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

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

Critical Collaborative Inquiry

Critical

Collaborative

Inquiry
Supporting Inquiry

**REFLECTION-IN-ACTION**
- Occurs during
- Looks within
- Reshapes while activity is underway

**REFLECTION-ON-ACTION**
- Occurs after
- Looks back
- Engages in deep analysis when unexpected outcomes occur

**REFLECTION-FOR-ACTION**
- Looks at what has happened
- Looks at what is happening
- Looks at through different perspectives
- How
- Why
BUILDING CONSENSUS: Fist-to-Five

One Finger
Discuss certain issues—suggest changes

Two Fingers
Would like to discuss minor issues

Three Fingers
Not in total agreement—let it pass without further discussion

Four Fingers
Good idea—I will work for it

Fist
Block Consensus—require changes for it to pass

Five Fingers
Great idea! I will be one of the leaders for it
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
8:30 a.m. – 9:45 a.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.
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.
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

EQUITY

PROTECTED CLASSES
Race, Color, National Origin, Sex, Disability, Age

DISCRIMINATION

EQUALITY

BIAS

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
9:45 – 10:00
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?

- Classroom Instruction
- School & Community Climate
- Curriculum and Materials
- Co- & Extra-Curricular Experiences
Where are we in light of our vision?

GOAL 1:

GOAL 3:

GOAL 4:

Goal 2:

EMERGENT THEMES
The cultural practices adults and students bring with them

The cultural practices already associated with school and schooling

The cultural practices constructed when people interact and work together

Adapted From Artiles & Kozleski, 2007
TRANSFORMATIVE CHANGE REQUIRES

- Technical Solutions
- Critical Solutions
- Contextual Solutions

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?
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

**Read**
- Marginalia – thoughts, ideas, connections
- Strategy Wall

**Discuss**
- What insights did you see?
- Where are we now?
- Continue adding strategies to your wall

**Champion**
- Choose one strategy to champion
- Articulate your rationale to your table

**Rank**
- Priority 1 – Green
- Priority 2 – Blue
- Priority 3 – Yellow

NEED TO KNOW?
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
A THEORY for CHANGE

12:30p.m. – 1:00p.m.
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

LEVERAGE
- Investment Strategies
- Public or Private

INFLUENCE
- Visibility
- Institutions, Partnerships, Policies, etc.

IMPACT
- On the way
- Individuals

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

Theory of Change Planning Tool

Mission

Outcomes

Assumptions

Strategies

Reflections

Target Groups
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

Action Plans Should

what, how, who, when
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

<table>
<thead>
<tr>
<th>Long Term Goal</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>1.</td>
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</table>
| **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

Questions
• What do we want to know?

Data Collection
• What data can we gather to help us answer our questions?

Meaning Making
• What are the data telling us?
# Evaluation Planning Template

## Evaluation Plan

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th></th>
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<tbody>
<tr>
<td>(Assessments, tracking logs, focus groups, interviews, document/artifact reviews, observations etc…)</td>
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<table>
<thead>
<tr>
<th>Data Source/Audience</th>
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<tbody>
<tr>
<td>(This is where each component of the program fits)</td>
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<thead>
<tr>
<th>Timeline</th>
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<tbody>
<tr>
<td>(Deadline, frequency, or range of dates)</td>
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<tr>
<th>Responsible Staff</th>
<th></th>
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<tbody>
<tr>
<td>(Primary individual(s) responsible for the data collection effort)</td>
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## Research / Evaluation Questions

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<tbody>
<tr>
<td>(Primary organizer – data is used to support claims (i.e., evidence) that answer these questions)</td>
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Post Session Evaluation
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!
Thank you for your participation!

Website: www.greatlakesequitycenter.org

Email: glec@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.
References


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