

## EQUITY LEADER

### **DEFINITION:**

Under direction of the Director of Social Emotional Learning and Equity or assigned administrator, Equity Leaders will go through Trainer of Trainer Training (T.O.T's) and will provide professional development on Cultural Competence to district staff including teachers, administrators and other stakeholders.

### **QUALIFICATIONS:**

**Experience:** This position is supplemental to your current position in the District and is not site-specific. Candidates must be current employees with the District.

**Education:** Selected candidates will go through Training of Trainers (T.O. T.) training with Epoche Education.

Trainings will include but not limited to:

- Compassionate Dialogue – Using the RIR Protocol
- Thriving as a Racially Conscious Person-
- Let's Talk About Race
- What is Implicit Bias and How Do We Address It?
- The Tragedy of Non-ness
- Culturally Relevant Pedagogy as a Lens for Equity

### **DISTINGUISHING CHARACTERISTICS:**

- Promote educational excellence for all students
- Advocate for historically marginalized students
- Willing to engage in courageous conversations about topics of race & ethnicity, gender, religion, ability, class, sexual identity etc.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Director of Social Emotional Learning and Educational Equity, incumbent will:

- Be responsible for development of professional development content
- Complete Cultural Competence Certification (training provided)
- Facilitate trainings for district staff
- Collect and interpret qualitative and quantitative data from various stakeholder groups

### **KNOWLEDGE:**

- Applicable laws, codes, regulations, standards, policies and procedures

### **ABILITIES AND SKILLS:**

- Plan, prioritize, and organize work to meet deadlines, schedules and timelines
- Strong communication skills
- Facilitation of content

### **PHYSICAL REQUIREMENTS:**

**Physical abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### **WORK ENVIRONMENT:**

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.