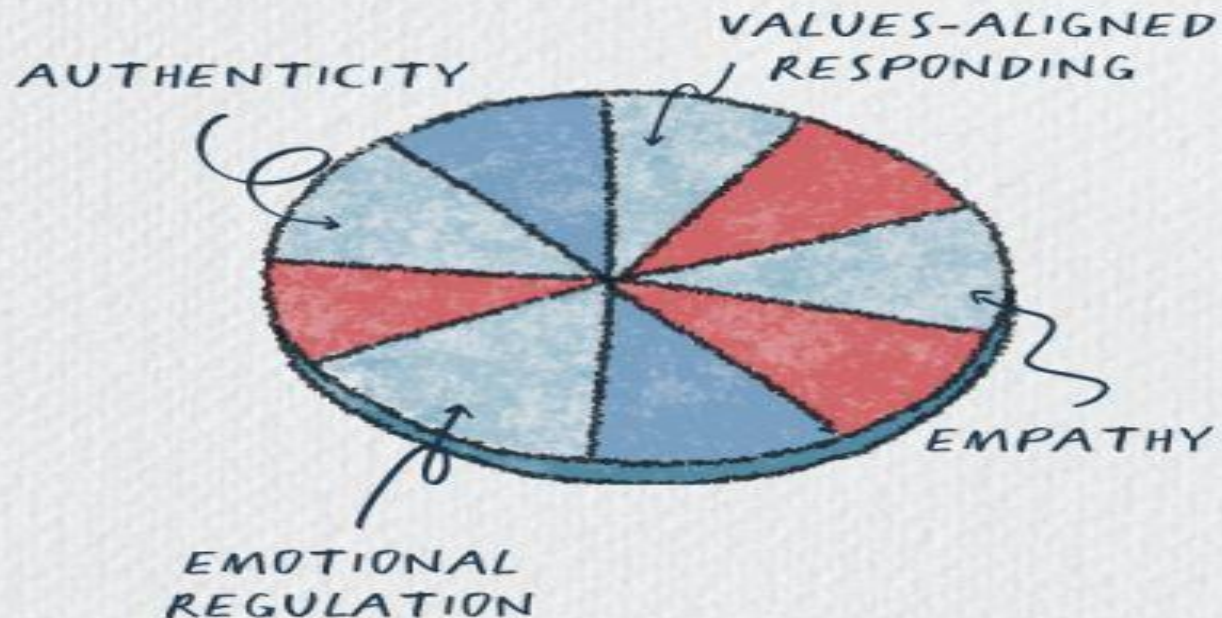
WHAT WE'RE TAUGHT MATTERS

HARD SKILLS



"SOFT" SKILLS*

WHAT ACTUALLY MATTERS



*THEY SHAPE EVERYTHING. CAN WE STOP CALLING THEM "SOFT" SKILLS ALREADY?

Reflection, Part 2: “Getting What You Need”

On the BACK of your paper bag:

- Write some things that you know your students and families need from you, our district, and the community/world (N).
- Write some things that you love about your students and families (💖).

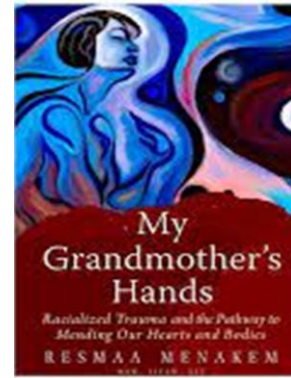




In Support of What
You and Your Students
May Need



Curriculum & Development Sharepoint



Next Steps:

1. Honor where you are now. (Times are tough.)
2. Be constantly conscious of how your cultural glasses impact your interactions and decisions to ensure more equitable environments and experiences for your colleagues, families, and students.
3. Dig into the various resources to build your capacity and meet your needs.
4. Listen deeply.

Whether we have been running a marathon or a sprint, know that our students haven't given up on us.

