

Fall 2013 Strategic Planning Summit

A Collaborative Project



&



Appleton Area School District
Preparing Our Students for Their Future



WELCOME & INTRODUCTIONS

Appleton Area Schools

*Ben Vogel, Assistant Superintendent School/Student Services
Achievement, Community and Equity Committee (ACE)*

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.



SCHOOL OF EDUCATION

INDIANA UNIVERSITY

IUPUI



Marsha Simon, Ph.D.

Assistant Director of Technical Assistance
and Professional Learning



Erin Macey

Technical Assistance Coordinator

YOUR FACILITATORS

Find your twin:

- *Complete the “YOURS” column*
- *When time is called, walk around and find individuals who share your traits*
- *Get as many different autographs as possible*
- *The person with the most autographs is ACE for the day!*

Who's in the room?



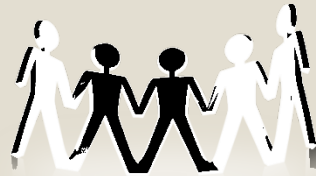
APPLETON'S VISION FOR EQUITY

Where we are & Where we want to go

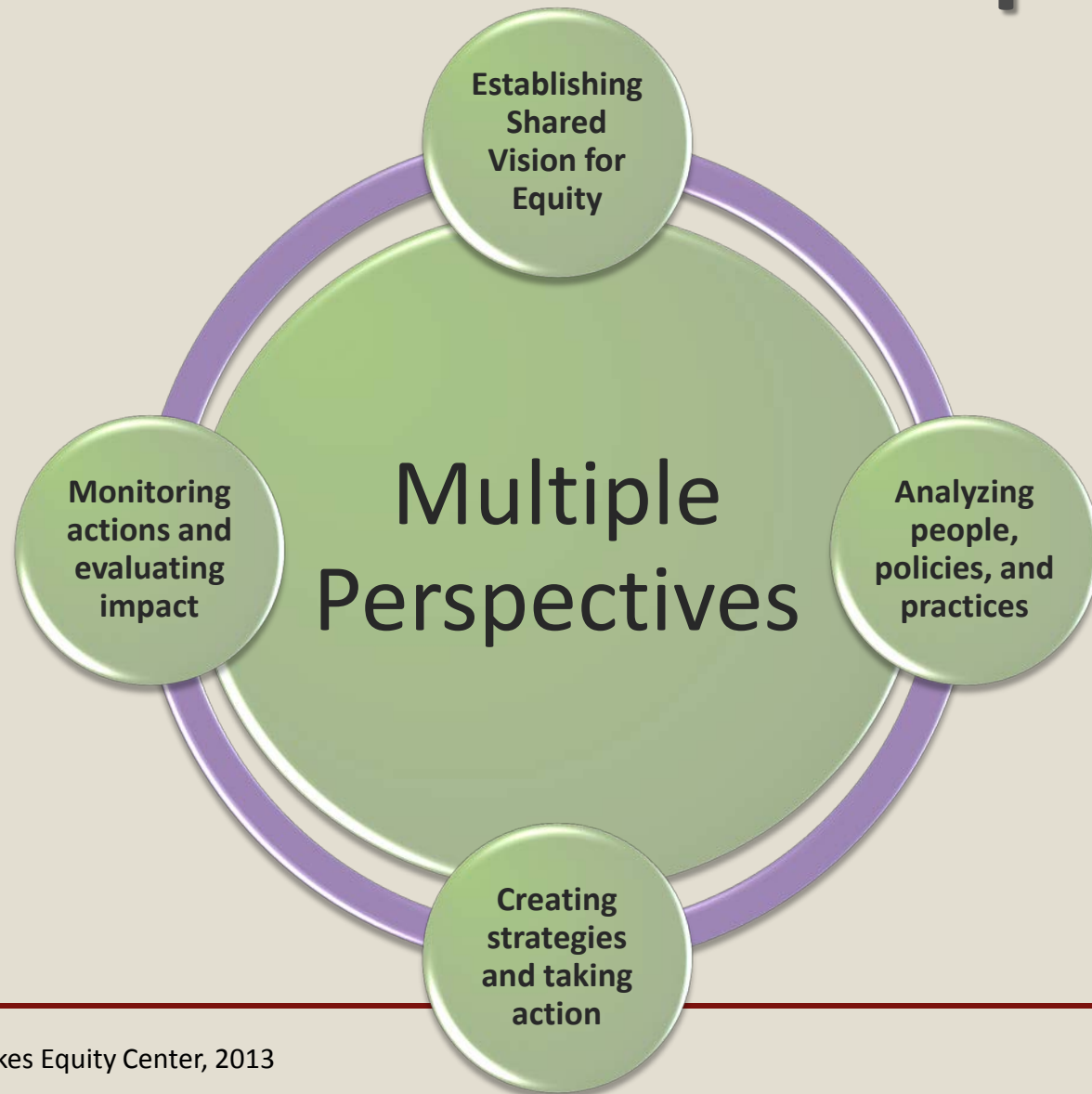
Our Role—

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.



Critical Collaborative Inquiry



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

1. Stay engaged

2. Speak your truth

3. Experience discomfort

4. Expect and accept non-closure.



- Agenda
- Session Objectives
- Strategic Plan Goals and Valued Outcomes
- Activity Worksheets
- Selected Readings

What's in Your Handbook?


AGENDA

TIME	DURATION (minutes)	ACTIVITY
8:30 - 8:45	15	Welcome and Introductions
8:45 – 9:15	30	Who’s in the Room? <i>Find your twin...</i>
9:15 – 9:35	20	Appleton’s Vision for Equity Where we are & Where we want to go
9:35 – 9:45	10	Facilitators’ Role , Agenda and Session Objectives
9:45 – 10:45	60	Shared Understandings for Equity Engage Goal-Focused Facilitated Content & Interactive Activities
10:45 – 11:00	15	BREAK
11:00 – 11:30	120	Continuing Strategic Planning Organizing Small Groups, Review Process & Tools, Begin Work
11:30 – 12:00	30	LUNCH
12:00 – 2:00	120	Small Group Work: Identifying Strategies for Improvement Understanding Context, Engaging in Data Dialogues, and Identifying Possible Actions
2:00-2:15	15	BREAK
2:15 – 3:00	45	Walkthroughs: Strategic Data Collection for Equity Understanding Rationale and Relationship of Walkthroughs to Strategic Plan Implementation
3:00 - 4:00	60	Group Reporting and Next Steps

Participants will be able to:

- ☰ Describe underlying concepts for culturally responsive (CR) teaching and learning environments.
- ☰ Integrate and implement the data cycle as part of the strategy for strategic planning.
- ☰ Examine district data and engage in “data dialogues” using an equity lens around the four domains (Classroom Practices, School Climate, Curriculum and Materials, Co-curricular Involvement) identified for strategic planning.
- ☰ Develop an action plan for each of the four goals that includes strategies, timelines, resources, and persons responsible for ensuring that the action plan is implemented.
- ☰ Understand the walk-through as a data collection mechanism to inform the district scorecard for evaluating progress.

SESSION OBJECTIVES



SHARED UNDERSTANDINGS FOR EQUITY¹

1 - Review content...

Goal 1

- Culturally Responsive Teaching Matters!

Know

Do

Supports

Goal 2

- School Climate and Equity

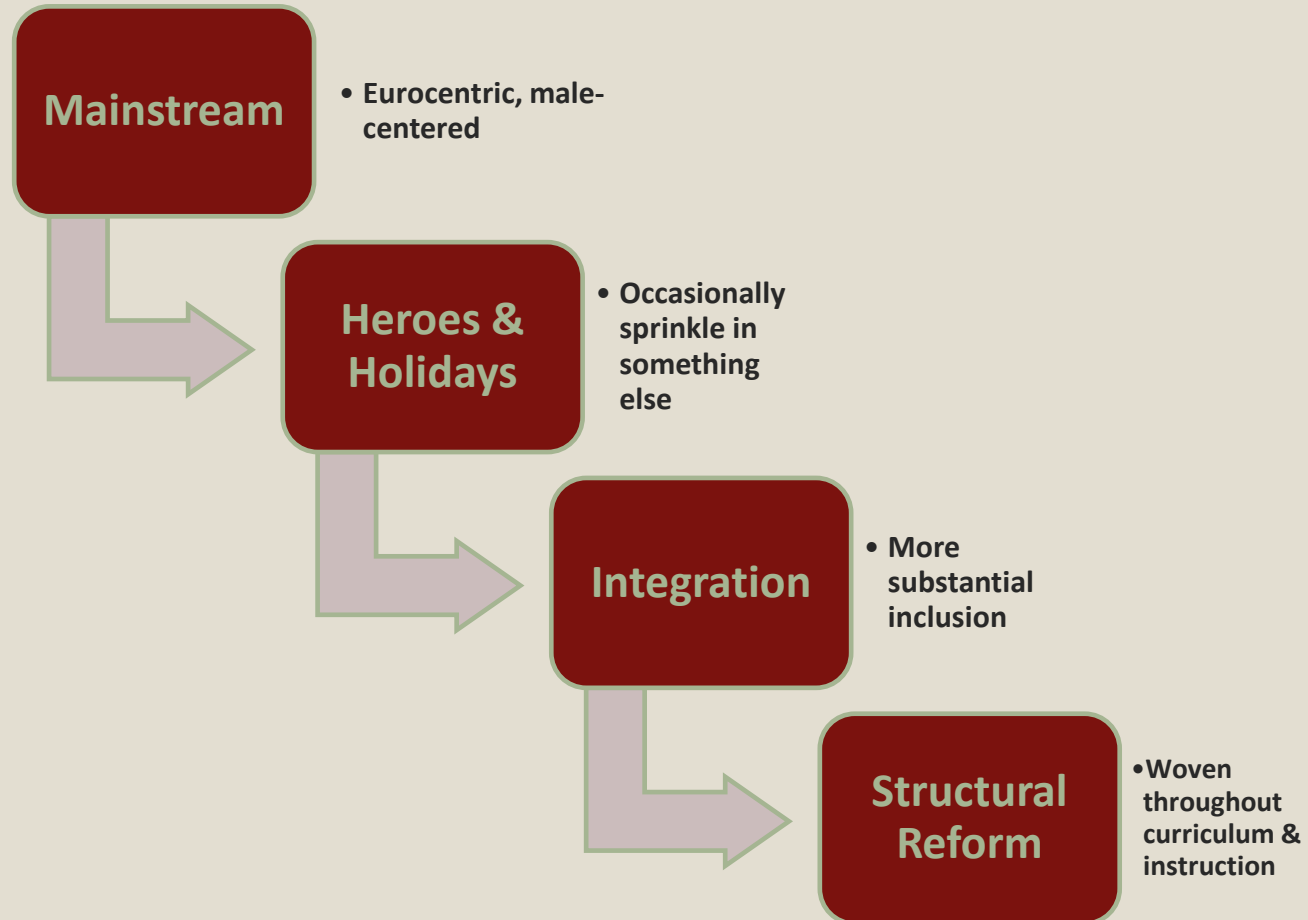
Self-
reflection

Knowledge
of different
cultural
groups

Creating
emotional
and physical
safety

Goal 3

• Multicultural Curriculum



(Banks, 1993)

Goal 4


• Out-of-School Time

Is there equal access?

- Location, age, & income

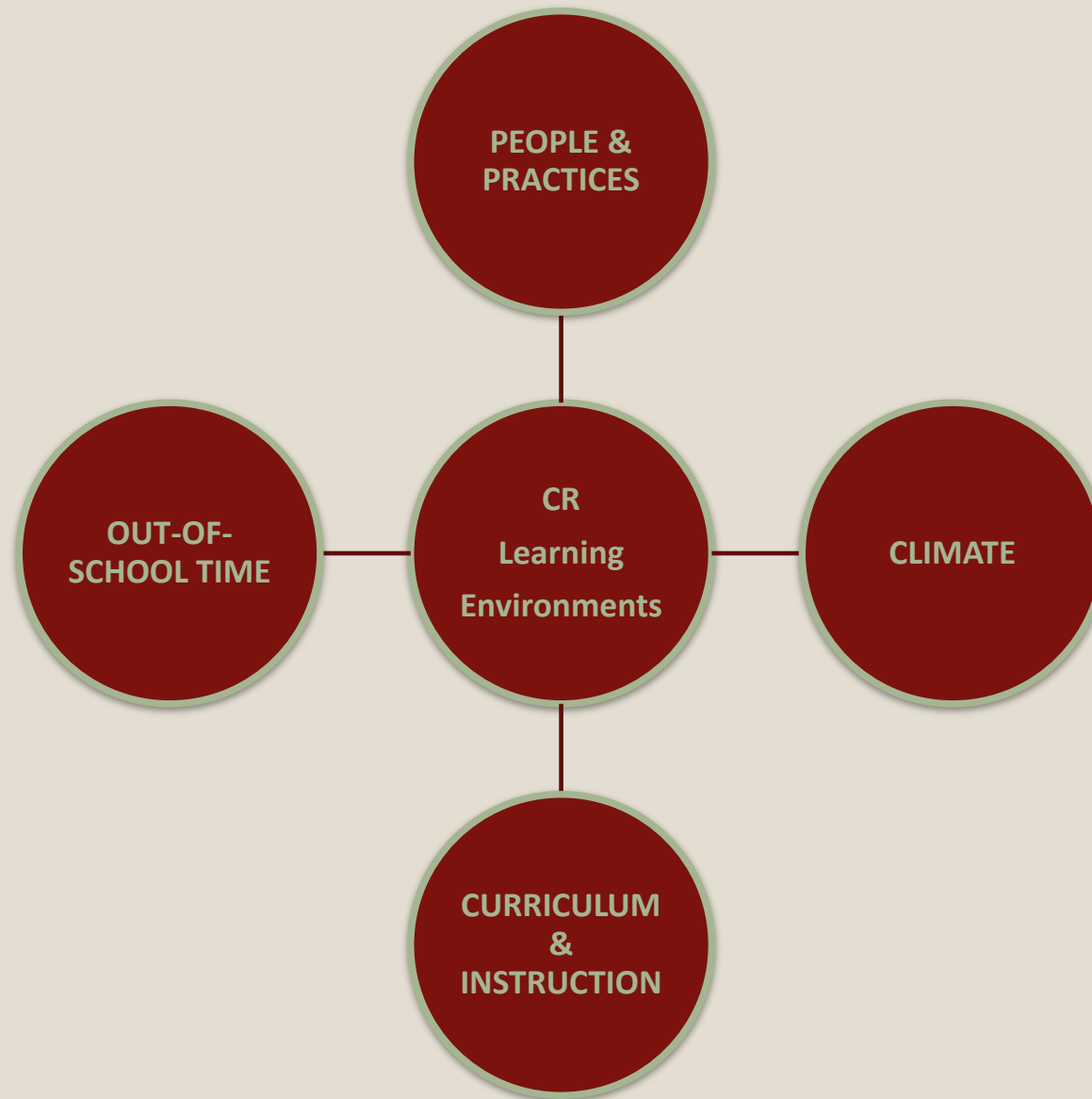
Is there equity?

- Content differs
 - Lack of culturally responsive content
-



SHARED UNDERSTANDINGS FOR EQUITY²

2 – Extend content understandings



Towards Culturally Responsive Learning Environments

CRITICAL CONSCIOUSNESS

We argue that school leaders need to embody a social justice consciousness within their belief systems or values. This includes needing to possess a deep understanding of **power relations** and **social construction** including white privilege, heterosexism, poverty, misogyny, and ethnocentrism.



KNOWLEDGE

School leaders for social justice need to know about **evidence-based practices** that can create an equitable school. For example, this knowledge would include understanding the positive and equitable effects of de-tracking and eliminating pull-out programs. It would include developing specific knowledge base around language acquisition, disability, and current research on reading and mathematics curriculum and instruction.



SKILLS

We believe that there are **specific skills** that leaders require to enact justice. These skills allow them to put their knowledge and consciousness into practice. For example, they need to be able to establish a service delivery team to work toward eliminating pull out programs, use data to lead conversations about equity and school improvement, and hire and supervise staff to carry out these socially just ideas.



Understanding the Cultural Nature of Learning

Cultural Histories

The cultural practices adults and students bring with them

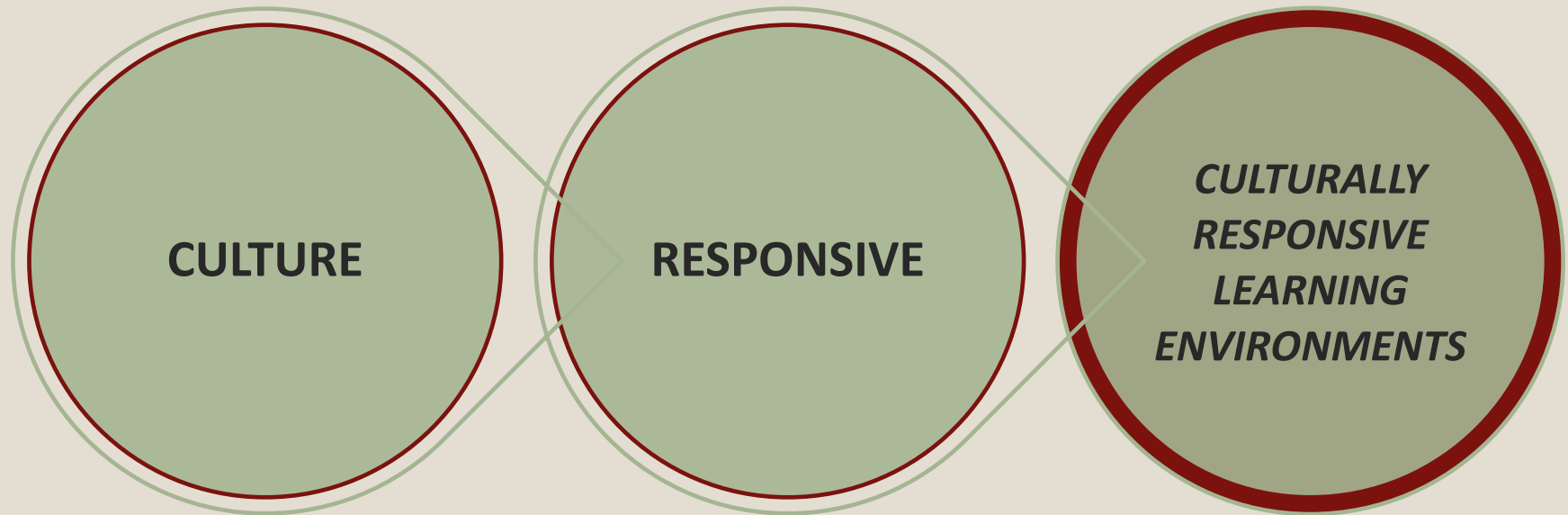
The cultural practices already associated with school and schooling

The Institutional Culture

The cultural practices constructed when people interact and work together

The Culture We Create

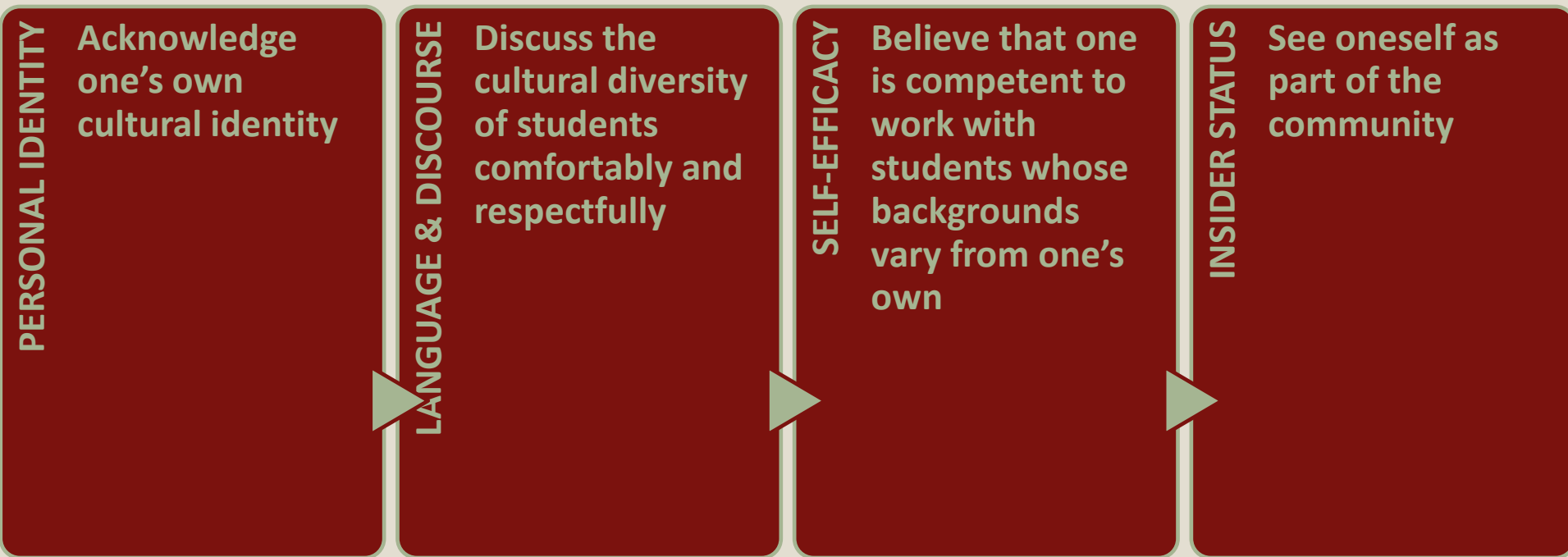
Culturally Responsive is...



- the dynamic and shifting beliefs and practices of groups of individuals

- valuing, considering, integrating what everyone brings to the context

- acknowledges learning as sociocultural and privileges the sociocultural nature of learning in creating policies, structures, and practices within learning environments



ENSURING CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

- Read the biopic of three teachers (Linda, Josh, Madonna). Each is in his/her late twenties, work in an urban middle school, identify as white, with Madonna identifying as Latina, and live in the U.S.
- As you read, think about aspects of identity that they share and aspects which one might assume would be similar, but which are different.
- Now think about your cultural identity and in a similar vein as Linda, Josh and Madonna, write a brief cultural biopic.
- Please share you biopic with your table partners. Which cultural attributes to you share and which ones are different?

TEACHER & ADMINISTRATOR CULTURAL IDENTITY - Activity

“We can’t solve problems by using the same kind of thinking we used when we created them.”

-Albert Einstein



Moving Forward

Changing the Narrative Requires

Reframe deficit thinking

- Develop an appreciative stance to difference

Dislodge deficit discourse

- Use the language of possibility

Revise stratifying discourse

- Create opportunities to learn

“What these kids need is middle class values.”

I hear you saying that there are certain values children need to be successful...

Reframe

I wonder what you mean by “these kids?” What are middle class values?

Ask for definitions

What is it about having middle class values that works?

Ask about causal assumptions

What is some of the evidence you see that tells you students don't have these values?

Ask for evidence

The students I have encountered in this system are hard-working.

Share your experience

What do our students value?

Develop an inquiry question



“Some kids just aren’t college material.”

“Certain teachers are never going to change.”

“English language learners are never going to keep up with English-speaking students.”

Practice Examples



10:45 – 11:00



CONTINUING STRATEGIC PLANNING

*Organize small groups, Review process &
tools, Begin work*

GOAL FOCUSED GROUP PLANNING

Discuss goal and valued outcomes using the *Essential Variables for Change* framework

Engage in Data Dialogue for each valued outcome using the *Data Matrix*

Complete *Data Matrix* to identify gaps in data and access points to datasets

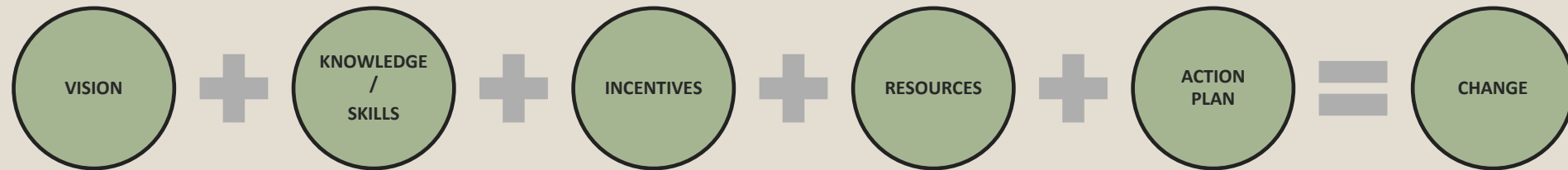
Identify at least one viable and effective strategy to address each valued outcome

Articulate strategy in SMART format



FOUR CORNERS

ESSENTIAL VARIABLES FOR CHANGE



What is the valued outcome?


What knowledge/skills are needed to accomplish the valued outcome? What knowledge/skills assets are available? What barriers exist to obtaining the needed knowledge/skills?

What incentives can help facilitate use of knowledge/skills to accomplish the valued outcome? What barriers impede leveraging of knowledge/skills to achieve the valued outcome?

What are the technical, material, and organizational resources needed to accomplish the valued outcome? Which of the needed resources are needed? What barriers exist to obtaining needed resources?

What specific strategies will you implement to accomplish the valued outcome?

STATE GOAL



"If there is no contradictory impression, there is nothing to awaken reflection."

-Plato, The Republic

Towards A Coherent Systemic Strategy for Data Use

Different kinds of data

Used for different purposes (data cycles)

Used at different levels of the system (data cycles)

Different Work/Stakeholder Roles Require Different Data Needs

Productive dialogue

Coordination across work/stakeholder roles

Creation of evidence subcultures

Shared norms

Connections to external reform sources

Cross district communications

WHY DATA?

DATA USAGE FOR EQUITY



What is data?

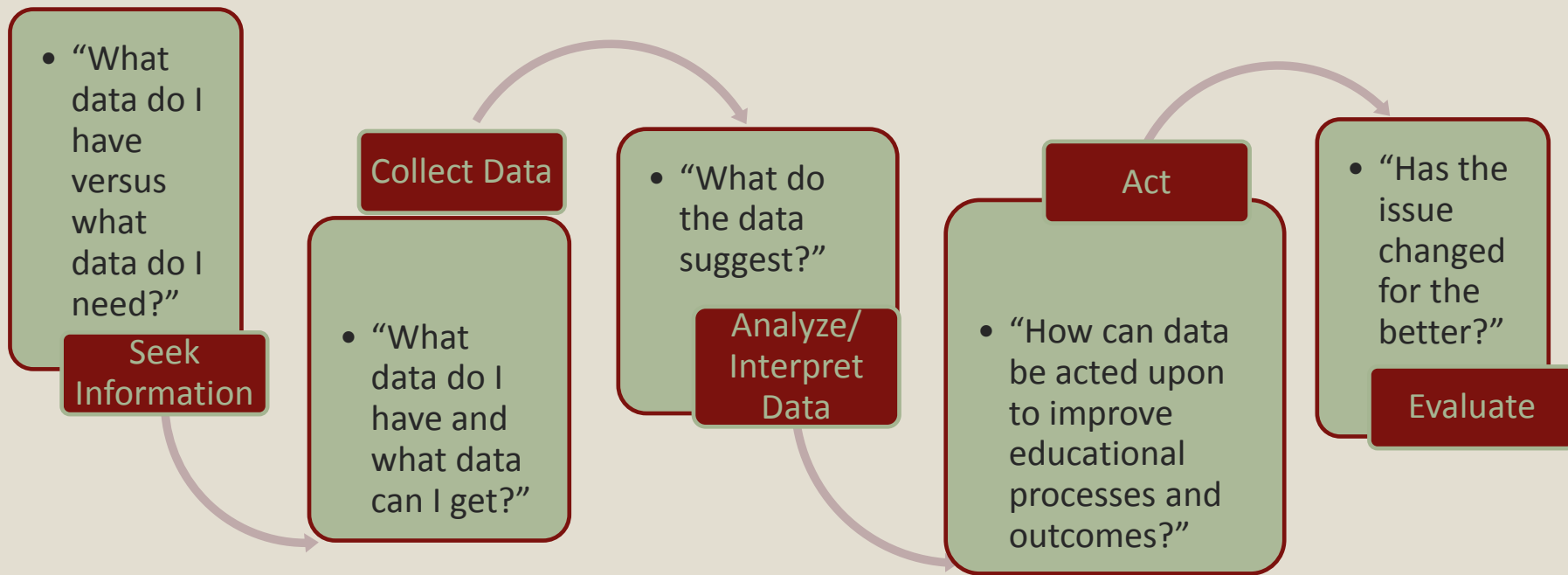


What are common purposes for using data in education?



In ways can data inform education policies & practices?

INQUIRY-BASED DATA USE FOR EQUITY



DATA-DRIVEN DIALOGUE

Predictions

- Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations.

Observations

- Analyzing the data for patterns, trends, surprises, and new questions that “jump” out.

Inferences

- Generalizing hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and data needed to guide their implementation. Building ownership for decisions.

KEY DOMAINS FOR EXAMINING SCHOOL DATA

STUDENTS LEARNING DATA

Student Learning data comprise data about individual students.

STUDENT DEMOGRAPHICS

Student demographic data comprise personal factors about each student.

DATA IN SCHOOLS

PERCEPTION DATA

Perception data comprises information about perceptions of: school personnel, parents, and the community

SCHOOL PROCESS DATA

These data provide information about school management, administration, organization, and operations.

English Language Learners

STUDENT DEMOGRAPHICS

Student demographic data comprise personal factors about each student.

STUDENT LEARNING DATA

Student learning data comprise data about individual student achievement

PERCEPTION DATA

Perception data comprise information about perceptions of school personnel, students, parents, and community.

SCHOOL PROCESS DATA

School process data provide information about school management, administration, organization, including programs the school offers, classroom strategies, and instructional practices.

What do we know already?

Our district has 10.9% ELLs.

Our ELLs pass tests at a lower rate than others.

Teacher perceptions of ELLs that they are more difficult to teach. Families feel excluded from some school functions.

ELLs assigned to specific schools unless they opt into magnets.

How do we know it? What types of data help us to know what we know?

Student enrollment forms

Test data

Teacher discourse
Family survey

School assignment policy and protocols

What does what we know tell us about social justice and equity in our context?

Even though % is low, making sure these students have the same opportunities to learn is important.

We may need to examine instruction for this group; course placement not based on language, but is based on performance

Teacher perception of ELLs might be problematic for high expectations
Supports to include families needs to be addressed

Students who are ELL are seen as other

Is what we know enough? What more do we need to know?

More contextual information about student backgrounds and available supports/assets
Availability of cultural brokers

Are assessments capturing what students actually know?

Can we better measure teacher perceptions of students?
Let's capture student perceptions of school culture, climate, instruction.

How do other districts work with ELL students?

What types of data will help us to fill the gaps and how can we access the data?

Home visits
Asset mapping

Multiple modes of representation of student knowledge
Portfolios

Climate surveys
Teacher dispositions assessments

Capacity to identify, collect, and analyze data from various access points, including quantitative and qualitative from multiple perspectives

DATA MATRIX

STUDENT DEMOGRAPHICS

Student demographic data comprise personal factors about each student.

STUDENT LEARNING DATA

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PERCEPTION DATA

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SCHOOL PROCESS DATA

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What do we know already?



How do we know it? What types of data help us to know what we know?

What does what we know tell us about social justice and equity in our context?

Is what we know enough? What more do we need to know?

?

What types of data will help us to fill the gaps and how can we access the data?



LUNCH
time

11:30-12:00



IDENTIFYING STRATEGIES FOR IMPROVEMENT

Understanding context, Engaging in data dialogues, and Identifying possible actions

Specific

Measurable

Attainable

Results-focused

Timely

+ Critical

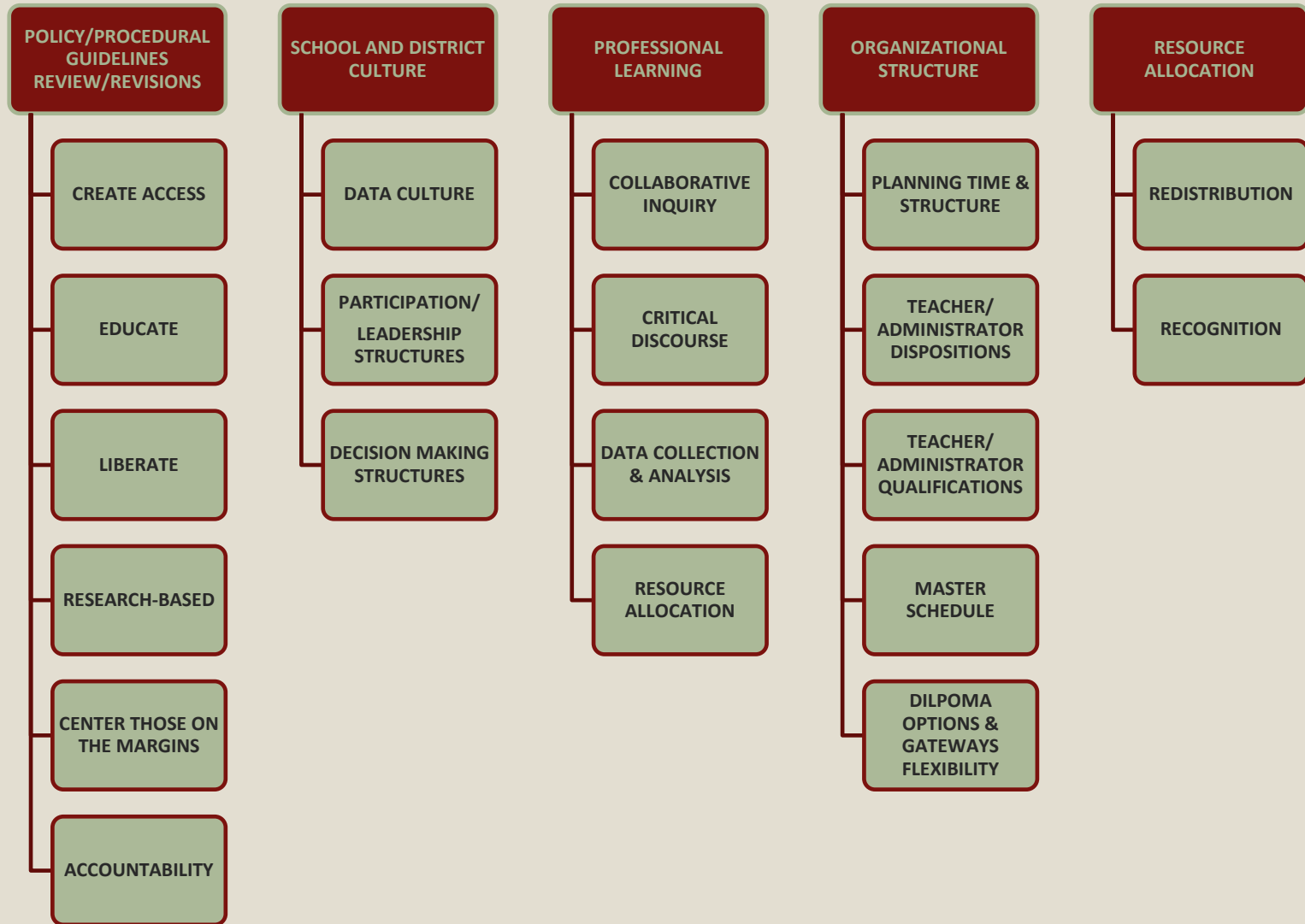
Valued Outcome:

- Staff will respect and seek to understand diverse perspectives.
- Parents/community members will feel welcomed and valued as individuals.

SMART+ Strategy:

- Teachers will conduct beginning-of-year interviews with 100% of parents of students assigned to their homeroom rosters by the end of the first quarter.

POSSIBLE ACTIONS & RELATED CONSIDERATIONS





2:00-2:15



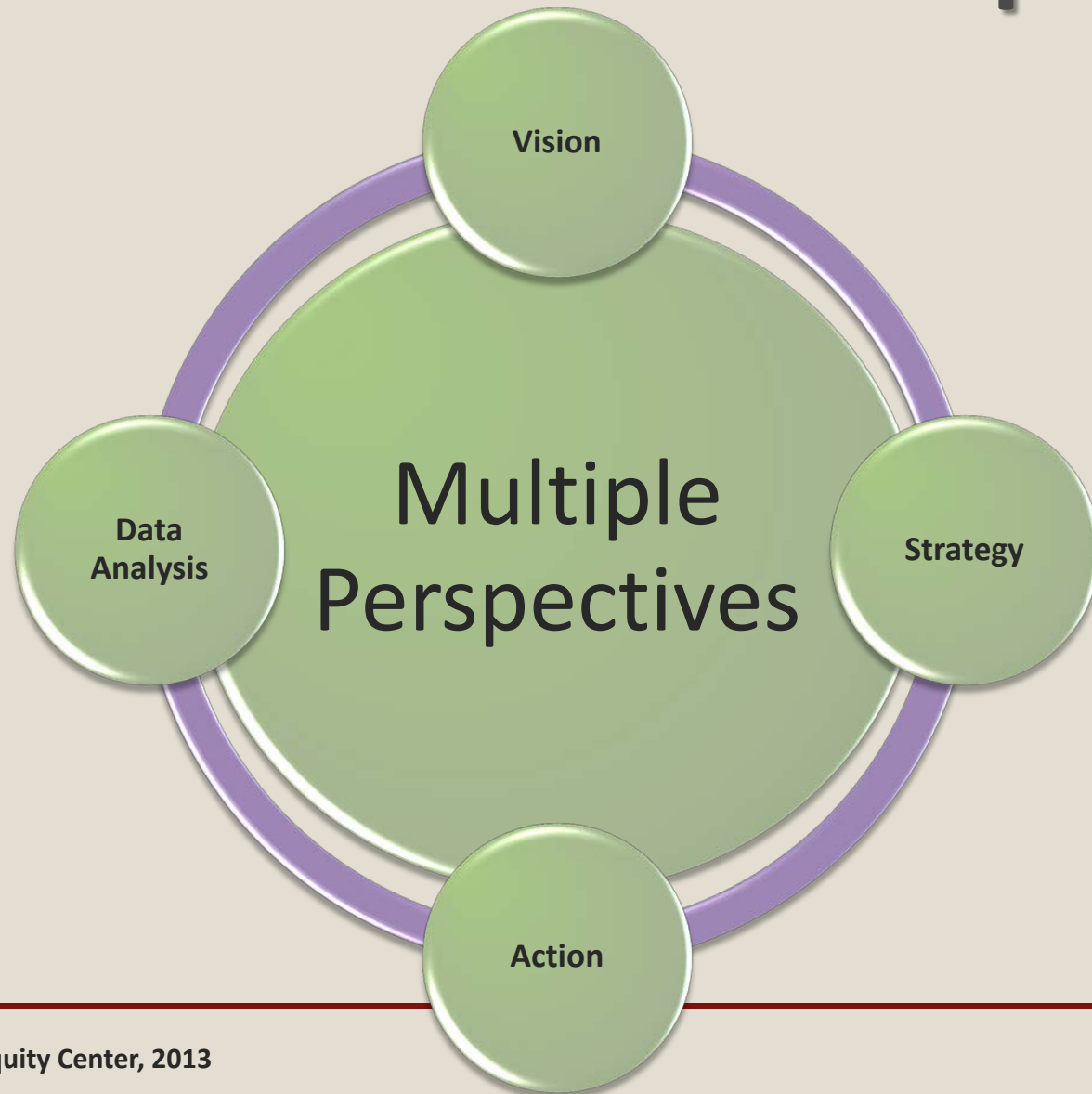
WALKTHROUGHS

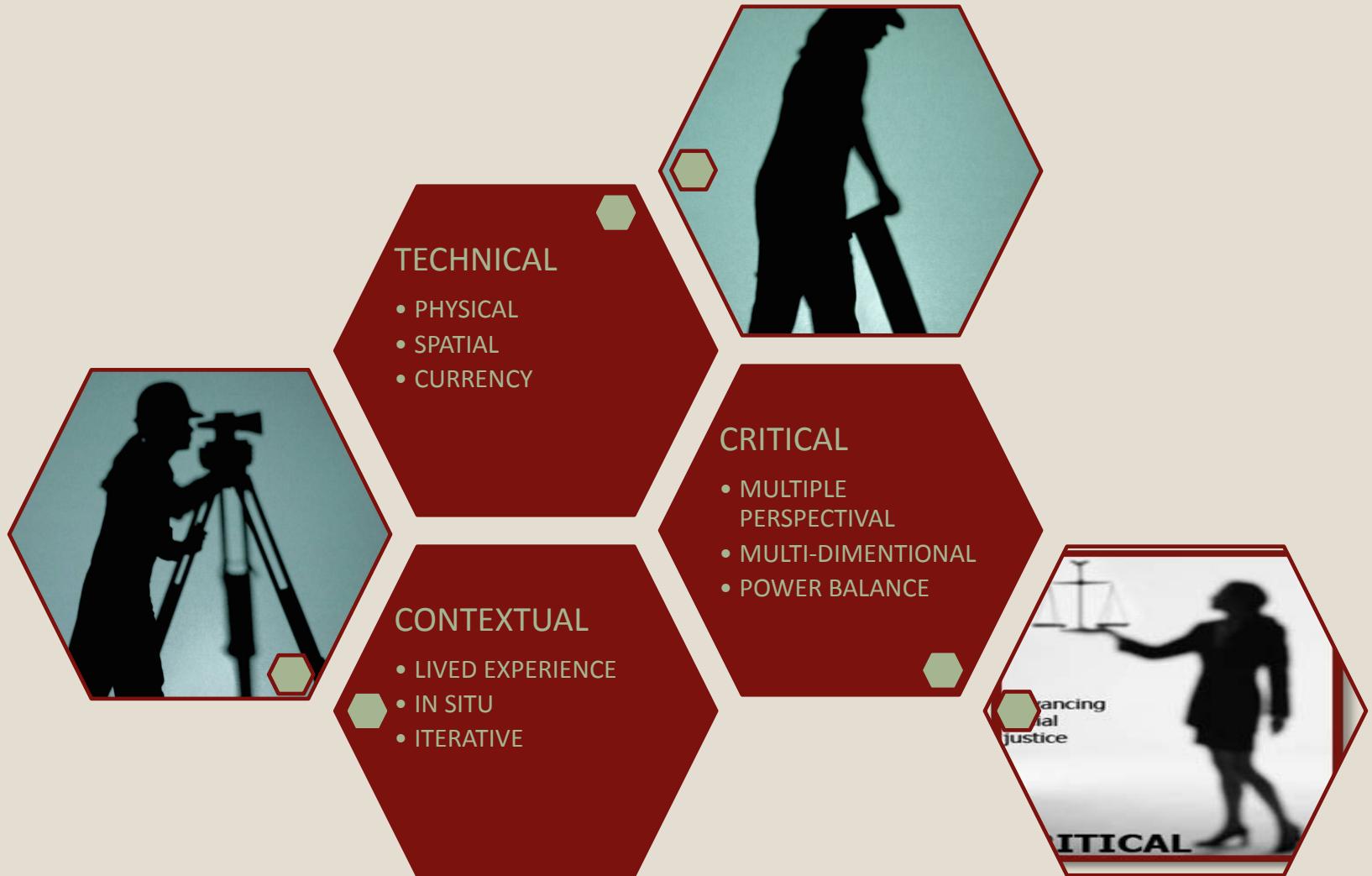
Understanding Rationale and Relationship of Walkthroughs to Strategic Plan Implementation



What is a walkthrough?

Critical Collaborative Inquiry





RATIONALE FOR WALKTHROUGH AS DATA COLLECTION



- What are the focus areas?
- What are priority locations and times?
- Who will conduct walkthroughs?
- How will they inform strategic planning?

Walkthroughs



Look-fors

Domain:

What?

Where?

When?

People

- Discourse/talk
- Positioning
- Body language
- Movement
- Turn taking
- Norms/rules
- Roles
- Representation

Physical Environment

- Materials & furnishings
- “Text messages”
- Image messages
- Use of space
- Images
- Student work
- Representation

Look-fors

Look for:

What:

- Body language
- Discourse

When:

- Between classes/start-of-class

Where:

- Halls & classrooms

See:

What:

- Sharing personal stories
- Asking for help

When:

- In-between classes

Where:

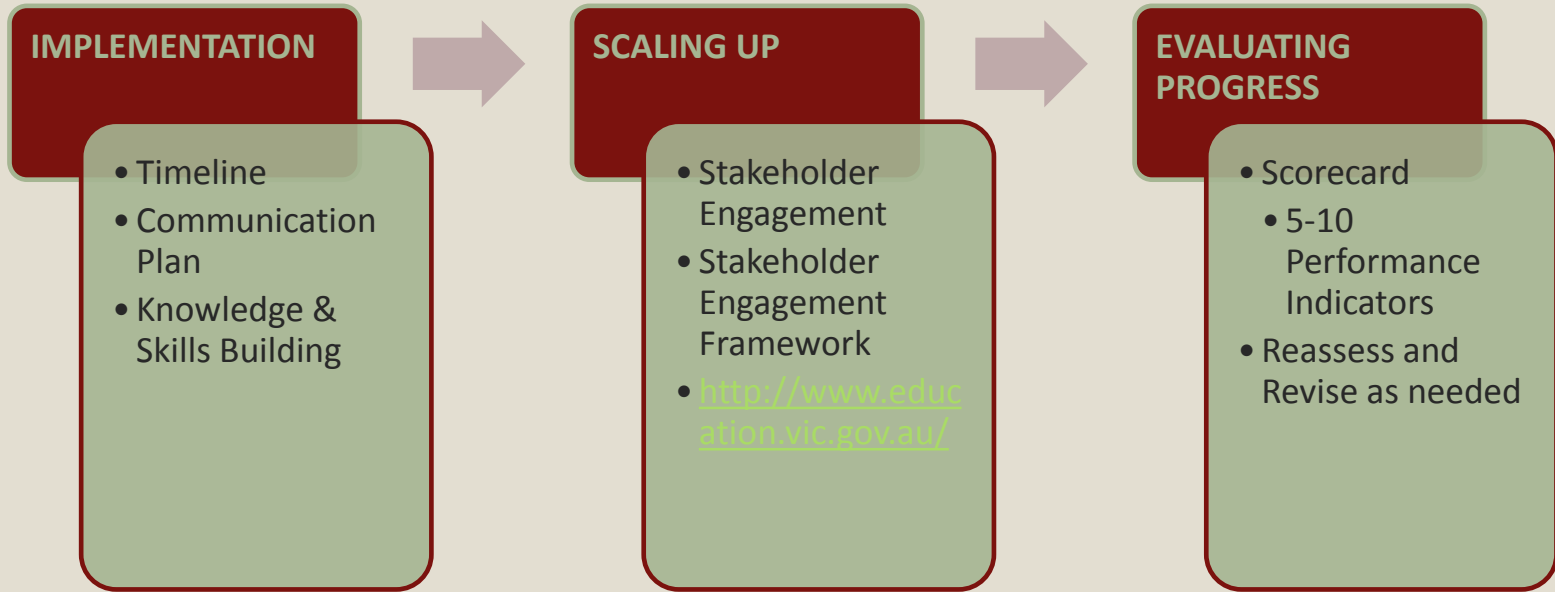
- Halls & classrooms

Example: Teacher-student trust

- Immediately address pressing concerns
- Building-level feedback
- Facilitated community conversations
- District-wide pattern assessment



So What & Now What?



NEXT STEPS IN STRATEGIC PLANNING PROCESS



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