

Assessing Equity-Focused Policy Practices

This exercise is designed to help you assess an equity-focused policy in three ways. First, looking at the practice of making the policy, second looking at practice in policy discourse and third looking at practicing policy or the practice that would need to result if the policy was to be fully enacted.

Level of Practice	Who	What	Why
Practice of policy making	Who participated in the construction of the policy?	What was the process of making this policy?	Why was the policy constructed?
Practice in policy discourse	Who is discussed in the policy language?	What practices are described in the policy language?	What explanation is given, in the policy for why this policy is important?
Practicing Policy	Who needs to learn to do the practices described?	What needs to be learned and how is it going to be learned?	Why is this new practice important?

INSTRUCTIONS

Looking at two equity-focused policies, one standard policy, and one locally developed policy use the table above to guide your analysis of the differences between these policies.

1. (10 minutes) On your own, read through each policy. For each policy, answer each question in each cell of the table above.
2. (10 minutes) Once you have answered all the questions you can, find a partner and share your answers. If you have not answered all of the questions look for a partner who can help you answer the remaining questions. If you have answered all the questions look for a partner who has not answered all the questions.
3. (15 minutes) In pairs, answer any the remaining questions from the table, and discuss which questions were most challenging to answer. Then together answer these questions:
 - What, if anything, does each policy contribute to equity practices in the district?
 - In what specific ways do either or both of these policy support interrupting inequity in classroom practices?