

Professional Development Framework

In 2011, Portland Public Schools launched a Racial Educational Equity Policy to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The policy requires that PPS provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.

In January 2019, PPS launched a district wide Racial Equity Social Justice planning process to work to evolve PPS' RESJ practices to a comprehensive, defined framework with clear system-wide racial equity and social justice actions and measurable results that lead to improved outcomes for all students.

The RESJ plan intends to build on the successes of the initial Racial Educational Equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and systemwide coordination. To improve outcomes for all students, a comprehensive set of strategies should be implemented across PPS. System change at this level requires an understanding and current assessment of where all parts of the organization are in the change process. This plan endeavors to examine all stages along the continuum of organizational change to assess strengths and opportunities for RESJ.



Stages of Organizational Change

Individual Readiness

We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

We proactively take personal responsibility to learn, grow and adapt in order to support the implementation of anti-racist practices.

We are individuals aware of the potential impact of RESJ to drive meaningful change and increase student outcomes and student success.

Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

We champion programs and initiatives that are culturally responsive and make explicit ties to RESJ practices in order to increase student outcomes and student success.

Lastly, we hold a culture in which students, families and communities are valued as leaders and assets to our collective work.

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.

As participants and constructionist of our system, we uphold that every decision-making, investment, continuous improvement effort and policies reflect the values and principles of RESJ.

How we conduct research, use and manipulate data must incorporate and bring forward RESJ values and principles as well.

As part of the district wide work to update the policy and resulting plan and in alignment with PPS' vision and strategic plan, PPS will adopt a plan for professional development to support all employees as they develop their Racial Equity and Social Justice Skills. As a learning organization, our goal is to increase the capacity of our district by providing opportunities for exploration, learning, reflection and growth for all employees to support our goals for Racial Equity and Social Justice.



As part of the district wide work to update the policy and resulting plan and in alignment with PPS' vision and strategic plan, PPS will adopt a plan for professional development to support all employees as they develop their Racial Equity and Social Justice Skills. As a learning organization, our goal is to increase the capacity of our district by providing opportunities for exploration, learning, reflection and growth for all employees to support our goals for Racial Equity and Social Justice.

The RESJ Professional Development Competencies are designed around a multi-dimensional capacity building framework that combines a knowledge taxonomy with organizational levels of application. The framework of competencies contains four subject areas with varying levels of application and six levels of knowledge.

Knowledge Taxonomy	RESJ Professional Development Framework	
	Organizational Levels of Application	
6. Creating 5. Evaluating 4. Analyzing 3. Applying 2. Comprehension 1. Knowledge	System Integration Implementing Strategies for Student Success Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes	System Refinement Problems of Practice The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)
	Individual Information Acquisition Identity New learning and comprehension of identity issues relating to RESJ.	Individual and Team Application and Coherence Culturally Responsive Organization & Practices Shared understanding and analysis of opportunities for application.



1. Identity

1.1 Knowledge and comprehension of critical race theory and its application to racial equity and social justice in education.

1.2 Understanding of personal identity and ability to analyze and evaluate personal relationship to power, privilege and oppression in education.

1.3 Knowledge, comprehension and application of practices for positive cultural identity development.

1.4 Knowledge and comprehension of intersectionality and the multidimensionality of oppressions.

1.5 Ability to analyze and evaluate one's own actions and decision making and system structures to identify root causes of institutional racism and oppression.

1.5 Placeholder - LGBTQ PD Work Group

2. Culturally Responsive Organization and Practices

2.1 Knowledge and comprehension of foundations of culturally responsive practices and pedagogy.

2.2 Knowledge and comprehension of the history, assets and issues of racial and ethnic groups in Portland.

2.3 Ability to analyze and evaluate current practices and system structures to identify barriers, challenges and opportunities for the application of culturally responsive practices.





3. Implementing Strategies for Student Success - Closing the Opportunity Gap

- 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice.
- 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes.
- 3.3 Ability to integrate culturally responsive practices into strategies to increase student success.
- 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups.

4. Problems of Practice

- 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes.
- 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues.
- 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.