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Coaching for Equity: Conversations that Change Practice

If we are going to interrupt educational inequities and create schools in which every child thrives, we must refine our conversation skills. *Coaching for Equity* offers extensive strategies for talking about race, power, and systems of oppression, strategies which lead to changes in a teacher's practice. This book is for teachers, leaders, and coaches who accept responsibility for interrupting inequities in schools and who want to build the knowledge and skills to coach for equity.

Coaching for Equity contains an updated Transformational Coaching framework and the tools and rubrics that are necessary to implement this model of coaching. In addition, personal narratives demonstrate what coaching for equity looks like and help us see how we can make every conversation count towards building a more just and equitable world.

Coaching for Equity covers key topics in the larger societal conversation surrounding equity, including:

- understanding what equity is and what it should look like in your school
- recognizing and preventing inequities in the classroom and school community
- realizing the path that created inequitable environments in your school
- making changes that contribute to an equitable environment
- raising awareness for issues of inequity



BLUEPRINT

for Continuous Improvement



Department of Defense Education Activity

TITLE

Strategic Plan / Volume IV

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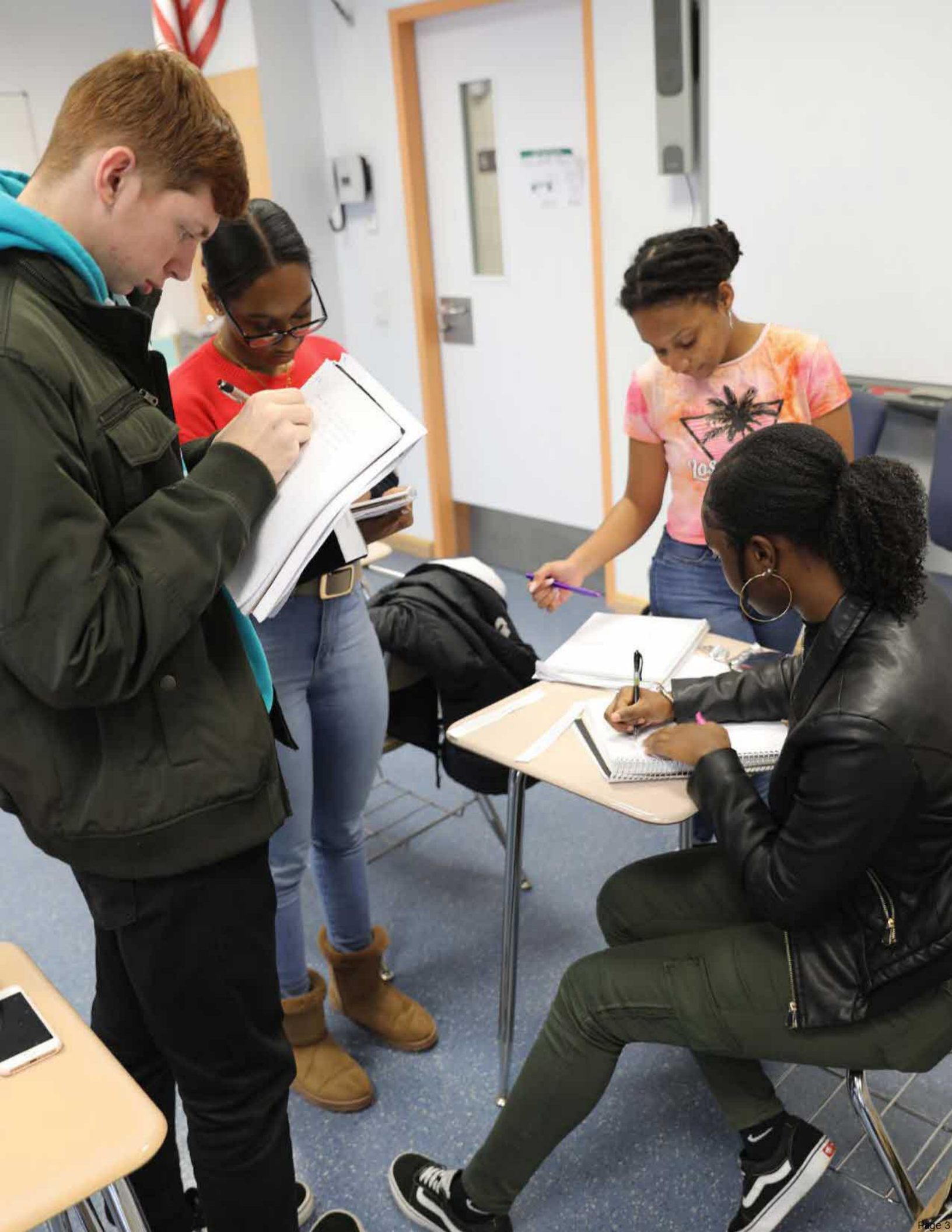
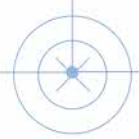


TABLE OF CONTENTS



<u>FOREWORD</u>	4
<u>DIRECTOR’S MESSAGE</u>	5
<u>HOW TO USE THIS DOCUMENT</u>	8
<u>UNDERSTANDING YOUR ROLE</u>	10
<u>SUMMARY OF CHANGES</u>	11
<u>THE CASE FOR CONTINUOUS IMPROVEMENT</u>	12
<u>STRATEGIC PLANNING PROCESS</u>	13
<u>STRATEGIC CHALLENGES AND CONDITIONS AFFECTING DoDEA</u>	15
<u>THE FOUNDATION</u>	15
<u>GOAL 1: STUDENT EXCELLENCE</u>	18
<u>GOAL 2: SCHOOL EXCELLENCE</u>	20
<u>GOAL 3: TALENT EXCELLENCE</u>	22
<u>GOAL 4: ORGANIZATIONAL EXCELLENCE</u>	24
<u>APPENDIX</u>	26

Foreword

In 1946, the Department of Defense charged the Department of Defense Education Activity (DoDEA) with providing high-quality education for military-connected students domestically and overseas. Today, DoDEA operates 160 schools in eight districts in 11 foreign countries, seven states, and two territories and enrolls more than 66,000 students, supporting nearly 900,000 military-connected students.

The Blueprint for Continuous Improvement is DoDEA's strategic plan for school years 2018/19 through 2023/24. This document is the fourth volume of the Blueprint.

A blueprint is an actionable plan that communicates and guides the work of all involved in a project. It is flexible and adaptable over time as the project develops. This is also true of the DoDEA Blueprint for Continuous Improvement, which serves as the foundation for all planning within the school system, directs DoDEA's collective energies and resources, and adjusts to progress and environment shifts. The annual updates provide evidence of DoDEA's commitment to continuous improvement.

Like its predecessors, Volume IV of the Blueprint houses DoDEA's Mission, Vision, and Values. Volume IV also includes a summary of changes to help the DoDEA community easily understand the shifts between Volumes III and IV.



DoDEA's mission is to educate, engage, and empower military-connected students to **succeed in a dynamic world.**



Director's Message

Dear Parents, Students, Staff, and Members of Our Community,

The Department of Defense entrusts DoDEA with our extraordinary Mission to Educate, Engage, and Empower military-connected students to succeed in a dynamic world. Despite the challenges of the last two years, DoDEA students continue to perform among the highest in the nation on the National Assessment of Educational Progress (NAEP), and our districts are evaluated at the highest levels through the accreditation process.

There are many factors behind our success as a school system. One key driver of our success is our sharpened focus on the academic, health, and social and emotional needs of our students. This extends beyond the schools, districts, and Region offices to impact our organizational direction. Volume IV of the Blueprint represents a streamlined approach to strategic planning. We critically examined the Goals, Strategic Initiatives, and Critical Success Factors in Volume III for redundancies and areas that had become a part of daily operations. Next, we organized them to create a clear and coherent way forward.

While we were intentional in our efforts to streamline the Blueprint, we also acknowledged room for growth. Volume IV reflects DoDEA's commitment to our Core Value of Diversity and cements our efforts toward greater diversity, equity, and inclusion. It is essential that all students, employees, and families feel welcomed, respected, engaged, and empowered for DoDEA to successfully meet our mission. As a result, Volume IV intentionally weaves equity throughout the document and includes a new Strategic Initiative supporting the establishment of a Diversity, Equity, and Inclusion (DEI) Division along with associated Key Performance Indicators, policies, practices, and learning opportunities to impact DoDEA's climate.

The Blueprint for Continuous Improvement is the multi-year strategic plan that guides our way forward through School Year 2023-24. To successfully complete the scope of work outlined in the Blueprint, we must thoughtfully plan for the sequenced implementation of our Strategic Initiatives and Critical Success Factors. While every Strategic Initiative within the Blueprint is critical to our success, in my Director's Focus for Fiscal Year 2023, I identified four key Strategic Initiatives to inform and prioritize organizational planning for the upcoming year. I will closely monitor our progress during my organizational In-Progress Reviews.

Focus Area 1: Strategic Initiative 1.1: Equitable Learning Experiences for All Students

To provide equitable opportunities for students in a safe and secure learning environment, we will implement programs and supports to address achievement gaps between racial, ethnic, ability, and other identified groups.

Schools must provide learning environments where students feel safe, secure, and supported by the entire learning community. Over the next Fiscal Year, two Critical Success Factors in this Strategic Initiative, 1.1.a Data-Informed Instruction and 1.1.b Differentiated Instruction for All Students, will together ensure that students receive equitable learning opportunities.

Focus Area 2: Strategic Initiative 1.2: Successful Transition to College, Career, and Life

Develop comprehensive programs to support students throughout their primary and secondary education for their transition into college, career, and life.

To prepare students for their transition to college, career, and life, DoDEA must ensure students acquire a wide range of skills necessary for both today and tomorrow. These skills range from academic to social and emotional. Through Strategic Initiative 1.2 and its two supporting Critical Success Factors, 1.2.a Support for Social and Emotional Learning and 1.2.b Promote, Foster, and Support Partnerships for Military-Connected Students with the Military Community, and Families, DoDEA students will receive the skills they need for success in a dynamic world.

Focus Area 3: Strategic Initiative 3.2: Equitable Employee Engagement

Expand opportunities to equitably increase capacity and engagement in the workforce.

DoDEA's employees are our most important asset. Strategic Initiative 3.2 Equitable Employee Engagement is one pillar of a larger Human Capital Plan that enables us to assess, plan for, and develop the skills we need to achieve our Mission. Critical Success Factor 3.2.a Career Pathways and Progressions with Corresponding Training and Professional Development Opportunities will define how we grow our internal talents through training and career opportunities.

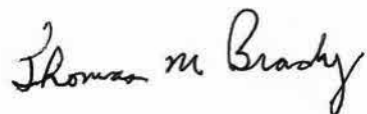
Focus Area 4: Strategic Initiative 4.4: Equity for Students, Employees, and Families

Stand up and grow Diversity, Equity, and Inclusion (DEI) structures to lead and implement DEI across the organization so that all students, employees, and families feel welcomed, respected, engaged, and empowered.

Strategic Initiative 4.4 Equity for Students, Employees, and Families is a shared responsibility. The newly formed DEI Division will play a critical role in leading DoDEA in this work. However, diversity, equity, and inclusion efforts will be intentionally integrated across our organization into our Human Capital Plan, curricular decisions, and instructional practices as well as into our everyday interactions that continually advance our organizational culture.

As I look towards the final two years of the Blueprint, I am humbled by the strength, excellence, and resilience of our DoDEA community. We will continue our tradition of continuous improvement by completing the work defined in this document and providing opportunities for our students to succeed in a dynamic world.

Respectfully,



Thomas M. Brady
Director, DoDEA

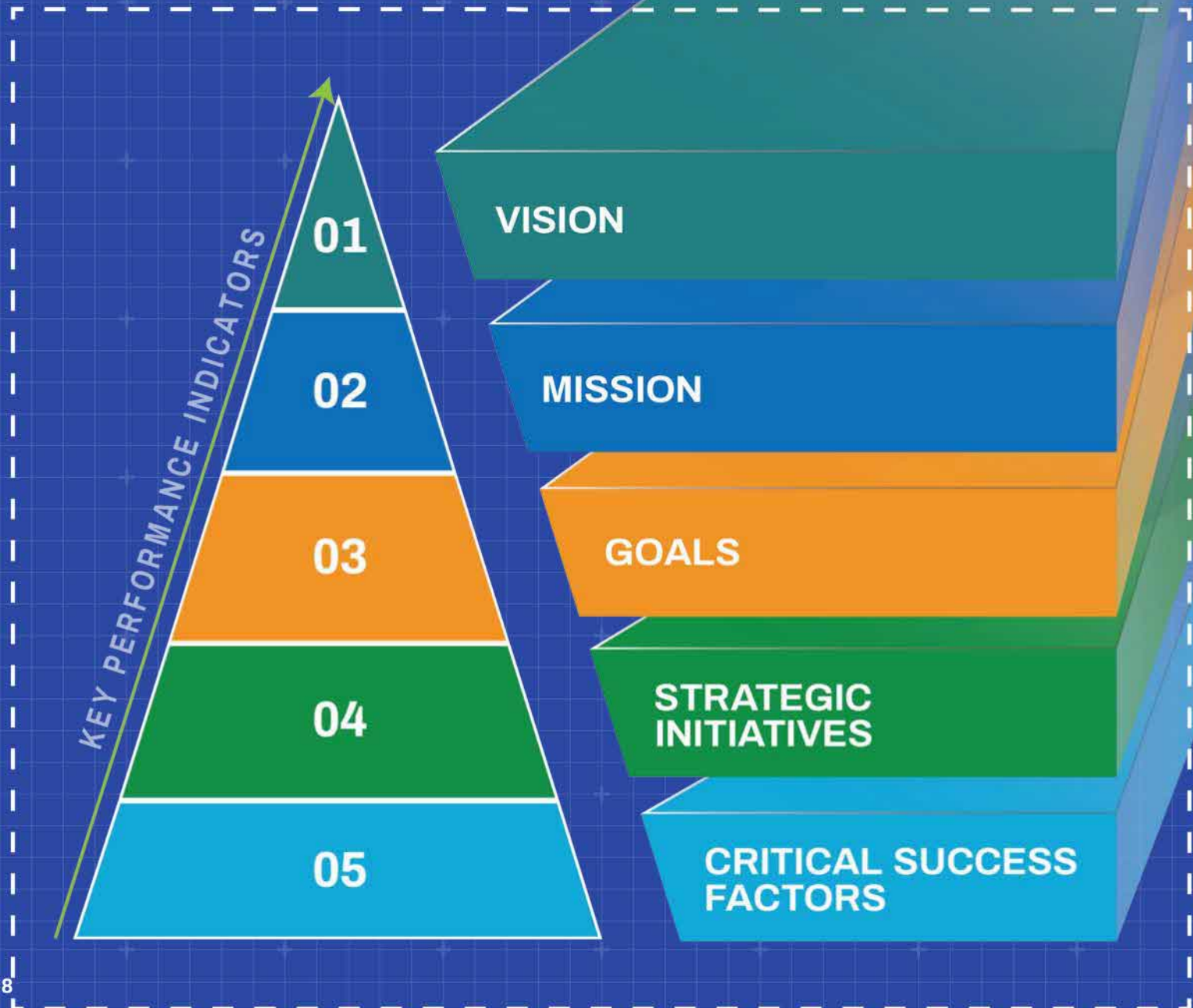


HOW TO USE THIS DOCUMENT

The Blueprint for Continuous Improvement (Blueprint) is DoDEA's strategic plan for school years 2018/19 through 2023/24. This document represents the fourth Volume of the Blueprint. DoDEA's Blueprint is the foundation for all planning within DoDEA. The Blueprint is adapted annually to reflect progress and environmental shifts. The annual updates are evidence of DoDEA's commitment to continuous improvement.

Like Volumes I through III of the Blueprint, Volume IV contains a description of the plan's specific elements and a summary of the changes made from Volume III to clarify how we have shifted our focus as we have learned and grown.

Core Values are the beliefs that guide our Goals, conduct, and activities as we work to achieve our Mission. These Values explain what we stand for and help everyone understand the beliefs that guide our decisions. Our Values infuse everything we do at every level of DoDEA.



HOW TO USE THIS DOCUMENT *Continued*

01| VISION

DoDEA’s Vision of “Excellence in Education for Every Student, Every Day, Everywhere” defines our long-term destination as a school system. The Blueprint includes several elements that guide DoDEA’s efforts towards achieving our Vision. These pieces are defined below and expanded later in this document. Together, they make up our full Blueprint.

02| MISSION

DoDEA’s Mission to “Educate, Engage, and Empower military-connected students to succeed in a dynamic world” defines what DoDEA is currently doing to achieve our Vision. Our Mission encompasses our Goals and Strategic Initiatives to ensure that everything we do aligns with achieving our Vision.

03| GOALS

Goals are the high-level targets that help us achieve our Mission and realize our Vision. DoDEA’s Goals are far-reaching and multifaceted. DoDEA currently has four Excellence Goals: Student Excellence, School Excellence, Talent Excellence, and Organizational Excellence. Volumes I through III of the Blueprint included Outreach Excellence as a fifth Goal. However, it was recognized that outreach is an essential component of each of the other Excellence Goals, and its Strategic Initiatives and Critical Success Factors were incorporated into other Goals.

04| STRATEGIC INITIATIVES

Each Goal is made up of two to four Strategic Initiatives. Strategic Initiatives (SIs) are cross-functional projects that impact the entire organization. Each Initiative will last multiple years but can be revised or updated as we advance or as DoDEA’s needs change. DoDEA limits the number of Initiatives to balance the need for progress with DoDEA’s capacity to change.

05| CRITICAL SUCCESS FACTOR

Critical Success Factors are the specific projects and actions we must accomplish to complete a Strategic Initiative. These are short-term or long-term projects that require significant cross-functional effort to complete. If the Critical Success Factors are not completed, the Strategic Initiative will likely not reach completion. Multiple Critical Success Factors may support each Strategic Initiative.

KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) track DoDEA’s progress towards the Key Result Indicator and Goals. KPIs measure if the Strategic Initiatives are producing key outcomes and identify areas that may require root cause analysis and remediation. Progress towards the KPIs guides recommendations for additional support or recognition of success. Both recognition and additional support allow DoDEA to reflect upon and continuously improve best practices for achieving our Goals.

UNDERSTANDING YOUR ROLE

Every member of the DoDEA community is invited to understand and feel connected with the Blueprint for Continuous Improvement. This section outlines how employees, schools, students, and their families should navigate the Blueprint.



EMPLOYEES

All employees should read and ask questions about the Blueprint. DoDEA staff must work together towards achieving DoDEA's Goals in order for students to be successful. The work to accomplish DoDEA's Goals requires the coordinated effort of many functional areas. Each employee will find elements within the Blueprint that directly connect to their work. This connection gives employees insight into why their contributions are essential and how their performance impacts the Mission.

School employees should refer to the Blueprint when developing their School Improvement Plans. However, as a strategic document, the Blueprint does not provide all of the details schools need to build their plans. Schools also need to reference their local data, district improvement plan, Center for Instructional Leadership (CIL) or region improvement plan, and Headquarters division action plans for specific information. Increased coordination across functional areas will enable schools to plan proactively.

STUDENTS AND FAMILIES

Students are at the heart of all DoDEA does. The Blueprint gives students and their families a better understanding of DoDEA's efforts to support student achievement. Students should feel empowered and engaged with the strategies that will drive their educational roadmap. Please reach out to school-level leadership with questions or suggestions.

Students should feel empowered and engaged with the strategies that will drive their educational roadmap.



Summary of Changes

Volume IV's streamlined approach resulted in the consolidation, the elimination of redundancies, and the retirement of several of Strategic Initiatives and Critical Success Factors that have become a part of DoDEA's daily operational cadence. The table below highlights the differences in the numbers of Goals, Strategic Initiatives, and Critical Success Factors included in Volumes III and IV of the Blueprint.

It is noteworthy that while the numbers of Goals and Strategic Initiatives both reduced, the numbers of Critical Success Factors reduced by more than half. This change highlights the progress DoDEA has made as an organization over the past several years along with our commitment to sharpen our focus, and it aligns DoDEA's strategic plan with those of the nation's highest performing districts and State Education Agencies.

	Volume III	Volume IV
Goal	5	4
Strategic Initiative	15	11
Critical Success Factor	47	20

Key Changes:

Although there were several important changes to Volume IV of the Blueprint, three changes stand out as particularly important: the inclusion of the equity lens throughout, the integration of the Outreach Excellence Goal into the other four Goals, and the consolidation of professional learning related Critical Success Factors under a single Strategic Initiative within Goal 3.

One major update to Volume IV is the inclusion of an equity lens throughout the Blueprint. The focus on equity is designed to meet the individual needs of students and to recognize and develop the talent of our employees. To further solidify DoDEA's focus on equity, a new Strategic Initiative was created, 4.4 Equity for Students, Employees, and Families. This Strategic Initiative recognizes the strategic importance of DoDEA's new Diversity, Equity, and Inclusion Division, and the impact it will have on the entire school system's policies and climate.

Another significant change in Volume IV is the integration of Goal 5 into the other four Goals and the retirement of the Outreach Excellence Goal. Senior leaders recognized the partnerships described in Goal 5 are essential to the work DoDEA does within each of the other four excellence Goals. As a result, the actions that were once categorized as a part of Goal 5 are now captured and woven within the remaining four Goals. In this way, the work of Outreach Excellence is honored while providing clarity and coherence to the document.

The third major change is the consolidation of all the professional learning-related Critical Success Factors under a single Strategic Initiative within the Talent Excellence Goal. This change acknowledges the essential role of professional learning in building the capacity of all DoDEA employees.



THE CASE FOR CONTINUOUS IMPROVEMENT

Learning is an active process of discovery where individuals cultivate curiosity, perseverance, and the desire to develop. DoDEA strives to foster a passion for lifelong learning in students and employees every day.

The Blueprint for Continuous Improvement represents DoDEA's commitment to being a learning organization. Continuous improvement is a research-based, ongoing process intended to increase overall effectiveness and make a positive and measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learning and sharing, examining and planning, and acting and evaluating. For DoDEA, this means setting and working towards ambitious goals, learning from our successes and challenges, and making improvements every day to benefit military-connected students.

Accurate and timely analysis of critical data is essential to the Blueprint's success as a continuous improvement tool. DoDEA uses data to document progress towards each Goal and to update the strategic plan annually. As a result, the Blueprint is flexible enough to adjust to the changing education and Department of Defense environments, and enduring enough to drive DoDEA to fulfill its Vision. The systemic use of data to inform decision-making leads to greater transparency and organizational accountability. DoDEA's progress towards each Goal and Strategic Initiative will be closely monitored and published annually. As DoDEA learns from the data, we will act and share what we find.

DoDEA has experienced a great deal of change over the last several years by shifting to a standards-based instruction system with the College and Career Ready Standards (CCRS) and with significant organizational changes through Restructuring for Student Achievement (RSA). As a result of those changes, DoDEA is now positioned with the structure and capacity to capitalize on a number of exciting opportunities for students. However, thoughtful and productive change takes time and can only be accomplished through deliberate steps towards excellence. DoDEA must continuously seek to improve as we develop and educate students to succeed in a dynamic world.

Accurate and timely analysis of critical data is essential to the Blueprint's success as a continuous improvement tool.



STRATEGIC PLANNING PROCESS

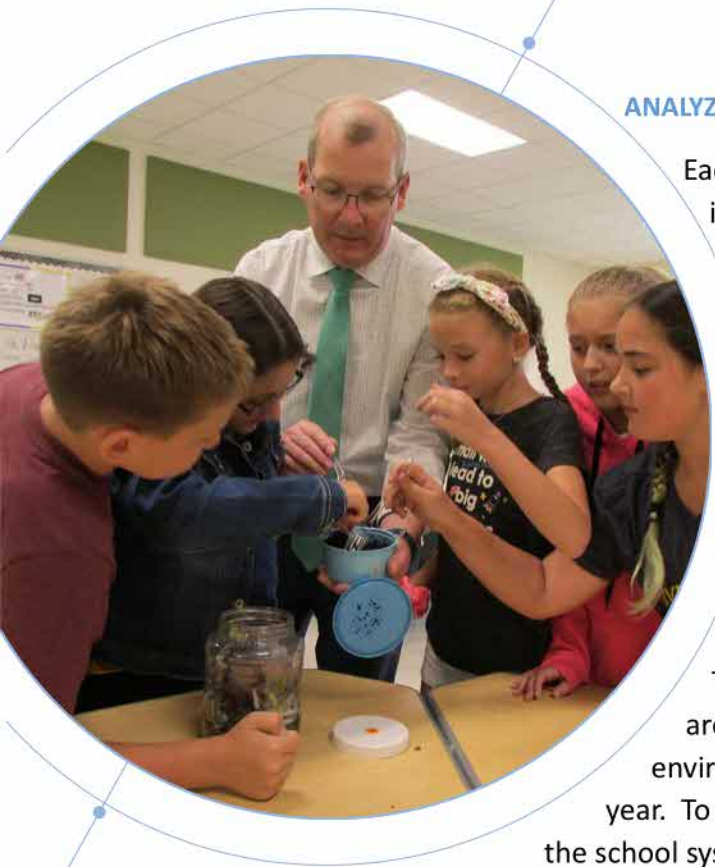
The Blueprint for Continuous Improvement is the product of the Director's Vision for DoDEA. In the spring of 2017, Mr. Thomas Brady convened a Strategic Plan Steering Committee to develop recommendations for a new strategic plan that would retain the value of the former Community Strategic Plan (CSP) and pave the way for DoDEA to embrace continuous improvement strategies at an organizational level. The Director asked that the new strategic plan's development not burden DoDEA employees or stakeholders as they implemented the College and Career Ready Standards (CCRS) and settled into DoDEA's new structure.

The Strategic Plan Steering Committee represented all DoDEA functional areas, including teachers, school administration, Centers for Instructional Leadership (CILs), chiefs of staff, Headquarters division chiefs, and teacher associations. Members contributed valuable experiences and expertise from a wide variety of viewpoints. The Steering Committee first met as a team in July of 2017. During this meeting, the group analyzed data from an environmental scan, assessed DoDEA's needs, and broke into five groups, one for each Goal. Goal groups developed the Strategic Initiatives related to their assigned Goal and worked to integrate effort between the Goals.

The Steering Committee met virtually every month between August and December of 2017. Between Steering Committee meetings, each group met remotely at least once per month to drive the work forward. Overall, the Goal groups formally met 32 times and informally on countless other occasions.

The Director also asked Steering Committee members to gather feedback from the DoDEA community and to incorporate this feedback into their work. In addition to those informal opportunities, the Committee also received input more formally from several avenues including the American and European Leadership Conferences, the July Steering Committee Meeting, the Fall Integrated Planning Meeting, and the Pacific Area Advisory Council. In January 2018, the Steering Committee made their recommendations to Director Brady, which were accepted.





ANALYZE AND ADJUST

Each October, DoDEA's Executive Steering Committee meets to identify necessary adjustments to the Blueprint. During the 2021 meeting, the Committee was comprised of the DoDEA Director; Chief Academic Officer; Chief Operating Officer; Directors for Student Excellence from the Americas, Europe, and Pacific; DoDEA Chief of Staff; Chief of Strategic and Organizational Excellence; Chief of Resource Management; Chief of Research, Evaluation, and Accountability; Chief of Human Resources; Chief of Information and Technology; and the Chief of Diversity, Equity, and Inclusion.

The adjustments from Volume III reflected in this document are the result of the Committee's assessment of DoDEA's current environment and progress towards meeting the Goals in the last year. To support the analysis, senior leaders reviewed data from across the school system and collectively agreed on the adjustments reflected in this document.

NEXT STEPS

Updates to the Strategic Initiatives, Critical Success Factors, and Key Performance Indicators will be made annually based on progress made on the Key Result Indicators and other environmental factors. These updates will be directed by DoDEA's Executive Steering Committee and will be responsive to DoDEA's needs.

Continuous Improvement:
Our organization, its systems,
and processes will be continually
reexamined and improved.

STRATEGIC CHALLENGES AND CONDITIONS AFFECTING DoDEA

COVID-19 Pandemic: DoDEA teachers, staff, students, and parents adapted quickly to new technologies and modified instructional techniques to maintain continuity of education. Current projections indicate that COVID-19 will impact communities well into school year 22/23. DoDEA will continue to gather the innovations and lessons learned to inform future planning and to facilitate the continuous improvement process.

World-Class Instruction: DoDEA educates highly-mobile students with a wide variety of backgrounds and abilities. DoDEA must provide rigorous educational opportunities that are differentiated to meet the needs of all students. DoDEA has adopted and completed the rollout of College and Career Ready Standards (CCRS) in all subject areas and grade levels.

Workforce Development Opportunities: DoDEA employs a wide variety of professionals with a corresponding range of professional development needs. DoDEA must provide meaningful learning opportunities for educators and non-educators in order to attract, develop, and retain a high-quality workforce to meet the Mission. The COVID-19 pandemic has also changed how and where DoDEA staff and educators engage in professional development and do their work. Gathering data from the lessons learned will support future improvements.

Integrated Organizational Planning: Together, CCRS and Restructuring for Student Achievement (RSA) represented a significant first step towards becoming OneDoDEA. Next, DoDEA implemented and continues to develop an integrated comprehensive planning system that links actions, resourcing, and procurement to the strategic plan.

Communication: High-quality internal communication is essential to any organization. As a global school system, DoDEA must provide consistent, meaningful, and timely two-way internal communication.

Information Technology Modernization: DoDEA's information technology (IT) structure must continuously adapt to meet increasingly sophisticated education requirements and growing infrastructure demands within the DoD technology framework. DoDEA must increase its IT capacity, explore enterprise solutions, and consolidate IT legacy systems, especially as DoDEA supports a remote workforce with new technology needs.

Human Capital Management: In alignment with DoD strategic workforce planning requirements, DoDEA must address internal needs, create succession plans, and successfully market to recruit a highly skilled and diverse workforce. Implementation must be reinforced by efficient Human Resources and Security Management systems and processes.

THE FOUNDATION

Vision

Excellence in
Education for Every Student,
Every Day, Everywhere

Mission

Educate, Engage, and
Empower military-connected
students to succeed in a
dynamic world



CORE VALUES

Student-Centered: Students are at the heart of all we do.

Excellence: We strive to exceed expectations in all we do.

Continuous Improvement: Our organization, its systems, and processes will be continually reexamined and improved.

Lifelong Learning: Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.

Diversity: We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential: Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility: Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust: We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.



Goals:



GOAL 1 **STUDENT EXCELLENCE**
Challenge and prepare each student to maximize their academic growth and well-being for college, career, and life.

GOAL 2 **SCHOOL EXCELLENCE**
Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships.

GOAL 3 **TALENT EXCELLENCE**
Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students.

GOAL 4 **ORGANIZATIONAL EXCELLENCE**
Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the Mission.





STUDENT EXCELLENCE

Students are at the heart of all DoDEA does, and DoDEA is committed to preparing each student to maximize their academic growth and well-being for college, career, and life. DoDEA will implement two Strategic Initiatives in pursuit of Student Excellence: Equitable Learning Experiences for All Students and Successful Transition to College, Career, and Life. These Initiatives will support instruction that is equitable, rigorous, differentiated, and meets the needs of DoDEA's diverse student population.

GOAL

1

EQUITABLE LEARNING EXPERIENCES FOR ALL STUDENTS

To meet the needs of its diverse student population, DoDEA students must be provided with equitable learning experiences. This will allow all students to flourish and reach their highest academic and developmental potential.

The first step in this process is leveraging appropriate student data to better understand what standards they have mastered and where they might need additional support. Under this Strategic Initiative, DoDEA will monitor summative and formative assessment data through the DoDEA Comprehensive Assessment System (DoDEA CAS) to further advance student learning. One key component of this Strategic Initiative is reviewing and incorporating the recommendations of the Balanced Assessment Working Group. This group collaboratively developed recommendations regarding the next iteration of DoDEA's balanced assessment system and instructional supports to enable educators and leaders to make data-informed instructional and leadership decisions. The data will be used in the classroom to provide students with rigorous instruction and tiered supports.

SUCCESSFUL TRANSITION TO COLLEGE, CAREER, AND LIFE

DoDEA has made significant progress toward identifying career pathways and developing programs to help students transition to college, career, and life. DoDEA will continue to ensure that students at all grade levels are provided with the academic foundation, social and emotional skills, and counseling services necessary to be ready for college or a career.

Another key avenue for supporting students in their next steps is through the partnerships DoDEA maintains with the communities we serve. Our partnerships with students, families, commands, universities, and local businesses enable us to impact not only those students who attend DoDEA schools, but all military-connected students.

**Educate, Engage,
and Empower
military-connected
students to succeed in a
dynamic world.**

Goal 1 – Strategic Initiative 1.1:***Equitable Learning Experiences for All Students***

To provide equitable opportunities for students in a safe and secure learning environment, we will implement programs and supports to address achievement gaps between racial, ethnic, ability, and other identified groups.

Critical Success Factors:

- a. **Data-Informed Instruction:** Provide all students with instruction that is aligned to rigorous standards and is differentiated based on an appropriate assessment system and the needs of individual learners.
- b. **Differentiated Instruction for All Students:** To directly meet each student’s academic and developmental potential, we will provide rigorous instruction and tiered support informed by a balanced assessment system for all students at all schools, regardless of location or size.

Goal 1 – Strategic Initiative 1.2:***Successful Transition to College, Career, and Life***

Develop comprehensive programs to support students throughout their primary and secondary education for their transition into college, career, and life.

Critical Success Factors:

- a. **Support for Social and Emotional Learning:** In order to develop the broad set of skills required for navigating college, career, and life for all students, we will deliver comprehensive programming and support partnerships that foster social, emotional, resilience, and wellness skills.
- b. **Promote, Foster, and Support Partnerships for Military-Connected Students with the Military Community, and Families:** To provide multi-dimensional opportunities for military-connected students, we will support partnerships that expand overall outreach, improve educational and business opportunities, and bolster academic continuity for military-connected students.





SCHOOL EXCELLENCE

DoDEA is dedicated to developing and sustaining high-performing schools with innovative, collaborative, and caring cultures. DoDEA will pursue School Excellence through two Strategic Initiatives:

Instructional Improvement and College and Career Ready Standards (CCRS). DoDEA is committed to guiding educators as they grow their practices by providing high-quality standards and curriculum accompanied by the tools to continuously improve instruction.

INSTRUCTIONAL IMPROVEMENT

Focused Collaboration is a structured form of collaboration that empowers educators to make data-driven and input-driven decisions while working together to improve teaching effectiveness. It relies on the support of its participants to create an environment that improves adult and student learning. During Focused Collaboration, educators work together to solve problems and determine how to weave together the intricate pattern of curriculum, standards, and assessments coupled with the interpersonal feedback that drives excellence. This process is critical to school success and the ability to maintain an agile and supportive environment.

DoDEA is committed to supporting Focused Collaboration to strengthen educators' instructional practice. This initiative requires sustained attention, resources, and leadership to maximize its potential for increasing both adult and student learning.

COLLEGE AND CAREER READY STANDARDS

DoDEA continues to monitor and continuously improve its College and Career Ready Standards. DoDEA has aligned standards, instructional resources, professional learning, and assessments to support the full implementation of College and Career Ready Standards in all subjects and grade levels. DoDEA will continue to support educators and students through College and Career Ready Standards with a focus on ensuring alignment system-wide while relying on research-based practices.

DoDEA is committed to implementing a systemic Multi-Tiered System of Support (MTSS) framework that will support students by increasing access and removing barriers to student achievement through social and emotional supports. The intersections between the Multi-Tiered System of Support efforts in Strategic Initiative 1.2 and the focus on data driven instruction in Strategic Initiative 1.1 will help DoDEA help ensure that the connection between data and student-centered actions to equitably support student learning is strengthened throughout the system.

DoDEA is dedicated to developing and sustaining high-performing schools with innovative, collaborative, and caring cultures.

GOAL

2

Goal 2 – Strategic Initiative 2.1:

Instructional Improvement

Develop, monitor, and continuously improve data-driven practices to foster excellence in student learning experiences.

Critical Success Factors:

- a. **Continuous Improvement of Focused Collaboration:** To assess progress towards a shared understanding and high-quality implementation of Focused Collaboration, we will use data from monitoring the established observation tool and use the results to strengthen a culture of collaboration. By providing targeted feedback, resources, tools, and information to support Focused Collaboration, we will help teachers effectively use student learning results to inform instructional decisions.

Goal 2 – Strategic Initiative 2.2:

College and Career Ready Standards

Provide leadership and support for the continuous improvement of College and Career Ready Standards.

Critical Success Factors:

- a. **Aligned Standards-Based Instruction System:** As we promote student learning through the implementation of College and Career Ready Standards and provide support for educators, we will align all components of a standards-based instruction system including standards, curriculum, instructional practices, assessment, and interventions.
- b. **Leverage Innovative Research-based Practices to Enhance Instruction:** We will leverage researched-based practices and professional learning to provide rigorous and tiered instruction.





TALENT EXCELLENCE

A talented workforce is an essential part of student achievement. To meet the ever-changing needs of students, DoDEA must ensure all employees are equipped with the right resources. To help employees continuously improve, DoDEA identified three Strategic Initiatives: Ensure Workforce and Human Capital Capacity, Equitable Employee Engagement, and Improving DoDEA's System of Professional Learning. Together, these Strategic Initiatives ensure that DoDEA is attracting, hiring, and retaining a strong team while encouraging employee growth, development, and engagement.

GOAL

3

ENSURING WORKFORCE AND HUMAN CAPITAL CAPACITY

DoDEA's success in providing excellence in education to every student begins with recruiting and retaining a range of talented individuals. This Strategic Initiative directs DoDEA's efforts to identify staffing shortfalls, hire and develop diverse and talented employees, and prioritize critical staffing needs. This Strategic Initiative will help DoDEA develop a Human Capital Plan that incorporates recruitment, retention, and succession strategies in order to sustain appropriate levels of staffing.

EQUITABLE EMPLOYEE ENGAGEMENT

Employee engagement is the key to a productive workforce. To support engagement, DoDEA will embark on a series of cultural audits to use data to drive meaningful change. DoDEA will also encourage employee engagement by developing career pathways and progression plans that identify relevant professional learning opportunities as well as leadership development across all domains. Finally, DoDEA will develop interactive employee onboarding and off-boarding processes that ensure we provide employees with positive first and last steps in their DoDEA journey.

IMPROVING DODEA'S SYSTEM OF PROFESSIONAL LEARNING

Professional learning is the key lever to meeting the evolving needs of students. DoDEA supports educators at all levels as they develop their instructional practices through standards aligned professional learning opportunities. Through this Strategic Initiative, principals, assistant principals, and district administrators will receive additional support in their work as instructional leaders. As school administrators grow, they will make an even greater positive impact on the educators in their schools.

**A talented workforce
is an essential
element of
student
achievement.**

Goal 3 – Strategic Initiative 3.1:**Ensuring Workforce and Human Capital Capacity**

Design and implement succession planning initiatives to increase organizational capacity and workforce diversity.

Critical Success Factors:

- a. **Develop Human Capital Plan and Cycle:** To address future workforce demographic and staffing needs at all locations, we will develop a multi-dimensional data-driven Human Capital Plan that defines employee recruitment, retention, and succession strategies.

Goal 3 – Strategic Initiative 3.2:**Equitable Employee Engagement**

Expand opportunities to equitably increase capacity and engagement in the workforce.

Critical Success Factors:

- a. **Career Pathways and Progressions with Corresponding Professional and Leadership Development Opportunities:** In order to grow and retain a highly skilled and motivated workforce, we will provide career pathways and progressions that incorporate professional learning opportunities and leadership development for all employees.
- b. **Leverage Employee Environmental and Cultural Audits for Continuous Improvement:** We will leverage employee environmental and cultural audits as we make data driven decisions that improve customer service and employee engagement.
- c. **Interactive Employee Onboarding and Off-boarding Process:** To improve the efficiency of employee onboarding and off-boarding, we will deploy a collaborative process that promotes feedback and communication opportunities.

Goal 3 – Strategic Initiative 3.3:**Improving DoDEA’s System of Professional Learning**

Build capacity of employees to impact student growth and achievement through professional learning.

Critical Success Factors:

- a. **Aligned System of Professional Learning:** In order to foster excellent instruction for DoDEA students, we will sustain an aligned College and Career Ready Standards professional learning system for teachers, school administrators, and district specialists.
- b. **Instructional Leadership Professional Learning:** We will provide professional learning on instructional leadership and support for principals, assistant principals, and district leaders to strengthen their skills to lead teaching and learning in every school.





ORGANIZATIONAL EXCELLENCE

DoDEA strives to build an equitable, enduring, accountable, and responsive organization that provides appropriate resources and direction to accomplish the Mission. To improve as an organization, DoDEA will pursue four Strategic Initiatives around Organizational Excellence. Taken together, these initiatives will ensure that we have the tools we need to identify and meet the needs of all students within our system.

COMPREHENSIVE PLANNING

DoDEA will continuously improve its comprehensive approach to planning, allowing schools, District, Region, and Headquarters offices to appropriately plan, budget, and procure the resources necessary to support student personal growth and achievement. The planning system provides the framework for an efficient, cohesive, and collaborative organization through the alignment of DoDEA's budgetary requirements, procurements, Human Capital Plan and cycle, operational plans, cross-functional integration, and progress monitoring.

INFORMATION TECHNOLOGY MODERNIZATION

DoDEA's IT infrastructure must be able to meet the wide-ranging needs of a global school system. Continued investment in DoDEA's IT infrastructure allows DoDEA to align its IT capabilities to the needs of 21st Century teaching and learning. A five-year plan that balances existing and future IT requirements against budget constraints will support strategic IT modernization. This plan will align to DoDEA's curriculum, assessment, and professional learning needs as well as software and hardware requirements. Concurrently, DoDEA will remedy non-compliant systems to ensure alignment with DoD IT requirements.

ACCOUNTABILITY FOR ORGANIZATIONAL PERFORMANCE

DoDEA will continue to maintain the highest standards for organizational excellence and accountability. Accountability and performance improvement will be supported by a formal data-driven continuous improvement system designed to measure the implementation and effectiveness of strategic educational initiatives and promote a culture of collaborative planning and leadership. DoDEA will develop clear policies that align accountability and school improvement efforts.

EQUITY FOR STUDENTS, EMPLOYEES, AND FAMILIES

DoDEA is responsible for creating an equitable system where all military-connected students, employees, and families feel welcomed, respected, engaged, and empowered. In order to create an organization-wide climate that prioritizes equity, DoDEA established the Diversity, Equity, and Inclusion Division. This office will drive the effort towards creating the necessary policies, practices, and learning opportunities to create equitable learning and working environments, but all members of DoDEA will contribute to the successful outcome of this Strategic Initiative.

GOAL 4



Goal 4 – Strategic Initiative 4.1:**Comprehensive Planning**

Implement the DoDEA Comprehensive Planning System.

Critical Success Factors:

- a. **Efficient Organizational Planning System:** To increase organizational effectiveness and efficiency across functional areas, we will implement a systemic comprehensive planning cycle that aligns resources, acquisitions, and plans to meet DoDEA's strategic goals.

Goal 4 – Strategic Initiative 4.2:**Information Technology Modernization**

Invest strategically in IT to support teaching and learning, promote efficiency and effectiveness of all operations, and maintain a robust IT infrastructure.

Critical Success Factors:

- a. **Planning for Technology:** In order to ensure technology sustainability and innovation, we will develop and implement a long-term strategic technology plan to promote innovation, support digital learning, and remain current as technology transforms and improves.

**Goal 4 – Strategic Initiative 4.3:****Accountability for Organizational Performance**

DoDEA leadership will embrace and support the equitable structures, systems, policies, work practices, and leadership styles that are important to stakeholders while ensuring accountability.

Critical Success Factors:

- a. **Systemic Accountability:** DoDEA leadership will drive continuous improvement by setting expectations across the organization for performance and responding with recognition and support.
- b. **Analytics to Measure Effectiveness:** In order to monitor effectiveness and make data driven improvements, we will leverage data from across DoDEA.
- c. **Clear and Appropriate Policies:** DoDEA will develop and revise policy that aligns to strategic objectives, minimizes organizational risk, and ensures compliance with relevant laws and issuances.

Goal 4 – Strategic Initiative 4.4:**Equity for Students, Employees, and Families**

Stand up and grow Diversity, Equity, and Inclusion (DEI) structures to lead and implement DEI across the organization so that all students, employees, and families feel welcomed, respected, engaged, and empowered.

Critical Success Factors:

- a. **Policies, Practices, and Learning Opportunities:** Develop policies, practices, learning opportunities to eliminate barriers as well as enhance and maximize equitable access to resources and support opportunity for all students, employees, and families.
- b. **Climate to Ensure Equity for Students, Employees, and Families:** To create a climate that ensures equity for students, employees, and families, we will implement the policies, practices, and learning opportunities that impact teaching and learning, Human Capital, and engagement with families.

DoDEA strives to build an enduring, accountable, and responsive organization.

APPENDIX

GLOSSARY

Academic Standards: Statements of common understanding about what students should know (knowledge) and be able to do (skills and dispositions) by content/subject area and grade level.

Accountability: The obligation to take responsibility for performance in light of commitments and expected outcomes.

Action Plan: Action plans operationalize the strategic plan and identify the focus of a functional area for any given year. The plans outline the required actions that must be taken to meet Goals established in the Blueprint.

Career Cluster: Career Clusters are groupings of occupations and industries used as an organizing tool for curriculum design.

Career Pathway: A combination of rigorous and high-quality education, training, and other services that:

(a) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (Referred to individually in this Act as an ‘apprenticeship,’ except in section 171);

(c) includes counseling to support an individual in achieving the individual’s education and career goals;

(d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(g) helps an individual enter or advance within a specific occupation or occupational cluster.

Career and Technical Education (CTE): A term applied to educational programs that specialize in the skilled trades, applied sciences, modern technologies and career preparation.

Center for Instructional Leadership (CIL): Regional hubs and field offices made up of a highly trained cadre of staff designed to increase capacity for district and school leadership and, ultimately, teacher leaders. The primary objective of the CIL is to ensure high academic achievement for DoDEA students by developing high-impact superintendents, principals, and Instructional Support Specialists (ISSs).

College and Career Ready: Level of preparation a student requires in order to succeed without remediation at a postsecondary institution offering a degree or certification program or in a career pathway where one can achieve a financially-secured career.

College and Career Ready Standards (CCRS): Academic standards that progressively build the conceptual and procedural understanding and application of the knowledge, skills, and dispositions essential for students to successfully meet the high demands of today’s colleges, careers, and citizenship responsibilities.

Community Strategic Plan: DoDEA’s previous strategic plan.

Comprehensive Planning System: A systematic process that provides the foundation for DoDEA’s efforts to organize and prioritize collective energies, abilities, and resources to achieve identified Goals.

Continuous Improvement: A research-based, on-going process in which institutions engage for the purpose of increasing its overall effectiveness and making positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate.

Critical Success Factor: An action that is necessary for the Strategic Initiative to succeed.

Curriculum: Formal instructional content and learning experiences intentionally aligned (between grades and subject areas) and designed to achieve specific learning outcomes. Curriculum is delivered in a developmentally appropriate manner through sequenced units of instruction that are tightly aligned to academic standards.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Effective Communication: Communication that reaches its target, impacts its audience, and achieves the intended objective for that particular audience. It can be informational, collaborative and interactive, depending on the intent of the communication.

Focused Collaboration: A structured form of collaboration that focuses on making decisions that are grounded in evidence, accumulating and circulating knowledge and ideas, providing one another with support that improves the effectiveness of teaching, and creating a culture that both increases teachers' confidence and encourages them to be more open to — and actively engaged in — a process of continuous improvement and change.

Goals: Long-range performance targets that are consistent with the Mission, usually requiring a commitment of resources towards the initiatives critical to goal achievement. Goal achievement is required for an organization to realize its Vision.

Human Capital Capacity: The collective skills and knowledge of the workforce.

Human Resource Actions: Any work action required to make an administrative change to an employee record.

Key Performance Indicator: A measurable value that demonstrates how effectively an organization is achieving key business objectives.

Learning Walkthrough Tool: A systemic and coordinated method of gathering data on instructional practice and on how students are learning to inform district and school-level decisions. The tool will be used to help educators improve their instructional practices and ultimately positively impact student achievement.

Mission: The primary purpose of an organization.

Partnership: An informal or formal agreement between two parties for mutual benefit.

Professional Learning: A process that continues over time and expects change in practice for educators and results for students. Professional learning is ongoing, relevant, and job-embedded. Professional learning provides opportunities for collaborative professional dialogue, analysis, application, and reflection aligned to ongoing improvements in professional practice and student achievement.

Rigor: Level of conceptual understanding and procedural skill and fluency one must be able to apply (to complex and novel situations) to achieve/demonstrate mastery.

Standards-Based Instruction System: An educational delivery system that uses academic standards in all classrooms; establishes high expectations for all students by coherently aligning student learning expectations to curriculum, instruction, and assessments; enables interval grade-by-grade mastery of academic and technical proficiency, based on instructional effectiveness analysis from student learning outcomes.

Strategic Initiative: A one to two year initiative that must be complete to drive the success of a goal.

Values: The values and philosophy of an organization that guide the behavior and decisions of its members. The values constitute the organization's value system.

Vision: An idealized view of where an organization will be and/or will look like in the future, assuming all Goals are met. It is a statement intended to express both aspiration and inspiration.



STEERING COMMITTEE MEMBERS

DoDEA extends its appreciation to the members of the Strategic Plan Steering Committee responsible for developing Volume I of the Blueprint for Continuous Improvement.

GOAL 1

Jeffrey Noel

Chief, Education Research, Evaluation, and Accountability Division

Kara Ball

DoDEA Teacher of the Year, DeLalio Elementary School

Jane Loggins

Director, Federal Education Association – Stateside Region

Stephanie O’Neill

Strategic Plans and Integration Specialist, Capabilities and Initiatives Division

GOAL 2

Beth Schiavino-Naraez

Chief, Instructional Leadership, Pacific Region

Michelle Moore-Robinson

Principal of the Year, Bob Hope Elementary School

Chuck McCarter

President, Federal Education Association

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Special Assistant to the Director, Capabilities and Initiatives Division

GOAL 3

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Superintendent, Europe South

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Teacher, Antilles Elementary School

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Karen Adelman

Chief, Human Resources Policy and Compliance, Human Resources Division

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GOAL 4

Stephen Hovanic

Chief of Staff, Americas

Virginia Parkinson

Executive Committee Member, Overseas Federation of Teachers

Jay Burcham

Chief of Staff, Office of the Director

Stephen Donley

Chief, Facilities Division

Kirsten Webb

Chief, Capabilities and Initiatives Division

GOAL 5

Lloyd Long

Chief Information Officer

Alexis Gorbea

President, Antilles Consolidated Education Association

Charles Kelker

Chief, Education Policy and Operations Division

Frank O’Gara

Chief, Communications Division

Sara Clow

Strategic Performance Management Specialist, Capabilities and Initiatives Division

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY





Strategic Initiative 4.4
Kelisa Wing, Chief DEI

By the end of this session, we will have:

- Defined diversity, equity, and inclusion and its alignment to Strategic Initiative 4.4





Be a learner first,
as you share your
knowledge.



Embrace people
and assume
positive intent to
build on ideas.



Notice your
internal dialogue
and reflect on
why.



Pursue messy
conversations that
allow us to be
curious about each
other's ideas.



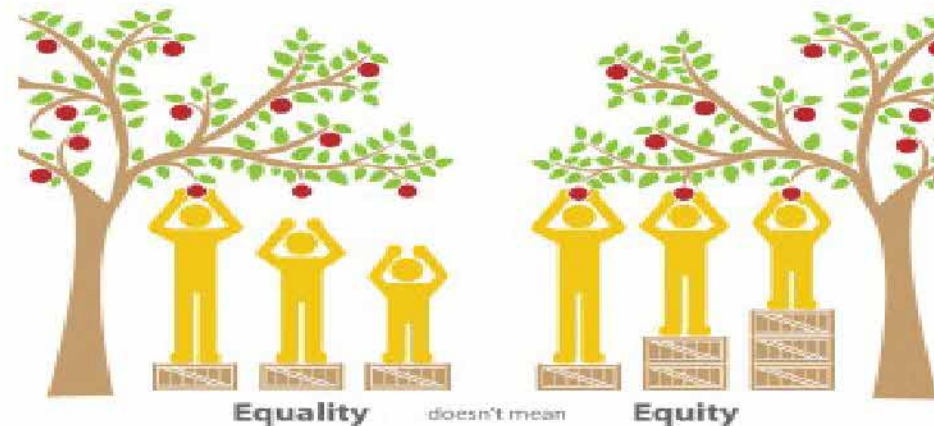
Diversity is...

- The presence of differences that may include race, gender, gender identity, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been-and remain- underrepresented among practitioners in the field and marginalized in the broader society.



Equity is...

- promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.



Inclusion is...

- an outcome to ensure those that are diverse feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals can participate fully in the decision-making processes and development opportunities within an organization or group.



DoDEA's mission is “Educate, Engage, and Empower military-connected students to succeed in a dynamic world.”

DoDEA's vision is “Excellence in Education for Every Student, Every Day, Everywhere.”

Strategic Initiative 4.4 • Equity for Students, Employees, and Families: Stand up and grow Diversity, Equity, and Inclusion (DEI) structures to lead and implement DEI across the organization so that all students, employees, and families feel welcomed, respected, engaged, and empowered.



How do the essential actions reinforce SI 4.4?

DoDEA Vision

- How can you increase leadership accountability for implementing the DoDEA vision?
- What does EVERY child mean to you?



Welcomed



- How can you increase leadership accountability for implementing the DoDEA mission?
- How will you monitor to ensure equitable outcomes for EVERY child?

Respected



- Require consistent high expectations for all students and teachers:
- How will you use the DoDEA tools (e.g., Focused Collaboration, LWT, observations) to assist in having high expectations for learners and educators to ensure equitable outcomes?

Engaged

- Provide opportunities and resources to develop knowledge of relevant meaningful instruction:
- How will you use resources and opportunities to further develop knowledge for yourself and others to ensure equitable outcomes?



Empowered

- Develop structure for continual job-embedded professional learning:
- What is your IMMEDIATE next step to embed professional learning to ensure equitable outcomes?





“We seek to integrate DEI into everything that we do — recruitment and retention, development and promotion, teaching and learning, and our culture and climate.”

– Tom Brady, DoDEA Director

Culturally Responsive Leadership



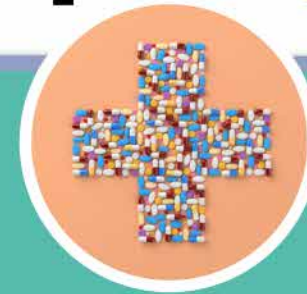
DIVERSITY

of people,
& perspectives



EQUITY

in policy, practice
& position



INCLUSION

via power, voice &
organizational
culture



DEI Norms



01

Be a learner first,
as you share your
knowledge.



02

Embrace people
and assume
positive intent to
build on ideas.



03

Notice your
internal dialogue
and reflect on
why.



04

Pursue messy
conversations that
allow us to be
curious about each
other's ideas.

Session Objectives

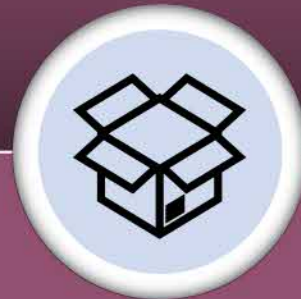


Define



Define culturally responsive leadership and its alignment to DoDEA's vision, mission, definition of excellent instruction, and Strategic Initiative 4.4

Unpack

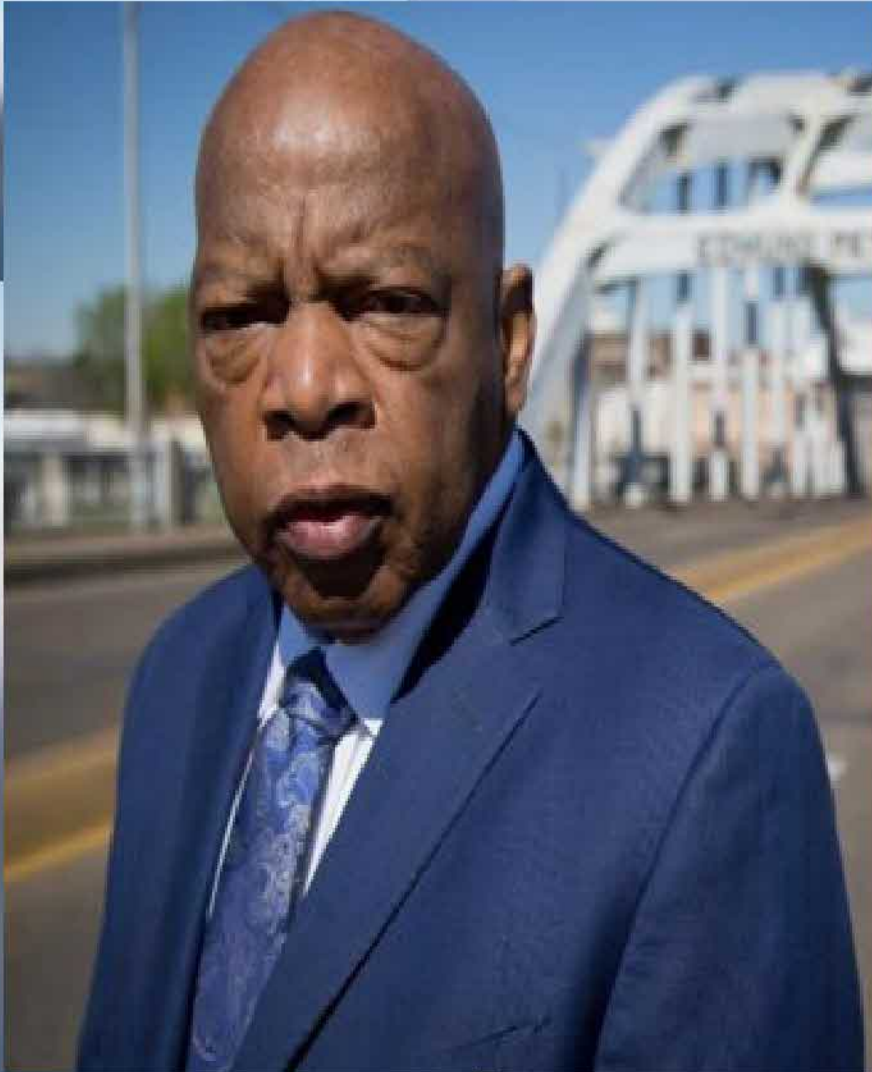


Unpack Culturally Responsive Teaching Competency 1

Assess



Assess readiness for culturally responsive leadership



“Take a long, hard look down the road you will have to travel once you have made a commitment to work for change. Know that this transformation will not happen right away. Change often takes time. It rarely happens all at once.”

- Congressman John Lewis

REFLECTION

- 1. What **CHANGE** do you want to see in yourself, your staff, and your students by the end of SY 22-23?
- 2. What **COMMITMENT** will you make to get there?

What is DEI?



Diversity is...

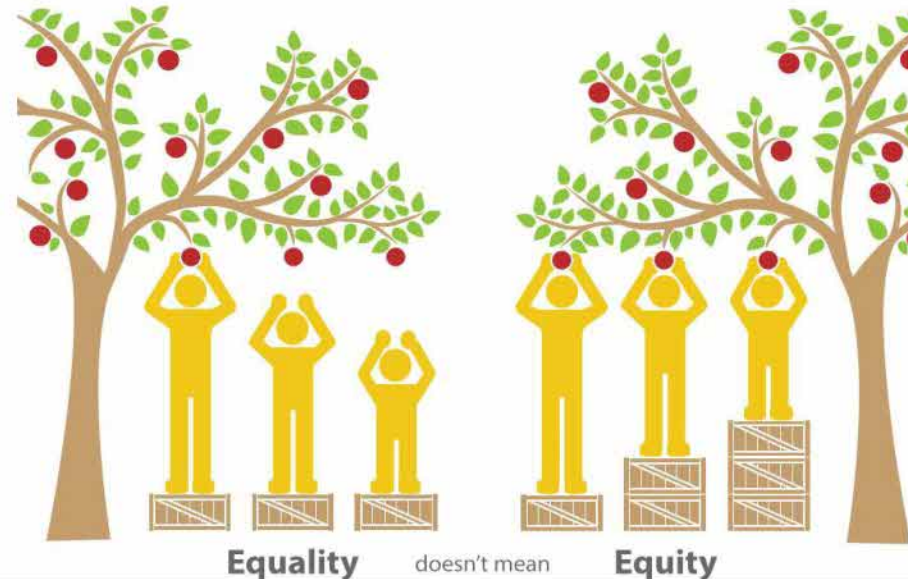
The presence of differences that may include race, gender, gender identity, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, thought, or political perspective. Populations that have been-and remain- underrepresented among practitioners in the field and marginalized in the broader society.



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Equity is...

promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.





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an outcome to ensure those that are diverse feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals can participate fully in the decision-making processes and development opportunities within an organization or group.



Exclusion

Integration

Inclusion

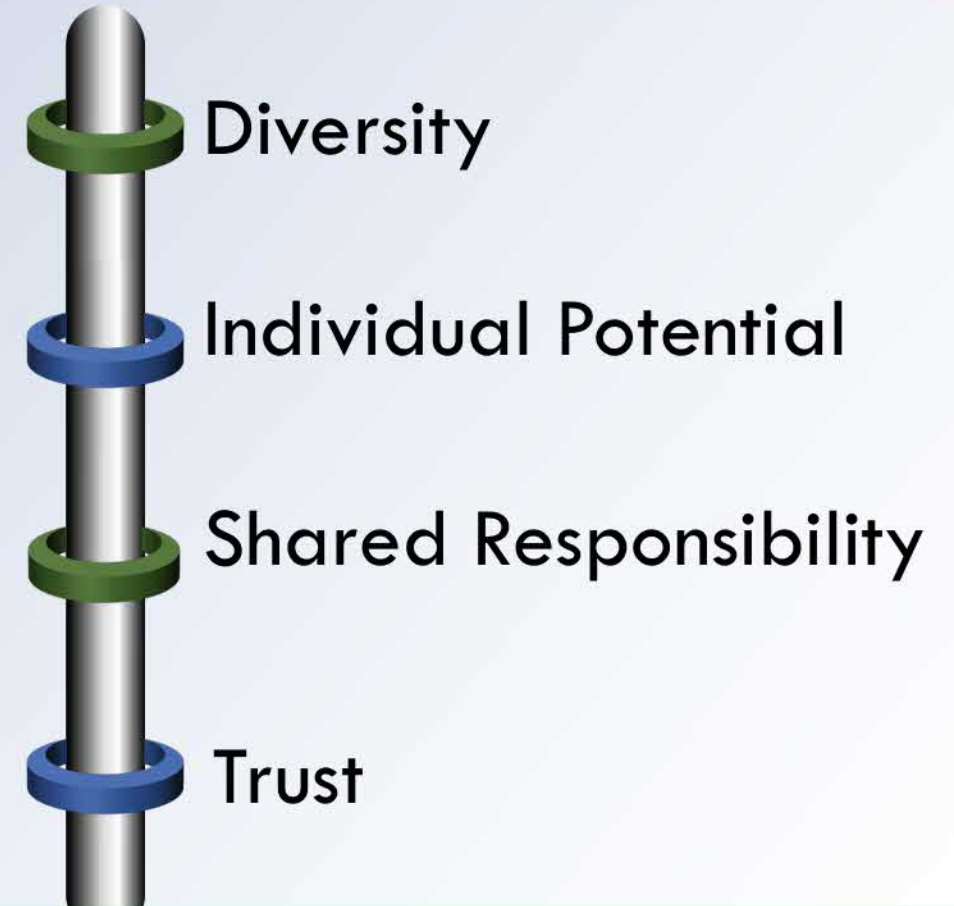
DoDEA's Mission and Vision

DoDEA's mission is “Educate, Engage, and Empower military-connected students to succeed in a dynamic world.”

DoDEA's vision is “Excellence in Education for Every Student, Every Day, Everywhere.”



DoDEA's Core Values



DoDEA's Definition of Instructional Leadership

Building a shared vision of excellent instruction;

establishing and sustaining a culture of continuous improvement;

prioritizing collaborative and ongoing professional learning;

maximizing time for instructional improvement;

and being intentional about building and leveraging teacher expertise.

DoDEA's Definition of Excellent Instruction

Alignment of the intended goals and objectives, instructional components (opening, work session, and closing), materials and resources, and assessments to maximize learning for all students

Evidence of student learning through mastery of the adopted standards

Rigorous and relevant instructional tasks that are engaging and **culturally appropriate** for all students to include problem-solving, reasoning, and reflection

Evidence of a continuous balanced assessment system that informs instructional decisions to meet the distinct learning needs of all students

Evidence of responsiveness to student learning through differentiation, remediation and enrichment

A learning environment that is student-centered and supportive in order for students of all abilities to develop, learn and grow

Classroom Teacher

Performance Element 5: Promoting Diversity and Equity

Create a climate conducive to the promotion of positive student involvement, self-concept & achievement, and practicing education equity in the classroom

1

Recognize student diversity & demonstrate sensitivity & responsiveness to personal ideas, needs, interests & feelings of students

2

Acknowledge & encourage achievement for each student

3

Make accommodations for individual differences

4

Provide every student with opportunities for active involvement & creative thinking

5

Classroom Teacher Performance Element 5: Promoting Diversity and Equity

Elicit responses from volunteers & non-volunteers

6

Demonstrate respect for each student's background, experience, culture and learning needs

7

Demonstrate high expectations for all students

8

Promote positive student-student, student-educator, educator-educator, and educator- parent relationships

9

State clearly & model the expectations for quality & quantity of student work

10

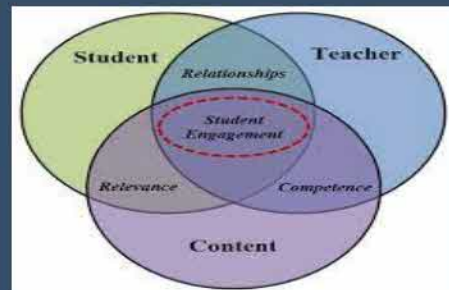
Culturally Responsive Pedagogy

Culture



Culture refers to the customs, languages, values, beliefs, and achievements of a group of people.

Influence



Students' culture and lived experiences that influence how they understand and make sense of the world or themselves are an integral part of who they are as learners.

Tools



CRP includes using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction.

Engagement



CRP helps ALL students see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success.

Wallace Foundation Study

How Principals Affect Students and Schools

Effectiveness

The effectiveness of the principal is more important than the effectiveness of any single teacher.

Student Outcomes

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

Equity

Equity-oriented school leaders consider how their instructionally focused interactions with teachers affect equity in the broader school community.

Communication

Successful principals communicate purposefully, implementing strategies like “open door” policies, sending weekly emails with information staff need and recognition of staff contributions, and being willing to have challenging conversations with staff when necessary.

Competencies for Strengthening Culturally Responsive Pedagogy



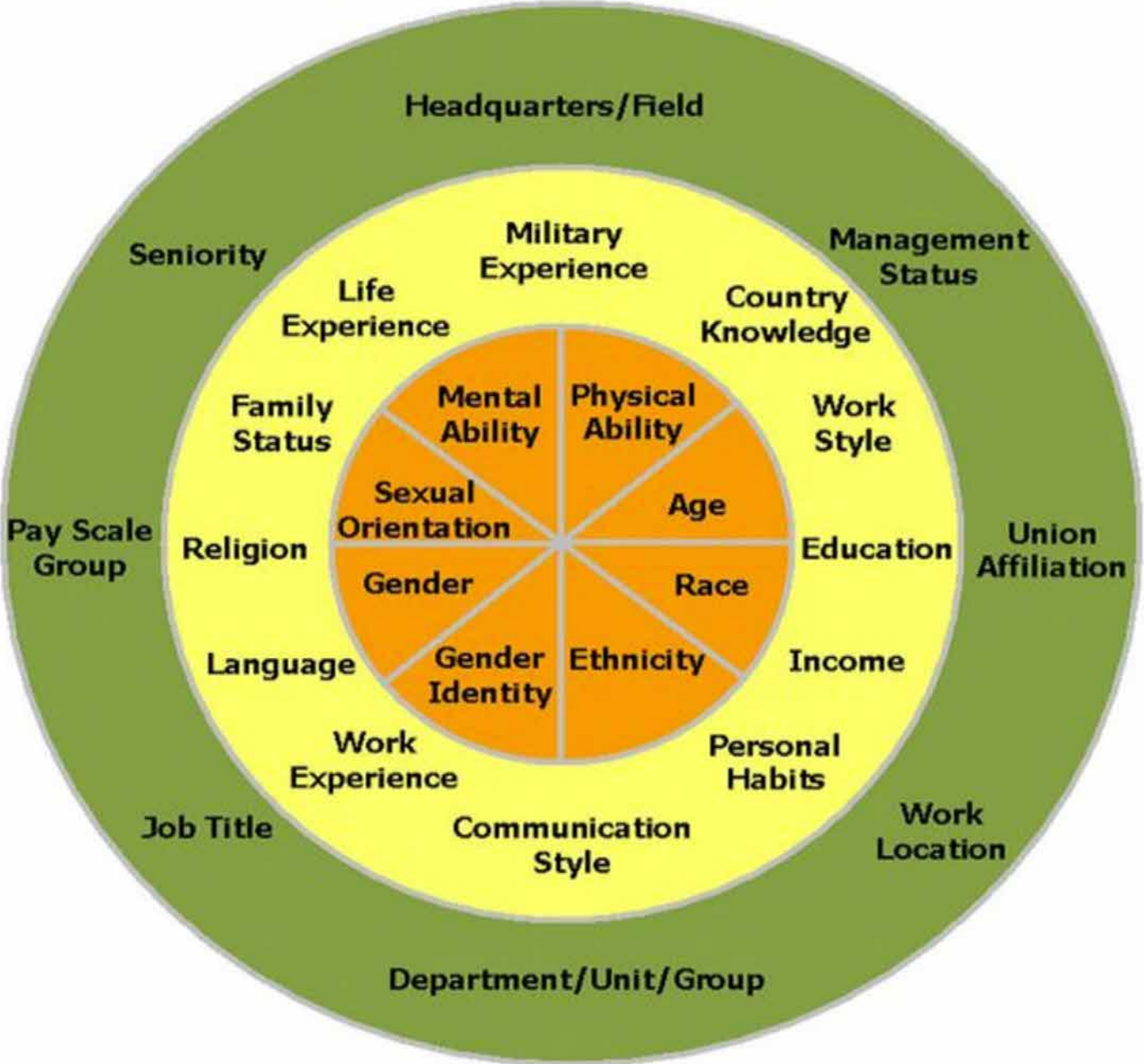
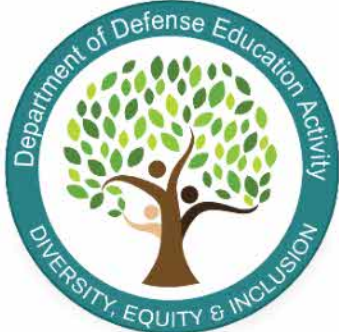
- Are based on a literature review of central architects, including **Gloria Ladson-Billings, Geneva Gay, Django Paris,** and others
- Are not intended to be a checklist; are a lens in which we teach and reflect on our teaching
- For our learning today, we will focus **SPECIFICALLY** on Competency 1

Dimensions of Identity



- Age
- Ability
- Religion
- Race
- Ethnicity
- Social Class
- Indigenous Membership
- Gender/Gender Identity
- Sex
- Culture
- Sexual Orientation

Dimensions of Diversity



Strategic Initiative 4.4: Equity for Students, Employees, and Families

Reflect

What will you do to drive SI 4.4 as an instructional leader



Pair

Form groups of 5-7

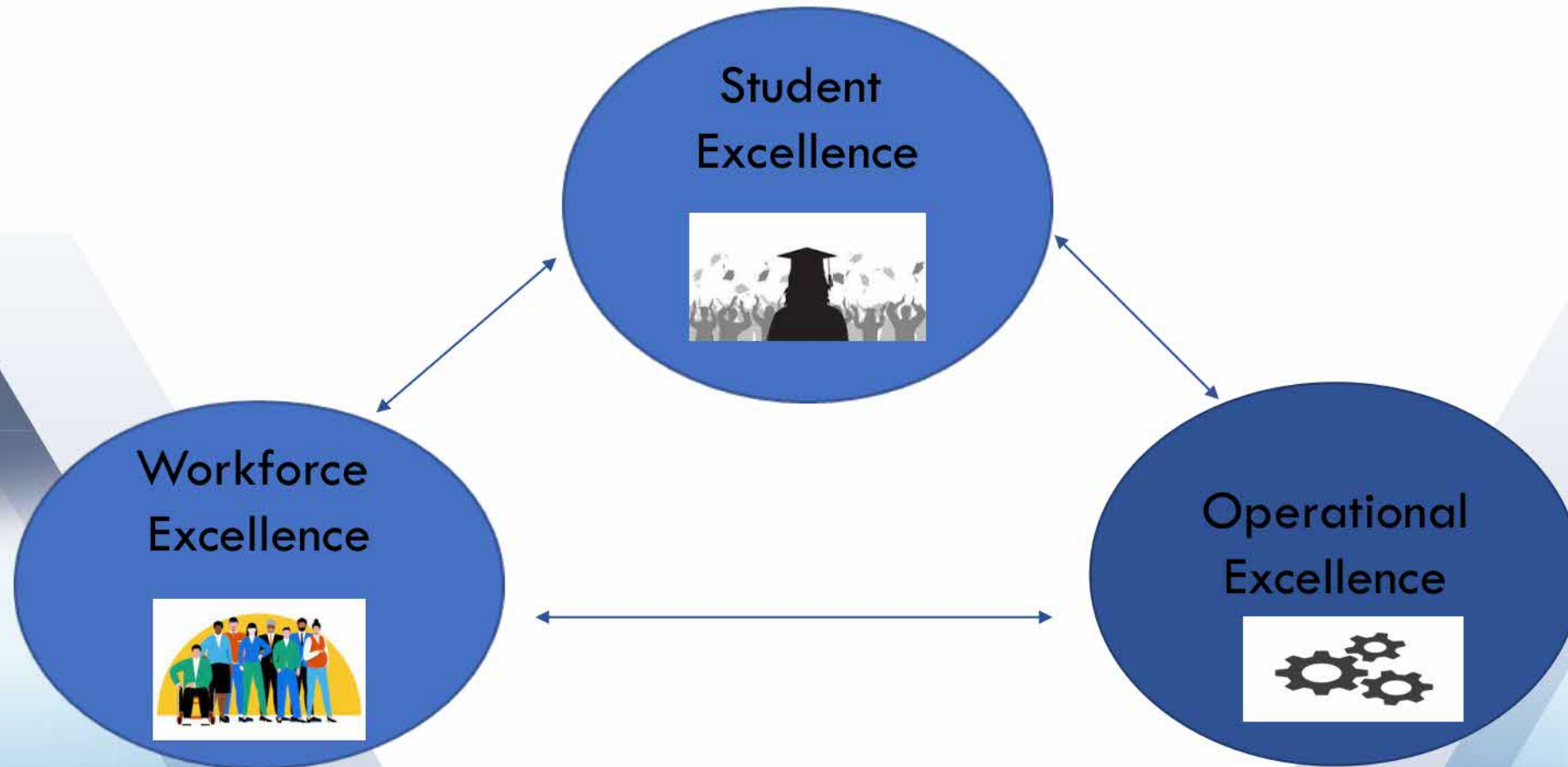


Share

Share your commitment with your group



Diversity, Equity, and Inclusion: Unifying Priorities





“We seek to integrate DEI into everything that we do — recruitment and retention, development and promotion, teaching and learning, and our culture and climate.”

– Tom Brady, DoDEA Director



BLUEPRINT

for Continuous Improvement

FEBRUARY 2022

DIRECTOR'S FOCUS FY 2023

Thomas M. Brady
Director, Department of Defense Education Activity

Dear DoDEA Community,

Since my last Director's Focus message in January of 2020, our resilience was tested by the COVID-19 pandemic in unimaginable ways. However, resilience is a quality that you have cultivated and practiced in full measure. Through your extraordinary dedication and selfless efforts, you overcame unprecedented obstacles and exceeded in meeting our Mission of providing continuity of education to our students, which, in turn, gave them and their families much needed stability during uncertain times. You sharpened your focus to meet the immediate academic, health, and safety needs of our students and staff, and we paused many of our broader strategic efforts.

When faced with any challenging scenario, it is critical to reflect on what we learned. Throughout this pandemic, we demonstrated that when we analyzed our landscape, identified the actions required to achieve our goals, and tackled them in logical order, we succeeded. This exemplified the purpose of the Director's Focus - to emphasize key aspects of the Blueprint that must be accomplished each Fiscal Year (FY) to inform and prioritize organizational planning. The Blueprint for Continuous Improvement is the five-year strategic plan that guides our way forward through School Year 2023-24. To successfully complete the scope of work outlined in the Blueprint, we must thoughtfully plan for the sequenced implementation of our Strategic Initiatives and Critical Success Factors. As we begin the new calendar year, it is time to evaluate our next steps in completing our strategic plan, the DoDEA Blueprint for Continuous Improvement.

In October of 2021, I gathered with my senior leaders to earnestly analyze our Blueprint progress and to examine emerging requirements and changes that may impact our plans. We identified four Strategic Initiatives as our priorities for Fiscal Year (FY) 2023. As a point of comparison, the previous Director's Focus from January 2020 included seven Strategic Initiatives. This change incorporates the lessons learned over the last two years - that when we concentrate our efforts on fewer initiatives at a time, we are able to achieve more.

It is essential that these priorities be thoughtfully planned, budgeted, and executed. It is also critical that these efforts are supported by a comprehensive human capital plan and

Director's Focus Areas for FY 2023
SI 1.1: Equitable Learning Experiences for All Students
SI 1.2 Successful Transition to College, Career, and Life
SI 3.2 Equitable Employee Engagement
SI 4.4 Equity for Students, Employees, and Families

cycle that ensures DoDEA employees have the right skills and structures in place to accomplish the work. I will closely monitor our organizational performance on each focus area as a part of my In-Progress Reviews (IPRs). The success of each area is dependent on the commitment each of you makes. As you review this document, I encourage you to envision the role you will play in the work of each focus area.

Strategic Initiative 1.1: Equitable Learning Experiences for All Students

To provide equitable opportunities for students in a safe and secure learning environment, we will implement programs and supports to address achievement gaps between racial, ethnic, ability, and other identified groups.

- a. **Data-Informed Instruction:** Provide all students with instruction that is aligned to rigorous standards and is differentiated based on an appropriate assessment system and the needs of individual learners.
- b. **Differentiated Instruction for All Students:** To directly meet each student's academic and developmental potential, we will provide rigorous instruction and tiered support informed by a balanced assessment system for all students at all schools, regardless of location or size.

Strategic Initiative 1.1 Equitable Learning Experiences for All Students is fundamental to the success of DoDEA's Mission to Educate, Engage, and Empower military-connected students

to succeed in a dynamic world. To eliminate achievement gaps between racial, ethnic, ability, and other identified groups, each student must have the opportunity to achieve their potential. Schools must provide learning environments where students feel safe, secure, and supported by the entire learning community.

Over the next Fiscal Year, two Critical Success Factors in this Strategic Initiative, 1.1.a Data-Informed Instruction and 1.1.b Differentiated Instruction for All Students, will together ensure that students receive equitable learning opportunities. The starting points for both are rigorous, standards-based instruction and balanced assessments. DoDEA continuously improves upon the success of our College and Career Ready Standards (CCRS) and DoDEA Comprehensive Assessment System (DoDEA CAS) through evaluation, refinement, and professional learning. DoDEA will be poised to provide teachers with the real-time data required to identify each student's academic needs and adjust instruction to meet them where they are. DoDEA established Focused Collaboration structures to provide teachers the time to collectively review their data and to plan necessary interventions and enrichments based on each student's mastery of the standards. As a system, we will follow a similar process by reviewing our data to examine our progress in continuing to narrow achievement gaps between student groups.

Strategic Initiative 1.2: Successful Transition to College, Career, and Life

Develop comprehensive programs to support students throughout their primary and secondary education for their transition into college, career, and life.

- a. **Support for Social and Emotional Learning:** In order to develop the broad set of skills required for navigating college, career, and life for all students, we will deliver comprehensive programming and support partnerships that foster social, emotional, resilience, and wellness skills.
- b. **Promote, Foster, and Support Partnerships for Military-Connected Students with the Military Community, and Families:** To provide multi-dimensional opportunities for military-connected students, we will support partnerships that expand overall outreach, improve educational and business opportunities, and bolster academic continuity for military-connected students.

To prepare students for their transition to college, career, and life, DoDEA must ensure students acquire the skills required for success both today and tomorrow. Through Strategic Initiative 1.2 and its two supporting Critical Success Factors, DoDEA students will receive the skills they need for success in a dynamic world.

Critical Success Factor 1.2.a Support for Social and Emotional Learning acknowledges that the skills required include social, emotional, resilience, and wellness skills, and Critical Success Factor 1.2.b Promote, Foster, and Support Partnerships for Military-Connected Students with the Military community

and Families acknowledges the wide variety of opportunities outside of our system to help our students prepare. During the fiscal year, DoDEA will leverage the lessons learned from our partnership with Pennsylvania State University during the pilot of the Multi-Tiered System of Supports (MTSS) to create a system-wide program that will bolster the social and emotional learning of all students. In addition, we will continue to leverage partnerships that provide opportunities for students as their future academic and career options through a variety of programs.

Strategic Initiative 3.2: Equitable Employee Engagement

Expand opportunities to equitably increase capacity and engagement in the workforce.

- a. **Career Pathways and Progressions with Corresponding Training and Professional Development Opportunities:** In order to grow and retain a highly skilled and motivated workforce, we will provide career pathways and progressions that incorporate professional learning opportunities for all employees.
- b. **Leverage Employee Environmental and Cultural Audits for Continuous Improvement:** We will leverage employee environmental and cultural audits as we make data driven decisions that improve customer service and employee engagement.
- c. **Interactive Employee Onboarding and Off-boarding Process:** To improve the efficiency of employee onboarding and off-boarding, we will deploy a collaborative process that promotes feedback and communication opportunities.

DoDEA's employees are our most important asset. Strategic Initiative 3.2 Equitable Employee Engagement is one pillar of a larger human capital plan that enables us to assess, plan for, and develop the skills we need to achieve our Mission. Critical Success Factor 3.2.a Career Pathways and Progressions with Corresponding Training and Professional Development Opportunities will define how we grow our internal talents through training and career opportunities. Increasing the number of career pathways will enable employees to train and build the skills to meet their professional goals both inside and outside of the classroom. Critical Success Factor 3.2.b Leverage Employee Environmental and Cultural Audits for Continuous Improvement will help us better understand the needs of all employees so that we can develop, engage, and retain talent within our system. Surveys like the Federal Employee Viewpoint Survey (FEVS) and the Customer Satisfaction Survey (CSS) are critical windows into understanding the needs of our employees and those we serve. Finally, Critical Success Factor 3.2.c Interactive Employee Onboarding and Off-boarding Process will ensure our employees feel a part of the DoDEA community from their first day through their last day with DoDEA. The process will incorporate stakeholder feedback to inform continuous improvement and result in a seamless experience for all involved.

Strategic Initiative 4.4: Equity for Students, Employees, and Families

Stand up and grow Diversity, Equity, and Inclusion (DEI) structures to lead and implement DEI across the organization so that all students, employees, and families feel welcomed, respected, engaged, and empowered.

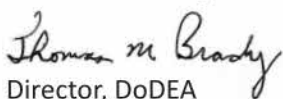
- a. **Policies, Practices, and Learning Opportunities:** Develop policies, practices, learning opportunities to eliminate barriers as well as enhance, and maximize equitable access to resources and support opportunity for all students, employees, and families.
- b. **Climate to Ensure Equity for Students, Employees, and Families:** To create a climate that ensures equity for students, employees, and families, we will implement the policies, practices, and learning opportunities that impact teaching and learning, human capital, and engagement with families.

Strategic Initiative 4.4 Equity for Students, Employees, and Families is a responsibility shared by all DoDEA employees. The newly formed Diversity, Equity, and Inclusion Division will play a critical role in leading us in creating an organization where all students, employees, and families feel welcomed, respected, engaged, and empowered. However, DEI will be intentionally integrated across our organization into our human capital plan, curricular decisions, and instructional practices as well as into our everyday interactions that continually advance our organizational culture. This Strategic Initiative is tangible proof of our commitment to our Core Values: Student-Centered, Excellence, Continuous Improvement, Lifelong Learning, Diversity, Individual Potential, Shared Responsibility, and Trust.

This Strategic Initiative is supported by Critical Success Factors 4.4.a Policies, Practices, and Learning Opportunities and 4.4.b Climate to Ensure Equity for Students, Employees, and Families. These Critical Success Factors lay the foundation of the work to come. Appropriate policies, practices, learning opportunities, and resources must be available to foster a culture where students and employees thrive.

Your remarkable resilience and commitment to our students impacted not only student achievement and student wellness, but you also contributed to Mission readiness for our Nation's warfighters by providing safe and healthy environments for in-person instruction. Despite incredible obstacles, you also made great progress towards the promises we made in DoDEA's strategic plan, the Blueprint for Continuous Improvement. As a school system we make a profound impact on the students and families we serve. You have shown that you are strongly committed to our Mission and to our students. I ask that you consider your specific role in each of these focus areas and the impact you make as a part of OneDoDEA. I am proud of what we accomplished today and am inspired by what we will accomplish tomorrow.

Thomas M. Brady



Director, DoDEA
January 2022

Vision

Excellence in
Education for Every Student,
Every Day, Everywhere

Mission

Educate, Engage, and
Empower military-connected
students to succeed in a
dynamic world.

CORE VALUES

Student-Centered: Students are at the heart of all we do.

Excellence: We strive to exceed expectations in all we do.

Continuous Improvement: Our organization, its systems, and processes will be continually reexamined and improved.

Lifelong Learning: Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.

Diversity: We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential: Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility: Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust: We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.