



RIDES Leadership Fellowship Curriculum 2018-2019

RIDES Leadership Fellowship RLF Overview

The [RIDES Leadership Fellowship](#) (RLF) is designed to support passionate leaders who are committed to achieving equity and integration in American schools. The purpose of the Fellowship is to prepare Fellows to take on leadership roles in starting or sustaining schools, districts, charter systems, and partnering organizations that promote diversity, equity, and integration.

The Fellowship is a two-year commitment beginning in the Summer. In the first-year, Fellows will focus on the relevant skills for starting, leading, and improving schools, systems, and related organizations in their master's or doctoral programs. Along with their coursework, Fellows will engage in skill-development, coaching, networking and engaging in RIDES research projects focused on diversity, equity and integration.

In the second year, Fellows will work in a school, school system charter management organization, or related organization, overseeing high priority initiatives related to race, equity, diversity, and integration. For master's students, this will be getting a job as they continue to hone their skills in leading this work; for doctoral students this will be their residency placement, and they will be working with RIDES to develop and identify a suitable Ed.L.D. residency.

The Fellowship is co-curricular, allowing Fellows to learn in their chosen master's and doctoral programs with coursework customized to their individual goals with programmatic support from the Fellowship. Over the two years, all Fellows will receive ongoing coaching and networking opportunities within the larger RIDES community as well as an Individual Learning Account to facilitate customized needs for travel, conferences, and site visits.

Fellowship Design

The RIDES Leadership Fellowship (RLF) is an innovative program designed to support Fellows to engage in their own learning, as well as contribute to the RIDES community through research, sharing of promising practices related to school integration, and finally, work in a school, district, charter management organization, or partner organization in a leadership role focused on diversity, equity, and integration.

There is no substitute for Fellows' presence; therefore, each Fellow agrees to certain commitments related to their learning, research, and their contribution to the community of the RIDES. Fellows are expected to participate in all required activities outlined below. Arriving on time for each session and being present for the duration of the session is also expected. In the case of illness or an unforeseeable emergency, Fellows must notify the Fellowship Director and the facilitator before the session impacted by the absence.

In the **first year**, these commitments include participation in all programming and accompanied deliverables of the Fellowship:

1. Orientation (week in the Summer)
2. Seminars (Tuesday evenings for 3 hours, 2x a month)
3. RIDES Team Learning Time (Monday afternoons, 2x a month)
4. Coaching Meetings (Time varies, one 60-minute meetings with each coach)
5. Immersion Work: Year 1 (~4-6 hours per week)

In the **second year**, these commitments include continuing seminars and coaching meetings as well as securing a leadership role in a residency or placement focused on diversity, equity, and integration.

RLF Curriculum

The Fellowship aims to provide individuals an opportunity to deepen their understanding of theory and practices related to integration, diversity, and equity in schools and school systems. To accomplish this, we have identified three strands of learning that will be mapped across three buckets of activities. In each strand participants will engage in independent, group, and experiential learning.

Year 1: Three Strands of Learning

Strand One: The Foundation for the Work—The Self

Overview

In Strand One, Fellows will study Lahey and Kegan's stages of adult development: the socialized mind, the self-authoring mind, and the self-transforming mind. Fellows will focus on gaining a true understanding of self to better impact the systems in which they are a part. In addition, Fellows will examine how their personal triggers about diversity and equity affect the work. Fellows will develop their own personal leadership story as a method to demonstrate an understanding of self, and a motivational tool for others.

Fellows will begin to explore the practice of honest conversations about race, diversity and equity. To do so, Fellows will build on their understanding of the history of oppression and racism in the United States and the current landscape. This includes seeing racism as a systemic and institutional practice, not just on an individual or interpersonal level.

Objectives

Fellows will be able to:

- Gain a deep understanding of self, including identifying inherent biases and hidden commitments, examining how personal triggers about diversity and equity affect the work, gaining awareness on how to leverage strengths, personal mission, and leadership to lead equity work
- Build on their understanding of the history of oppression and racism in the United States, including seeing racism as a systemic and institutional practice and begin identifying ways that they will address systemic racism

Coaching

Fellows will set learning goals and an area of research that aligns to their interests, personal skill and knowledge strengths and gaps. This research is designed to align with Fellows' chosen post-Fellowship field of work. Fellows will work with their coach to develop their selection of coursework, and identify potential areas for independent research.

Deliverables

- ❑ Print and oral delivery of personal leadership story
- ❑ Evidence of understanding of the history of racism in American education
- ❑ Individual Learning Plan.

Resources

- [The Power of Vulnerability, Brene Brown, TedTalk](#)
- [The Danger of a Single Story, Adichie Chimamanda, TedTalk](#)
- *Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization*, Robert Kegan, Lisa Lahey, Harvard Business School Publishing Corporation, 2009
- *Faces at the Bottom of the Well: The Permanence of Racism*, Derek Bell, Basic Books, 1992
- *Courageous Conversations About Race*, Glenn Singleton, Corwin Press, 2015

Strand Two: Preparing and Practicing the Work—Diagnose the System

Overview

In Strand 2, Fellows will begin connecting their personal work to external practice by first identifying what they believe their personal work is. During Orientation and throughout the year during seminars, Fellows will build their toolkit of strategies and resources to prepare for Year 2 Field Work. This learning includes adaptive leadership and systems theory.

Fellows will use their key learnings and begin practicing and preparing for their Field Work with schools and educational systems. Depending on each Fellow's program requirements, Field Work may vary. For instance, those in the School Leadership Program will complete two practicum internships at schools intentionally working towards equity. For those Fellows without a mandatory practicum or internship will have the opportunity to follow a school engaged in the [RIDES Institute](#) for their Field Work experience.

Objectives

Fellows will be able to:

- Identify their personal work, considering the learning of self and how it impacts the system; acknowledge that they are part of the system that they are trying to impact
- Speak comfortably and fluently about race in educational and social contexts

¹ Fellows will work with Faculty Director and Coach to develop an annual goal setting and learning plan that aligns with Fellows post-Fellowship goals. Plans will identify learning in three areas: course work, seminar focus, and independent research. In the Fellowship Orientation, Fellows may be asked to provide an initial self-assessment which will support benchmarking, and goal setting.

- Deepen their understanding of theory and practices related to integration, diversity, and equity in schools, school systems, and organizations supporting those entities
- Understand what's really going on in an organization by diagnosing the adaptive challenge(s) and political landscape
- Learn and practice implementing diagnostic/improvement tools, frameworks, and approaches to dismantle racism and inequity in schools and educational organizations (including key RIDES tools primarily the [Systemic Improvement Map](#), the [Equity Improvement Cycle](#)), and the [RIDES Progress Assessment](#)

Coaching

Fellows will meet with their coach to review individual work plan and progress toward goals.

Deliverables

Fellows will develop a case based on their on-going work/relationship with an organization doing equity work. The case will be presented for analysis and feedback from the group.

Description: Group discussion with evidence that Fellows are able to identify protagonist; key stakeholders, and invisible stakeholders & motivations of each group. Fellows will identify what is going on in a system (in the case), and work together to recommend a course of action to build coalitions, and an overall strategy.

Resources

- *Getting Your Ducks in a Row: The Principle of Organizational Alignment and What it Means for School Leadership*, Dr. Ebony Bridwell-Mitchell, 2015
- *Leadership Without Easy Answers*, Ron Heifetz, President and Fellows of Harvard College, 1994
- *Reframing Organizations: Artistry, Choice, and Leadership*, Lee Bolman and Terrence Deal, Jossey-Bass, 2013

Strand Three: Leading the Work—Impacting the System

Overview

Fellows have begun identifying & diagnosing what is going on in systems. In Strand 3, Fellows will analyze systems and use that analysis to identify intervention points and actions to advance integration, diversity, and equity in schools and educational systems in their Year 2 placements. Fellows will take stock of their year of learning in order to set goals for the second year of the Fellowship. Fellows will also begin to provide evidence of their work through presentations of Promising Practices, and other RIDES work products to prepare for their placements.

In this final strand of learning, Fellows will grow in their ability to see more complexity in organizations. They will be able to apply their learning from Year 1 to enter a setting, assess its current progress and capacity, and create and implement improvement plans to advance integration at their placement sites.

Objectives

Fellows will be able to:

- Identify their vision of a racially-equitable world and their proposed theory of change
- Analyze the system, make interpretations, and identify possible causes/courses of action to find better (and often not obvious) solutions;
- Design effective interventions including identifying their proposed theory of action, the frameworks and tools that will be used, their role in the work, and their plan to impact the system;
- Implement the plan and document successes and challenges;
- Reflect on the implementation of the plan including the impact on the system; and
- Revise the plan and implement

Coaching

Fellows will meet with their Coach to review their individual work plan and progress toward goals. Fellows will begin to develop a workplan and goals for Year 2 of the Fellowship year.

Deliverables

- ❑ Culminating project, where the Faculty Director and Coach will approve specific areas of design and research.
- ❑ Fellows will engage in multiple cycles of presentation and feedback on their work in a selected area that might include:
 - Immunity to Change workbook & summary of learning
 - Field work summary of learning

In order to align with Fellows' course of study at HGSE, this Fellowship contains a high-level of customization. There are some recommended resources and courses that will greatly enhance the Fellows' learning and preparation for future work. Included below is a sample of those resources. Fellows will work with the Director of the Fellowship and their coach to develop their Independent Learning Plan which will include some of these offerings.

Resources

- *Thanks for the Feedback, The Art and Science of Giving and Receiving Feedback Well*, Sheila Heen & Douglas Stone, 2015