

National Equity Project (NEP) alignment and the work of the North Carolina Department of Public Instruction

Leadership Stance – How we **SEE** informs how we **ENGAGE**, which informs how we **ACT**

Examples of Implementation Strategies

SEE – Use disaggregated data by student groups

ENGAGE – Implement User-Centered Design

ACT – Revise policies and procedures to support equitable practices

Turning the NEP Leadership Stance into High Quality Implementation

SEE	Exploration	Installation	Initial Implementation	Full Implementation What does it look like?
	<p>Determine if data is disaggregated by student groups in all areas of work.</p> <p>If not, what is needed to make that happen?</p> <p>Does each area have a growing list of stakeholders and champions used for partnership work?</p> <p>Are the staff members in each area ready to review disaggregated data and respond to it?</p> <p>What should the communication processes look like to support the work of data disaggregation and to determine the responses to the data?</p>	<p>Determine if training and a process are needed to support the ability to disaggregate student data and respond to that data.</p> <p>Develop feedback loops between the staff and the leadership level to ensure a review of how and when disaggregated data is presented.</p>	<p>Recognize the intentional use of data disaggregation in reports and/or presentations (by student groups).</p> <p>Seek feedback from the recipients of the reports and/or presentations with data disaggregation (by student groups).</p> <p>Develop improvement strategies based on the feedback.</p>	<p>Skillful use of data disaggregation by student groups that is well-integrated into the work routinely and effectively and is supported by leadership.</p>



ENGAGE	Exploration	Installation	Initial Implementation	Full Implementation What does it look like?
	<p>Determine which areas of work are using User Centered Design (UCD) (An iterative design process in which staff focus on the users and their needs in each phase of the development or revision process).</p> <p>For those areas not using the User Centered Design process, what is needed to make that happen in those areas?</p> <p>Which areas use their growing list of stakeholders and champions to create a focus group of users for the proposed development or revisions of an initiative, project, etc.?</p> <p>Are staff members ready to implement the User Centered Design process?</p> <p>What should the communication processes look like to support the User Centered Design process?</p>	<p>Determine if training of staff is needed to support the use of UCD as intended.</p> <p>Develop feedback loops between the staff and the leadership level to ensure that UCD is being used during the development and/or revision process.</p> <p>Gather feedback on how UCD is being implemented.</p>	<p>Recognize the intentional use of UCD as it is shared in proposals, plans, reports and/or presentations. Seek feedback from the recipients of the UCD process.</p> <p>Develop improvement strategies based on that feedback.</p>	<p>Skillful use of UCD that is well-integrated into the work routinely and effectively and is supported by leadership.</p>



ACT	Exploration	Installation	Initial Implementation	Full Implementation What does it look like?
	<p>Determine if policies and/or procedures are in place (especially through the Student Learning and Achievement and Healthy Responsible Student Committees) that create barriers to equitable and inclusionary practices.</p> <p>If so, what is needed to revise those policies and/or procedures?</p> <p>Does each area have a growing list of stakeholders and champions who can provide feedback regarding such policies and/or procedures?</p> <p>Are the staff members in each area ready to review policies and/or policies that may be barriers to equitable and inclusionary practices?</p> <p>What should the communication processes look like to support this work?</p>	<p>Determine if training is needed to support the revision of policies and/or procedures.</p> <p>Develop feedback loops between the staff and the leadership level to streamline communications and develop timelines to review and revise policies and/or procedures.</p> <p>Gather feedback on the plans and the timeline.</p>	<p>Recognize the revision of policies and/or procedures to highlight how equitable and inclusionary practices are being supported. Seek feedback from those involved in the revision process.</p> <p>Develop improvement strategies based on the feedback.</p>	<p>Skillful policy development and/or revision processes that are aligned with equitable and inclusionary practices that are well-integrated into the work routinely and effectively and is supported by leadership.</p>

