Toward Equity in Appleton Area Schools

Remembering the Past,
Living the Present,
Envisioning the Future

8:00 a.m.

WELCOME & INTRODUCTIONS

Great Lakes Equity Center

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.

YOUR FACILITATORS

Marsha Simon, Ph.D.

Assistant Director of Technical Assistance and Professional Learning

Erin Macey

Technical Assistance Coordinator

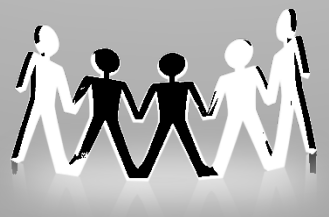
Agenda

TIME	DURATION (minutes)	ACTIVITY
8:00	15	**Welcome and Introductions**
8:15 – 8:30	15	**Appleton's Journey to Change** *District Testimonials*
8:30 – 9:45	75	**Creating Transformative Change** *Facilitated Content I & Interactive Activities*
9:45 – 10:00	**15**	**BREAK**
10:00 - NOON	120	**Shared Understandings for Change** *Small Group Readings, Discussion & Activities*
12:00 – 12:30	**30**	**LUNCH**
12:30 – 1:00	30	**A Theory for Change** *Facilitated Content II*
1:00 – 2:45	105	**A Plan for Action Towards Change I** Small Group Planning Session & Group Reports
2:45 – 3:00	15	**Wrap-up and Next Steps**

Our Role—

Supporting Critical Collaborative Inquiry

The Center will facilitate the district's Achievement, Community and Equity (ACE) committee in a collaborative inquiry process to ***integrate equitable practices*** in the district's improvement planning.

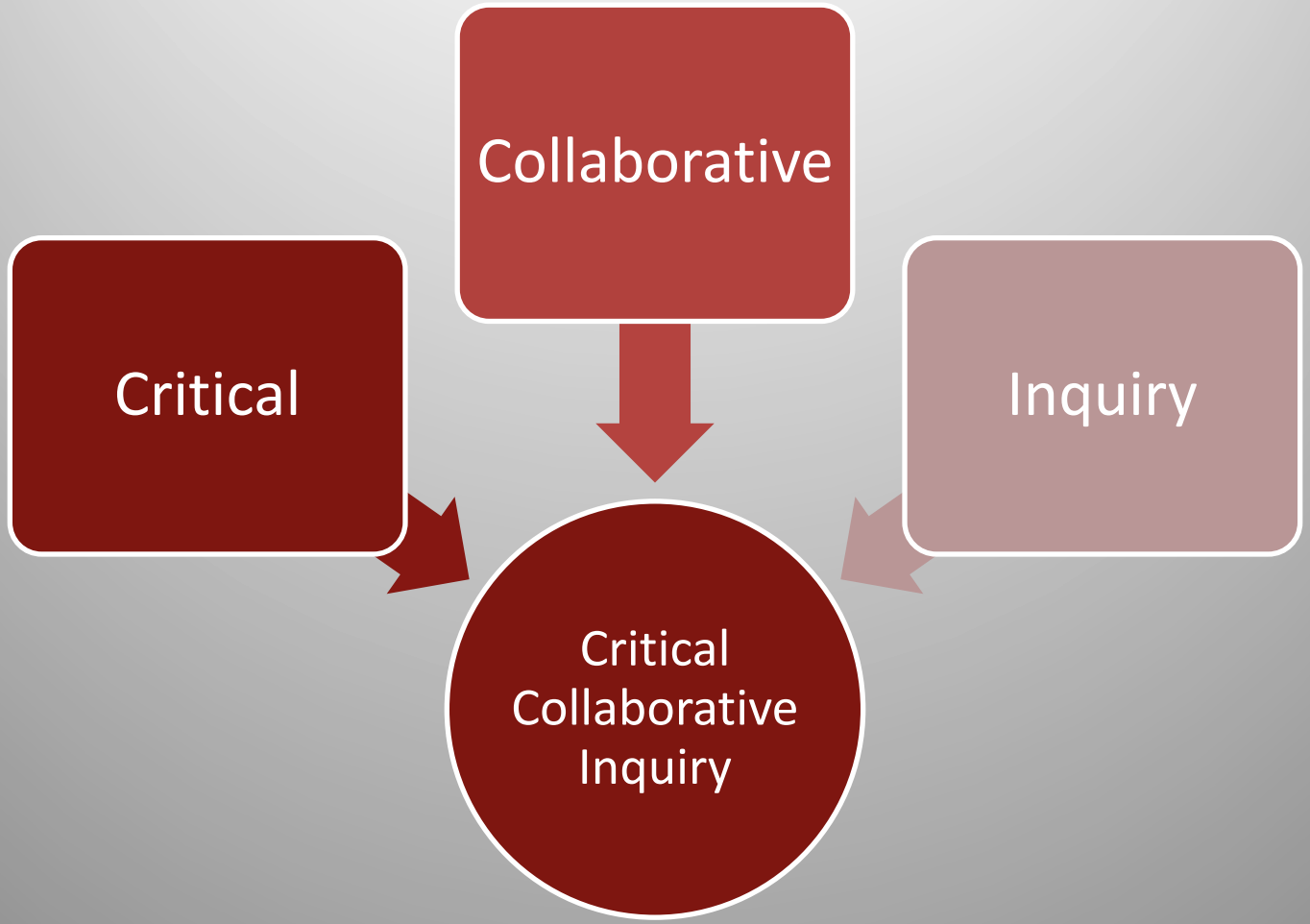


Collaborative Inquiry

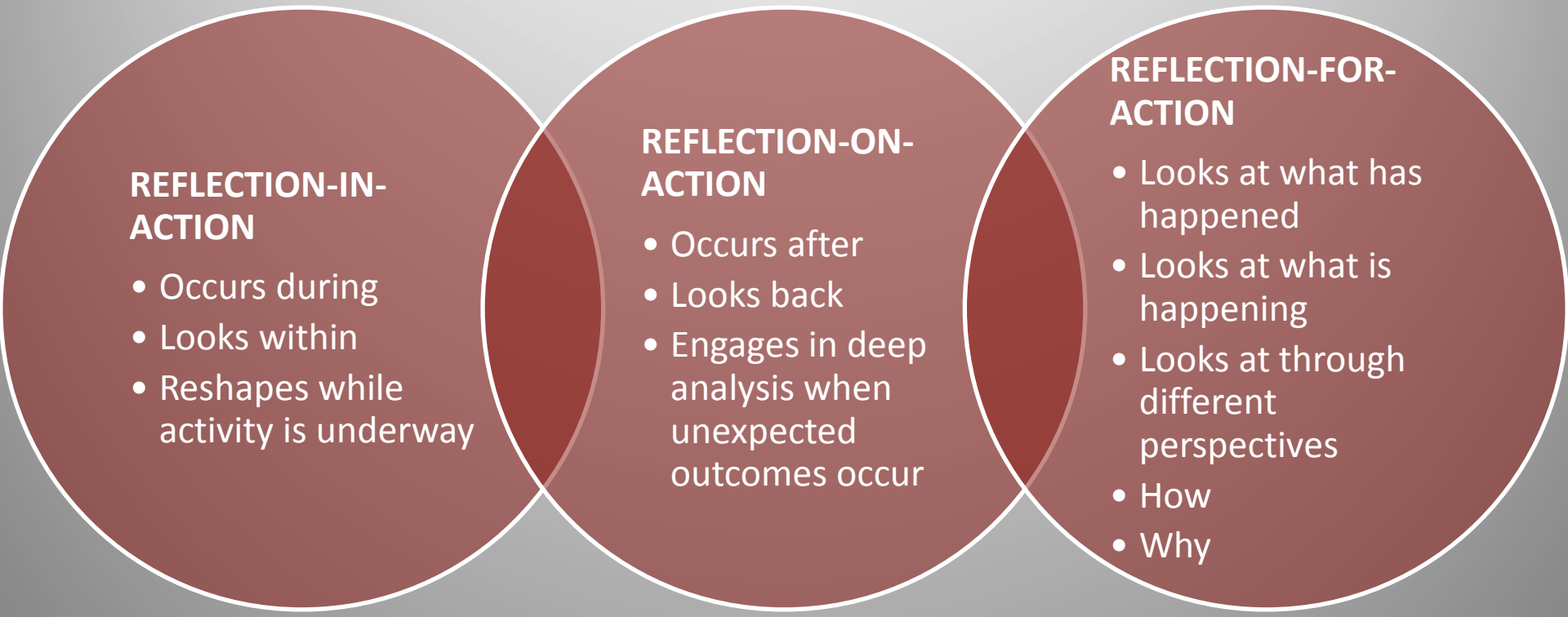
Individual actions or development are interdependent with **social**, **cultural**, and **historical** activities (Rogoff, 2003). Thus, in order to understand individual learning that fosters collective transformative change, it becomes necessary to have better understanding of the situation in which individuals interact.

Collaborative inquiry provides a shared context for the process of on-going dialogue, identifying issues related to equity, proposing and testing solutions, and (de)constructing individual and collective knowledge. Rogoff (2003).

Breaking it Down



Supporting Inquiry



BUILDING CONSENSUS: Fist-to-Five

Creating the Conditions For Dialogue and Reflection: Commitments for Engaging in Courageous Conversations

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept nonclosure

Singleton & Linton, 2006

Appleton's Journey to Change

Wisconsin

8:30a.m. – 9:45a.m.

CREATING TRANSFORMATIVE CHANGE

Appleton & I—Opening Activity

I am in Appleton because…

I care about Appleton Area Schools because…

I am willing to contribute _____ to creating change in Appleton.

SHARED UNDERSTANDING 1

Educational Equity is …

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

Great Lakes Equity Center, 2012

SHARED UNDERSTANDING 2

Transformative change towards educational equity is **systemic** change that **disrupts** and **dismantles** historical legacies of normative **assumptions, beliefs, and practices** about individual characteristics and cultural identities **that marginalize** and disenfranchise people and groups of people.

Great Lakes Equity Center, 2012

Looking to the past and living in the present to understand the future

Image from African American Studies Registered Student Organization, University of Arkansas, 2014
http://aast.uark.edu/4805.php

What stories do the timeline tell?

Flashpoints

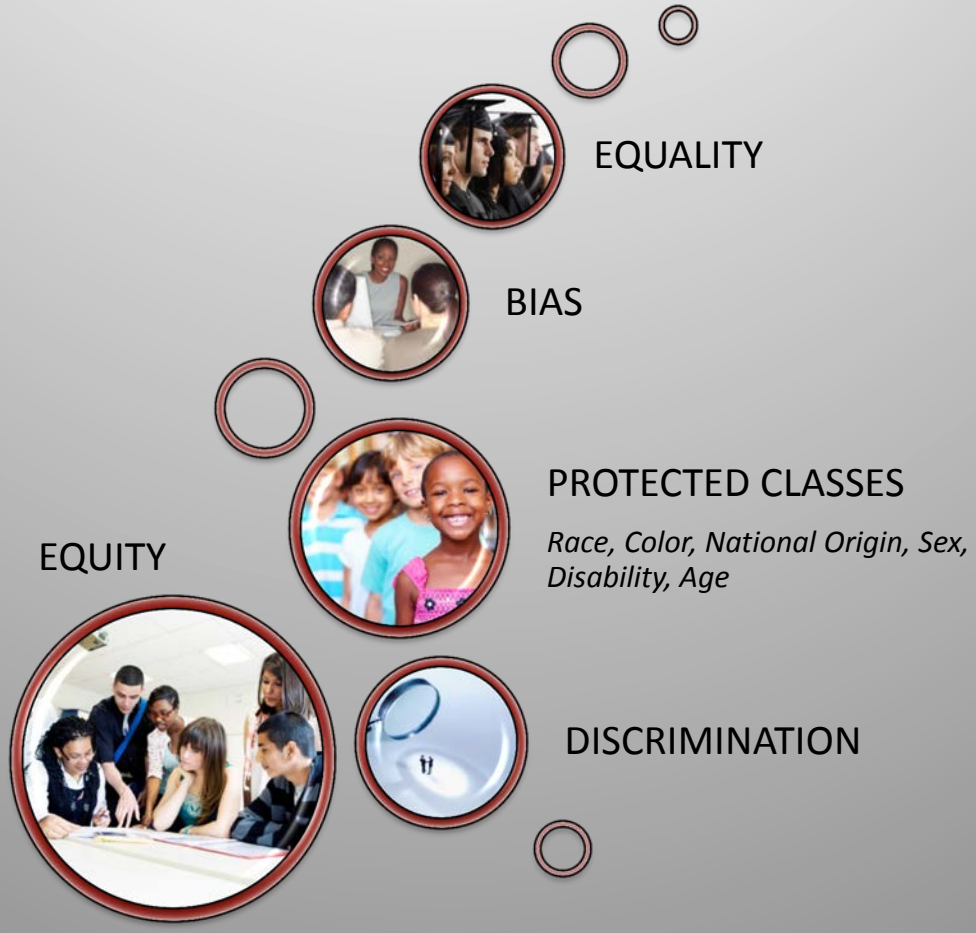
- Major events (local, regional, national)
- Employers coming and going
- Major bullying/harassment episodes
- Hot Spots (school & community)

Gradual Change

- Demographics
- Laws
- Policies
- New programs or initiatives
- Economy
- Crime Rate

QUICKWRITE: Perceptions

SCHOOL **DISTRICT**



The Culture We Create

What do we want to create?

Image from Crossroads Charlotte: http://www.crossroadscharlotte.org/imagine/

Imagined Future

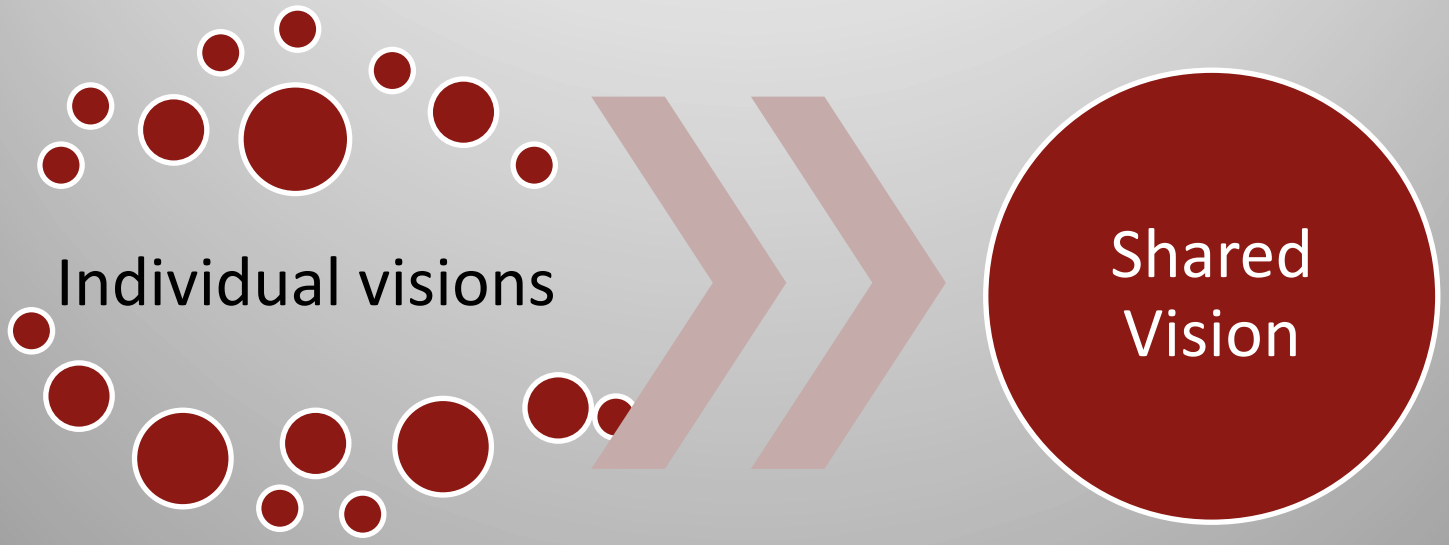
Create a Scene

Share With Your Group

Common Themes?

Big Picture: Share Out

From Here to There



9:45 – 10:00

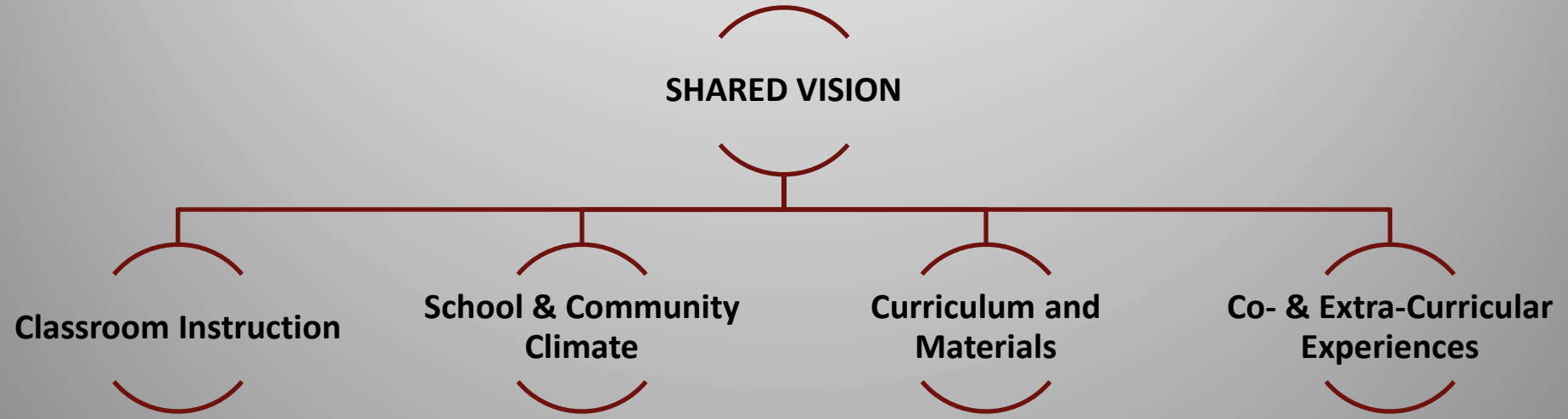
10:00a.m. – 12:00p.m.

SHARED UNDERSTANDINGS FOR CHANGE

Goal Areas

Classroom Instruction	• Apply the skills, methods and strategies necessary to assure that classroom practices are free of discrimination and bias
School & Community Climate	• Strive to assure that students, staff, parents and community honor diversity in society by interacting in a manner that shows respect and dignity for all persons
Curriculum and Materials	• Assure that curriculum and materials are unbiased in their representation of gender, ethnicity and other difference included in the diversity of humankind.
Co- & Extra-Curricular Experiences	• Provide fair treatment to everyone in co-curricular/extra-curricular activities maintaining freedom from bias, stereotyping and harassment.

In what ways do our goals contribute to our shared vision?



Where are we in light of our vision?

GOAL 1:

Goal 2:

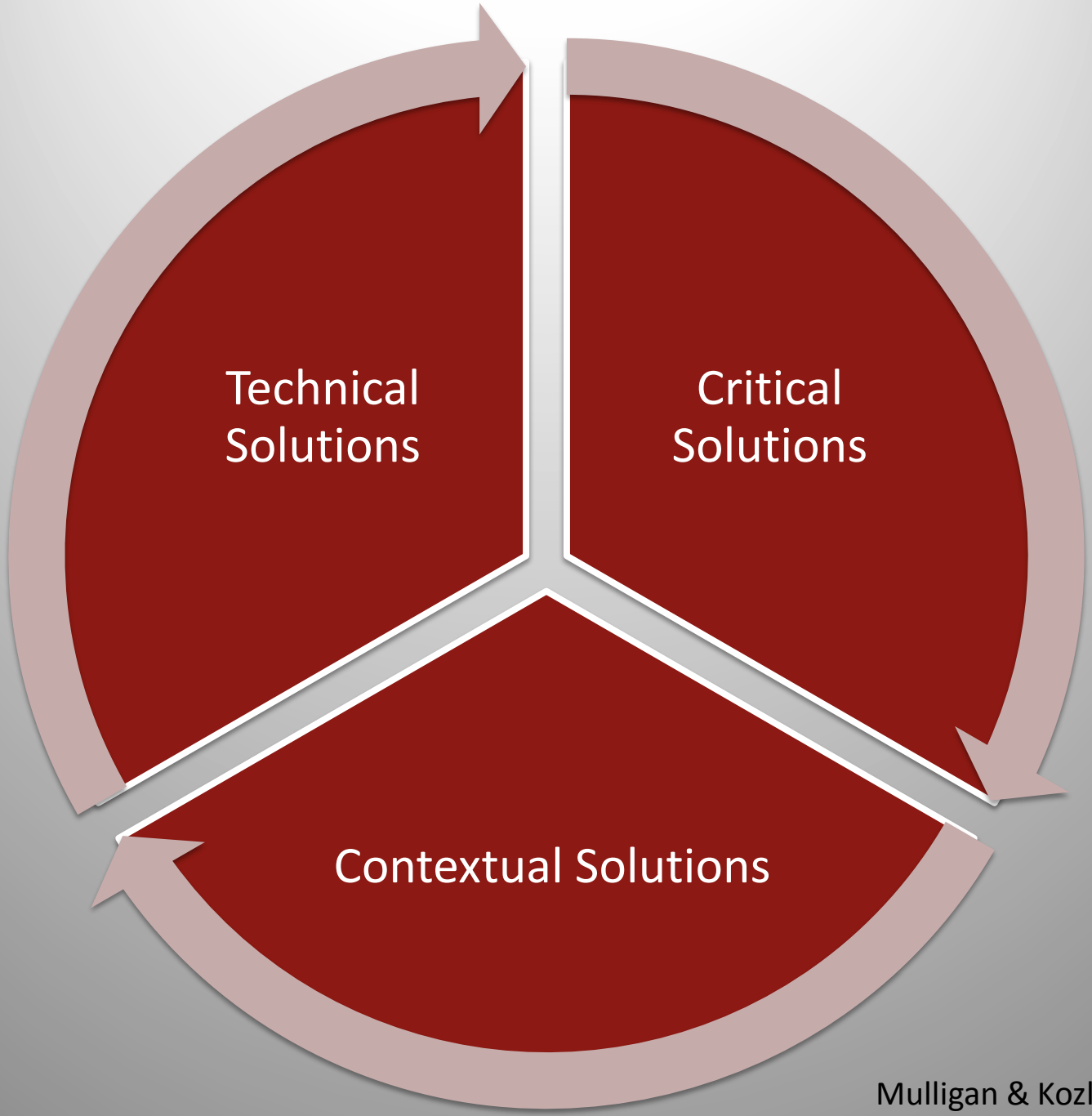
GOAL 3:

GOAL 4:

EMERGENT THEMES

Adapted From Artiles & Kozleski , 2007

TRANSFORMATIVE CHANGE REQUIRES



Mulligan & Kozleski, 2010

Technical

- What are some **strategies** we could use?
- Which ones **address the problem**?
- Are they **research-based**?
- How will we know whether or not we have succeeded?

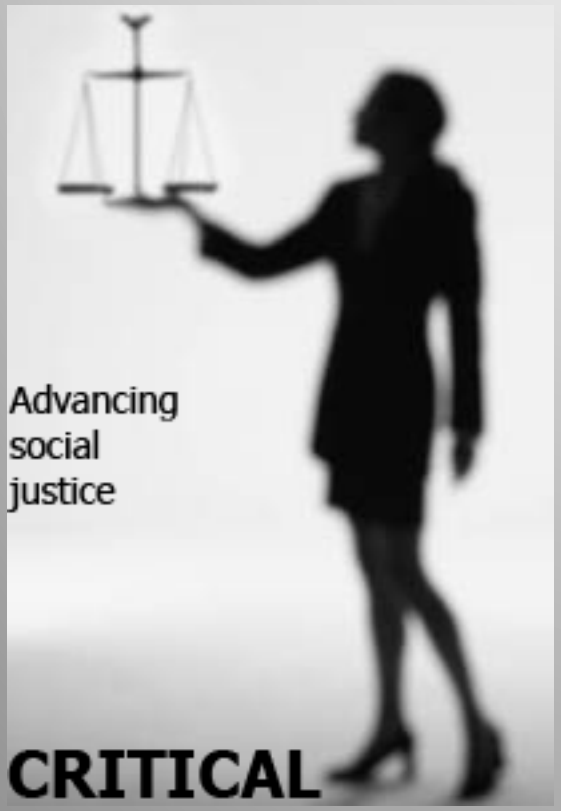
Mulligan & Kozleski, 2010

Contextual

- What are the **economic** strengths and constraints?
- What are the **cultural** patterns, practices, and histories?
- What educational **mandates** influence the landscape?
- What **demographic shifts** have occurred?
- What is the current **political climate**?
- What **assets** can the community bring to bear?

Mulligan & Kozleski, 2010

Critical



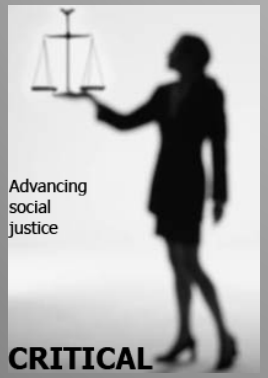
- To what extent do we view difference as strength or **difference** as deficit?
- Who has authentic **voice**?
- Who benefits from existing structures and who does not?
- How will we redistribute **power**?
- To what extent do decisions **center those on the margins**?

Mulligan & Kozleski, 2010

Scenarios

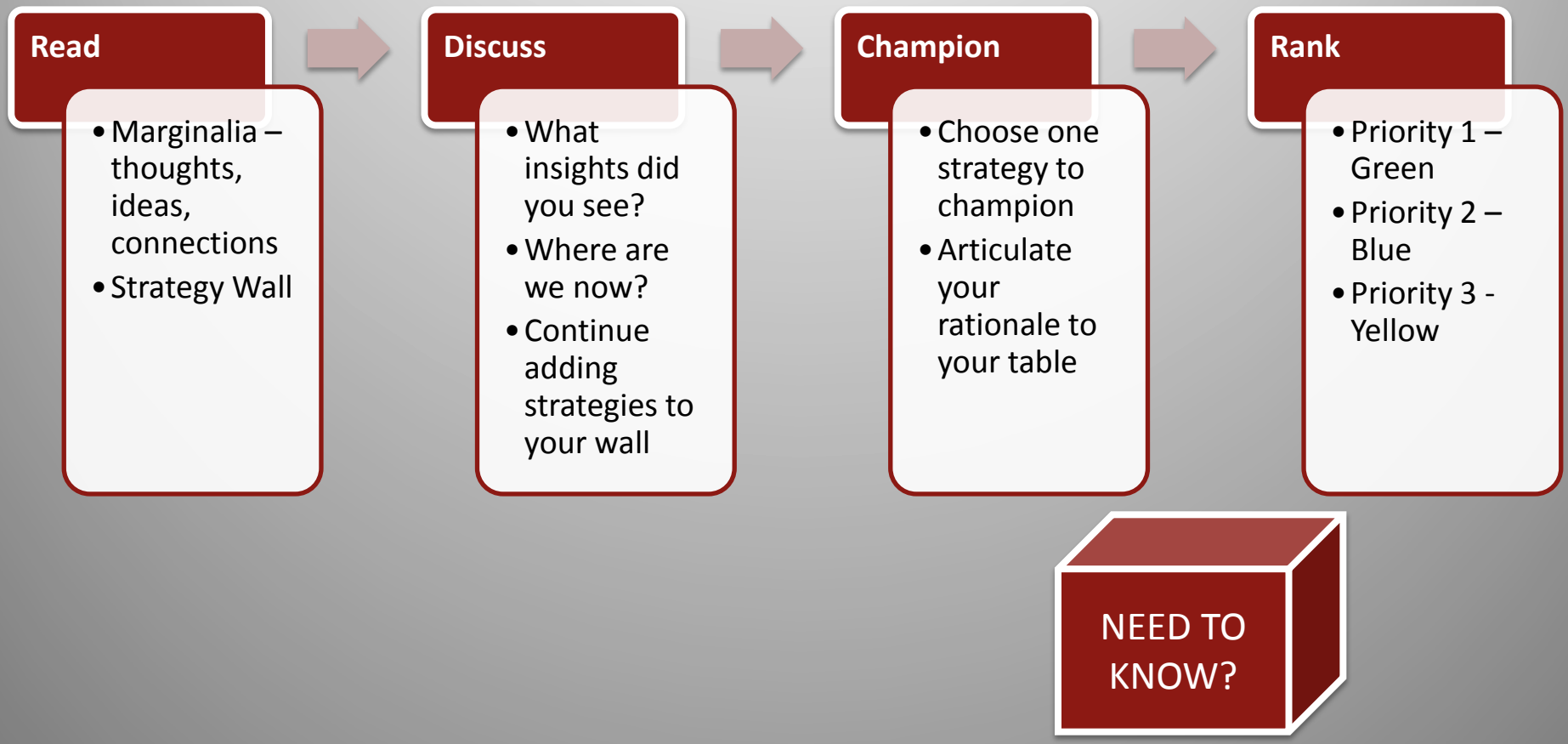
- Does it address a specific problem?
- Will we know if we've succeeded?

- Does it recognize and account for local patterns?
- Does it make use of existing structures and strengths?



- Does it give power and voice those who do not typically have them?
- Does it help to rid people of limiting beliefs/prejudices about themselves and others?

Building Shared Understanding



Readings for Shared Understanding

Goal 1	• *Culturally Responsive Teaching Matters!*
Goal 2	• *School Climate and Equity*
Goal 3	• *Multicultural Curriculum*
Goal 4	• *After School for All? Exploring Access and Equity in After-School Programs*

12:30p.m. – 1:00p.m.

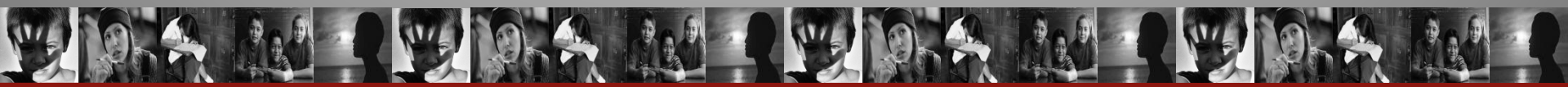
A THEORY *for* CHANGE

Tools for Social Change

Theories of Change are blueprints for social change and often can unearth assumptions about the links between problems, strategies, and long-term goals.

Action Plans break strategies down into doable steps and facilitate accountability.

Evaluation Plans help us to know what worked, with whom, and in what context.



EXEMPLAR:
Single-sex Schools for Boys of Color

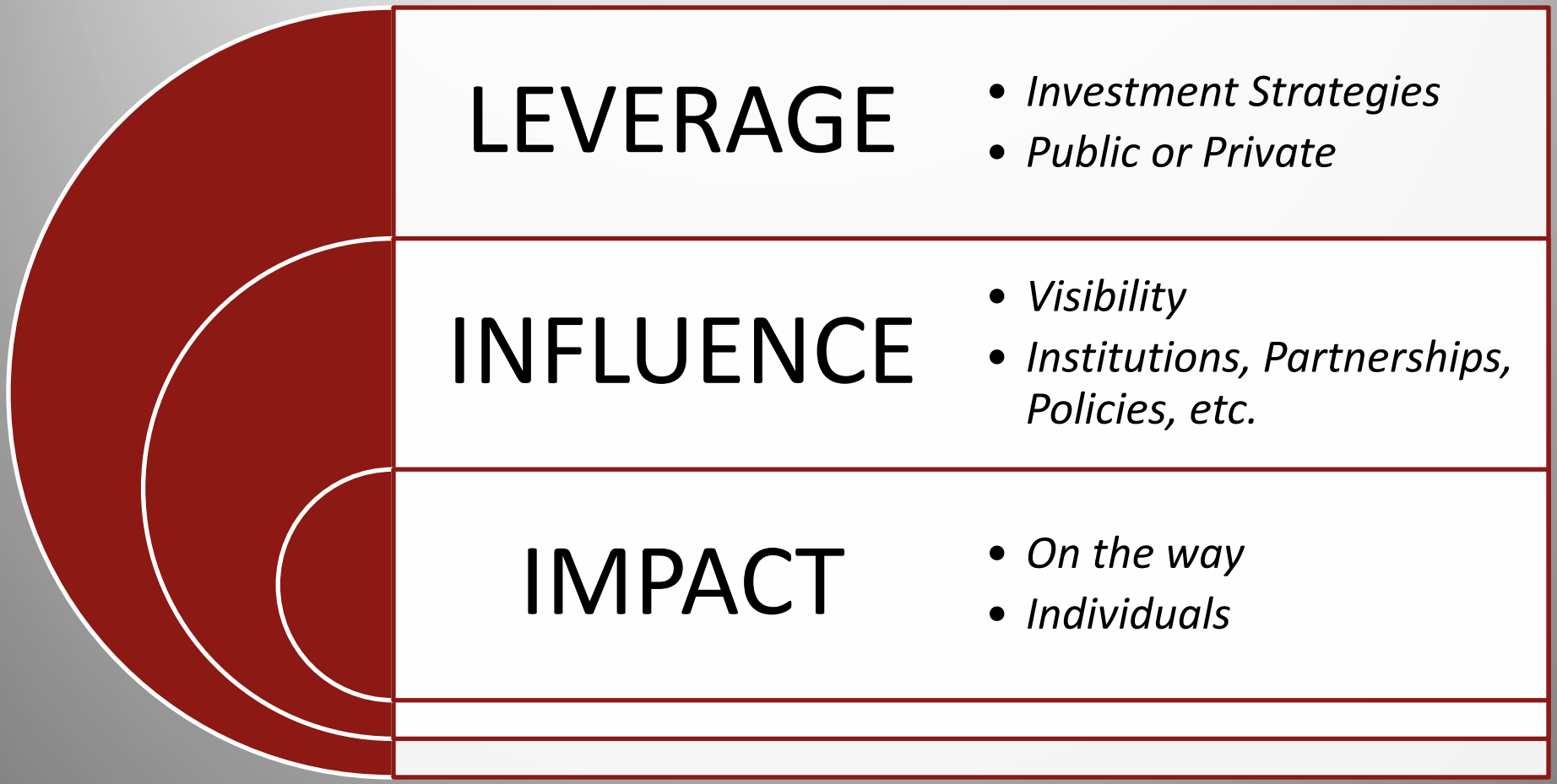
Fergus & Noguera (2010)

- The theoretical basis of single-sex schools for Black and Latino boys is underdeveloped.
- Asked:
  - What do you do?
  - Why do you do it?
- Identified two overarching theories regarding Black and Latino boys that guide the design of single-sex schools

ULTIMATE GOAL:

Substantial, Sustainable, Positive

Change for Children



Organizational Research Services (2004)

"So That" Chains

We provide technical assistance (to child care providers) [Strategy]

So That

Child care providers increase their knowledge about preventing communicable diseases [Outcome]

So That

Child care providers implement sanitary practices in their child care centers or homes [Outcome]

So That

Children in child care centers and homes have fewer communicable diseases [Outcome]

So That

Children are healthy and safe [Goal]

“So That” Chains

So That

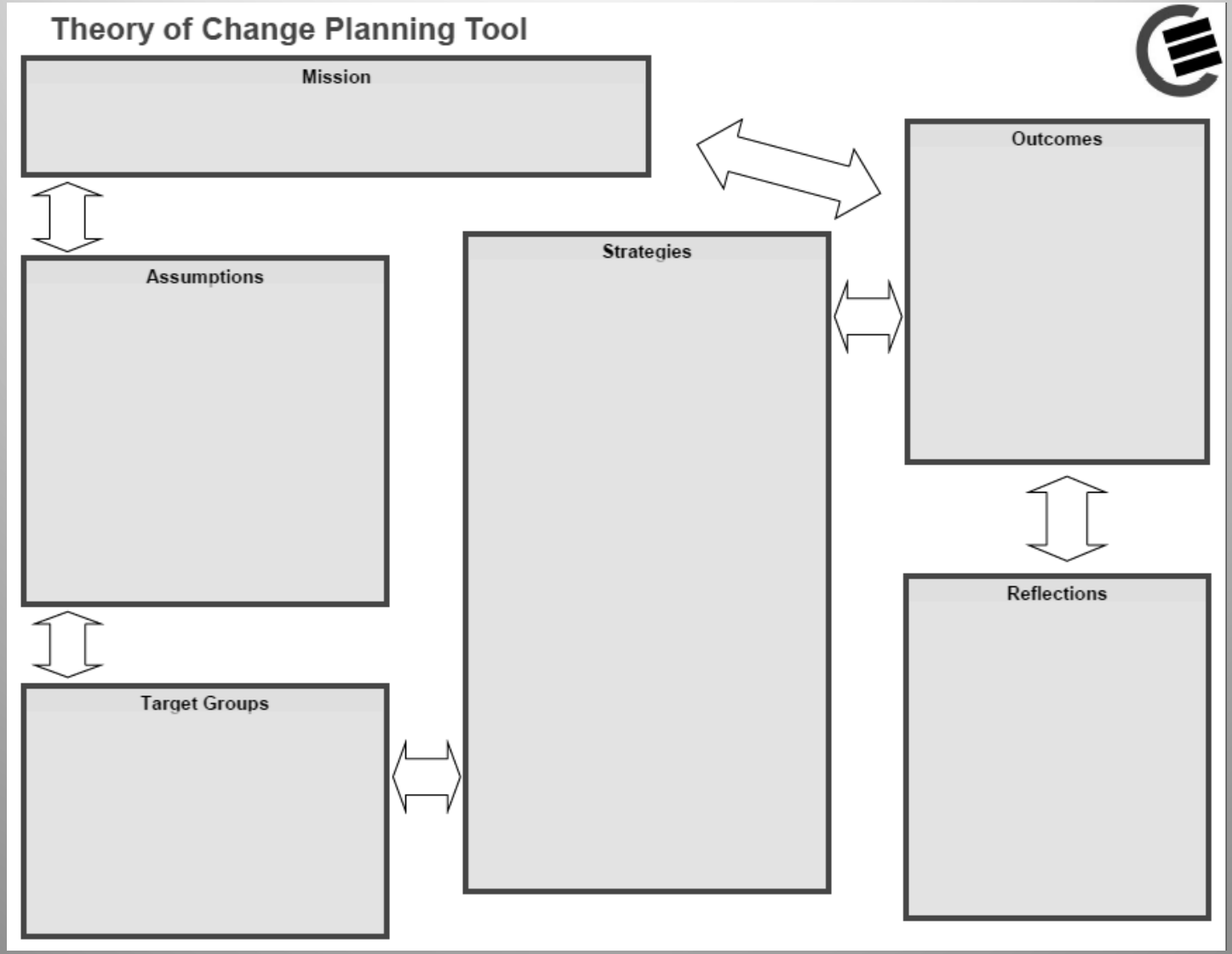
So That

So That

So That

GOAL:

Theory of Change Template



1:00p.m. – 2:45p.m.

A PLAN FOR ACTION TOWARD CHANGE I

ACTION PLANS

Based on a sound theory of action

Include strategies that are evidenced-based

Reflect the needs and assets of the local contexts

Anatomy of a Quality Plan

Detailed action steps

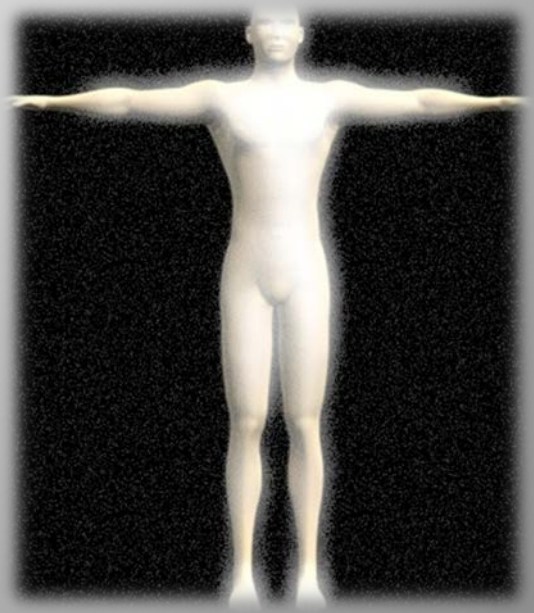
Strategies for supporting people to reflect on their cultural identities and the cultural histories and practices of their students, acquire new knowledge, skills and behaviors

Process for monitoring implementation

Process for monitoring plan effectiveness

Process for adjusting plan if needed

Plan for sustainability



Skelton, 2009

To have an impact actions must …

- Lead to consistent change in adult practices
- Mediate systemic changes
- Affect classroom instruction and curricular decisions
- Involve families and community members in meaningful partnerships

Adapted from Skelton, 2009

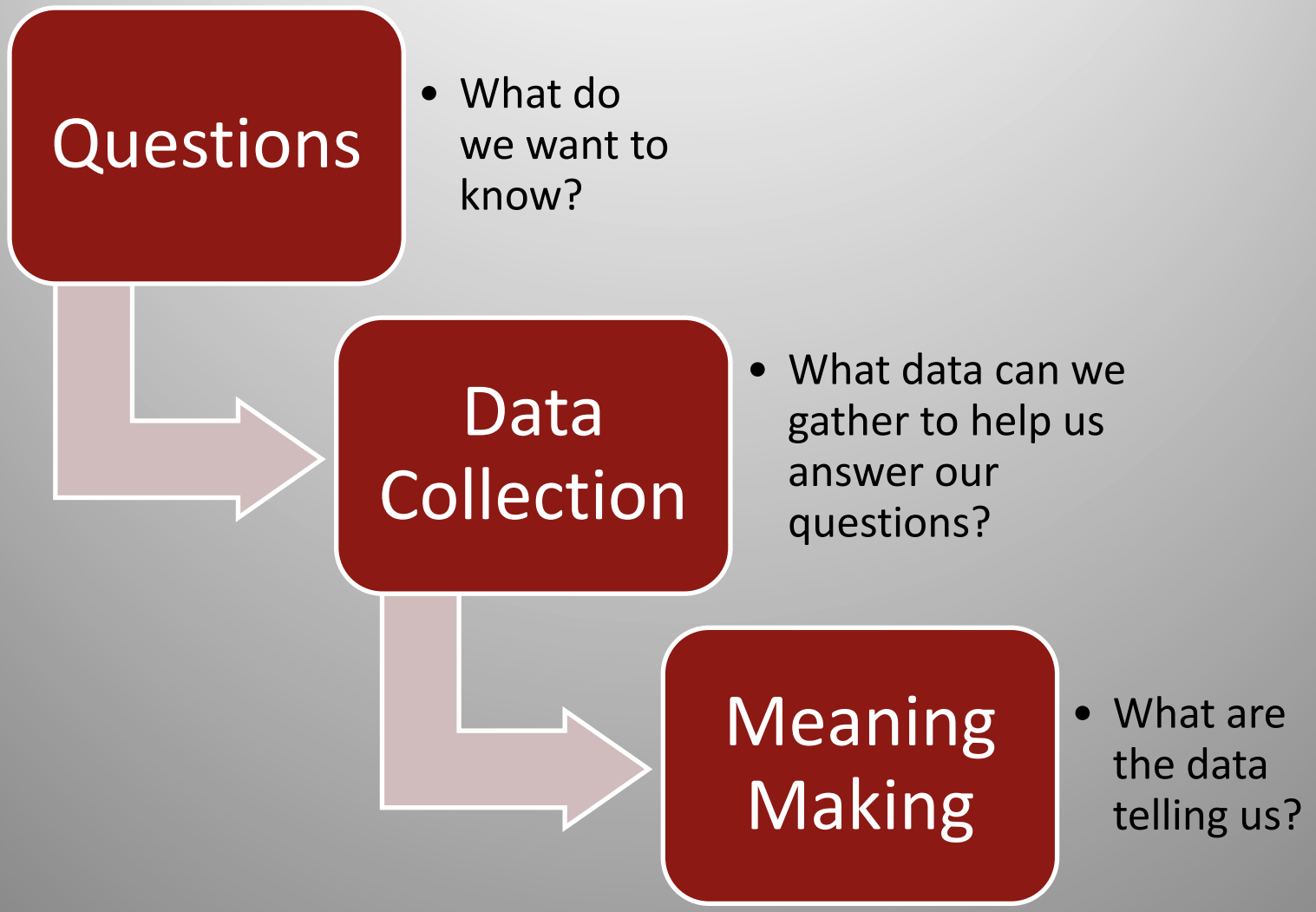
Developing an Action Plan

- What actions will occur?
- Who will carry these out?
- By when will they take place?
- What resources are needed?

Strategic Action Planning Template

Long Term Goal				
Objective	1.			
Valued Outcomes	1. 2.			
Strategies	Timeline	Person Responsible	Resources Needed	Progress Update
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Output Targets (i.e., material products)	1.			
Method for Evaluation	1.			

Developing an Evaluation Plan

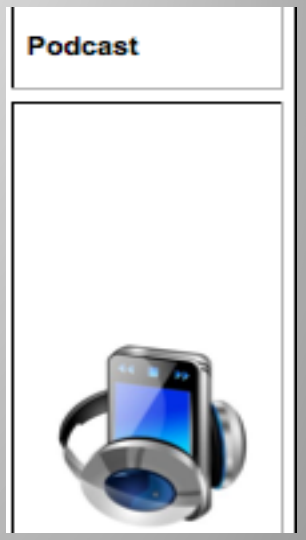


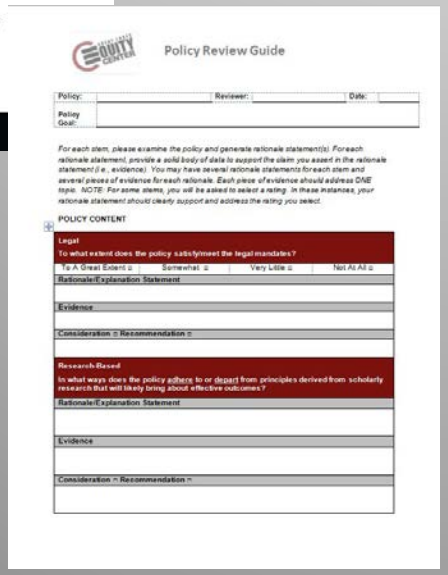
Evaluation Planning Template

EVALUATION PLAN			
Data Collection Method *(Assessments, tracking logs, focus groups, interviews, document/ artifact reviews, observations etc…)*			
Data Source/Audience *(This is where each component of the program fits)*			
Timeline *(Deadline, frequency, or range of dates)*			
Responsible Staff *(Primary individual/s responsible for the data collection effort)*			
RESEARCH / EVALUATION QUESTIONS *(Primary organizer – data is used to support claims (i.e., evidence) that answer these questions)*			

Post Session Evaluation

Tools, Products and Learning Opportunities





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Educational Equity: What's It All About?

Start Time

November 27, 2012 - 3:30 pm

Learning Objectives

This introductory webinar addresses fundamental topics in educational equity. Participant objectives are to be able to:

- Articulate a strong rationale for advancing educational equity in your local setting;
- Explain the relationship between equity and equality; and
- Apply two or three strategies to begin to critically examine the extent to which your own practices promote equitable learning environments

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Website: www.greatlakesequitycenter.org

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References

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