



Micro credential	Description of Competency
Building Foundations for Culturally Responsive Education	School leader collaborates with stakeholders to launch a focus on equity and cultural responsiveness within the school community, laying the groundwork for an inclusive school culture.

To earn the micro-credential, the Leader must:

Collaboratively unpack leaders' cultural backgrounds	

<p>identify disparities in performance</p>	<ul style="list-style-type: none"> • Lead stakeholder team in an analysis of state test data to identify disparities in student performance based upon various aspects of students' identities (ethnicity, race, disability, language, gender, socioeconomic status). • Record findings in Part 2 of the Diversity and Equity Analysis.
<p>Launch the work of analyzing existing structures and practices with larger school community</p>	<ul style="list-style-type: none"> • Plan to lead a session with the entire faculty to: <ul style="list-style-type: none"> ○ build rationale for engaging in dialogue and action around diversity, equity, and inclusion. ○ share learnings from analysis of demographic and student performance data. ○ introduce the process of self-assessment of the school community's existing structures and practices around equity, inclusion and cultural responsiveness. ○ lead the faculty session, and document concrete and appropriate next steps for continuing this work.
<p>Submit evidence</p>	<ol style="list-style-type: none"> 1. A written reflection on the experience of laying the groundwork for an inclusive school culture, answering the following questions (250-400 words): <ol style="list-style-type: none"> a. Describe the process of leading your stakeholder team in collaboratively unpacking cultural backgrounds. What was most challenging about the conversation? What were the most valuable learnings that arose from the conversation? b. Reflecting upon your team's demographic data analysis, what specific learnings about the cultural backgrounds and identities of your students were most compelling? Describe at least one example of a takeaway that either surprised the team or challenged the team's existing beliefs. What do you see as the implications of these learnings? c. As a leader, what were the most important insights you gained in guiding your team to analyze disparities in student performance? d. Reflecting on the faculty session you led to launch a focus on equity and cultural responsiveness, what was most successful, and what was most challenging? Describe at least one change you would make to the session if you were to facilitate it again. e. What specific next steps were identified as a result of the faculty session for continuing this work? What are <i>your</i> next steps as a leader to ensure the continuation of this work, and what do you foresee as your greatest obstacle(s) in carrying this work forward? 2. School demographic data analysis (Part 1 of Diversity and Equity Analysis). 3. Student performance data analysis (Part 2 of Diversity and Equity Analysis). 4. Agenda and PowerPoint presentation from whole faculty session launching CRE work.

The Building CRE Foundations micro-credential will be awarded based on evaluation of these items.

Reflection Scoring Guide:

Teaching Matters Coach reviews the written reflection and completes the chart below:

Look Fors:	Demonstrated? (Y) (N) (Almost)	Comments:
<p>Basics: <i>Required Components:</i> The response includes an answer to all questions indicated in the instructions.</p> <p>Organization: The writing is easy to follow with clear organization of arguments and discussion.</p>		
<p>Depth of Reflection: The response demonstrates a thoughtful reflection on collaborating with stakeholders to launch a focus on equity and cultural responsiveness within the school community that articulates:</p> <ul style="list-style-type: none"> ● most challenging and valuable learnings arising from unpacking cultural identities ● learnings and implications of demographic data analysis, including at least one example of a takeaway that was surprising or challenged beliefs ● insights gained from analyzing student performance ● a clear analysis of successes and challenges of faculty session, including at least one proposed change to the session ● specific and appropriate next steps that resulted from the faculty session, including next steps for the leader ● identification of greatest obstacle in moving the work forward 		

Diversity and Equity Analysis Scoring Guide:

Teaching Matters Coach reviews the evidence and completes the chart below:

Look Fors	Demonstrated? (Y) (N) (Almost)	Comments:
<i>The Diversity and Equity Analysis:</i>		
Demonstrates that the school leader guided a team of stakeholders in a nuanced analysis of school demographics, as evidenced by the clear documentation of trends/learnings/unexpected findings for all categories (Part 1).		
Demonstrates that the school leader guided a team of stakeholders in an analysis of student performance data, resulting in the clear identification of most pronounced and most surprising disparities (Part 2).		
Includes logical ideas for possible contributions to identified disparities, as well as clear questions for further investigation that make sense based on the data analysis (Part 2).		

To earn the micro-credential, all look-fors must be demonstrated.



Agenda and PowerPoint for Faculty Launch Scoring Guide:

Teaching Matters Coach reviews the evidence and completes the chart below:

Look Fors <i>Agenda and PowerPoint for faculty launch:</i>	Demonstrated? (Y) (N) (Almost)	Comments:
Provide a clear structure for the faculty session and have a clear focus and purpose.		
Demonstrate that the school leader led the faculty in an effective launch of equity and CRE work that includes: <ul style="list-style-type: none"> • a clear rationale for engaging in dialogue and action around equity and cultural responsiveness • sharing of learnings from stakeholder team’s analysis of demographic and performance data • concrete discussion of or planning for examination of school’s existing structures and practices around equity, inclusion, and cultural responsiveness, that makes sense based on findings from Diversity and Equity Analysis. • time for planning of actionable next steps. 		

To earn the micro-credential, all look-fors must be demonstrated.

Overall Comments: