

Teaching with Purpose Leadership Institute 2014

Connecting Equity-focused Policy and Practice through
Leadership

Session One: Agenda

- Institute Overview
- Introduction to SB 103
- Welcome and Ice breaker from ODE
- Social Contract
- Roles and Responsibilities
- What is equity and equality in education?
- What are your district social justice priorities?
- How does your district define social justice?
- Assessing practice in education equity policy.

Institute Overview

Welcome from ODE

Getting to Know You Ice-Breaker

Ice-Breaker

Goal: To learn about each other

Instructions:

1. As a team, draw a large flower in the center of the sheet of chart paper you have been provided. For the petals, draw a number equal to the number of participants on your team.
2. As a team, discuss your similarities—the aspects of your life that you have in common. Fill the center of your flower with those items.
3. Think about how as an individual you are unique or different from your team. Each member should fill in his or her petal with these items. Please refrain from using physical attributes such as hair color, eye color, etc.
4. Be creative in your writing and/or drawings.
5. We will briefly share our findings as a large group.

The Story of SB103

Social Contract

- What agreements do you need to make with fellow participants, in order to do your best work as a member of your team and as a participant in the larger group of teams?

Teamwork Roles

Facilitator: Make sure your group reads all the way through the instructions for activities. Check for understanding for the purpose and the process of the activity. Keep your group on task. Redirect off task conversation back to the activity. Guide large group discussions. Make sure everyone is heard and seek multiple perspectives from team members. Make sure everyone's ideas are heard. *"Did anyone see it a different way? Are we ready to move on?"* Be sure everyone can explain the group's work. Clarify, with institute leaders, any areas of confusion for your group.

Teamwork Roles

Recorder/Reporter: Document your team's work during activities and discussions. If teams are asked to share their work with the large group you will make your team's report. Representations of your team's work need to show everyone's ideas, be well-organized, and communicate your team's thinking. *"How do we want to show that idea?"*

Resource Manager: Get materials for your team. Make sure each team member has the necessary materials for each activity. Connect with your team's key contact on the Friday before each session to determine what materials will be necessary for the up coming session. Either make copies of session materials for your group or distribute this responsibility to each team member.

Teamwork Roles

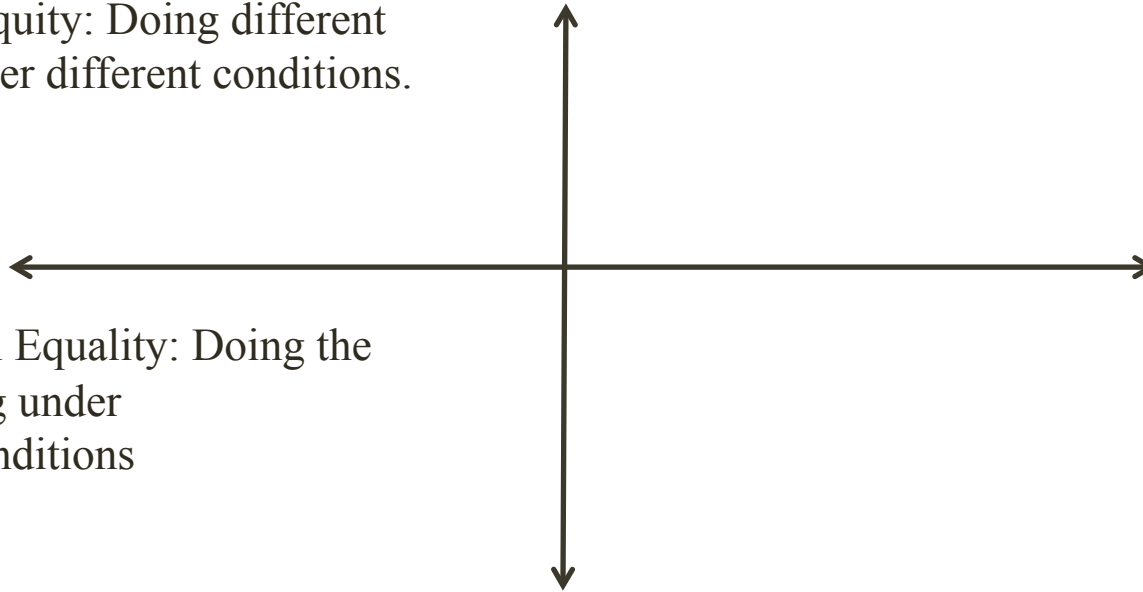
Time Keeper: Keep all team members working within the time limits of the activity. Activities are often purposefully timed and your team's success will depend on managing time productively.

Key Contact: Maintain contact with the Center for Community Engage (CCE). Read all email from the center. The main email will arrive on the last Thursday of the month. This email will have all the information for the up coming institute session. Disseminate information from the center to all team members. Report lunch count to the center on the Tuesday before the institute session.

Key Concepts: Equity and Equality

Vertical Equity: Doing different things under different conditions.

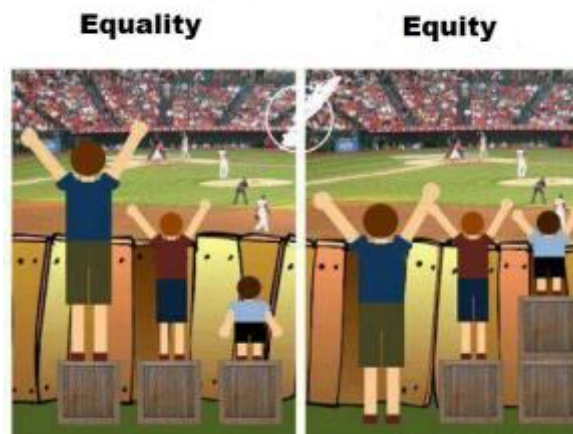
Horizontal Equality: Doing the same thing under similar conditions



Berne, R., & Stiefel, L. (1979). The Equity of School Finance Systems Over Time: The Value Judgments Inherent in Evaluation Educational Administration Quarterly, 15(2), 14-35.

Examples: Equity and Equality

- Money
- Time to learn
- Time to collaborate
- Teacher allocation
- Student allocation
- College Counseling



Teamwork Instructions

1. (5 minutes) Write to yourself about what you think equity and equality mean. Come up with at least three examples **of horizontal equality** and **vertical equity** in your setting.
2. (10 minutes) With a partner, discuss your examples. Using the ideas of horizontal equality and vertical equity, discuss how learning resources (i.e., teachers, time, courses, students, materials) are allocated, in your district, within schools and between schools.
3. (10 minutes) On large chart paper, draw a T-chart and label one side Strengths and the other side Challenges. Discuss the strengths and challenges in your district's current resource allocation processes.
4. (10 minutes) Discuss who else in your district needs to understand horizontal equality and vertical equity? Discuss the best ways for them to learn these ideas?

Prioritizing the Approach to Social Justice in your School District

What is the role of education in social justice?

Teamwork Instructions

(55 minutes total)

1. (5 minutes) Please rank order your top five social justice approaches from the list below. (One indicates it is most important.)
2. (10 minutes) Once you have rank ordered these for yourself, turn to partner and share your five. Taking turns to listen closely to each other's perspectives. Between your two lists, attempt to prioritize the top three most important approaches to realizing social justice through education.
3. (5 minutes) Find another pair who have completed their sharing and prioritizing together, as a group of four, attempt to create a top three list that reflects all four of your perspectives.
4. (20 minutes) Once the groups of four have a top three priority list, the facilitator convenes the whole team to share and listen and attempt to agree on a team wide list of top priorities. Write your list on large chart paper.
5. (3 minutes for each group) The reporter, for each group will share the groups priorities with the whole institute group.

Key Concepts: Social Justice

Five Form of Justice	How the form defines fairness
Distributed	Fair distribution of resources
Retributive	Fair punishment for the crime
Restorative	Fair healing the harm to the community
Procedural	Fair process
Recognition	Fair recognition

Teamwork Instructions

(5 minutes) Read through these definitions and, with a partner you have not been partners with yet today, discuss which one(s) come closest to your team's priorities.

2. (10 minutes) After you have had a chance to discuss with one partner, find a new partner, and share and listen to their understanding of these definitions and how well they fit your team's priorities. Be thinking about where the agreement is in your group.

3. (20 minutes) After each team member has shared with two other team members, convene as a large group and work toward consensus on which definition fits your team's priorities.

Key Concepts: Policy & Practice

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?

Teamwork 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. (20 minutes) On your own, read through each policy. For each policy, answer each question in each cell of the table above.
2. (15 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.
4. (30 minutes) As a district team compare your answers and discuss the following questions: What, if anything, does each policy contribute to equity practices? In what specific ways do either or both of these policy support interrupting inequity in classroom practices?

Closing

