



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

**Cover Sheet is an Internal Document for Business Office Use**

**Please Type**

Contractor full name: Devon Alexander

Doing Business As, if applicable: Paraclete Partnerships

Business Address: P.O. Box 534, Mount Prospect, IL 60056

Business Phone: 224-279-5420

Business email: [devon@paracletepartnerships.com](mailto:devon@paracletepartnerships.com)

Funding Source & Acct # including location code: 2553-6399-56694-0066

Principal or Supervisor: Cari Strand

Agreement Effective Dates: From 11/14/23. To 06/30/24.

Hourly rate or per session rate or per day rate. \$2,500/semester x 2 administrators  
Total amount: \$10,000

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

Paraclete will provide virtual leadership coaching in support of school leadership team growth and planning around racial equity and inclusion. These sessions utilize a theory of action model to systematically work through improvement planning and implementation. Building Leader Strand and Co-Building Leader Cabaldon will receive individual, personalized coaching.

Submitted by: Cari Strand Phone: 203-305-9365

*Jubia Lopez*

*8-1436*



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Cari Strand, Building Leader at High School in the Community  
**Date:** 5 October 2023  
**Re:** ARP ESSER-funded partnership with Paraclete Partnership

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Please ***answer all questions and attach any required documentation as indicated below.*** Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Devon Alexander, Paraclete Partnerships
2. **Description of Service:** Paraclete will provide virtual leadership coaching in support of school leadership team growth and planning around racial equity and inclusion. These sessions utilize a theory of action model to systematically work through improvement planning and implementation. Building Leader Strand and Co-Building Leader Cabaldon will receive individual, personalized coaching.
3. **Amount of Agreement and hourly or session cost:** \$2,500 per semester x 2 admin., \$10,000 total cost
4. **Funding Source and account number:** 2553-6399-56694-0066
5. Approximate number of staff served through this program or service: 2
6. Approximate number of students served through this program or service: 280
7. **Continuation/renewal or new Agreement?**  
**Answer all questions:**
  - a. If continuation/renewal, has the cost increased? If yes, by how much? Continuation. This is a decrease in cost and services.
  - b. What would an alternative contractor cost: The Center for Creative Leadership provides individual coaching with a price range that begins at “<\$50,000.” Courageous Conversation training through Frontline Training Solutions costs \$375 for a 6-hour group training while individual follow-up coaching costs between \$4000--\$7950 for 4- to 8-week programs. NewLeaders.org’s standard cost is \$5000 for a 3- to 6-month engagement. None of these offers the full scope of what Paraclete provides for the full school year, particularly around personalized equity coaching, and it would be nearly impossible to find similar executive coaching that includes additional support outside of formal coaching sessions at no additional cost.

- c. If this is a continuation, when was the last time alternative quotes were requested? Sept. 2023
- d. For new or continuation: is this service existing staff could provide. If no, why not? None of our teachers are able to provide leadership coaching in equity to the school administrators.

**8. Type of Service:**

**Answer all questions:**

- a. Professional Development? Yes
  - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? No. This is leadership coaching focused on racial equity and inclusion.
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe) leadership coaching focused on equity and inclusion for HSC school leaders

**9. Contractor Classification:**

**Answer all questions:**

- a. Is the Contractor a Minority or Women Owned Business? Yes
- b. Is the Contractor Local? No
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? No
- d. Is the Contractor a public corporation? It is an LLC
- e. Is this a renewal/continuation Agreement or a new service? Continuation
- f. If it is a renewal/continuation has cost increased? If yes, by how much? Cost has decreased.
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: Yes. Current research demonstrates the importance of strong leadership on successful schools. As a school with a diverse student body in a multicultural city, it is particularly crucial that leadership at HSC attend to issues of equity and inclusion.

**10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:**

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: attached
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? We obtained quotes from a variety of vendors. Paraclete remains both economically sound and the best fit for our needs.
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? It is the lowest bidder for individual coaching. Further, Devon Alexander has proven himself to be an effective leader at HSC. He is fluent in the Courageous Conversations about Race protocols and framework and has provided training for a multi-session SERC

- sponsored course that lay the groundwork for the establishment of a Race, Equity, and Education (REE) team at HSC.
- d. Who were the members of the selection committee that scored bid applications? Cari Strand, Building Leader; Michelle Cabaldon, Co-Building Leader; Julia Melbourne, Business Manager
  - e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. N/A

## 11. Evidence of Effectiveness & Evaluation

### Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? This contract addresses the need for school leaders to keep equity and inclusion central to their practice. Paraclete will guide school leaders through an assessment of our equity work and then address growth areas through strategic coaching.
  - b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. Paraclete has worked with the HSC faculty since 2020. HSC's 22-23 Climate Survey results indicate that 85% of students feel physically and psychologically safe at school, 88% believe faculty support LGBTQIA+ students, 91% feel supported in relation to their disability, and 83% have close friends from different racial, ethnic, or cultural backgrounds. While Paraclete has helped us create a welcoming and culturally responsive school community, we must keep this work central to our programming and policy-making.
  - c. How is this service aligned to the District Continuous Improvement Plan? This service aligns with Goal 5: Unwavering Commitment to Equity, Growth, and Progress, as well as Goal 2: High Achievement for All Learners and Goal 3: Development of the Whole Child.
12. Why do you believe this Agreement is fiscally sound? The work Paraclete does with HSC's school leaders will inform the professional learning experiences provided to faculty, increasing the impact from two educators to the full faculty at HSC. Mr. Alexander is able to provide his services virtually, eliminating the need for travel and/or lodging costs.
13. What are the implications of not approving this Agreement? We will not advance as quickly as we can in creating a more equitable school experience for all of our students at HSC. We will continue our work around race and equity, but we will not be able to increase our capacity to effectively lead the entire staff to a deeper understanding of these issues and practices.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Paraclete Partnerships**

FOR DEPARTMENT/PROGRAM:

**High School in the Community (HSC)**

This Agreement entered into on the 5 day of October 2023, effective (*no sooner than the day after Board of Education Approval*), the 15 day of November, 2023, by and between the New Haven Board of Education (herein referred to as the "Board" and, Paraclete Partnerships located at, P.O. Box 534, Mount Prospect, IL 60056 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 5,000 per semester, for 2 semesters for a total of \$10,000. Services include up to 20 sessions (10 per administrator) and related planning, feedback, and support.

The maximum amount the contractor shall be paid under this agreement: ten thousand dollars (\$10,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by ARP ESSER III Carryover **Program** of the New Haven Board of Education, **Account Number:** 2553-6399-56694 **Location Code:** 0066.

This agreement shall remain in effect from 11/15/23 to 06/30/24.

**SCOPE OF SERVICE:** *Please provide brief summary of service to be provided.*

Paraclete will provide virtual leadership coaching in support of school leadership team growth and planning around racial equity and inclusion. These sessions utilize a theory of action model to systematically work through improvement planning and implementation. Building Leader Strand and Co-Building Leader Cabaldon will receive individual, personalized coaching.

**Exhibit A: Scope of Service:** Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

**Exhibit B: Student Data and Privacy Agreement:** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

10/04/2023  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Devon Alexander President  
\_\_\_\_\_  
Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

## EXHIBIT B

### STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. § 10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

**Summary of Professional Services & Fees**  
**High School in the Community**  
 Submitted by Devon Alexander, Paraclete Partnerships, LLC.

September, 2023

**Description:**

Partners will receive coaching on how to progress along the Intercultural Development Inventory (IDI) Continuum to stages of adaptive intercultural competence, engagement, and professional practice. This leadership coaching will synthesize educational leadership standards and the Danielson framework for teaching to support educational and instructional leadership. Coaching is designed to address data-monitoring and instructional adjustments to support leaders' efforts toward continuous improvement throughout educator professional practice at HSC, especially around race and equity. Additionally, coaching will center on intervention for student leadership to promote a healthy and edifying student culture. Current educational research on school improvement, school climate and culture, and educational leadership will be engaged and explored in each session. This research-centered programming is designed to support assessment and evaluation of partnership content and engagements across the school year. This coaching program is designed to position educators to improve their leadership, instruction, and practice in support of school-wide growth outcomes.

The following chart of services offers a financial breakdown of the designed scope of services.

**Services:**

Experiences	Timeline	Fees
<p><b><u>Leadership Coaching for Educational Equity</u></b>            Leadership coaching in support of school leadership team improvement planning around racial equity and inclusion. These sessions utilize a theory of action model to systematically work through improvement planning and implementation.</p>	<p>September, 2023 – June, 2024</p> <ul style="list-style-type: none"> <li>• Up to 10 individual sessions per administrator designed for 1.0 hour each.</li> <li>• These virtual sessions will be personalized for HSC's Building Leader's and Co-Building Leader's specific needs and growth areas.</li> <li>• Research, planning, and preparation rate reflected within the flat fee for each session.</li> <li>• Individualized coaching for both building leaders will target instructional leadership and student climate and culture programming.</li> <li>• Input and feedback on professional learning plans at HSC.</li> <li>• Troubleshooting and office hours via text and phone for extended partnership, at no additional cost.</li> </ul>	<p><b>Flat Fee - Discounted Flex-Rate for Long-Term Partner</b></p> <p>\$2,500/semester for each admin (includes preparation, meeting time, professional learning materials, and feedback) per admin</p>
		<p><b>Total – \$10,000 (\$5,000 x 2 admin) for the fully year</b></p>

Devon Alexander  
400 N. Elmhurst Ave., Mt. Prospect, IL 60056  
[devon@paracletepartnerships.com](mailto:devon@paracletepartnerships.com)  
224-279-5420

### Curriculum Vitae

2001- Fellow at the **Institute for the Recruitment of Teachers**. The Institute is a program designed to increase the number of minority teachers within every level of the American educational system. Twenty-five fellows are accepted for the intensive graduate school preparation program.

2002 - Teaching Assistant at the **University of New Hampshire**. Awarded a full scholarship in the graduate English department and a paid teaching assistantship position in the Composition department.

Offered a full scholarship in the graduate English department and a paid teaching assistantship in the Composition department at **Purdue University**.

Offered a full scholarship in the graduate English department at **Simmons College**.

2003 - Mentor in the **McNair Program** graduate school preparatory program. Worked with undergraduates on their academic submissions for their graduate school applications.

2004 – Composition teacher in the **Upward Bound Summer Program**. Worked with 8<sup>th</sup> graders entering their freshman year of high school to prepare them for the rigors of academic writing.

2008 – Presented “Idealized vs. Racialized Experience of Life: Preparing Educators to Eradicate ‘the [Racial] Gap Between the Promises of Our Ideals and the Reality of Our Time’” at the **5<sup>th</sup> International Conference on Teacher Education** for the Center for Anti-Opressive Education at the University of Illinois-Chicago. Addressed the disparity in racial consciousness that exists within the ranks of the American educational workforce and the populations of color these predominantly white teachers serve.

Presented this work at the **2008 Minority Student Achievement Network’s Annual Teacher Conference**. MSAN is a consortium of 27 schools across the country with similar racial demographics experiencing persistent systemic racial educational disparities.

2009 - Chief Developer of “Training the Trainers: Leading Courageous Conversations about Race”, a **Mini-Conference for the Minority Student Achievement Network**. This mini-conference was designed to address obstacles facilitators encounter in conversations about race professional development within educational institutions.

2009 – Presented “Navigating the Roadblocks: The Pedagogy of Critical Race Theory for White Educators” at the **3<sup>rd</sup> Critical Race Studies in Education Conference** at the University of Arizona. This presentation addressed how to identify the presence of Critical Race Theory in ineffective educational racial discourse engaged by predominantly white educators within professional development in educational institutions.

2009 to Present – **Racial Equity Teacher Education Professional Development Program**. Designed “Critical Race Theory in Education: Professional Development to Bridge the Gaps in Teacher Racial Knowledge” to address the ineffective race-focused professional development and dysconsciousness that abounds within educational racial discourse. Developed and implemented the Racial Equity Professional Development Learning Strand curriculum and facilitation model. Developed and implemented the Racial Equity Action Research Professional Development curriculum and facilitation model. Developed and implemented the Racial Equity Professional Development Facilitator program.

2010 – **Harvard Education Letter**. New Teachers and the Culture Gap. Featured educator. My work with developing a conversations about race cohort with OPRFHS faculty is addressed. <http://www.hepg.org/hel/article/478>

2010 to March 2020 - **Beyond Diversity Facilitator & Affiliate Program Racial Equity Coach for Pacific Educational Group**. Facilitates conversations with educational professionals using the Courageous Conversations Protocol. Works with participants in efforts to help them internalize the Courageous Conversations Protocol, engage in effective educational racial discourse and utilize a critical race lens in order to investigate the impact of race in their lives, practice, relationships, and institutional communities.

2011 – **National Educators Association**, Tomorrow’s Teachers Magazine 2011. “Closing the Culture Gap”. Featured educator. I address my race and equity work with students and staff at Oak Park and River Forest High School. <http://www.nea.org/home/43098.htm>

2011 –Presented “What are we really talking about?: Utilizing Critical Race Theory to Transform Ineffective Conversations about Race. White Denial. White Dialogic Domination. and Dysconscious Racism in Conversations about Race with Predominantly White Educator Workforce” at the **1<sup>st</sup> Minority Student Achievement Network Equity Institute**. This presentation works to expose the domination of white racial knowledge within educational professional development focused on race and student achievement and to transform this discourse from dysconsciousness to critical race consciousness.

2013 – Publication. Alexander, Devon. “Voices from the Inside.” More Courageous Conversations about Race. Ed. Glenn E. Singleton. Thousand Oaks, CA: Corwin, 2013. 63-66.

2016-Present – **OPRFHS DELT Racial Equity Coach & CARE Team Leader Development Racial Equity Coach.** Engages Racial Equity Leadership Coaching with district leaders in order to develop, integrate, and support implementation of their racial equity leadership. Develops curriculum and leads the team in investigation of the contributing factors that result in racial inequity throughout the school system. Leads the team in the development of a systemic racial equity transformation plan that enacts a theory of action process designed to eradicate systemic racial inequity within the school system.

2018 – Presented “JUSTICE not vengeance”: Building C.O.R.E Strength to Navigate & Overcome Internalized Racial Patterns of Dehumanizing White Supremacy at the White Privilege Conference and the National Summit for Courageous Conversations. This session was designed to position participants to engage in deep, vulnerable and sincere racial self-reflection in order to investigate the presence of internalized racial patterns of dehumanizing white supremacy within themselves and utilizing counseling principles in order to overcome this racial socialization.

2018 – Referenced in publication. Devon’s work as a racial equity consultant is referenced in acclaimed racial equity consultant’s, Robin DiAngelo, text - White Fragility.

DiAngelo, Robin. White Fragility: Why It’s So Hard For White People to Talk About Racism. Boston: Beacon Press, 2018. 153.

2019 – Contributing writer in Eddie Moore Jr’s. book, Diversity Consultant Cookbook. Alexander, Devon. ‘Justice Not Vengeance’: Overcoming the Dehumanization of Dysconscious Racism.

Moore Jr., Eddie. et al. The Diversity Consultant Cookbook: Preparing for the Challenge. Sterling: Stylus Publishing, 2019. 27-29.

2018-Present – **ETHS DELT Racial Equity Coach.** Engages Racial Equity Leadership Coaching with district leaders in order to develop, integrate and support implementation of their racial equity leadership. Develops curriculum and leads the team in investigation of the contributing factors that result in racial inequity throughout the school system. Leads the team in the development of a systemic racial equity transformation plan that enacts a theory of action process designed to eradicate systemic racial inequity within the school system.

2020 – Present – **Manager of Equity, Diversity, and Family & Community Engagement** for Evanston/Skokie Elementary School District 65. Leads the district in educational racial equity transformation of professional practice across the system, buildings, and . Builds effective and healthy family-school partnerships in order to promote an edifying environment for student academic and life development.

## **Partnership Testimonials**

**“In my class on race, racism, and education at the University of Illinois at Chicago, I saw in him the rare ability to be both concise and expansive in his of the ways in which White supremacy engrains itself in school systems and teaching practices. As a matter of professional opinion, it is my belief that his current capacities as an expert on the implementation of equity practices would lead to significant changes in the district.”**

**- Professor David Stovall, Ph.D., University of Illinois at Chicago**

**“Devon is highly skilled at leading discussion, asking questions, engaging mindful inquiry and developing these traits in others. He has traveled the nation training staff in many schools on what it means to have a courageous conversation.”**

**- Dr. Marcus A. Campbell, Principal/Assistant Superintendent, Evanston Township High School**

**“Devon has distinguished himself in terms of his ability to identify root causes of both technical and adaptive challenges experienced in our school as well as key levels for change. He is authentically collaborative in his approach to working on teams, emphasizing deep listening and reflection on the shared vision of the group, both essential springboards for creative problem solving.”**

**– Madeline M. Hafner, Ph.D. Executive Director, Minority Student Achievement Network**

**“What distinguished the Paraclete Partnerships series of workshops from others I have participated in was not just the customization but Mr. Alexander’s vulnerability as he shared his own racial autobiography with participants. Mr. Alexander’s grace and vulnerability, along with his facilitation skills, made this experience impactful for me. In my experience, Mr. Alexander exemplifies an equity leader who pushes others through loving accountability.”**

**- Pete Bavis, Ph.D. Assistant Superintendent of Curriculum and Instruction, Evanston Township High School**

**“Devon’s dedication, patience and ability to teach through resistance are qualities that few possess to his level of expertise. Devon also incorporated advocacy for high quality reading curriculum and instruction into his racial equity leadership to advocate for his readers who have become curriculum casualties and underserved due to institutionalized racism and the soft bigotry of low expectations. Devon Alexander is a once in a lifetime hire. He is a transformative leader and teacher.”**

**– Kristen McKee, Ed.S., Coordinator of Learning Analytics and Supports**

**“Mr. Alexander is a guide to navigate systems. He is a guide to addressing staff bias and resistance to necessary change to enhance equity professional development. He is a trainer, a coach, an advocate, a support, and a partner to all leaders, staff, community leaders and students to racialize their unique experiences and perspectives to use them to evolve as more empathetic and aware individuals.”**

**– Dr. La Wanna Wells, Director of Equity at D219**

**“ Devon's coaching was authentic, motivating and supportive. As a coach, he demonstrated a great ability to listen thoughtfully to my narrative and make relevant connections that deepened my understanding. Devon was also intuitive and responsive. When he understood that my team did not fully understand concepts, he took the time necessary to go back and dig deeper to ensure that we began to develop a stronger understanding of racial equity.”**

- Michael Giles, Assistant Superintendent of Performance Improvement, Cherry Creek School District**

**“Devon is supportive, critical, and an amazing resource. In coaching, Devon listens first, and designs his coaching approach based on needs identified and his expertise. Devon assisted me greatly in my own racial awareness journey, but also professionally in my skills to critically interrupt racism, bias, and inequities.”**

- Amanda Pickett, Educational Consultant, State Education Resource Center**

**“Devon is patient with and supportive of those who pursue authentic engagement in the work. He thoughtfully talks participants through topics that are difficult for many people**

to identify, and then process. He understands when to push and when to allow a person to digest what has been presented.”

- Leigh Remack, High School Science Teacher

“Authentic, raw and compassionate. Devon’s coaching is built on relationships and trust in which he authentically pushes me to understand how my own story influences my racial equity perspective. He is raw in his truth, caring in his challenges and relational in his teaching. Devon makes racial equity coaching personal and real.”

- Scott Hetherington, Principal, Bellevue School District

“Coach Devon has helped me cultivate my practices of self-love, so that I can offer that love outward in community. He has helped me recognize that racism is damaging to everyone, and that as a white person I have healing to do. Showing up whole and creating an expectation that others be able to do the same is necessary to influence systems. Every aspect of his coaching method requires personal interrogation and community application. “

- Lisa Drangsholt, Educational Equity Coordinator, Cherry Creek School District

“Devon focuses on relationships - our team's relationship with one another and pushing us to discuss, experience, and process together very challenging topics about race and equity that will move us forward and deeper into the work. He is highly adaptive with his coaching - all of his feedback and coaching is based on what we're needing in the moment. He challenges us to listen to our instincts and be guided by our beliefs and models this for us often.”

- Liz Mizrahi, Assistant Principal , Bellevue School District

“The curriculum and his coaching help you identify your own racial identity and the impact that your race has upon your personal and professional lives. In addition, it also <https://www.facebook.com/cari.strandhelps> you understand the actions and responses of others when taken into account their own racial identities. Finally, it helps you identify and address institutionalized systemic racism and its impact on our world today. He always finds a way to talk and work with you at the place that you are at, but at the same time he finds a way to push you out of your comfort zone to help you grow. ”

- Christina McKittrick, Science Teacher, Oak Park and River Forest High School

## What You Will Learn



In Person Cost: **\$375**



Virtual Cost: **\$375**

This 6 hour training takes place in two 3 hour sessions virtually or one 6 hour session in person. In these sessions you will cover:

- **What is a Courageous Conversation?** A courageous conversation is defined as the courage to have a meaningful conversation that leads to progress. In this training participants will explore this definition and contrast this to the idea of "difficult conversations".
- **The Radical Candor Model:** Participants will explore the four quadrant radical candor model to understand their own tendencies in courageous conversations, and how to have the right balance of care for others and directness to achieve the best results in their courageous conversations.
- **Six Steps to Courageous Conversations:** When it comes to courageous conversations, following a process is key. Participants will learn a proven six step process to follow when facing any challenging conversation.
- **Steps to Receiving Feedback:** If you are having a courageous conversation with others and giving feedback it is equally as important to be able to receive feedback well when it is presented to you. Rather than taking an emotional response, participants will learn a four step process to follow whenever a coworker shares feedback with them.

[shop.ccl.org/usa/leadership-programs/frontline-new-leaders/maximizing-your-leadership-potential](https://shop.ccl.org/usa/leadership-programs/frontline-new-leaders/maximizing-your-leadership-potential)

### APPLYING THE LEARNING: LIVE YOUR STORY

Following the intensive program experience, learning support continues through various post-program application opportunities.

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East and Africa

	Date	Location	Offered By	Language	Cost	
1 (3)	29 Nov 2023 - 01 Dec 2023	St. Petersburg, FL, USA	Network Associate	English	\$4,400.00 USD	<a href="#">REGISTER</a> <small>Filling Up Fast!</small>
124 (3)						
12023 (1)	29 Nov 2023 - 01 Dec 2023	San Diego, CA, USA	CCL - North America	English	\$4,400.00 USD	<a href="#">REGISTER</a> <small>Filling Up Fast!</small>
12024 (2)						
2024 (9)	13 Dec 2023 - 15 Dec 2023	Greensboro, NC, USA	CCL - North America	English	\$4,400.00 USD	<a href="#">REGISTER</a> <small>Filling Up Fast!</small>
2025 (1)						
1024 (2)						
1 (1)	10 Jan 2024 - 12 Jan 2024	San Diego, CA, USA	CCL - North America	English	\$4,400.00 USD	<a href="#">REGISTER</a> <small>Filling Up Fast!</small>

[shop.ccl.org/usa/leadership-programs/mid-level-leaders/leadership-development-program](https://shop.ccl.org/usa/leadership-programs/mid-level-leaders/leadership-development-program)

### APPLYING THE LEARNING: LIVE YOUR STORY

Following the intensive program experience, learning support continues through various post-program application opportunities.

In the 2 weeks after LDP, participants join a live hosted peer group reconnect, and receive follow-up 1:1 coaching at 4 weeks and 8 weeks post program to support lasting behavior change and impact.

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East and Africa

	Date	Location	Offered By	Language	Cost	
(4)	30 Oct 2023 - 03 Nov 2023	San Diego, CA, USA	CCL - North America	English	\$7,950.00 USD	
124 (5)						
2023 (3)	06 Nov 2023 - 10 Nov 2023	Greensboro, NC, USA	CCL - North America	English	\$7,950.00 USD	<a href="#">REGISTER</a> <small>Filling Up Fast!</small>
2024 (4)						
1224 (5)						
1225 (3)	13 Nov 2023 - 17 Nov 2023	Colorado Springs, CO, USA	CCL - North America	English	\$7,950.00 USD	

## Start your principal coaching journey with New Leaders!

 iStock-515273634

### Pricing for Coaching

Our principal coaching services can begin at any point in the school year. Coaching begins with a minimum 15-hour time commitment which can be scheduled as weekly or bi-weekly 1-hour coaching sessions. This provides principals and assistant principals with a minimum of 3-6 months of support. **The standard cost is \$5,000 for a 3-6 month engagement.**

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### Ready to start your coaching journey?

Connect with our partner engagement team to discuss engagement terms, coaching availability, and other questions you may have about individual coaching.

 [I'm ready to start coaching!](#)

\* Organization Type

K-12 Education

\* Role in Organization

Other

Organization Size

Less than 500 employees

Budget for Leadership Development

Less than \$50,000

Purchase Timeframe

Select purchase timeframe

Yes, I'd like monthly newsletters with CCL thought leadership, industry insights, and information on webinars and events. I understand I can opt out at any time through CCL's [Email Preference Center](#).

Center for Creative Leadership (CCL)® will use this information to ensure the best response to your inquiry. By submitting this form, you acknowledge that CCL may contact you.