# PITT COUNTY SCHOOLS

# R3 Framework: Phase II
## Cultivating Exponential Leaders and Highly Effective Systems

### 2023 Evaluation Report

**MI MEASUREMENT INCORPORATED**

December 2023

# Executive Summary

For the past 10 years, Pitt County Schools (PCS) has been at the forefront of investing in teacher leadership. Beginning in 2013, PCS created the **R3 Framework: Recruit, Retain, Reward** initiative, which established a **Career Pathways Model** in the district, providing multiple opportunities or "pathways" to support, compensate, and retain teacher leaders. The initial rollout of this framework led to the creation of several teacher leadership preparation programs, which were expanded in 2016 with the support of $21.1 million in federal and state grants. PCS received additional federal grant monies in 2021 to continue and broaden this successful work with **R3 Phase II: Cultivating Exponential Leaders and Highly Effective Systems**. Since 2017, the PCS DEEL office has partnered with Measurement Incorporated to conduct an external evaluation of the R3 Framework. This report presents an overview of the R3 Phase II design and the progress to date. A summary of the major evaluation findings is presented below, organized according to the main PCS Objectives.

**Objective 1**: **Expand the Career Pathways Model for teachers, school administrators, and school leaders**. This was addressed through four sub-objectives: 1) Facilitating Mentors and National Board Mentors; 2) Assistant Principal Mentors and AP Academy Mentors; 3) ECU Pirate Leadership Academy/Principal Fellows; and 4) Focused Inquiry Teams. All sub-objectives were well on their way to full implementation. Moreover, most strategies implemented matched the project design, apart from a few modifications to improve program effectiveness. The number of educators reached through these pathway activities totaled 984 employees (~57% of PSC educators). A review of available feedback revealed that both mentors and mentees felt positive about their overall experiences.

**Objective 2**: **Create a culture of coaching leaders for and among school executives.** This was addressed through three sub-objectives: 1) Coaching for School Executives; 2) Becoming a Coaching Leader (BACL); and 3) International Coaching Federation Credentialing Program. A total of 116 school executives received coaching through either the DEEL office or Elevate Coaching, provided by an external partner. Forty-five principals and assistant principals completed the BACL program; self-assessment scores showed an average pre-to-posttest improvement on all statements regarding leadership characteristics. All members of the DEEL team are currently pursuing ICF certification, and all are on track to earn the ACC credential by the end of the TSL grant.

**Objective 3**: **Align Professional Learning, Job Expectations, and Performance Evaluation for all certified staff**. This was addressed through three sub-objectives: 1) Comprehensive Professional Learning Program (CPLP); 2) Onboarding for New Staff; and 3) Support for National Board Candidates. The final CPLP, presented in September 2022, identified five professional learning goals for the district; work is underway to implement those recommendations. The

development of systemic onboarding plans for all positions in the district is also underway and ATR roles have been identified as an initial focus. Support for National Board candidates is well established with approximately 244 educators utilizing the supports offered (i.e., Work Days, Information Sessions, and Deep Dives). The majority of respondents to the National Board Mentee survey found that all sessions they experienced were useful.

**Objective 4**: **Create a district-level Office of Continuous Improvement and Program Effectiveness (OCIPE).** This was addressed through three sub-objectives: 1) Partner with UNC at Chapel Hill; 2) Implement the Tools of Improvement Science in FITs and FT Communities of Practice; and 3) Create Networked Improvement Communities. The UNC partnership has been successful, supporting the creation of a PCS model of improvement, the design of training and coaching plans for the 10 new FITs, and development of an online toolkit website. The OCIPE team delivered four 3.5-hour professional learning sessions to the district's 10 FITs in 2022, and NICs have been established and trained, with a regular meeting schedule established.

**Objective 5**: **Align & focus district and school efforts on Equity for all staff and students.** This was addressed through five sub-objectives: 1) Equity Advisory Council and Equity Partners; 2) Provide Training to Deepen Understanding and Respect to Adjust to Human Uniqueness to All Staff; 3) Equip and Empower Behavior-changing Conversations for Staff and Students; 4) Recruit and Retain Teachers of Color; and 5) Create a Data System to Disaggregate Teacher and School Leader Data. The EAC and EP roles are fully implemented, and participants felt strongly that the work they were doing was very important to the district. Eleven equity-focused trainings were held with 304 people in attendance, and feedback was very positive, including suggestions to make such trainings mandatory for all PCS staff. Two Teacher's Alliance Groups were formed to provide BIPOC teachers a safe space to connect. Other recruitment and retention strategies are in early implementation. The data system was created with additional developments planned.

**Conclusions.** Overall, the evaluation findings confirmed that Pitt County is in the forefront of effective systems design to improve the way that teachers and school leaders progress through their career. Our conclusions are as follows:

- The design of the PCS R3 Phase II Framework was consistent with best practices and implementation was on track for most of the objectives.

- The multi-faceted programs under the R3 Phase II Framework reached a considerable number of PCS teachers and leaders.

- For programs that gathered participant feedback, the response was generally very positive with several areas of strength highlighted; a few programs showed early signs of measurable improvement.

- Participants also offered suggestions for improvement, which included additional professional learning opportunities to further develop coaching skills, further clarification in role expectations, more opportunities for collaborative work sessions, and support for National Board candidates to be offered during the school day.

# Introduction

For the past 10 years, Pitt County Schools (PCS) has been at the forefront of investing in teacher leadership. Beginning in 2013, in response to a high rate of teacher turnover in the county which was disproportionately affecting the district's high-need schools, PCS created the **R3 Framework: Recruit, Retain, Reward**, starting with several teacher leadership preparation programs and eventually growing into a human capital management system. Since its inception, this initiative has been overseen by the PCS Department of Excellence, Equity, and Leadership (DEEL).

The R3 Framework established a **Career Pathways Model** in the district, which provided multiple opportunities or "pathways" to support, compensate, and retain teacher leaders. Its innovation lay in the creation of teacher growth opportunities that enabled PCS to recruit the best candidates within the district and across the state and nation by offering them leadership roles in schools while maintaining full-time status as classroom teachers. Teachers were rewarded with both monetary and non-monetary incentives as they progressed through different career pathways.

The initial rollout involved the implementation of several teacher leadership preparation programs including the Teacher Leadership Institute and the Key Beginning Teacher program. The success of these programs led PCS to expand the initiative in 2016 with the support of a combined $21.1 million in state and federal grant monies.[1] With this expansion, the following **Advanced Teacher Roles** were implemented: Facilitating Teacher (FT), Collaborating Teacher (CT), and Multi-Classroom Teacher (MCT).

In the fall of 2017, PCS partnered with Measurement Incorporated (MI)—a full-service educational assessment and evaluation company headquartered in Durham, NC—to conduct an external evaluation of the R3 Framework under the Teacher Incentive Fund (TIF) grant funding cycle (2016-2022). This evaluation[2] documented a **myriad of positive findings** related to implementation and outcomes, including the following:

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[1] PCS received a $16.2 million federal Teacher Incentive Fund grant and a $4.9 million state Teacher Compensation Model grant.

[2] PCS R3 Framework: Recruit, Retain and Reward. Annual Evaluation Report, October 2022
https://drive.google.com/file/d/1U-BH_00pQl5to4IIai-HYdaS1JZkQMVs/view

- PCS succeeded in increasing the number of effective teachers in its highest-needs schools;
- the DEEL office delivered ongoing, high-quality support and professional learning opportunities that were instrumental in preparing teachers for their leadership responsibilities;
- teachers in FT and MCT positions were able to extend their influence on other teachers and students despite their additional duties;
- and teachers who participated in any of the positions felt more empowered and invested in serving as change agents in their schools.

In 2021, PCS was awarded a three-year $5.4 million federal grant under the Teacher and School Leader (TSL) Incentive Program to expand on this successful work with **R3 Phase II: Cultivating Exponential Leaders and Highly Effective Systems**. Phase II expanded the work of R3 to include leaders outside of the classroom, creating new opportunities for school executives and establishing multiple layers of support for educators at all levels in the district. PCS's basic theory of change for this work, which is supported by research, is that "students learn best when they have highly effective teachers who can consistently provide a guaranteed and viable curriculum through engaging instruction"[3]. With R3 Phase II, the focus is on creating structures where mentors, school executives and teacher leaders can empower teachers to deliver engaging instruction and obtain more equitable outcomes for every child.

This report presents an overview of the R3 Phase II initiative design and the progress made to date in each area. It is organized by the five main PCS Objectives for TSL:

**1.** Expand the Career Pathways Model for teachers, school administrators, and school leaders.

**2.** Create a culture of coaching for and among school executives.

**3.** Align Professional Learning, Job Expectations, and Performance Evaluation for all certified staff.

**4.** Create a district-level Office of Continuous Improvement and Program Effectiveness (OCIPE).

**5.** Align & focus district and school efforts on equity.

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[3] Pitt County TSL Federal Grant Application, p.9 https://www.pitt.k12.nc.us/Page/7948

For each objective, we first outline the overarching goal, and then address each sub-objective by examining program design, status of implementation in Year 2, and perception of program quality and/or impact (where data is available). Each objective is made up of three to five sub-objectives, for a total of 18 sub-objectives (see Appendix A for a complete list). MI generated three evaluation report briefs in Year 2, which included primary data collection activities, focusing on the following sub-objectives:

**1.1** National Board Mentors
**3.3** Support for NBPTS Candidates
**5.1** Equity Advisory Council and Equity Partners

For all other sub-objectives, MI reviewed, analyzed, and summarized information received from the district. Appendix B, "Technical Notes and Methodology", provides a summary of the methods used to gather the evaluation data.

# Objective 1

Expand the Career Pathways Model for teachers, school administrators, and school leaders.

**Goal of Objective 1:** The goal of the first TSL Objective is to expand the Career Pathways Model, which was established under the first phase of the R3 Framework. Several programs have been established or expanded under this objective, including four mentoring programs, the Principal Fellows program, and Focused Inquiry Teams. These programs have helped to expand opportunities for teachers, school administrators and other school leaders to progress in their career pathways.

This goal is addressed through the following four sub-objectives:

**1.1** Facilitating Mentors & National Board Mentors
**1.2** Assistant Principal Mentors & AP Academy Mentors
**1.3** East Carolina University (ECU) Pirate Leadership Academy/Principal Fellows
**1.4** Focused Inquiry Teams

## 1.1 Facilitating Mentors & National Board Mentors

### Facilitating Mentors

**Program Design:** Based on learnings from the Facilitating Teacher role, the Facilitating Mentor program appointed an experienced and highly effective Facilitating Mentor (FM) at each school to provide coaching and support to Beginning Teacher Mentors (BT Mentors) who in turn coached and supported Beginning Teachers (BTs). Beginning Teachers are defined as educators with less than three years of teaching experience. Facilitating Mentors facilitate monthly Teacher Talks for BTs, facilitate BT Mentor meetings three times per year, and provide BT Mentors with resources, contacts, and other supports to build their capacity and help to address challenges. FMs also assist with new hire orientation for BTs, track new mentor certifications, and attend district-level training offered by Beginning Teacher Support. To apply for the Facilitating Mentor role, an educator must be rated "Proficient" or higher on all standards of the NCEES (NC Educator Effectiveness System), have at least three years of

experience as a successful mentor, meet or exceed Expected Growth on EVAAS[4] scores, and have a recommendation from their principal. Facilitating Mentors must also complete the 21st Century Mentor Training, Mentoring Matters Training, and Adaptive School Foundation Seminar. FMs receive an annual stipend of $1,800 to support three or more BT mentors.

**Year 2 Implementation:** This program was initially designed with two separate roles at the top level of the mentoring structure: (a) the School Lead Mentor position was for less experienced educators and provided a lower stipend, and (b) the Facilitating Mentor position which required an educator to have two years of experience as a School Lead Mentor and provided a higher stipend. After Year 1, program leadership observed that educators in these two roles were essentially doing the same work, even though the two roles had slightly different responsibilities. Leadership also noted that the Facilitating Mentor was the only Advanced Teacher Role (ATR) that required a specific type of experience in another ATR before applying. To streamline the program and align it with other ATRs, the decision was made to eliminate the lower-level position of School Lead Mentor and have only one role, the Facilitating Mentor. In the 2022-23 school year there were 30 Facilitating Mentors who supported 374 BT Mentors, who in turn supported 336 BTs.

> **2022-23 School Year:**
> - 30 Facilitating Mentors
> - 374 BT Mentors
> - 336 BTs

According to a survey administered by program leadership in Spring 2023 (see Appendix B for methodology), FMs met with their BT Mentors three times per year on average, in the beginning, middle and end of the school year. Many FMs also stated that they had an open-door policy and communicated regularly with their BT Mentors by email and/or face to face. Other FMs held monthly check-ins with their mentors, reviewed monthly mentor logs, and attended Teacher Talks with their BTs to provide support.

**Perceptions of Program Quality and/or Impact:** When asked in the survey to rate the level of support they received, the vast majority (90%) of BT Mentors indicated that their Facilitating Mentor was "Very Responsive". Survey respondents were also asked about challenges they faced in their role and support needs. Almost half (43%) of BT Mentors indicated that they would like to participate in professional learning opportunities to further develop their coaching skills to support BTs. Many BT Mentors and Facilitating Mentors mentioned not having enough time as their biggest area of need. This included time for mentors to observe BTs outside of the mentor's regular planning period, common planning time that is not after school, and more time in general as both BT Mentors and Mentees feel pulled in many different directions. Another support request was for a library of topics for BT Mentors to discuss with BTs, and for FMs to discuss with BT Mentors, as well as a schedule of the order of importance for both groups.

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[4] Education Value-Added Assessment System https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/evaas

## National Board Mentors[5]

**Program Design:** National Board for Professional Teaching Standards (NBPTS) is a highly touted professional teaching certification created by teachers that is obtained through a performance-based and peer-review process. National Board candidates are required to complete four components to obtain their certification. DEEL suggests that candidates pair Components 2 (Differentiation in Instruction) and 3 (Teaching Practice & Learning Environment) together, as they both pertain to everyday work in the classroom. Component 1 (Content Knowledge) is the certification subject area test, and Component 4 (Effective & Reflective Practitioner) looks at how data drives teaching instruction. Most candidates submit one or two National Board Components per year, due to the volume and intensity of the work involved for each component, but this decision is up to each candidate, and some choose to submit more than two.

Recognizing the value and rigor of the process, the DEEL office developed a range of supports for candidates pursuing their National Board Certification. One of these supports is the National Board Mentor Program, where National Board Certified teachers in Pitt County are matched with PCS educators who are pursuing their certification. Mentors are expected to spend at least 12 hours during the school year supporting each mentee. Supports include answering questions about the certification process and providing feedback and guidance on National Board draft submissions. Both mentors and mentees must submit an application to participate in the program. One mentor may be matched with up to two mentees, and mentors receive a stipend of $500 per mentee.

**Year 2 Implementation:** As a first step in the implementation process, PCS educators were provided with detailed written information about the National Board Mentor Program in August 2022. In addition, two overview sessions were held in September and October to expand upon the written material. Applications for mentors and mentees were received and reviewed, and 53 mentors were matched with 87 mentees by October 2022.

> **2022-23 School Year:**
> - 53 National Board Mentors
> - 87 National Board Mentees

Beginning in the 2023-24 school year, the DEEL office introduced a cohort model to the mentoring program after observing this model in other NC districts providing National Board support. Mentees are grouped by certification area and each group is assigned one or two mentors in the same area, depending on the size of the cohort.

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[5] MI produced an evaluation report brief on National Board Mentors and Mentees in August 2023.

**Perceptions of Program Quality and/or Impact:** MI gathered information about the program via a survey distributed to both mentors and mentees (see Appendix B for methodology). Our survey findings showed that both mentors and mentees felt positive about their experiences.

When asked about their satisfaction with the program, the aspect rated highest by mentors were the support and training they received from the DEEL office. Several mentors stated that they valued the opportunity to support mentees, provide feedback on their submissions, answer questions about the process, and help them to achieve certification. Mentors described the relationship as a collaborative process of sharing ideas, and some mentors came away with new ideas to implement in their own classrooms. A few mentors felt that the experience had helped them grow as a leader.

Mentees felt most positive about the expectations of support their mentor would provide, and how responsive and available their mentors were during the program. Nearly all "Agreed" or "Strongly Agreed" that they had a clearer understanding of the National Board Certification process, they felt well supported and confident in their submission, and believed that certification would be beneficial for their career. Mentees appreciated the first-hand experience mentors had with certification, which allowed them to provide insightful and constructive feedback on submissions, as well as general guidance, encouragement, and accountability.

> " Timely, supportive feedback. Encouragement. Reassurance. Overall, just keeping me on track and positive about the journey.
>
> *~National Board Mentee*

In addition to this positive feedback, respondents also offered constructive suggestions to further strengthen the program, such as: starting the program earlier in the year to allow for more time for mentor/mentee collaboration before the National Board registration deadline in February; further clarifying role expectations and time commitments for mentors and mentees; increasing support on pacing guides and deadlines; and making certification area a priority in mentor/mentee matches. The latter suggestion led the DEEL office to implement the cohort model in the 2023-24 school year.

## 1.2  Assistant Principal Mentors & AP Academy Mentors

### Assistant Principal Mentors

**Program Design:** The Assistant Principal (AP) Mentor program matches experienced, highly effective APs with first year Assistant Principals in Pitt County. AP Mentors on-board the new APs by providing coaching and other support to help the first-year AP become successful. AP Mentors contact their mentee(s) at least weekly, with coaching sessions at least every other week. AP Mentors are trained in and use the Becoming a Coaching Leader (BACL) framework. AP Mentors build the capacity of first-year APs by providing resources, advocacy, and connections, and addressing patterns or concerns that might hinder the mentee's performance as an AP using tools from Crucial Conversations and Radical Candor trainings. AP Mentors must be a current AP in PCS, have a minimum of three years' experience as a successful AP (at least one year in current school), be rated "Proficient" or higher on the NCEES Evaluation Rubric, and have a recommendation from their principal. Preferred qualifications include a rating of "Accomplished" or better on NCEES, "Meets or Exceeds Growth" or higher on EVAAS for their school, previously served as an AP Mentor or Buddy, and having either completed or be currently enrolled in BACL (Becoming a Coaching Leader). Compensation for AP Mentors is $1,200 per mentee for 10 months, with a maximum of two mentees per mentor.

**Year 2 Implementation:** AP Mentors have completed a monthly tracking log since the program launched in September 2021. During the 2022-23 school year, there were 278 total contacts reported between AP Mentors and mentees, 125 of which were coaching conversations. AP Mentors reported having contact with their mentees 3.4 times per month on average, including an average of 1.6 coaching conversations per month. Mentors covered a wide range of topics in their conversations with mentees, including: setting goals, maintaining a work/life balance, investigating incidents, conducting observations, end of year burnout, testing, student discipline, bus schedules, bookkeeping/funding, building relationships, and having difficult conversations (see Appendix B for methodology).

> **2022-23 School Year:**
> - 16 AP Mentors
> - 19 AP Mentees

DEEL leadership also developed an "AP Mentor Pacing Guide" as a tool for mentors, to guide their work with mentees through each month of the school year. The guide was based on information from the monthly feedback form and input from past mentors.

**Perceptions on Program Quality and/or Impact:** The information generated from the monthly tracking log was used to identify concerns and potential issues during early implementation. The DEEL office convened a feedback session in January 2022 to

address those early concerns by clarifying expectations and beginning to identify best practices as a group. This second round of feedback was used to develop an orientation given to all AP Mentors in August 2022. This session allowed time for discussion to further develop best practices and identify what is working and not working.

## AP Academy Mentors

**Program Design:** The Academy for Transformational School Leaders (The Academy) is an 18-month program that prepares current APs in PCS to become highly effective 1st year principals. The Academy is designed for APs who are interested in transitioning to a principalship within 12-18 months. The main components of The Academy are in-person professional development training, ongoing coaching, and a cohort structure that encourages networking and mutual support among participants.

In the fall of 2022, a mentoring component was added to The Academy program which matches each Academy participant with an experienced, highly effective principal mentor outside of their current school. The idea for this new component came from the expressed desire of previous Academy cohorts to have access to a principal from a different grade span and a different school to create a wider range of connections and experiences.

The principal mentor provides coaching and support to the Academy participant to help them expand their capacity and grow as a leader. Mentors and Mentees meet at least twice monthly, with one in person 30-45 minute meeting, and the second can be in person or Zoom/phone for 15-20 minutes. Academy Mentors provide informal coaching as needed and host a half day of shadowing for their mentee(s). Academy Mentors must have a minimum of three years' experience as a successful principal including one year in their current school, have ratings of "Proficient" or higher on the NCEES (NC Educator Effectiveness System) Evaluation Rubric, and ratings of "Meets or Exceeds Growth" in student achievement EVAAS data for their school. Compensation for Academy Mentors is $1,500 per mentee, and each mentor can have up to two mentees.

**Year 2 Implementation:** The 2023 Academy cohort, which began in Fall 2022, was the first group to begin working with a principal mentor. All five participants in this cohort were assigned a mentor, as well as the four participants in the 2024 cohort, which began in January 2023. Academy Mentors were required to track their work with mentees in a monthly log. During the 2022-23 school year, Academy Mentors and mentees reported a total of 151 contacts, with each mentor and mentee meeting 2.6 times per month on average. Academy Mentors covered a wide range of topics in their conversations with mentees,

> **2022-23 School Year:**
> - 8 AP Academy Mentors
> - 5 APs in 2023 Academy cohort
> - 4 APs in 2024 Academy cohort

including: staffing, time management, navigating budgets, setting goals, school culture, facilitating professional development, delegating work, scheduling, and building confidence (see Appendix B for methodology). Two new cohorts are planned for the 2023-24 school year: a 2024 cohort which began in the Fall of 2023 with two participants and two mentors, and a 2025 cohort will begin in February 2024 with four to six participants.

## 1.3 East Carolina University Pirate Leadership Academy / Principal Fellows

**Program Design:** The ECU Pirate Leadership Academy program supports up to 5 experienced, highly qualified educators (Principal Fellows) per year to earn a full-time Master of School Administration (MSA) degree from East Carolina University (ECU) and become effective APs or principals in PCS. In Year 1, Principal Fellows work in the role of a provisionally licensed AP (salary paid by PCS) while also attending online classes and receiving leadership coaching support. In Year 2, Principal Fellows take a leave of absence and become full-time MSA Interns (MSA Internship stipend paid by NCDPI[6]) working in a supervised principal internship, while continuing online classes and coaching sessions. Fellows must work as a full-time administrator in PCS for four years within six years after completing the program or repay the cost. To apply for the Principal Fellowship, applicants must be a current PCS educator with a baccalaureate degree, have at least five years of education experience, show evidence of effective leadership and management potential, and be admitted to the MSA program at ECU. PCS covers the cost of tuition, fees, and books.

**Year 2 Implementation:** During the 2022-23 school year, there were five PCS Principal Fellows in their first year of the program, and two in their second year. The partnership between PCS and ECU has also grown significantly during this time. DEEL leadership shared the success they have had in training their principals and assistance principals in Becoming a Coaching Leader (BACL) (see sub-objective 2.2), and ECU made the decision to train all Principal Fellows in BACL as well. This impacts districts across the eastern half of North Carolina.

> **2022-23 School Year:**
> - 7 Principal Fellows

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[6] North Carolina Department of Public Instruction

## 1.4 Focused Inquiry Teams (FITs)

**Program Design:** Focused Inquiry Teams are made up of non-classroom-based certified staff who apply the principles of Networked Improvement Science as a team of "equals" and address an identified school-based challenge. Each FIT has three to five members who meet once a week for 15-20 minutes, and once a month for 30-60 minutes. FITs do not have an identified "lead" though they receive guidance from a district facilitator who helps build leadership capacity among the team members. FIT members must currently be employed in a certified position, be ineligible to serve on a CoP, have achieved "Proficient" or higher on all standards, and have their supervisor's approval. Seventy-five percent of each FIT must be from a TSL school. Each FIT member received compensation of $1,500 as an annual supplement.

**Year 2 Implementation:** 10 FITs were established with a total of 45 members. Eight of the FITs are school based looking at problems of practice specific to their school, and the other two FITs contain members from multiple schools: one is comprised of principals from a specific attendance area and the other is a group of social workers and school counselors. Identified challenges they are focused on include: discipline (PBIS), student engagement, 9th grade attendance, cross-curricular literacy, math foundational gaps, core instruction/teacher capacity, SEL strategies, and differentiated needs of teachers and students. The Office of Continuous Improvement and Program Effectiveness (OCIPE) (see Objective 4) created a Google site with extensive resources to support the FITs.

> **»» 2022-23 School Year:**
> - 10 FITs
> - 45 FIT members

**Perceptions of Program Quality and/or Impact:** Program leadership administered a survey to all FITs in May 2023 (see Appendix B for methodology). Analysis of open-ended questions revealed that all respondents felt their work in the FIT was beneficial both to the FIT members themselves and to the school. Several groups mentioned hurdles such as a change in administration during the year, and others altered their original aim statement in response to information that they uncovered during their work, yet all groups adapted and planned to continue their work in the following school year. A few FITs observed early signs of progress, in areas such as student absences and grade level reading comprehension, after changes were implemented in the school resulting from the work of the FIT.

In response to a question regarding supports provided by DEEL, respondents were very positive in their reflections. They particularly appreciated the one-on-one coaching from DEEL, as well as having DEEL team members come to their school and facilitate meetings. When asked to rank the DEEL supports they utilized, the two top rated supports were Protocols/Tools shared & Used (i.e., Fishbone, AIM Statement Scaffold, etc.), and Participating in a FIT Team Meeting at your school as a team member (not a facilitator). These supports received ratings of "Most Effective" or "Effective" by 89% and 78% of the respondents, respectively.

> " The process was beneficial and we would consider not only continuing with this FIT but applying some of these strategies to other areas.
>
> ~FIT Member

Respondents also shared suggestions for additional supports such as offering FITs with the same focus a work session to collaborate, assistance with data analyses and effectiveness measures, and more time to share with other FITs during in-person group trainings.
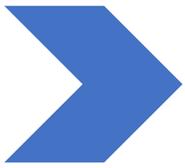
# Objective 2

## Create a culture of coaching for and among school executives.

**Goal of Objective 2:** This objective seeks to create an environment in Pitt County that fosters skill development at a high level. The DEEL office has had a goal for many years to develop a culture of coaching among PCS school executives, and the programs that fall under this objective will help make this goal a reality. School leaders can access coaching through an external partner or directly from the DEEL office. They can also develop their own mindset and skill set as a coaching leader through the Becoming a Coaching Leader program. This objective also includes a program to certify district-level coaches who provide coaching in schools.

This goal is addressed through the following three sub-objectives:

**2.1** Coaching for School Executives
**2.2** Becoming a Coaching Leader
**2.3** International Coaching Federation Credentialing Program

## 2.1 Coaching for School Executives

**Program Design:** PCS school executives have two avenues available to access coaching: (1) to enroll in the Elevate Coaching program run by Building Champions, an external partner, and (2) to receive coaching from district-level coaches in the DEEL office. Elevate Coaching is a 6-month program that includes 12 sessions with a dedicated coach. Elevate Coaching participants can choose to focus on Self-Leadership, Team Leadership, or Coaching Leadership.

Regarding DEEL office coaching, PCS school executives can access this route in three ways. First, executives who are enrolled in the Becoming a Coaching Leader (BACL) program (see sub-objective 2.2) receive coaching every 3-5 weeks with either the Director of Educator Support and Leadership Development or the Director of Continuous Improvement, both of whom serve as co-directors of DEEL. BACL participants receive individual coaching as well as support in developing their own coaching skills, conversations, structures, and mindsets. Second, executives who have completed the BACL program or The Academy Program (see sub-objective 1.2) can request follow up individual coaching as a program alumnus. Third, any principal or AP who seeks to focus on continuous growth can request DEEL office coaching support. This often includes assistant principals who were not accepted to the AP Academy and hope to join a future cohort, or APs who interviewed for a principal position and were not successful but intend to apply again in the future.

**Year 2 Implementation:** During the 2022-23 school year, 21 school executives from PCS participated in the Elevate Coaching program. The DEEL office provided coaching for 31 principals and 19 assistant principals, for a total of 347 coaching hours.

In a step towards formalizing their coaching process, the DEEL office developed a coaching agreement which must be signed by all school executives who receive coaching from DEEL. This agreement outlined the commitments and expectations of the coach and of the school executive receiving the coaching, as well as the confidentiality agreement between the two parties. The DEEL coaches believe that this added clarity around the process and role expectations has helped to improve the experience of both coaches and coachees.

> **2022-23 School Year:**
> - 21 Elevate Coaching participants
> - 31 principals and 19 APs received coaching from the DEEL office

**Perceptions of Program Quality and/or Impact:** The DEEL office administered a survey in Spring 2023 to participants who had completed the Elevate Coaching program (see Appendix B for methodology). Respondents were very positive about their experience in the program. Of the seven who responded, 100% "Strongly Agreed" or "Agreed" that the overall experience was beneficial and that they would recommend it to other principals in the district.

> " I spent a lot time working on how I wanted to go about coaching teachers and planning and organizing these conversations.
>
> *~Elevate Coaching participant*

## 2.2 Becoming a Coaching Leader

**Program Design:** One step toward building a culture of coaching in Pitt County is to train all PCS principals and assistant principals in the Becoming a Coaching Leader (BACL) program by the end of the 2023-24 school year. BACL guides participants through the process of developing from a manager into a coaching leader. The program consists of three days of training, with ongoing coaching between Day 2 and 3 to support participants in applying the program in their practice. The six key topics covered in the training are: Employee Engagement, Mindset of a Coaching Leader, Developing Your Coaching Skills, Focusing Your Efforts through Four Conversations, Building Your Structure, and Taking Action.

**Year 2 Implementation:** DEEL office staff have been certified by Building Champions through a train-the-trainer process to deliver BACL, therefore all PCS school

executives receive BACL training from DEEL. As of the end of the 2022-23 school year, 32 out of 36 principals and 13 out of 55 assistant principals have completed BACL.

**Perceptions of Program Quality and/or Impact:** BACL participants complete a self-assessment before or during Day 1 of BACL training (pre-test) and again after Day 3 of training (post-test) (see Appendix B for methodology). Participants were asked to indicate how often they exemplified 10 characteristics of a leader, using a scale of Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). For the 29 participants who had both a pre- and post-test between Spring 2022 and Spring 2023, the average score increased for all 10 statements; the increase averaged 0.76 points. Table 1 below displays the change for each statement. The two statements that showed the largest increase from pre- to post-test were "When others ask for advice, I work to uncover their thoughts and recommendations before offering advice or input" and "I talk about vision for our school, our team and individuals".

**Table 1.** Average Rating for 10 BACL Statements: Pre-Test, Post-Test, and Difference
Scale of 1 (Never) to 5 (Always) (N= 29)

| BACL Survey Statement (n=29) | Pre-Test Average | Post-Test Average | Pre/Post Difference |
|---|---|---|---|
| When others ask for advice, I work to uncover their thoughts and recommendations before offering advice or input. | 3.4 | 4.5 | 1.1 |
| I talk about vision for our school, our team, and individuals | 3.7 | 4.8 | 1.1 |
| When discussing projects, I push for clarity on deadlines and deliverables | 3.7 | 4.7 | 1 |
| I have a track record of courageously delivering effective feedback (positive and negative) | 3.6 | 4.6 | 1 |
| I follow-through and do what I say I am going to do | 4.2 | 5 | 0.8 |
| I believe in those I lead and am committed to helping them improve | 4.3 | 5 | 0.7 |
| My actions clearly demonstrate I am personally invested in helping others succeed both personally and professionally | 4.2 | 4.8 | 0.6 |
| I am able to form caring relationships with my direct reports, peers, and supervisors | 4.5 | 5 | 0.5 |
| I listen and communicate in a way in which others feel heard and understood | 4.1 | 4.5 | 0.4 |
| I share personal stories appropriately about my past experiences (both successes and setbacks) to help others grow | 4 | 4.4 | 0.4 |

## 2.3 International Coaching Federation Credentialing Program

**Program Design:** To provide the highest quality of coaching to educators and school executives in PCS, the DEEL office has engaged in a credentialing program established by the International Coaching Federation (ICF). ICF is recognized as a world-leader in the coaching industry. Their Associate Certified Coach (ACC) credential requires 60 hours of coaching education and at least 100 hours of coaching experience. After these requirements are met, candidates must obtain a passing score on both the performance evaluation and the ICF Credentialing Exam. Obtaining the ACC credential enables DEEL to demonstrate that their coaches meet an externally developed high-level standard that is widely recognized.

**Year 2 Implementation:** Seven members of the DEEL team are currently pursuing ICF certification. They have all completed the 60 hours of education and are now logging their coaching hours and time with an external, ICF certified mentor coach. Each member is on track to earn the ACC credential by the end of the TSL grant.
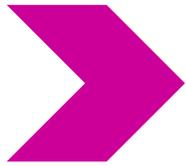
# Objective 3

## Align Professional Learning, Job Expectations, and Performance Evaluation for all certified staff.

**Goal of Objective 3:** Objective 3 seeks to seamlessly link professional learning with job requirements and performance evaluation for all certified staff. This objective includes developing a Comprehensive Professional Learning Plan (CPLP) to streamline professional learning across the district, developing onboarding plans for new staff which will be aligned with the CPLP, and offering various support sessions for educators from high-need schools who are seeking to obtain their National Board Professional Teaching Certification.

This goal is addressed through the following three sub-objectives:

**3.1** Comprehensive Professional Learning Plan
**3.2** Onboarding for New Staff
**3.3** Support for National Board Candidates

## 3.1 Comprehensive Professional Learning Plan

**Program Design:** The PCS Comprehensive Professional Learning Plan (CPLP) was created to "set operational goals around Pitt County Schools' immediate opportunities and challenges and to hone a professional learning infrastructure that transcends the pandemic and builds toward a sustainable future"[7]. The development process was led by a 13-member Working Group comprised of educators and staff from across PCS, with guidance from an external partner, Learning Forward. Input and feedback on PCS employees' experiences of professional development was gathered through document review, interviews, focus groups, school observations and a district-wide survey. The next step in the CPLP's design is for learnings and goals to be shared with district and school leaders, and to begin working towards its implementation.

**Year 2 Implementation:** The final Comprehensive Professional Learning Plan was finalized in September 2022 and identified five professional learning goals for the district:

1. **Professional Learning Focus:** Pitt County Schools will increase the percentage of certified and classified staff who respond to the survey item "When you reflect on all of your in-district professional learning over the last five years, how much

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[7] Pitt County Schools Professional Learning Plan 2022-2026

were you able to implement in your work?" with the highest response rating of "Almost all of it" by 5 percentage points annually.

2. **Professional Learning Design:** Pitt County Schools will develop a process to award Continuing Education Units (CEUs) for ongoing, embedded coaching by June 30, 2025, and will gather data on the frequency and structure of coaching for further analysis.

3. **Professional Learning Timing:** Pitt County Schools will incorporate half-day PK-12 professional learning designs beginning in SY 2023-24 and continuing annually.

4. **Professional Learning Agency:** Pitt County Schools will increase the percentage of teachers and student-facing staff who respond to the survey item "To what extent do your PDP goals influence your professional learning decisions?" with the highest response rating of "Very Much" by 5 percentage points annually.

5. **Professional Learning for Classified Staff:** Pitt County Schools will add a minimum of two professional learning offerings focused on personal and professional growth specifically for classified staff annually in SY 2023-24 and again in SY 2024-25 for a minimum of four offerings by SY 2025-2026.

These goals will help PCS to ensure that professional learning is designed, delivered, and evaluated in a consistent way across the district. A district-level Professional Learning Coordinator position has been established within DEEL to oversee this effort. The CPLP has been shared with senior staff and will be presented to principals and Instructional Coaches in early 2024.

## 3.2 Onboarding for New Staff

**Program Design:** The development of systemic onboarding plans for all positions in the district is another step in aligning job expectations and professional learning. Onboarding plans will allow for fair and consistent expectations of each staffing position and incorporate professional learning in line with the CPLP. Due to the large number of positions across the district, onboarding plan development will take place in stages. Positions will be reviewed and prioritized, then drafted with input from supervisors and other stakeholders.

**Year 2 Implementation:** The Advanced Teaching Roles (ATRs) have been identified as an initial focus for onboarding plan development. This includes Facilitating Teachers (FTs), Multi-Classroom Teachers (MCTs), and Co-Teachers (Co-Ts). Plans focus on which trainings must be completed prior to taking on an Advanced Teaching Role as well as professional learning that ATRs teachers will participate in while they are in these roles. Once

ATR onboarding plans are complete, then plans for Teacher Leader Institute (TLI) candidates will be drafted.

The next set of positions to be considered for onboarding plans are educators participating in Focused Inquiry Teams (FITs) (see sub-objective 1.4), Facilitating Mentors (see sub-objective 1.1) and Equity Partners (see sub-objective 5.1), assistant principals, and Beginning Teachers.

## 3.3 Support for National Board Candidates[8]

**Program Design:** As mentioned earlier, the National Board Professional Teaching Standards (NBPTS) is a highly acclaimed professional teaching certification, and the DEEL office has developed a range of supports for candidates pursuing their National Board Certification. In addition to NBPTS Mentors (see sub-objective 1.1), these supports include the following:

- Attendance Area Leaders' Work Days: Each attendance area in PCS had a paid National Board attendance area leader who is responsible for hosting three work sessions during the year. These sessions were held in a school building, mainly on Saturdays, for candidates to work on their NBPTS components. Some mentors also attended the work sessions.
- National Board Information Sessions: These sessions focused on styles of writing for National Board component submissions; two information sessions were offered per year.
- Deep Dives on National Board Components: Deep dives provided detailed instructions and requirements for National Board Components. One Deep Dive for each of the four components was offered per year.

**Year 2 Implementation:** There are six attendance areas in PCS, and each Attendance Area Leader held three Work Days during the school year. The district held two Information Sessions and four Deep Dives. The number of National Board candidates that attended each session is presented in the box to the right.

> **2022-23 School Year:**
> - General Overview: 122
> - Navigating National Boards: 13
> - Component 2 Deep Dive: 29
> - Component 3 Deep Dive: 22
> - Component 4 Deep Dive: 29
> - ePortfolio Submission Deep Dive: 29

**Perceptions of Program Quality and/or Impact:** MI's survey of National Board mentors and mentees (see Appendix B for methodology) asked about their experiences with the additional supports they attended or utilized. According to survey results, most of the National Board supports were well utilized by mentees, with attendance ranging from 60-80%. The majority of mentees found that

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[8] MI produced an evaluation report brief on National Board Mentors and Mentees in August 2023.

all sessions they experienced were "Very Useful" or "Somewhat Useful". The National Board Information Sessions on Navigating National Boards and National Board General Overview were the most highly rated, followed by Deep Dive Days and Attendance Area Leaders' Work Days.

Deep Dives and Information Sessions were mentioned most frequently in open-ended questions by mentors and mentees as being valuable, as these sessions provided detailed information and helped to set expectations for the certification process. Work Days were also valued by both groups, as they offered a dedicated time and space where mentees could disconnect from work and give their undivided attention to their National Board components while surrounded by fellow candidates and mentors for support.

> " The district was very supportive. It was actually unlike anything I've experienced while working for PCS besides the meetings for 1st year teachers.
>
> *~National Board Mentee*

Respondents recommended that all session types be offered during the school day, to increase accessibility for those who were unable to attend evenings or weekends. It was also suggested that offering Deep Dives earlier in the year could help mentees with planning, and offering a Work Day later in the year, closer to the deadline, would be helpful to those still working on their submissions.

# Objective 4

## Create a district-level Office of Continuous Improvement and Program Effectiveness (OCIPE).

**Goal of Objective 4:** This objective involves the creation of a district-level Office of Continuous Improvement and Program Effectiveness (OCIPE) "to integrate continuous improvement methods into teams' work and grow their capacity to tackle challenging problems of practice[9]." OCIPE will be developed in consultation with the University of North Carolina at Chapel Hill, a leader in improvement science implementation in school systems. This new office will support all teams across the district around continuous improvement, with specific focus on FITs and FT Communities of Practice (CoPs), and OCIPE will network FITs together to form Networked Improvement Communities (NICs).

This goal is addressed through the following three sub-objectives:

**4.1** Partner with University of North Carolina at Chapel Hill
**4.2** Implement the Tools of Improvement Science for FITs and FT CoPs
**4.3** Create Networked Improvement Communities

## 4.1 Partner with University of North Carolina at Chapel Hill

**Program Design:** DEEL selected UNC at Chapel Hill as a consulting partner to offer guidance during the development of OCIPE, due to UNC's expertise in developing and implementing similar programs in other districts. The partnership agreement includes bi-weekly coaching and mentoring calls between OCIPE and UNC-CH, monthly collaborative meetings, and on site visits as needed. The new office is led by a Director of Continuous Improvement and supported by two specialists. Also included in this sub-objective is the plan to enroll up to seven PCS personnel in the Improvement Science Certificate Program at UNC-CH.

**Year 2 Implementation:** All personnel for OCIPE were identified and on board by fall 2022. During the 2022-23 school year, UNC-CH met two to three times per month with DEEL and OCIPE leadership. Major activities and accomplishments during this time included:

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[9] OCIPE Toolkit Google Site: https://sites.google.com/pitt.k12.nc.us/ocipetoolkit/overview/ocipe

- created a PCS model of improvement "that captures the core principles and practices necessary for effective, sustained program improvement[10]";
- designed a training and coaching plan to begin working with the district's first cohort of 10 FITs;
- observed a sample of DEEL coaching sessions with FITs to identify areas of strengths and opportunities for growth (observations done by UNC-CH);
- developed an online OCIPE Toolkit website that serves as a resource for continuous improvement practices. The website presents the five-stage professional learning model developed by the UNC team, and includes research literature, practitioner guides, and professional workshops; and
- registered one person from PCS who has now completed the Improvement Science Certificate Program at UNC; two others have enrolled and completed the first of three courses.

## 4.2 Implement the Tools of Improvement Science for FITs and FT Communities of Practice

**Program Design:** This sub-objective focuses on OCIPE's work with Focused Inquiry Teams (FITs) (see objective 1.4) and Facilitating Teachers (FTs) who lead Communities of Practice (CoPs) in their schools. The main ways OCIPE supports these groups is by offering professional learning/training sessions, providing direct coaching for FITs and FTs, providing access to extensive resources on the Toolkit website, and creating opportunities to share learnings that result from FIT and FT work.

**Year 2 Implementation:** Designed in conjunction with UNC-CH, the OCIPE team delivered four 3.5 hour professional learning sessions to the district's 10 FITs in October and November 2022, which were a continuation of trainings delivered in Year 1. These trainings covered a wide range of topics related to continuous improvement to prepare FIT members for working with their teams. Training topics included technical problems vs. adaptive challenges, using a fishbone diagram, empathy interviews, empathy mapping, driver diagrams, problem statements and aim statements.

In addition to the training, the OCIPE Toolkit Google site was launched in the Fall of 2022, to serve as a virtual handbook for the FIT teams. The website provides an overview of the PCS Continuous Improvement Model, and outlines in detail a three-stage process of forming, developing, and facilitating a collaborative team to engage in a problem of practice. It also includes links to all the FIT training session documents and other external resources related to

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[10]DEEL Evidence-Informed Collaborative Improvement Process
https://sites.google.com/pitt.k12.nc.us/ocipetoolkit/overview/pcs-model

continuous improvement. As this work continues, additional sections will be added to the website to address the needs of FTs and CoPs, as well as FITs.

To expand the knowledge acquired by FITs and FTs, OCIPE has made a concerted effort to share information beyond the individual teams. To do so, each CoP and the FT lead created a one-page document summarizing their work for the 2022-23 school year; these summaries were shared with senior staff and administration, as well as other CoPs. A learning summit is in early planning stages, which will serve as an opportunity to share the work of the FITs with a wider audience in the district.

## 4.3 Create Networked Improvement Communities

**Program Design:** Networked Improvement Communities (NICs) are highly structured, scientific learning communities that have four key characteristics[11]:

1. focused on a well specified aim;
2. guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it;
3. disciplined by the rigor of improvement science; and
4. coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice across varied educational contexts.

OCIPE will work to establish one NIC for Focused Inquiry Groups (FITs) and another for Communities of Practice (CoPs). By networking FITs and CoPs into Networked Improvement Communities, these groups can learn from and with each other, collaborate over challenges and pitfalls, test common innovations in different contexts, and expand their impact across the district.

**Year 2 Implementation:** Both NICs were established and began meeting during the 2022-23 school year. The OCIPE team convened the CoP NIC for two meetings and the FIT NIC for one meeting, to introduce both groups to the concept of Networked Improvement Communities. It is currently optional for FTs and FIT members to participate in the NIC, but this may change in the future. Beginning in the 2023-24 school year, the FIT NIC will meet three times per year and the CoP NIC will meet four times per year. The purpose of these meetings will be to deepen and accelerate the learning of the individual FIT and CoP teams, with the eventual goal of sharing their learning with others outside the NIC and even inviting additional teams to participate in the continuous improvement projects.

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[11] https://www.carnegiefoundation.org/blog/why-a-nic/

# Objective 5

## Align & focus district and school efforts on equity.

**Goal of Objective 5:** PCS leadership has recognized that inequities exist in the district at both the student and teacher level, as they do in most other districts in the country. In response, the DEEL office is leading a districtwide effort with the goal of identifying and addressing such inequities. This objective is designed to support these efforts by implementing several new equity-focused programs that allow educators to raise awareness and facilitate conversations about inequities with colleagues, dig into data and uncover what is causing inequities at the school and district level, and ultimately reduce inequities for students and staff.

This goal is addressed through the following five sub-objectives:

**5.1** Equity Advisory Council and Equity Partners
**5.2** Provide Training to Deepen Understanding and Respect and Adjust to Human Uniqueness to All Staff
**5.3** Equip and Empower Behavior-Changing Conversations for Staff and Students
**5.4** Recruit and Retain Teachers of Color
**5.5** Create a Data System to Disaggregate Teacher and School Leader Data

## 5.1  Equity Advisory Council & Equity Partners

### Equity Advisory Council (EAC)[12]

**Program Design:** The Equity Advisory Council (EAC) is a district-level program established in the summer of 2021 with a broad mission "to ensure that all people are represented, respected, and valued, while expanding mindsets, assessing and recommending practices, policies, and procedures that support equity and inclusion." The EAC is made up of members from every attendance area in the district including principals, teachers, classified and certified staff, social workers, district office personnel, as well as the Equity Co-Directors. Members are identified by district leadership and invited to join the council. Each school year district leadership identifies an area of focus (e.g., inclusion and belonging, discipline practices, etc.) aligned with the PCS Strategic Plan for 2021-26. The EAC meets every other month to examine data on the cause of inequities and to develop potential strategies to

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[12] MI produced an evaluation report brief on the Equity Advisory Council and Equity Partners in September 2023.

address them. Recommendations from the EAC are brought to district leadership for consideration.

**Year 2 Implementation:** During interviews (see Appendix B for methodology), members of the EAC identified their work in developing a mission and vision statement for their Council as a major accomplishment. There was no guidebook, as one EAC member stated, since this was a brand new initiative. Members read literature, listened to speakers, and attended training sessions, to immerse themselves in the work and determine together what they wanted the EAC to accomplish and how it would function. They now have a committed group that has been meeting regularly for two years. Members of the EAC have received training on bias awareness as well as learning strategies to engage in respectful conversations around issues of equity.

> **2022-23 School Year:**
> • 14 EAC members

**Perceptions of Program Quality and/or Impact:** The area of success most mentioned by EAC members was the district's acknowledgement of existing inequities in PCS, and its commitment to addressing them by creating the EAC and other equity-focused programs. Members stated that starting the conversation was a big step, especially considering the political landscape both locally and nationally.

Challenges also were acknowledged. For example, some EAC members expressed the desire for a faster pace of change, but also understood the complex nature of the issues. Other members felt that they did not have enough input on the selection of equity topics to be discussed.

> " I think the biggest thing I'm proud of is recognizing that it is an issue, and at least putting something together to start trying to do something about it.
>
> *~EAC Member*

Overall, participants felt strongly that the work they were doing as EAC members was very important to the district, and they were proud to be a part of it. They further expressed a desire to dig deeper into the most difficult topics and to work with a wider range of educators and personnel until using an educational equity lens becomes part of the culture across PCS.

## Equity Partners (EPs)[13]

**Program Design:** The Equity Partner (EP) program operates at the school-level. The role of the EP is to "build capacity in school-based teams they collaborate with, so those teams can effectively collect, review, and analyze data in order to discover and address

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[13] MI produced an evaluation report brief on the Equity Advisory Council and Equity Partners in September 2023.

systemic disparities and disparate outcomes." The EP role was first introduced at PCS in the spring of 2022 through a DEEL session offered to all principals. Principals who were interested in having an EP at their school submitted a request to the district and applications were posted for their school. Candidates were screened at the district level and then interviewed at the school level. EPs earn an annual stipend of $2,500 for their role.

**Year 2 Implementation:** By the fall of 2022, 15 EPs had been hired: seven at the elementary level, three in K-8 schools, and five in high schools. Three of the EPs were Instructional Coaches, three were guidance counselors, and the rest were classroom teachers. Each EP addressed a school-based equity issue identified by the principal. They could form a new Equity Team or join an existing school-based team to address the issue. EPs were trained in how to think critically, use data to look for root causes, ask questions, test hypotheses, and facilitate difficult discussions. Equity Partners also received coaching from a district-level coach and had opportunities to collaborate with other EPs. EPs were not expected to "solve" the identified problem by the end of the year, but to build relationships, capacity, and ownership of inequities at their school, around the importance of uncovering inequities and working to address them.

> **2022-23 School Year:**
> - 15 Equity Partners

**Perceptions of Program Quality and/or Impact:** Many Equity Partners who participated in focus groups (see Appendix B for methodology) identified positive changes in themselves and how they approached equity, since becoming involved in the programs. A key component was to work on oneself before helping others, thus participants appreciated the time they were able to spend on self-reflection and developing awareness.

Several EPs talked about the impact of the training sessions they received. They appreciated how the process was broken down into very clear and manageable steps, which the facilitators reviewed in detail over multiple sessions. EPs also appreciated the opportunity to practice skills of dialogue and discussion during training, which offered a safe space to get comfortable with the protocols and allowed them to feel more prepared to utilize the skills when they return to their school. They enjoyed getting the perspectives of colleagues going through similar processes at their own schools, to bounce ideas off of and share experiences.

> " Every time we come to train, we feel a little bit more prepared. There's no right or wrong place that we need to be, and this is not going to be overnight change, but every little thing that we're doing is going to have an impact.
>
> *~Equity Partner*

Some EPs faced challenges in establishing a consistent and appropriate team to work with, and others experienced challenges in building relationships, helping others accept ownership of

equity issues, and changing the mindset of educators who may not be open to changing their ways. Yet, echoing the feedback from EAC members, EPs all felt that this work was important, and they were eager to continue and grow the impact of the program.

## 5.2 Provide Training to Deepen Understanding and Respect and Adjust to Human Uniqueness to All Staff

**Program Design:** To expand the equity-focused work beyond the EAC and Equity Partners, the DEEL office is offering two categories of equity-focused trainings to all PCS staff. The first set of trainings, which fall under sub-objective 5.2, focuses on helping attendees to understand themselves and others, to develop mutual respect and learn how to adjust approaches to work better together. These trainings will also deepen knowledge around areas of cultural proficiency and culturally relevant teaching. The two training programs that were identified to fulfill the goal of this sub-objective are Dare to Lead, based on the book by Brene Brown, and Unconscious Bias, though FranklinCovey.

**Year 2 Implementation:** During the 2022-23 school year, one 4-day training session of Dare to Lead was offered and six 2-day sessions of Unconscious Bias. A total of 153 PCS staff and educators attended these trainings during the school year and as part of the PCS Summer Summit.

> **2022-23 School Year:**
> - Dare to Lead: 43
> - Unconscious Bias: 110

**Perceptions of Program Quality and/or Impact:** A post-training feedback survey was administered after each equity training session (see Appendix B for methodology). Overall, feedback was very positive, with the majority of respondents indicating a positive response of "Absolutely!" or "Pretty Much" to the statement, "I am more confident and comfortable working with people from diverse backgrounds as a result of this

> " This was one of the best trainings that I have been to. I think all Pitt County Employees should be required to attend this training! It was fantastic!
>
> ~Unconscious Bias training attendee

activity" (93% for Dare to Lead attendees and 98% for Unconscious Bias attendees). The Unconscious Bias training received particularly glowing reviews, with several comments stating that it was the best training the attendee had ever been to and strongly suggesting that it should be required training for all PCS employees. Table 2 below presents positive response percentages for a selection of questions, disaggregated by training session.

**Table 2.** Training Feedback Survey: Percentage of positive responses ("Absolutely!" Or "Pretty Much")

| Training Feedback Survey Questions | Dare to Lead (n=30) | Unconscious Bias (n=88) |
|---|---|---|
| I felt respected, valued, and trusted as a professional during this session. | 93% | 100% |
| The instructors in this class used strategies appropriate for adult learners. | 87% | 100% |
| I am more confident and comfortable working with people from diverse backgrounds as a result of this activity. | 93% | 98% |
| The stated objectives of the session were met | 93% | 98% |
| The content and activities were relevant to my job responsibilities. | 90% | 95% |
| What I learned (or was communicated to me) in this session was consistent with what I learn/hear in other professional learning sessions in the district/school. | 87% | 90% |

## 5.3  Equip and Empower Behavior-Changing Conversations for Staff and Students

**Program Design:** The second set of equity-focused trainings fall under sub-objective 5.3, with a focus of helping educators, administrators, and other school employes to bring more equitable practices to their work. These trainings will also help attendees to build the confidence required to have difficult conversations around inequity. The two training programs that were identified to fulfill the goal of this sub-objective are Harvesting Diversity and Outward Mindset & Outward Inclusion.

**Year 2 Implementation:** During the 2022-23 school year, two training session of Harvesting Diversity was offered and two sessions of Outward Mindset & Outward Inclusion. A total of 151 PCS staff and educators attended these trainings during the school year and as part of the PCS Summer Summit.

**2022-23 School Year:**
- Harvesting Diversity: 116
- Outward Mindset & Outward Inclusion: 35

**Perceptions of Program Quality and/or Impact:** A post-training feedback survey was administered after each equity training session (see Appendix B for methodology). Overall, respondents were pleased with the quality of the trainings, with the majority indicating that they would recommend the training be offered again in the future for other PCS employees (89% for Harvesting Diversity attendees and 100% for Outward Mindset & Outward

Inclusion attendees). The Outwards Mindset & Outward Inclusion training received particularly positive responses to the survey, and attendees from both trainings praised the quality of the training facilitators. Table 3 below presents positive response ("Absolutely!" or "Pretty Much") percentages for a selection of questions, disaggregated by training session.

> " I loved the facilitators! I walked away with knowledge not only for working in my classroom but also for working with adults.
>
> *~Harvesting Diversity training attendee*

**Table 3.** Training Feedback Survey: Percentage of positive responses ("Absolutely!" Or "Pretty Much")

| Training Feedback Survey Questions | Harvesting Diversity (n=93) | Outward Mindset & Outward Inclusion (n=25) |
|---|---|---|
| I felt respected, valued, and trusted as a professional during this session. | 97% | 100% |
| The instructors in this class used strategies appropriate for adult learners. | 87% | 100% |
| I am more confident and comfortable working with people from diverse backgrounds as a result of this activity. | 93% | 96% |
| The stated objectives of the session were met | 93% | 100% |
| The content and activities were relevant to my job responsibilities. | 90% | 100% |
| What I learned (or was communicated to me) in this session was consistent with what I learn/hear in other professional learning sessions in the district/school. | 76% | 100% |

## 5.4  Recruit and Retain Teachers of Color

**Program Design:** DEEL developed three main strategies to better recruit and retain teachers of color:

- <u>PCS Educators Fellows Program</u>: This program will identify high school students who demonstrate interest and promise in becoming future teachers, with a focus on minority and Hispanic students. Program participants will receive a $5,000 annual scholarship to use toward their teaching degree, once enrolled in a post-secondary education program. In exchange, Educator Fellows will commit to work in PCS upon graduation for at least four years.

- <u>HBCU Partnerships</u>: To recruit minority teachers, DEEL will develop partnerships with area HBCUs and attend or host job fairs for graduates of their schools of education. Once recruited, teachers of color will receive support to retain them in PCS.

- <u>Alliance Groups</u>: One avenue of support to retain teachers of color is the creation of an alliance group, so teachers can connect in a safe space with other educators who share a common identity.

**Year 2 Implementation:**

- A PCS teacher has been identified to serve as a sponsor to start the Educator Fellows Program. PCS is planning to launch the program in the Spring of 2024.

- Regarding partnerships, PCS has been in contact with North Carolina Agricultural & Technical State University, and a planning meeting has been scheduled for Spring 2024. Outreach to other universities is ongoing with the goal of identifying two additional HBCUs with which to partner.

- Two Teacher's Alliance Groups were formed during the Spring 2023 semester, to support Black, Indigenous, People of Color (BIPOC) teachers. The main group includes both novice and experienced teachers and meets monthly, with attendance between 10 and 20 teachers per meeting. Teachers with more than five years of experience also meet periodically as a separate group.

## 5.5 Create a Data System to Disaggregate Teacher and School Leader Data

**Program Design:** This data system, currently in development, will allow PCS to collect, analyze and report on relevant teacher and school leader data disaggregated by race and gender. This data includes evaluation ratings, performance, compensation, and differentiated leadership responsibilities. The disaggregation will allow district leadership to understand the current landscape in terms of the progression of teachers of color in the district, and to monitor changes over time. The new data system will provide decision makers with access to clear and accurate data to track progress, and to highlight and address inequities where they currently exist.

**Year 2 Implementation:** The new data system has been established using Google Sheets. It has allowed DEEL leadership to analyze data, particularly around progress towards grant goals, disaggregated by race and gender. Additional modifications and developments are planned to also include data on teacher evaluation and performance.

# Conclusion

PCS should be commended for the thoughtful undertaking of the R3 Phase II initiative and the methodical pursuit of a series of objectives and sub-objectives to reach the overall goal of cultivating exponential leaders and highly effective systems. Indeed, to accomplish this goal, PCS systematically installed an extensive array of programs focused on career pathways, culture of coaching, alignment of human resource policy and practice, continuous improvement, and equity. This report gathered information about these programs by exploring their design, implementation, and perceptions of effectiveness. Overall, the findings confirmed that Pitt County is in the forefront of effective systems design to improve the way that teachers and school leaders progress through their career, ultimately building stronger schools that can create more equitable outcomes for students. From our evaluative work and the information provided by district staff, we present the following conclusions.

## Design

> **The design of the PCS R3 Phase II Framework was consistent with best practices.** We found that the activities designed to address each of the five R3 Phase II objectives were aligned with evidence-based practices.

The first three objectives related to mentoring, coaching, professional learning/job alignment are key features of a human capital management system (HCMS). The research cites the following best practices[14] when describing **human capital management systems**:

- *Provide all new teachers with a mentor*: This is addressed through the PCS Beginning Teacher Mentor program, for teacher mentees in their first three years of teaching, and the creation of the Facilitating Mentor role to support BT Mentors.

- *Extend recruitment efforts backward in the talent pipeline to high schools*: This aligns with the creation of the PCS Educators Fellows Program, which offers an

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[14] Heneman III, Herbert G., Milanowski, Anthony (2007). Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement. Wisconsin Center for Education Research.

Odden, Allan. (2011, April 1). Manage 'Human Capital' Strategically: Managing people wisely should be at the core of all district improvement work. *Education Week.*

Bhatt, Monica P., Behrstock-Sherratt, Ellen, Ph.D. (2010). Promising Practices and Lessons from Midwestern States. Learning Point Associates.

annual scholarship to minority students pursuing their teaching degree in exchange for a commitment to work in PCS upon graduation for at least four years.

- *Deliver research-based professional development and make ongoing professional development part of teachers' daily work:* One of the goals of the new PCS Comprehensive Professional Learning Plan (CPLP) is to ensure professional development is directly applicable to the work of educators, and to place an emphasis on developing Personalized Development Plans that drive educators' learning and growth.

- *Provide comprehensive induction – orientation, mentoring, evaluation*: The focus on development of systemic onboarding plans will help to align professional learning, job expectations, and performance evaluation for all PCS staff. This has begun for some Advanced Teacher Roles and will allow for fair and consistent expectations of each staffing position.

- *Select, prepare, and retain principals who understand teaching and learning and who can lead high performance schools*: This is addressed through the various leadership and mentoring programs available to PCS school executives including AP Mentors, Academy Mentors, Principal Fellows, Becoming a Coaching Leader, Elevate Coaching, and DEEL coaching.

- *Develop high performing schools career ladders to encourage performance growth and provide higher pay*: In addition to the school leader pipeline pathways mentioned previously, PCS also provides opportunities for classroom teachers including several Advanced Teacher Roles, and the National Board Mentors and National Board Support programs for educators pursuing their National Board Certification.

- *Promote knowledge sharing collaboration among teachers about effective instructional practice as part of professional development*: This aligns with the various Communities of Practice that have been developed in PCS, which are addressed further below.

- *Align professional development with job expectations and performance evaluation*. PCS has made a concerted effort to align facets of teacher preparation, professional development, and performance evaluation through its Comprehensive Professional Learning plan. This plan takes into account the necessary competencies required of new as well as existing staff. These competencies are aligned with the district's vision of instructional improvement to educator preparedness to meet the needs of every student.

Similarly, the research has identified best practices[15] in **continuous improvement**. A number of those featured in PCS' Continuous Improvement effort match these practices including:

- *Use a Model for Improvement that has two fundamental parts: (a) Three questions to guide the work—What are we trying to accomplish? How will we know that a change is an improvement? What changes can we make that will result in improvement?—and (b) the PDSA cycle to test changes in real settings:* This process has been used by PCS in Communities of Practice led by Facilitating Teachers since R3 Phase I. In Phase II, OCIPE worked in partnership with UNC at Chapel Hill to develop a PCS specific Model for Continuous Improvement[16] that utilizes the same principals.

- *Develop a capacity for sustaining change in systems by utilizing improvement science regularity and constancy. It must be fully integrated into the daily work of individuals within a system:* The R3 Phase II framework recognizes this need for full integration of improvement science throughout the district, which is reflected in the growth from FT CoPs in Phase I, to FITs, NICs, EAC and Equity Partners in Phase II. Each of these groups has received extensive training and all utilize the PCS Model for Continuous Improvement approach in their work.

- *Include participants (e.g., teachers) in the design process, involving them as equals in the work:* All educators working with PCS Communities of Practice (FTs, FITs, NICs, EAC, Equity Partners) work within their communities to identify their problem of practice and develop their aim/goal statement. DEEL/OCIPE staff act as trainers, facilitators and guides throughout the process, but participants in these communities have full ownership of the design.

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[15] Langley, G. L., Nolan, K. M., Norman, C. L., & Provost, L. P. (2009). The improvement guide: A practical approach to enhancing organizational performance (2nd ed.). San Francisco, CA: Jossey-Bass.

Cohen-Vogel, L., Tichnor-Wagner, A., Allen, D., Harrison, C., Kainz, K., Socol, A. R., Wang, Q. (2015). Implementing educational innovations at scale: Transforming Researchers into continuous improvement scientists. *Educational Policy*. Vol. 29(1) 257-277.

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous improvement in education. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching.

[16] https://sites.google.com/pitt.k12.nc.us/ocipetoolkit/overview/pcs-model

Finally, research has identified best practices[17] in embedding **equity** in education, including the following key steps:

- *Appoint a DEI point person but invite others to help*: The introduction of the PCS Equity Partner role has done exactly this by establishing a school-level point person who works with others in the building to focus on equity-related work.

- *Engage all relevant stakeholders and strengthen coordination across the education system*: the creation of the PCS Equity Advisory Council, which is made up of members from every attendance area in the district and all levels of staff and employees, is intentionally engaging a wide range of stakeholders.

- *Prepare and train teachers and school leaders in the area of equity and inclusion*: DEEL is offering four different equity-focused trainings – Dare to Lead, Unconscious Bias, Harvesting Diversity, and Outward Mindset & Outward Inclusion – at multiple times during the year, to all levels of PCS staff.

- *Infuse training with opportunity for self-reflection:* A common reflection from EAC members and Equity Partners was that they appreciated the time they were able to spend on self-reflection and developing awareness, as part of their role. They felt that a key component of the program was to work on oneself before helping others.

## Implementation

**Implementation was on track for most of the objectives.** Our findings showed that the activities implemented for each sub-objective were, for the most part, consistent with those proposed in the project design, and were well on their way to full implementation. The areas furthest along with implementation were the mentoring positions, coaching programs, Focused Inquiry Teams, National Board support, development of OCIPE, Equity Advisory Council, Equity Partners, and equity-focused trainings. These areas were well-established, with clear structures, and with high engagement/participation rates among PCS educators. Moreover, they are beginning to demonstrate early signs of

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[17] OECD (2023), *Equity and Inclusion in Education: Finding Strength through Diversity*, OECD Publishing, Paris.

Abrokwa, Fonati. (2022, January 27). 6 Strategies for Promoting Diversity and Inclusion at Your School. *Education Week.* https://www.edweek.org/leadership/opinion-6-strategies-for-promoting-diversity-and-inclusion-at-your-school/2022/01

Parsons, Amy. (2023, October 1). Revising Curriculum With the DEI Lens Tool – A Collectivist Approach. Uncommon Schools Blog. https://uncommonschools.org/uncommon-sense/revising-curriculum-with-dei-lens-tool-collectivist-approach/

impact, such as improvement in student performance and growth in leadership skill via self-assessment.

In areas where program implementation was altered from the original design, these modifications were made intentionally in response to program feedback, which is in line with the model of continuous improvement. For example, the Facilitating Mentor program made the decision to discontinue the School Lead Mentor role to streamline the program and to achieve equity with the stipend that educators received for participation. Another example is the National Board Mentor program, which moved to a cohort model beginning with the 2023-24 school year due to requests from mentees to have more collaboration with educators who are pursuing the same certification area.

The programs in an earlier phase of implementation included onboarding for new staff, Networked Improvement Communities, recruiting and retaining teachers of color, and creating a data system to disaggregate teacher and school leader data. Considering the extensive list of components included in the R3 Phase II framework, it is understandable that priorities must be set and that not all areas can be implemented simultaneously. These areas have solid designs and strong foundations to support their continued development and implementation.

➤ **The multi-faceted programs under the R3 Phase II Framework reached a considerable number of PCS teachers and leaders.** The comprehensive design of the framework ensures that educators, administrators, and employees at all levels have access to support and development opportunities.

The table to the right presents several of the various roles of mentors and mentees, coaches and coachees, and equity-focused positions, totaling approximately 1,047 PCS employees (there is duplication in this total as some programs overlap)[18]. As of the 2022-23 school year, Pitt County School district had 1,846 educators, instructional coordinators, and school administrators. Therefore, R3 Phase II programming reached approximately 57% of that population.

| | |
|---|---|
| Facilitating Mentors | 30 |
| BT Mentors | 336 |
| BT Mentees | 374 |
| National Board Mentors | 53 |
| National Board Mentees | 87 |
| AP Mentors | 16 |
| AP Mentees | 19 |
| AP Academy Mentors | 8 |
| FIT Members | 45 |
| School Executives Coached | 50 |
| Equity Advisory Council Members | 14 |
| Equity Partners | 15 |
| **Duplicated Total** | **1047** |

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[18] To avoid further duplication, a few positions covered in this report were not included in the table due to extensive overlap in participants with other programs.

# Perceptions

▶ **For programs that gathered participant feedback, the response was generally very positive with several areas of strength highlighted.**

- National Board Mentees saw their mentors as supportive and responsive, appreciated the encouragement and guidance, and helped to increase their confidence.

- National Board Mentors, FIT members, and National Board candidates felt well supported by DEEL and appreciated the resources provided to support them in their role.

- FIT members felt that their work in the FIT was beneficial both to the FIT members and to the school.

- National Board Mentors valued the opportunity to support mentees, felt their experience helped them to grow as a leader.

- Elevate Coaching participants felt the program was beneficial and that they would recommend it to other principals in the district.

- The district's acknowledgement of existing inequities in PCS, and its commitment to addressing them by creating equity-focused programs and trainings, was seen as a major success by Equity Advisory Council members and Equity Partners.

- Equity Advisory Council members and Equity Partners identified positive changes in themselves and how they approached equity, since becoming involved in the programs.

▶ **A few programs showed early signs of measurable improvement.**

- After changes were implemented resulting from the work of the FIT, an encouraging segment of FITs observed signs of progress, in areas such as student absences and grade level reading comprehension.

- The self-assessment scores for BACL showed an average improvement from pre- to post-test on all 10 statements relating to exemplifying characteristics of a leader.

- A large majority of educators who attended equity-focused trainings indicated that they were "more confident and comfortable working with people from

diverse backgrounds as a result of this activity", and most recommended that the training be offered to other PCS employees.

**In addition to areas of strength and perceptions of progress, participants offered suggestions for improvement, which should be taken into account.**

- BT Mentors indicated that they would like to participate in additional professional learning opportunities to further develop their coaching skills to support BTs.

- National Board Mentors and Mentees requested further clarification in role expectations and time commitments for both mentors and mentees.

- FITs asked for the opportunity for a collaborative work session with other FITs that have a similar focus, as well as assistance with data analyses and effectiveness measures.

- National Board candidates requested that all support sessions (Work Days, Information Sessions, Deep Dives) be offered during the school day, to increase accessibility for those who were unable to attend evenings or weekend sessions.

Overall, PCS has designed and implemented an ambitious set of priorities aimed at improving how schools operate and are led. Informed by research and best practices, the district's work has been implemented as designed, for the most part, and has reached a wide range of educators. We hold the efforts of PCS in high regard, including the leadership of DEEL, and look forward to engaging in continued research on this comprehensive and groundbreaking initiative.

# List of TSL Objectives

**1. Expand the Career Pathways Model for teachers, school administrators, and school leaders.**

1.1 Facilitating Mentors and National Board Mentors*
1.2 AP Mentors and AP Academy Mentors
1.3 ECU Pirate Leadership Academy/Principal Fellows
1.4 Focused Inquiry Teams

**2. Create a culture of coaching for and among school executives.**

2.1 Coaching for School Executives
2.2 Becoming a Coaching Leader
2.3 International Coaching Federation Credentialing Program

**3. Align Professional Learning, Job Expectations, and Performance Evaluation for all certified staff.**

3.1 Comprehensive Professional Learning Program
3.2 Onboarding for New Staff
3.3 Support for National Board Candidates*

**4. Create a district-level Office of Continuous Improvement and Program Effectiveness (OCIPE).**

4.1 Partner with UNC at Chapel Hill
4.2 Implement the Tools of Improvement Science in FITs and FT Communities of Practice
4.3 Create Networked Improvement Communities

**5. Align & focus district and school efforts on equity.**

5.1 Equity Advisory Council* and Equity Partners*
5.2 Provide Training to Deepen Understanding and Respect and Adjust to Human Uniqueness to All Staff
5.3 Equip and Empower Behavior-changing Conversations for Staff and Students
5.4 Recruit and Retain Teachers of Color
5.5 Create a Data System to Disaggregate Teacher and School Leader Data

*MI produced evaluation report briefs for these sub-objectives

# Technical Notes and Methodology

The data from this report came from 11 sources. Specific information about the surveys, interviews, and focus groups can be found in the Table below.

| Sub-objective | MI Data Collection Methods |
|---|---|
| 1.1: National Board Mentors<br><br>3.3: Support for National Board Candidates | Surveys were distributed in May 2023 to those who participated in the Mentoring Program during the 2022-23 school year. The response rate was 99% (52/53) for mentors, and 82% (71/87) for mentees. |
| 5.1: Equity Advisory Council | Interviews with four Equity Advisory Council members were conducted in May 2023. |
| 5.1: Equity Partners | Two one-hour focus groups were conducted with a total of 14 Equity Partners in March 2023. |

| Sub-objective | Pitt County Data Collection Methods |
|---|---|
| 1.1: Facilitating Mentors | Program leadership distributed a survey to Facilitating Mentors (FMs) and BT Mentors in April/May 2023. The response rate was 70% for FMs (21/30) and 27% (102/374) for BT Mentors. |
| 1.2: AP Mentors | AP Mentors complete monthly tracking logs to track their work with each mentee, including number of contacts, number of coaching conversations, topics of support, resources provided, and feedback and/or support requests to program leadership. |
| 1.2: AP Academy Mentors | AP Academy Mentors complete monthly tracking logs which include how many times they met with each mentee, the topic of support, progress towards goals, and challenges to be addressed. |
| 1.4: Focused Inquiry Teams | Program leadership administered a survey to all FITs in May 2023. Each FIT submitted one survey response as a group. The response rate was 90% (9/10). |

| Sub-objective | MI Data Collection Methods |
|---|---|
| 2.1: Coaching for School Executives | The DEEL office administered a survey in Spring 2023 to participants who had completed the Elevate Coaching program. The response rate was 33% (7/21).<br><br>Dr. Thomas Feller, Jr. and Dr. Seth Brown maintain coaching logs for their work with school executives, which includes a count of coaching hours. |
| 2.2: Becoming a Coaching Leader | BACL participants complete a self-assessment before or during Day 1 of BACL training (pre-test) and again after Day 3 of training (post-test). There were three BACL cohorts during the 2022-23 school year: Spring 2022, Summer 2022 and Spring 2023. During this time, 36 participants completed the pre-survey and 29 completed the post-survey. |
| 5.2: Provide Training to Deepen Understanding and Respect and Adjust to Human Uniqueness to all staff | A post-training feedback survey was administered after each of the following equity-focused training sessions: Dare to Lead, and Unconscious Bias. The overall response rate was 77% (118/153). |
| 5.3: Equip and Empower Behavior-changing Conversations for Staff and Students | A post-training feedback survey was administered after each of the following equity-focused training sessions: Harvesting Diversity and Outward Mindset & Outward Inclusion. The overall response rate was 78% (118/151). |