Fall 2013
Strategic Planning Summit

A Collaborative Project

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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.
YOUR FACILITATORS

Marsha Simon, Ph.D.
Assistant Director of Technical Assistance and Professional Learning

Erin Macey
Technical Assistance Coordinator
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

Multiple Perspectives

Establishing Shared Vision for Equity

Monitoring actions and evaluating impact

Creating strategies and taking action

Analyzing people, policies, and practices

Great Lakes Equity Center, 2013
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.

Singleton & Linton (2006)
What’s in Your Handbook?

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

1 - Review content...
Goal 1

- Culturally Responsive Teaching Matters!

Know  Do  Supports

Kozleski, 2010
Goal 2

• School Climate and Equity

Self-reflection

Knowledge of different cultural groups

Creating emotional and physical safety
Goal 3

- Multicultural Curriculum

Mainstream
  - Eurocentric, male-centered

Heroes & Holidays
  - Occasionally sprinkle in something else

Integration
  - More substantial inclusion

Structural Reform
  - Woven throughout curriculum & instruction

(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
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.
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.

Capper, Theoharis & Sebastian, 2006, p.213
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.

Capper, Theoharis & Sebastian, 2006, p.213
Understanding the Cultural Nature of Learning

**Cultural Histories**

The cultural practices adults and students bring with them

**The Institutional Culture**

The cultural practices already associated with school and schooling

**The Culture We Create**

The cultural practices constructed when people interact and work together

Adapted From Artiles & Kozleski, 2007
Culturally Responsive is…

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

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

- **CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS**
  - acknowledges learning as sociocultural and privileges the sociocultural nature of learning in creating policies, structures, and practices within learning environments

Adapted from Gay, 2010
ENSURING CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

PERSONAL IDENTITY
Acknowledge one’s own cultural identity

LANGUAGE & DISCOURSE
Discuss the cultural diversity of students comfortably and respectfully

SELF-EFFICACY
Believe that one is competent to work with students whose backgrounds vary from one’s own

INSIDER STATUS
See oneself as part of the community

Maye & Day, 2012
• 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?
“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

Briscoe, Arrizaza & Henze, 2009
“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 do our students value?

Develop an inquiry question

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

Share your experience

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

Ask for evidence
“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
CONTINUING STRATEGIC PLANNING

Organize small groups, Review process & tools, Begin work
<table>
<thead>
<tr>
<th>GOAL FOCUSED GROUP PLANNING</th>
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</thead>
<tbody>
<tr>
<td>Discuss goal and valued outcomes using the <em>Essential Variables for Change</em> framework</td>
</tr>
<tr>
<td>Engage in Data Dialogue for each valued outcome using the <em>Data Matrix</em></td>
</tr>
<tr>
<td>Complete <em>Data Matrix</em> to identify gaps in data and access points to datasets</td>
</tr>
<tr>
<td>Identify at least one viable and effective strategy to address each valued outcome</td>
</tr>
<tr>
<td>Articulate strategy in SMART format</td>
</tr>
</tbody>
</table>
FOUR CORNERS
ESSENTIAL VARIABLES FOR CHANGE

VISION

KNOWLEDGE/ SKILLS

INCENTIVES

RESOURCES

ACTION PLAN

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

Adapted from Salisbury & McGregor, 2009
"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?

(Coburn & Talbert, 2006; National Forum on Education Statistics, 2012)
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

Seek Information

- “What data do I have versus what data do I need?”

Collect Data

- “What data do I have and what data can I get?”

Analyze/Interpret Data

- “What do the data suggest?”

Act

- “How can data be acted upon to improve educational processes and outcomes?”

Evaluate

- “Has the issue changed for the better?”
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.

Love (2001)
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.

**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.

Great Lakes Equity Center, 2013
English Language Learners

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?

STUDENT DEMOGRAPHICS

Student demographic data comprise personal factors about each student.

Our district has 10.9% ELLs.

Student enrollment forms

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

More contextual information about student backgrounds and available supports/assets

Availability of cultural brokers

Home visits

Asset mapping

STUDENT LEARNING DATA

Student learning data comprise data about individual student achievement.

Our ELLs pass tests at a lower rate than others.

Test data

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

Are assessments capturing what students actually know?

Multiple modes of representation of student knowledge

Portfolios

PERCEPTION DATA

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

Teacher perceptions of ELLs that they are more difficult to teach.

Families feel excluded from some school functions.

Teacher discourse

Family survey

Teacher perception of ELLS might be problematic for high expectations

Supports to include families needs to be addressed

Can we better measure teacher perceptions of students?

Let's capture student perceptions of school culture, climate, instruction.

Can we better measure teacher perceptions of students?

Teacher dispositions assessments

SCHOOL PROCESS DATA

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

ELLs assigned to specific schools unless they opt into magnets.

School assignment policy and protocols

Students who are ELL are seen as other

How do other districts work with ELL students?

Capacity to identify, collect, and analyze data from various access points, including quantitative and qualitative from multiple perspectives
<table>
<thead>
<tr>
<th>DATA MATRIX</th>
<th>STUDENT DEMOGRAPHICS</th>
<th>STUDENT LEARNING DATA</th>
<th>PERCEPTION DATA</th>
<th>SCHOOL PROCESS DATA</th>
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</thead>
<tbody>
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Lunch time

11:30-12:00
IDENTIFYING STRATEGIES FOR IMPROVEMENT

Understanding context, Engaging in data dialogues, and Identifying possible actions
<table>
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<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Results-focused</th>
<th>Timely</th>
<th>+ Critical</th>
</tr>
</thead>
</table>

**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

POLICY/PROCEDURAL GUIDELINES REVIEW/REVISIONS
- CREATE ACCESS
- EDUCATE
- LIBERATE
- RESEARCH-BASED
- CENTER THOSE ON THE MARGINS
- ACCOUNTABILITY

SCHOOL AND DISTRICT CULTURE
- DATA CULTURE
- PARTICIPATION/LEADERSHIP STRUCTURES
- DECISION MAKING STRUCTURES

PROFESSIONAL LEARNING
- COLLABORATIVE INQUIRY
- CRITICAL DISCOURSE
- DATA COLLECTION & ANALYSIS
- RESOURCE ALLOCATION

ORGANIZATIONAL STRUCTURE
- PLANNING TIME & STRUCTURE
- TEACHER/ADMINISTRATOR DISPOSITIONS
- TEACHER/ADMINISTRATOR QUALIFICATIONS
- MASTER SCHEDULE
- DIPLOMA OPTIONS & GATEWAYS FLEXIBILITY

RESOURCE ALLOCATION
- REDISTRIBUTION
- RECOGNITION
2:00-2:15
WALKTHROUGHS

Understanding Rationale and Relationship of Walkthroughs to Strategic Plan Implementation
What is a walkthrough?
Critical Collaborative Inquiry

Multiple Perspectives

Vision

Data Analysis

Strategy

Action

Great Lakes Equity Center, 2013
RATIONALE FOR WALKTHROUGH AS DATA COLLECTION

Mulligan & Kozleski, 2010
Walkthroughs

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

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**Look-fors**
Example: Teacher-student trust

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

So What & Now What?
NEXT STEPS IN STRATEGIC PLANNING PROCESS

IMPLEMENTATION
- Timeline
- Communication Plan
- Knowledge & Skills Building

SCALING UP
- Stakeholder Engagement
- Stakeholder Engagement Framework

EVALUATING PROGRESS
- Scorecard
- 5-10 Performance Indicators
- Reassess and Revise as needed
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!


References