



...from Aspiration to Implementation:

# Focused Coaching for Your District DEI Work 2023-2024



Addressing diversity and equity issues is one of the most pressing challenges facing our schools today, and the shift from talk to action has definitely occurred. Districts like yours all over the state are focusing diversity, equity, and inclusion efforts on goals and initiatives that might look quite different district to district. Regardless of where you are in your DEI journey **individualized support and guidance** can make all the difference in whether the work flourishes or flounders. Improving academic access and outcomes, grappling with gender-based equity questions, implementing restorative disciplinary practices, revamping hiring practices, or updating curriculum are only a few examples of the types of goals districts are working on.

**So what are your next steps?** Collaborative and sustained professional learning can provide leaders, equity councils, and leadership teams with the knowledge, skills, and resources to respond in a systemic way to issues of equity through the exploration of a problem of practice unique to their site. It is important to note that this series will focus on **all areas of equity, including race, LGBTQ, ELLs, students dealing with poverty, learning differences, and mental health issues.** The focus will be on making the work systemic rather than the responsibility of a few, and skills such as using street data as well as formal data, incorporating student voice, and handling discord, competing agendas, and disagreement will all be woven into the coaching sessions.

**In this four-session academy, participants will:**

- **Build** capacity to use and adapt social justice practices to increase equitable outcomes for all learners.
- **Sharpen skills** such as using street data, incorporating student voice, and handling discord, disagreement, and competing agendas.
- **Increase** awareness by exploring and seeking to understand the current realities within their educational environments.
- **Investigate** systemic barriers within public education that reinforce and propagate issues of access and opportunity.
- **Identify** a reasonable Problem of Practice (PoP) and receive specific feedback on possible solutions and an action plan to resolve issues.
- **Assess** implementation of the PoP using evidence of impact measures.

– 2023 –  
 AUGUST 3  
 OCTOBER 17  
 NOVEMBER 15

– 2024 –  
 JANUARY 18

FOUR 3-HOUR  
 VIRTUAL SESSIONS

9:00 AM-12 NOON

TEAMS AND INDIVIDUALS ARE WELCOME TO ATTEND  
**\$499** – individual **SAANYS MEMBERS**  
**\$399** – for a member of a team – a team is defined as 2 or more attendees from the same district.  
**\$799** – individual non-members  
**\$699** – for non-members of a team

REGISTER ONLINE



SCAN HERE FOR INFO ON SESSIONS AND PRESENTERS





## Overview and Presenters

The NYS CRSE will be the foundational guidance document for all of our sessions.

### SESSION 1: August 3, 2023 | 9 am-12 pm: [Journey Into the Equity Imperative](#)

#### PRESENTER: DR. PAMELA MOORE



Dr. Moore recently retired from her role as assistant superintendent in Millville, NJ with over 31 years in education. She is currently the coordinator for the New Jersey Institute for School Leaders at New Jersey Principals and Supervisors Association and the Foundation for Educational Administration (NJPSA/FEA) – one of the lead facilitators of the equity academy. She was a developer for the PSEL Growth Tool that supports all new and veteran leaders. In addition, she has facilitated sessions for NJPSA/FEA in the areas of formative assessment, teacher leadership, shared leadership, gratitude, self-care and culturally responsive practices.

In Session 1, we will work in breakout groups of fellow educators beyond our teams to **define equity**. Using the NYSED Culturally Responsive Sustaining Education Framework (CRSE), we will create a common language and engage in conversation about systemic barriers. Using NYS data, we will identify a sample **Problem of Practice (PoP) related to race, poverty, or special populations (LGBTQ+, ELL, SPED, G&T)**. We will start to prepare for Session 2 by exploring our individual and team WHYS.

### SESSION 2: October 17, 2023 | 9 am-12 pm: [Driving the Equity Imperative Through Dialogue and Data](#)

#### PRESENTER: KERRI WAIBEL



Kerri Waibel is serving as the director of equity and access for the South Orange Maplewood. She spent four years in Prospect Park School District as the director of curriculum, instruction, evaluations and assessment as well as principal in Florham Park and Apple Montessori Elementary School. She holds a master of arts in social sciences as well as a master of arts degree in educational leadership from Montclair University. Kerri Waibel is currently pursuing a doctoral degree from Centenary University. She has been part of both the steering and development teams for the New Jersey Leadership Academy as well as the Equity Leadership Academy.

Session 2 begins with you and your team **naming and sharing the WHY for your individual PoP**. We will learn about and explore three kinds of data: **Map, Satellite, and Street Data**, and look at each with an equity lens using data protocols. There will be an emphasis on understanding the vital importance of Street Data, and the power of guiding teams within your district. We will prepare for Session 3 by collecting relevant data related to the individual PoP in one of the three areas related to equity in the CRSE.

### SESSION 3: November 15, 2023 | 9 am-12 pm: [Moving the Equity Imperative to Address Systemic Change](#)

#### PRESENTER: GEORGE GUY



George Guy Jr. currently serves as principal of the Rosa International Middle School in Cherry Hill, NJ. He has served in urban, rural, and suburban districts in central and southern New Jersey for the past 26 years. Currently, he is one of the lead equity consultants for the NJPSA/FEA. His work with FEA has primarily been done with the Equity in Action Academy. In the academy, he helps participants recognize their equity aspirations and helps guide participants to projects that lead to more equitable outcomes within their own contexts.

In Session 3, we will work with our own teams. There will be approximately four breakout sessions of 20-30 minutes each, **with individual team coaching**. The focus will be on a deep dive into why certain data was selected for the PoP, and how to **overcome barriers to the PoP**. Identifying the **right focus questions, developing guiding teams**, and preparing for the final session will all be addressed as we hone in and further define the PoP.

### SESSION 4: January 18, 2024 | 9 am-12 pm:

#### [Equity in Operation, Now and In the Future: Implementation Needs for this and future PoPs](#)

PRESENTERS: DR. PAMELA MOORE, KERRI WAIBEL, and GEORGE GUY

This final session is driven by team and educator needs for **implementation of individual school or district PoPs through coaching and sharing of ideas**. We will look for evidence of an effective PoP and use the PDSA (plan, do, study, act) work cycle to define support of the guiding teams going forward. Root cause versus surface symptoms analysis and if...then statements will also be used to assess the PoP action plans.