

Engaging Stakeholders in Critical Reflection on Policy

Michigan Department of Education
AG Core Planning Team Meeting



Seena M. Skelton, Ph.D.
Director
Great Lakes Equity Center
Region V Equity Assistance Center

During our time together we will:



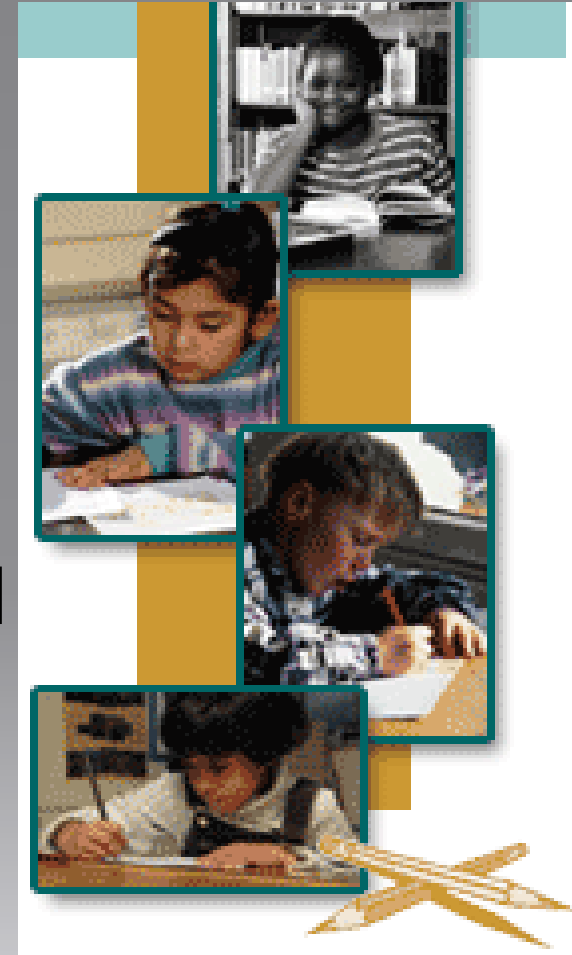
Examine the Great Lakes Equity Center Policy Review Tool

Discuss a process for engaging stakeholders in critical reflection on policy

Explore the utility of the tool for the review of state-level policies

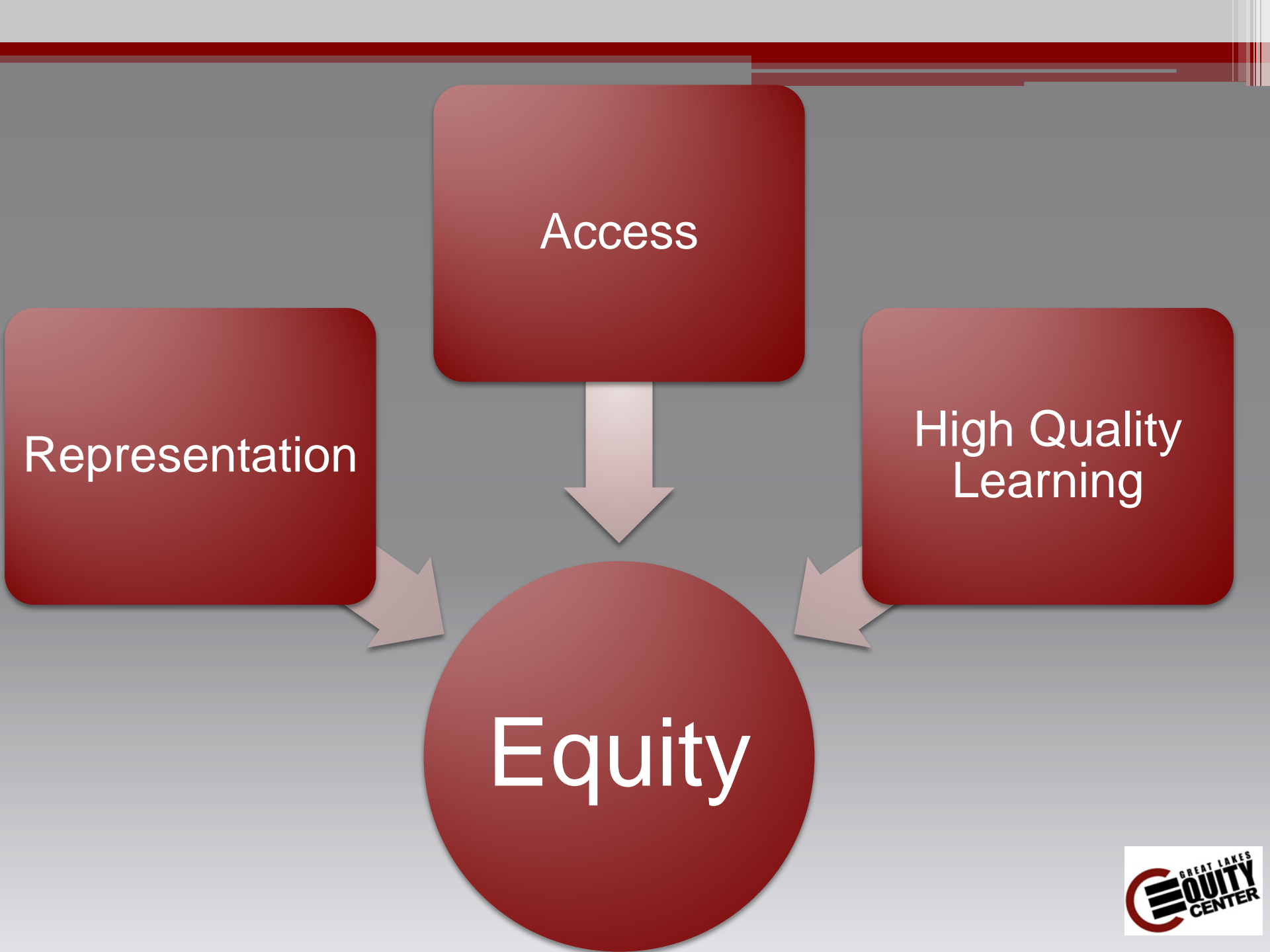
Purpose and rationale

To provide a process and tool by which stakeholders can engage in *critical examination of and reflection on* the policies that shape and inform daily practices and thereby ensure that policy and practice are consistent with the larger goals of the community, including a focus on equity and social justice.



Educational Equity is ...

- when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, can participate and make progress in high quality learning experiences, regardless of her or his race, sex, gender, ability, religion, national origin, linguistic diversity, or other characteristics.



Access

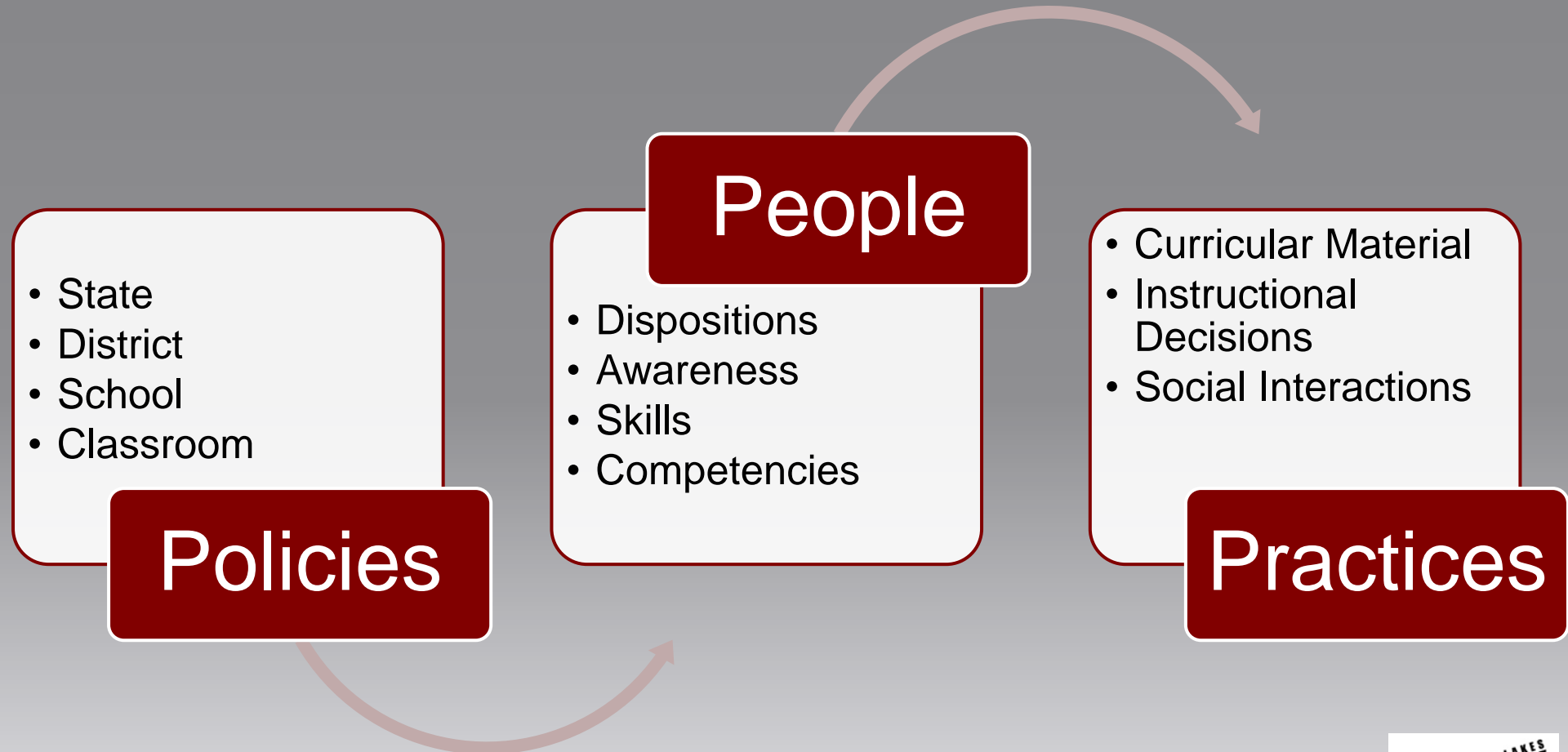
Representation

High Quality Learning

Equity

**Enacting transformative
systemic change through
addressing policies,
people and practices**

How the work gets done



Tool Design

Key elements of equitable policies identified from education and social policy literature



Initial draft of tool submitted for panel review



Feedback incorporated, second draft developed and reviewed by panel. Finalized for piloting



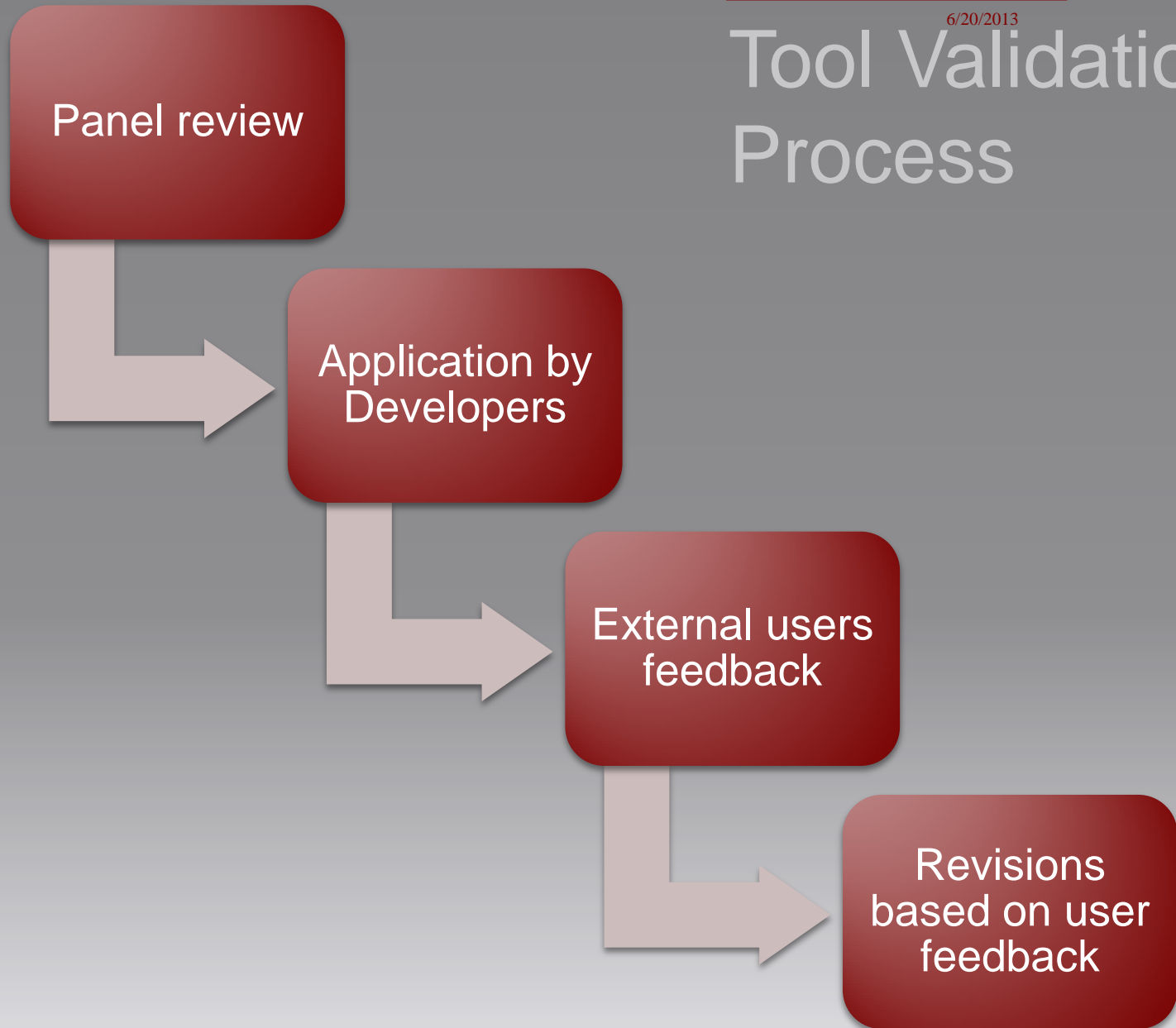
Individual policy study of district policies



External consultant conducted independent review of tool findings

6/20/2013

Tool Validation Process



Tool Walkthrough

6/20/2013



Process for review

Engaging and preparing stakeholders

```
graph TD; A[Engaging and preparing stakeholders] --> B[Individual policy review using tool]; B --> C[Group discussion & preliminary findings]; C --> D[Critical reflection discussion]; D --> E[Final Findings and recommendations];
```

Individual policy review using tool

Group discussion & preliminary findings

Critical reflection discussion

Final Findings and recommendations

Critical Reflection Discussion Questions

What policies are in place?

What is the intent behind this policy?

What social constructions does this policy embrace?

Who benefits from the way things are and who does not (Freire, 1998)?

What actions will redress the inequities we see in our policies (Kozleski & Waitoller, 2010)?

Reviewing a state policy

Group practice

Customizing to address state-level needs

What works?

- Domains
- Layout
- Instructions

What needs to be modified?

- Added
- Deleted
- Adjusted

What additional supports are needed?

- Guidance
- Facilitation

Welcome to the **Great Lakes Equity Center**, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of **Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin**. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!



[Subscribe to our Publications](#)


IMPACT!

Educate, Engage, Empower—For Equity

[Site Map](#) | [Privacy & Terms of Use](#) | [Other Equity Assistance Centers](#)
317-278-3493 | 902 West New York Street | Indianapolis, IN 46202



 [ED.gov](#) Office of Elementary and Secondary Programs

 [IUPUI](#) Copyright ©2011 The Trustees of Indiana University | [Copyright Complaints](#)

Thank you for your participation!

[Website: www.greatlakesequitycenter.org](http://www.greatlakesequitycenter.org)

[Email: smskelto@iupui.edu](mailto:smskelto@iupui.edu)

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

