

Assignment:

Framework for Equity Plan Part 1 (A Team-based Project: Presentation and Post on Blackboard)

The Purpose

The purpose of this project is to provide educational administration students with a social justice dilemma intended to facilitate and raise awareness of a current critical issue in our school, district, or county. School leaders cannot promote excellence in education and claim to be advocates of social justice if they tolerate cultures that accept and explain special education placement rates, suspension and detention rates, dropout rates and low academic performance for a disproportionate number of students, particularly African American, Latino, low socio-economic status students, English Learners, and students with disabilities.

Social justice requires active work on the part of educators to change, within school and out of school environmental circumstances that have a destructive impact on shaping the academic, emotional, and social development of children. When developing your plan, a basic element to keep in the forefront of your analysis and discussion is that the deliberate process of intervention of social justice requires educators to resist discrimination and inequity. (Marshall & Oliva, 2010) Of particular concern are those students who have been “written off” because of their race/ethnicity, gender, social class, disability, language, and sexual orientation.

The requirements of this social justice perspective do not merely imply assessing needs and providing services in order to mainstream marginalized student populations with dictated services and program content. Rather it means building participatory, equitable, and just relationships to create trusting environments with teachers, parents, students, and community members. Thus, social justice perspective calls for school leaders to do the research to create a set of core beliefs and organizational characteristics that emphasize the high performance for children, particularly those who have been marginalized in our society. (Marshall & Oliva, 2010)

Part 1 of the Equity Plan focuses on the quantitative and qualitative analysis of data.

- This will require you to collect a 2-3 year span of disaggregated data on your school, district, or county. This data should reflect a specific area in which there are (or have been) issues in obtaining equitable outcomes (e.g. suspension/expulsion, truancy, categorical expenditures, special education, re-designation of ELs, GATE, Advanced Placement enrollment, State/ district/ school, grade-level Test scores, etc.).
- Include student academic achievement data, as well as other sources of data, (formal and informal), which can help you to isolate or define a specific issue of inequity in your school, district, and/or county.
- You will then analyze and describe the data in narrative form, and include charts, tables, and/or diagrams that supports or augments your analysis
- Do not forget to include “the story” behind the results of the data. This can include historical aspects, socio-demographics, school or community culture, habits of practice, as well as habits of mind in your school, district, and/or county.
- Finally, you will describe your findings in narrative form using charts and diagrams to augment your analysis.
- All written work will be integrated and presented as a narrative and must adhere to the most recent APA Manual style

Part 1 Project Overview:

Subject Positioning:

As a leader for Social Justice, define your responsibilities for creating and implementing this plan in order to stop the disparity between students from widening. You may also want to include how you have evolved as an educational leader and include how your beliefs, attitudes, behaviors, and/or practices have changed or evolved. Therefore, this section serves as a “mini” biographical sketch and provides the reader with a glimpse into you as a bold, social, responsible leader (BSRL). In addition, you should reference the CAPES/Essential Questions, where appropriate, throughout your paper showing your growth as an administrator.

Data Analysis:

Once the inequities are identified, you will move into the phase of developing an Equity Action Plan for implementing at the school, district, or county level.

However, the **first step** is to make sense of an uncertain situation. To do so requires you to gather various data sources, disaggregate and analyze the data to help set the problem or issue of inequity you will be focusing on. The following steps will assist you in understanding, and using the data to strengthen your stance.

1. Study, analyze, and describe 2-4 sources of student data. Be sure to include academic data, as well as other data, formal and informal, which provide you with the basis of defining your problem. Develop charts, diagrams, etc. to show data and data comparisons. Describe your findings in narrative form using the charts and diagrams to augment your analysis.
2. Describe your findings from an Equity Audit Tool that supports, compliments, or contradicts your data analysis. In narrative form, you may use comparison/contrast, description, narration, process analysis, etc.
3. In narrative form, identify issues and questions that emerge from the above data
4. Interrogate issues (with probing questions) and provide a deeper analysis:
 - What additional information is needed to further investigate the equity issues that have emerged?
 - What patterns have emerged?
 - What further questions have emerged?

Collaboration

The **second step** is to provide you with additional support as to the nature and/or the seriousness of issue(s) of equity at your site, district, or county.

1. To gain a deeper perspective of the data and/or the equity issue(s) that have emerged, with whom can you collaborate in order to gain a better understanding of the issue(s)?
 - Discuss who are the “key stakeholders” (students, parents, teachers, yard supervisors, community members, etc.)?
 - Organize your data findings and develop questions/wonderings that arise from these findings. Not only think about what questions will you pose to which stakeholders and why, but think about how you will share your data findings, emerging questions

2. What additional insights have you gained as a result of your collaboration?
 - What are the established practices that have evolved which contribute to the issue(s) of equity or inequities?
 - What assumptions are being made about your targeted student group?
 - What other perspectives can you bring?
 - How would school critics view this plan?
3. In narrative form, discuss your findings from your collaborations. Include the opinions of others where appropriate.

Actions: The third step:

1. After narrowing your area of focus for your Equity Plan, identify the implicit assumptions (beliefs and attitudes) and explicit assumptions (behaviors) of educators and how these assumptions have framed practices at your site, district, or county.
2. Identify ways to maximize social justice and equity solutions to the dilemma (how might the potential actions offer increased opportunities for fairness and justice)

Resources:

The **fourth step:** Resources are not just fiscal in nature.

1. What available resources could be utilized to address the issue(s) of inequity you have identified?
2. What additional resources would compliment the current support systems?
3. What are the school, district, state, or national trends/policies that could limit or support addressing the inequity?

Recommendations (Teams will complete this section during the Winter Quarter)

The **fifth Step:** Select a preferred option that identifies what actions should be taken.

1. Describe and explain one high impact recommendation. Consider the following guiding questions:
 - State or restate the central problem
 - Explain why you have chosen this recommendation?
 - Explain why this recommendation is the best fit for your students, school, district, etc.
 - What does the literature (or research) say (about the inequity or about solutions – or your chosen solution(s)?)
 - How does it this recommendation relates to your data analysis?
 - How will this address the basic equity problem you have identified?
 - Who will be involved?
 - What PD or re-training is required?
 - How will you go about implementing it?
 - What is the anticipated outcome?
 - Include a summation of your data analysis and your findings from an Equity Audit Tool (supports your recommendation(s))
 - Include how your Equity Plan is in alignment with your School Site Plan, School Improvement Plan, WASC, etc.)

2. Prioritize your recommendations considering possible budget cuts and other possible obstacles to implementation.
3. Identify issues and questions that emerge from the above data
4. Interrogate issues (with probing questions) and provide a deeper analysis:
 - What additional information is needed to further investigate the equity issues that have emerged?
 - What patterns have emerged?
 - What further questions have emerged?

Narrative

In narrative form, organize your Equity Plan to effectively convey the above information by thoroughly engaging the complexities of the issue while displaying logical development, adequate support, and grammatical and mechanical competence. (Team Class Presentation, and Data Narrative.)

(continue)

Winter Quarter 2018 Key Assignment Equity Plan

The Purpose - A Reminder

The purpose of this project is to provide educational administration students with a social justice dilemma. School leaders cannot promote excellence in education and claim to be advocates of social justice if they tolerate cultures that accept and explain special education placement rates, suspension and detention rates, dropout rates and low academic performance for a disproportionate number of students, particularly African American, Latino, low socio-economic status students, English Learners, and students with disabilities.

The requirements of a social justice perspective do not merely imply assessing needs and providing services in order to mainstream marginalized student populations with dictated services and program content. Rather it means building participatory, equitable, and just relationships to create trusting environments with teachers, parents, students, and community members. (Marshall & Oliva, 2010)

Part 1 Re-cap: During the Fall Quarter 2017, you were introduced to the Framework for Equity Plan Part 1. The purpose of this team-based project was to provide new administrators with a social justice dilemma intended to facilitate and raise awareness of a critical issue in our schools and/or district. Part 1 of the Equity Plan development also gave collaborative teams an opportunity to establish a main focus area of inquiry and to examine the complexities, and possible contributing factors that emerged from a critical analysis of the data and to begin to examine the “story behind the data”.

Equity Plan Development Part 2 (Winter Quarter 2018)

Part 2 of the development of your team’s Equity Plan will give teams an opportunity to:

- **Position** one’s self/team as leaders for social justice in our educational system. (In addition, you should reference the CAPEs/Essential Questions, where appropriate, throughout your paper showing your growth as an administrator). (Session 1)
- **Continue to Collect/Analyze**, as needed, quantitative/qualitative data that validates your identified issue of inequity (e.g. compare/contrast with national data, similar school demographics, etc.)
- **Collaborate with Key Essential Stakeholders** to gain a deeper perspective of the data that has emerged from your analyses, inclusive of an equity audit tool that examines additional data that compliments or contradicts the “traditional data” used in the decision-making process (Session 2)
- **Determine the Actions that** provides teams an opportunity to examine the implicit assumptions (beliefs and attitudes) and explicit assumptions (behaviors and practices) that may contribute to the continuing marginalization of various students and/or student groups (Session 4)
- **Examine the effectiveness of Resources**, both fiscal and human that are currently in place to minimize, reduce or eliminate your team’s issue of inequitable outcomes.
- **Recommendations** (and further questions) provides individuals/teams the ability to discuss, augment, or redesign an existing program intended to support student success (Session 6)

- ****Examine/Reference Resources** which allows your team to examine the current/available resources and literature that assist in the validation of claims drawn from the analysis of quantitative and qualitative data (Sessions 1-8)
 - **Integrated throughout your paper**, reference to the research demonstrates your ability to support “claims” and “conclusions” made/implied in your analysis of the quantitative and qualitative data, team subject positioning, and selected recommendation(s). Based on your identified area, this “literature” must be threaded/infused throughout your team’s equity plan.

Finally, you will merge the information from Part 1 (Fall Quarter) and Part 2 (Winter Quarter) into a well-written Equity Plan for Student Success.

The Process/Components Winter Quarter 2018

Step 1: Subject Positioning

As leaders for Social Justice, you and your team must define your stance for creating and implementing your equity plan in order to stop the disparity between/among students from widening. You may want to include how your team has evolved as educational leaders and how your beliefs, attitudes, behaviors, and/or practices have changed or evolved. This section can also serve as a “mini” biographical sketches to provide the reader with a glimpse into you and your team as a bold, social, responsible leader (BSRL). Teams will merge their ideas to create a subject positioning statement reflective of the team.

Step 2: Collaboration

The **second step** is to provide you with additional support as to the nature and/or the seriousness of issue(s) of equity at your site, district, or county.

1. To gain a deeper perspective of the data and/or the equity issue(s) that have emerged, with whom can you collaborate in order to gain a better understanding of the issue(s)?
 - Who are the critical partners (students, parents, teachers, yard supervisors, community members, etc.)?
 - Organize your data analysis findings and develop questions to ask your critical partners. Not only think about what questions will you pose to which stakeholders and why, but think about how you will share your data findings, emerging questions.
2. What additional insights have you gained as a result of your collaboration?
 - What are the established practices that have evolved which contribute to the issue(s) of equity or inequities?
 - What assumptions are being made about your targeted student group?
 - What other perspectives can you bring?
 - How would school critics view this plan?
3. In narrative form, discuss your findings from your collaborations. Include the opinions of others where appropriate.

Step 3: Actions And Resources – Fiscal and Human

Actions:

1. After narrowing your area of focus for your Equity Plan, identify the implicit assumptions (beliefs and attitudes) and explicit assumptions (behaviors) of educators and how these assumptions have framed practices at your site, district, or county.

2. Identify ways to maximize social justice and equity solutions to the dilemma (how might the potential actions offer a deeper understanding to the complexities of your identified issue to provide increased opportunities for fairness and justice)

Resources:

Resources are not just fiscal in nature.

1. What available resources could be utilized to address the issue(s) of inequity you have identified?
2. What additional resources would compliment the current support systems?
3. What are the school, district, state, or national trends/policies that could limit or support addressing the inequity?

Step 4: Recommendations

Finally, select **one** preferred option that identifies what actions should be taken.

1. Describe and explain a high impact recommendation. Consider the following:
 - State or restate the central problem and the basic equity problem you have identified
 - Discuss why you have selected this recommendation. Validate your recommendation by providing the literature (or research) on your chosen recommendation and how this recommendation is aligned to an aspect of your data analyses
 - Discuss why this recommendation is the best fit for your students, school, district, etc., and its alignment with your school site Plan, School Improvement Plan, LCAP, WASC, etc.
 - Discuss the professional learning or re-training required to better ensure the effectiveness of this learning
 - Discuss the resources (fiscal and human) needed to ensure continuous implementation of your recommendation. Prioritize elements within your recommendation for implementation considering possible budget cuts, union contracts, district mandates, and/or other possible obstacles to effective implementation.
 - Discuss the anticipated outcomes as a result of professional learning or-re-training of key players

Step 5: Equity Plan Conclusion

Provide a brief summary/conclusion of your project to include the following:

1. Discuss issues and questions that emerged that this plan does not address
2. Discuss additional information is needed to further investigate the equity issues that have emerged
3. Discuss the “call to action”, as well as your team’s final thoughts

Step 6: Equity Plan Narrative

In narrative form, organize your Equity Plan to effectively convey the above information by thoroughly engaging the complexities of the issue while displaying logical development, adequate support, and understanding of your issue.