

2+1 iLEAD LAB SERIES

A PARTNERSHIP OF



association of california
school administrators



GENERATION
READY

PROGRAM OVERVIEW

The ACSA iLead Equity Team Lab is designed to create a strong network of individuals trained and ready to lead their school communities toward more equitable outcomes. We believe that empathize, define, ideate, prototype and learning by doing – hallmarks of any laboratory – will allow us to experiment with new ideas, strategies, and solutions. We will tackle the complex systems, leadership, policies and teacher practice needed to break through to equitable practices in schools through the design thinking process. We believe that design thinking is a methodical approach for an organization to address core problems with the end-users as a priority.

The iLead Lab is designed for school site teams responsible for leading and coordinating reform efforts focused on addressing achievement gaps and implementing equitable practices to effectively address the diverse student needs. Practical tools and tips are incorporated in the training.

OBJECTIVES

Participants will examine and learn:

- the five stages of the design thinking process through an equity lens
- how to identify an equity challenge using quantitative and qualitative data
- about case study examples using similar design thinking processes
- constructive feedback from other participants using the consultancy protocol
- mindsets of the end-user and the reality of systemic oppression

FORMAT & STRUCTURE

- **Team-Based Course:** We strongly encourage (but do not require) that you bring a team of five individuals to engage in this lab series. Your team should consist of members of your leadership team. Teams will return to their school sites to put their prototype idea and strategies into action.
- **Structure:** Teams will meet in-person for two full days of facilitating, learning, and plenty of team “work” time. Teams will be invited back for a third day to discuss their progress around “examining first results” and determining next steps which may lead to further redesigning, refining and/or modifying.

STAGES OF DESIGN THINKING:

- Empathize
- Ideate
- Test
- Define
- Prototype

STAGE ONE:

Empathize: Understanding the Needs of the Staff

In this stage participants will understand empathy as the foundation to examining an equity challenge through the lens of the end-user. Without first developing true empathy with students, community, and all staff, it is impossible to address the “root cause” of any challenges your site may be experiencing.

STAGE TWO: Define

In this stage participants will use quantitative and qualitative data such as California School Dashboard Performance Indicators, equity assessment questions and audit to identify an equity challenge that will be focused on for the remainder of the lab. Participants will understand the difference between symptoms and root causes as a part of the design process.

STAGE THREE: Ideate – Challenging the Norm – Brainstorming New Ideas

In this stage, participants will generate ideas. Participants are encouraged to think “outside the lines” for innovative ways to recognize their equity challenge and ascertain new solutions to the problem. In this stage, participants will bring all stakeholders to the table to share in the brainstorming of new ideas.

STAGE FOUR:

Prototype – Begin to Craft Possibilities

In this investigational stage, the goal is to recognize the best resolution for the equity challenge identified in the previous stages. This is the stage where the design team will reimagine how they will address the equity challenge recognizing the mindset of the end-users. It is important to recognize that this stage can also be known as “safe to fail”. This minimizes the risk and allow participants to be creative.

STAGE FIVE: Pilot—Examine Your First Results

In this stage, participants will pilot their prototype with a group of end-users to examine first results which will lead to further redesigning, refining and/or modifying. In some cases, the design team may decide to revisit a previous stage to make additional changes, alterations or modifications to test other alternative solutions.



2+1 iLEAD LAB SERIES FACILITATORS



Kevin Taylor

Kevin Taylor has spent his entire professional career in service of young people, 8 years as a classroom teacher, 6 years as a middle and high school principal, and 8 years plus years in district leadership positions. In 2006, Kevin founded Langston Hughes Academy in Stockton, California which quickly became the highest performing 6-12 school in the city. He later went on to lead

the turn-around of McClymonds High School, in Oakland, California whose population was 99% socio-economically disadvantaged. His success at McClymonds led to him taking on the position of Associate Superintendent for the Oakland Unified School District's 17 high schools. In addition to consulting and speaking around the country, Kevin serves as a leader for a program dedicated to serving the underserved by educating adults that do not possess a school diploma.

Kevin has received numerous accolades recognizing his work in education including the Community Hero Award from the 100 Black Men of America, the Future History Maker Award from the Alameda County Board of Supervisors, and the Bay Area Educational Leadership Award to list a few. He remains committed to improving the educational outcomes for all students and spends his free time volunteering and mentoring youth throughout California.



Marguerite Williams

Dr. Marguerite Williams received her Doctorate Degree in Educational Leadership from Argosy University in 2013. As a Director with Los Angeles Unified for the last four years, she has been responsible for coaching a network of twelve principals to improve academic achievement through the implementation of the Linked Learning approach for the last three years. Prior to that,

Dr. Williams supervised five principals in her role as an Instructional Director in the Intensive Support and Innovation Center (ISIC) in LAUSD. She was ACSA Region XVI, 2017 recipient of the Marcus Foster Memorial Award for Administrator Excellence. Dr. Williams see herself as an agent of change; her collaborative management style embraces the community and professional affiliations in providing equitable opportunities for students. Her twenty-one years of experience as a teacher, vice principal, principal, and director working in large urban school districts serving minority and low socio-economic students in Los Angeles and San Bernardino Counties gives her a diverse perspective on the needs of students. In an effort to stay connected to learning and teaching, Dr. Williams is an adjunct faculty member with National University. Being a first member of her family to attend college, Dr. Williams is passionate about ensuring that equity and access is provided to all students. Marguerite knows the value of engaging all stakeholders from the parent community, to business partners, and political arena to impact change. She is innovative and is an advocate for issues that impact the education of all children.

DATES/LOCATION:

June 10-11; November 5, 2019

8:30 a.m. – 4:00 p.m.

ACSA Sacramento 1029 J Street,
Suites 320, Sacramento, CA 95814

Cancellation Policy:

(All cancellations MUST be in writing.)

60 days prior	Full refund less \$40 service fee
30 days prior	Full refund less \$50 service fee
15 days prior	50% refund
14 days or less	No refund

REGISTRATION FEES:

\$650 per person

\$3,000 per team of 5

(Includes materials, coffee and lunch)

For more information information, visit: www.acsa.org/equity or contact Dr. Marguerite Williams, Senior Director, Equity and Diversity mwilliams@acsa.org

REGISTER ONLINE:

<http://www.cvent.com/d/h6q6q0>



www.acsa.org/equity

#equityelevated