

"[Education is the pathway from a life of oppressive hardship to a life of radiant fulfillment]!"

– Frederick Douglass

Leadership Competencies

Devon Alexander

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Objective – *In authentic partnership, establish order and model the way of effective implementation for edifying educational equity.*

Educational Implementation

D214/WHS – **English Teacher & Educational Equity Professional Practice Coach**, 2021-present

D65 Evanston/Skokie – **Director of Equity, Diversity, and Family & Community Engagement**, 2020-2021

D200 OPRFHS – **English Teacher & Educational Racial Equity Professional Development Coordinator**, 2005-2020

Courageous Conversations -**Affiliate Program Chief Coach**, 2010-2020

Paraclete Partnerships, LLC. – **Founder & President, Educational Racial Equity Coach**, 2020-present

Publications & References

2020 - Devon's work as an educational racial equity teacher and professional developer is referenced in the **Hanover Research** July 2020 report, *From Culturally Competent to Anti-Racist: Types and Impact of Race-Related Trainings*. P. 26

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

2018 – Referenced in publication. Devon's work as an educational racial equity consultant is referenced in: DiAngelo, Robin. White Fragility: Why It's So Hard For White People to Talk About Racism. Boston: Beacon Press, 2018. 153

Cultural Adaptability – I enact a capability to adapt to cultural differences, to deeply understand, shift cultural perspective, and support healthy cultural engagement. Lead coaching for intercultural competence to support educational equity professional practice throughout districts and communities. Implements educational equity professional development training programs for districts throughout the nation.

Operational Thinking – As a champion of continuous improvement, I consistently develop and enhance processes to drive outcomes. I apply data in decision-making and support accountability for improvement. Design and implement educational, instructional, and professional practice action research programming.

Results Orientation – Objectively evaluate progress by using measurable outcomes and standards. Designed curriculum, instruction, and assessment content that consistently resulted in classes performing in the top 3 of the English Department. Developed educational equity and racial equity metrics to support educators' progressive development. Designed intensive literacy intervention course.

Team Builder – Leadership and coaching approach encourages cooperation, cohesiveness, and camaraderie in collaboration working toward common goals. Designed and implemented district-wide professional learning programming that resulted in 30% of staff significantly implementing educational equity in their professional practice. Supervised and evaluated the department of equity.

Conceptualization – With a gift for synthesizing information from multiple sources, I use what I've learned to better understand situations. I perceive the context of educational implementation and provide clear explanations to others.

Networker – Energized by connecting with others, I intentionally build mutually beneficial relationships and seek to expand networks. I leverage relationship capital to achieve improvement. Implemented district and community wide Dual Capacity-Building Framework for Family-School Partnership programming. Adept at building and sustaining district-community partnerships.

Achiever – Intrinsically motivated by accomplishing challenging goals. Led a global educational equity coaching program that trained educators to step into leadership for facing the challenge of educational inequity. Implement educational equity and racial equity indicators for professional practice to identify measurable improvements.

Self-Disciplined – A well-organized and efficient time manager who effectively plans and prioritizes.

Focus – Clear and relevant goals guide my work. I begin with the end in mind and keep myself and others focused by aligning short-term objectives with long-term goals. Designed the '8x12' Intensive Implementation Model for improvement plans.

Courage – Even in the face of resistance, I am willing to graciously and compassionately initiate difficult conversations for improvement when needed.

Ethics – I uphold ethical educational professional practice standards with integrity.

Orchestrator – Adept at multi-tasking, I effectively organize people and resources. I am intentional about getting input from the right people and involve them to successfully achieve educational improvements.

Systemic-Influence – Ability to initiate change with my passion and drive towards results.