

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

To: Board of Education
From: Instruction Committee of the Board of Education
Phil Prale, ASCI
Date: April 28, 2016
Re: Report on Comprehensive Teaching and Learning Work in Current School Year

BACKGROUND

In the 2014-2015 school year, faculty member Jessica Stovall took a sabbatical leave for the entire school year. During the current school year Ms. Stovall has been following with additional teaching and learning activities creating a research based and data driven teacher feedback program, WOVEN (With an Objective View, the Education-debt Narrows). Ms. Stovall was present at the April 19, 2016 Instruction Committee of the Board of Education to discuss the work with the committee and propose next steps.

SUMMARY

Ms. Stovall has detailed her work this year in a description and a PowerPoint both attached to this memo.

RECOMMENDATIONS

The Instruction Committee of the Board of Education recommended unanimously sending this information to the Board of Education for information and discussion at the regular business meeting held on April 28, 2016.

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SUMMARY

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RECOMMENDATIONS

This is provided to the Instruction Committee of the Board of Education for review and discussion. The Instruction Committee of the Board of Education may send this information to the full Board of Education for review at its April 28, 2016 meeting.

Comprehensive Teaching and Learning Development Program Proposal

“High help environments, especially when accompanied by high perfectionism, elicited better behavior and greater academic engagement in classrooms of all racial compositions, but appeared substantially more important for classrooms where three-quarters or more of the students were students of color. Hence, combining cheerful helpfulness with pressure for producing correct answers is an antiracist strategy for raising achievement and narrowing achievement gaps” (Ferguson 78).

“One effective intervention is to continue to provide critical feedback but to accompany it with an explicit, two-step message: a reference to high performance standards and a personal assurance of students’ capacity to reach those standards. In our research we found that African American college students trusted critical feedback as much as their European American peers when that feedback was motivated by (1) an explicit statement on the part of the teacher that the critical nature of the feedback was motivated by high performance standards...; and by (2) an equally explicit statement that the student in question has the capacity to reach those standards... when given critical feedback in this manner, African-American students were even slightly more motivated to revise their essays than were European American students” (Cohen 83).

What does the program entail?

The program is inspired by a 2014 Fulbright Distinguished Award in Teaching grant to New Zealand. New Zealand’s Ministry of Education created a researched based and data driven teacher feedback program that has made significant decreases in the racial predictability in student academic achievement between Maori and White students in New Zealand. For example, at OPRFHS’s partner school in Wellington, New Zealand, students went from 24% meeting national standards to 75% meeting the standards in just one year—and the only change was utilizing the teacher feedback program to change teacher mindsets about the types of learning conversations going on in their classrooms.

This program entails a vision and mission for equity and professional development work in the school in order to find ways to address the needs of teachers in their growth. The teacher/equity is the formal facilitator of the program, as well as a critical friend in the reflective practice of this program. This program is effective in that teachers are not observed by administrators, as this is non-evaluative. The teacher coach would use this effective data driven tool as a catalyst for teachers to transform their classrooms at OPRFHS.

Why does OPRFHS need this program?

The School Board’s 2014-2105 goals for Supportive Learning Environment and Transformational Teaching and Learning are to “Establish fair and just processes and practices that set clear, meaningful expectations to create a safe environment while recognizing the humanity of all students and adults” and to “Provide social-emotional and academic supports so that each student experiences academic challenge and success.” This position will address both of these issues by capitalizing on the teacher professional development already received through the racial equity strand and Beyond Diversity training in order to bring courageous conversations about race into the teacher’s daily experiences in the classroom.

On the New Zealand Ministry of Education website, there is a quotation by Basil Bernstein that reads, “The culture of the child cannot enter the classroom until it has entered the consciousness of the teacher.” Research supports that if teachers are able to reflect on their own racial backgrounds and the impact of racial stereotypes on their worldviews, they will become empowered to grow in their teaching and learning. Our

students will come and go in four years, but our teachers will stay for decades. Therefore, in order to change school culture and to improve student success, we must impact adult learning. Because as teachers we are all in different places in our learning and understanding, the coaching and teacher cohort model helps support teachers where they are in their teaching for equity journeys.

If our beliefs drive our data, then this program demonstrates that at Oak Park and River Forest, we put our beliefs in student engagement and teacher growth. Through the cohort model, the school becomes small interdisciplinary teams inspired by the TESA model, where explicit team and trust building creates safe, exciting, constructive spaces to learn and grow. This intentionality around community building will create a better environment of cross-divisional collaboration, making the school seem smaller. This program also utilizes the skills taught in the racial equity strands, deepening and extending the current professional development model. Teachers will be able to further their introspection about their lived experiences with race through using the protocol in safe and productive spaces for learning and growth.

The Pa Harakeke/WOVEN Programs

This program is a part of New Zealand's Ministry of Education's initiative to raise Māori student achievement called Te Kotahitanga. At my partner school that has similar racial demographics as ours (40% Māori, 10% Pasifika, and 50% white) only 24% of students met the National standards two years ago. However, after using this program after just one year, 75% of students met the standards the next year. This year, the school's goal is 80% meeting national university readiness standards.

The program has been adapted for the US context and renamed WOVEN (With an Objective View, the Education-debt Narrows). WOVEN involves four teachers that form a cohort. Each member chooses three target students, and they all usually students of color (if applicable). The trained equity coach in a non-evaluative role goes into each teacher's classroom at least once a quarter and completes a 30 minute observation. This observation provides *only* quantitative data; there are no subjective elements. Essentially, every 15 seconds, the equity coach will observe and mark the engagement (and type of engagement) for the four target students of color as well as two achieving white students (as controls). The equity coach will also note what the teacher is doing at the time of that students' observation of engagement. The equity coach can note for co-construction, positive or negative behavior feedback, positive or negative behavior feedforward, positive or negative feedforward academic feedback, positive or negative feedback academic, prior learning/prior experiences, monitoring, and instruction.

The program facilitator will also mark where the teacher stands in the classroom at ten different points in the 30 minute observation. The teacher will then receive his or her data of the overall percentage of engagement for each of the five students. The teacher will also receive an in-depth analysis of the types of learning conversations going on in the classroom, and the percentage of positive to negative comments, the percentages of whole class, small group, and individual student conversations.

After receiving all of this data, the teacher and the equity coach will sit down and discuss the results. Studies show that minority students succeed best from positive feedforward behavior/academic and co-construction, rather than negative behavior feedback (which is often what students of color receive, causing students of color to internalize that they are "bad" or "dumb" students and/or that their teachers do not like them. Both of these issues create major barriers to academic success). The equity coach and teacher will reflect together on the engagement percentages and set goals for the next observation.

Each quarter, the cohort of four teachers will meet and discuss their data with the equity coach present to facilitate. They will help each other by providing feedback, support, advice, and sounding boards. They will come up with group goals that are inspired by strategies, interactions, relationships, positioning, and experiences. The goals are made in partnership for an overall objective of creating more equitable classrooms. Each quarter they will assess how they are doing on their collective goals and can elect to observe each other in their practice as a catalyst for positive growth.

The data is only for the teacher and his or her cohort of teachers for their own personal growth as it is non-evaluative. The equity coach will provide general recommendations to Division Heads and other administrators for professional development as trends and themes arise. The equity coach will also address concerns, holes, themes, and trends in her lunch and learn meetings as she gets to know better what support teachers need.

New Zealand's reaction to this program:

“...Pa Harakeke has enabled me to gather real world data on how I teach. It has helped me to see the patterns of movement I use, the students I focus on, and the success or failure of the strategies I use. As a result of my reflection on this data I have been able to shift my practice towards more pedagogically sound ground, away from simply instruction and towards a style of teaching which better engages those students who often fall through the cracks. I have much fewer instances of off-task behavior, my students appreciate the way I teach them, and my Māori and Pasifika students want to attend my classes. Students know that they will be pushed to do their best, given feed forward that helps them to take next steps, and be respected and appreciated during their time in the class.

“Pa Harakeke is not designed as an oversight tool to beat down on hard-working teachers. It is a helpful, refreshing look at my classroom and my practice.”

Oak Park and River Forest's reaction to the pilot:

“Through the WOVEN program I have grown more racial conscious both inside and outside of my classroom. I have been able to address my strengths and weaknesses when working with my students, especially students of color. In addition, through the program I have found ways to share my racial strengths and struggles with my peers in a productive way that helps ensure that we all grow as professional educators.”

“The equity coaching was an eye-opener for me. I instantly had data about the sort of interactions I have with students. I saw how much time I spent on lower-level activities like monitoring rather than higher-level conversations to engage students.”

“Jess Stovall observed one of my college prep physics classes first semester and shared with me her observations based upon the WOVEN summary.

I personally liked seeing an easy to read distribution of who I paid attention to, where I was in the class, feedback vs. feed forward, time on instruction vs. time on behavior etc. These are pretty much all things that I really focused on as a beginning teacher and honestly haven't given much thought to the last several years. Seeing the distribution reminded me of good teaching practices that I was no longer aware of during teacher-student interactions. Thankfully I was still doing the good behaviors that I used to be cognizant of, but was I applying the same practices to both my black students and my white students? The WOVEN observation allowed for a quantitative comparison of my interaction experiences with those different student groups. I always assumed I was treating all students the same, but one should never assume. The WOVEN observations

allows an opportunity for an individual teacher to see how they interact with students, and can point to possible unproductive/hurtful interactions with your students that the teacher may not be aware of.”

Program Facilitator job description:

- Teaches three periods with one supervisory and then equity coaches the rest of the day (parallel to the literacy coach position).
- Works with teachers to provide non-evaluative feedback to aid in their growth in supporting the multiple identities in their classrooms using the WOVEN program.
- Works one-on-one with teachers to achieve their goals in eliminating the racial predictability in student academic achievement through reflecting on practice and lived experiences with race, as well as examining curricula and classroom environments.
- Facilitates training on Restorative Justice and Peace Circles in the classroom. Models peace circles with teachers who are interested in learning about this philosophy in the classroom,
- Facilitates a teacher driven cohort model that functions using teacher-to-teacher observations, support, and feedback, similar to the TESA model used prior to 2006.
- Conducts lunch and learn workshops about takeaway lessons, approaches, and examples of best practice that relate to issues of equity using material created during the Fulbright Distinguished Teaching award sabbatical as well as the District’s equity initiatives.
- Stays up-to-date on national initiatives and professional development for educational equity through conducting personal inquiry research, attending conferences, and networking with other schools.
- Works with the standing teacher professional growth/equity committee to discuss goals for teachers and ways to create adaptive change in the building
- Provides general feedback to administration to recommendations for professional development based on classroom observations
- Supports in classrooms that are having difficulty with behavior management.
- Helps school in recruiting teachers of color

Cohen, Geoffrey L. "Providing Supportive Feedback." *Everyday Antiracism: Getting Real About Race in School*. Ed. Mica Pollock. New York: New, 2008. 82-84. Print.

Ferguson, Ronald F. "Helping Students of Color Meet High Standards." *Everyday Antiracism: Getting Real About Race in School*. Ed. Mica Pollock. New York: New, 2008. 78-81. Print.

Jessica Stovall as Program Facilitator/Teacher Coach

- Proposed a professional development program as a part of her sabbatical leave, and the teacher coach position would be the best way to support the existing Professional Development model
- 2014 Fulbright Distinguished Award in Teaching grantee, conducted extensive research on Maori and Pasifika academic achievement initiatives in New Zealand.
- Has gone through Beyond Diversity I and II multiple times
- Has been a part of the flagship program for Courageous Conversations, and is now in her 8th year of being involved

- Has been a TCT leader of two teams that have been effective in bringing in more diverse and culturally responsive texts and curricula
- Was a part of the five year strategic plan development committee as well as the plan's equity committee
- Is able to work with stakeholders in the community to gain their support
- Has been trained in Restorative Practice, Peace Circles and Pa Harakeke Teacher Feedback while in New Zealand
- Helped recreate the school's new teacher mentoring program, and has mentored a new teacher
- Is a part of the English Division's new teacher hiring
- Has been involved in both student activities and athletics including creating the school's first lock-in
- Has had the privilege of having Chala Holland as a mentor in her own growth as an educator

A black and white photograph of a diverse group of children in a classroom. A young girl in the center is smiling and looking upwards, with her right arm raised. To her right, another girl is looking towards the camera. In the foreground, the back of a boy's head is visible, and to the right, a boy is looking towards the camera. A large white graphic of a ball of yarn with two knitting needles is overlaid on the word 'WOVEN'. The background shows a wall with a patchwork pattern of various designs, including a bear. The overall mood is positive and educational.

WOVEN

This presentation is made possible by the Fulbright Distinguished Award in Teaching grant.

WOVEN:
**WITH AN OBJECTIVE VIEW, THE
EDUCATION-GAP NARROWS**

Jessica Stovall



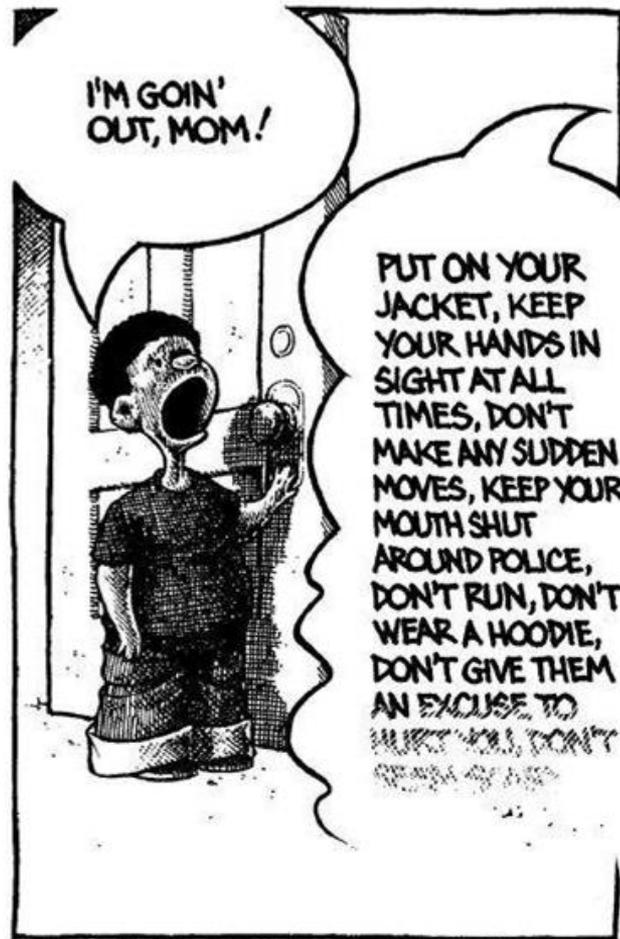
The Inspiration

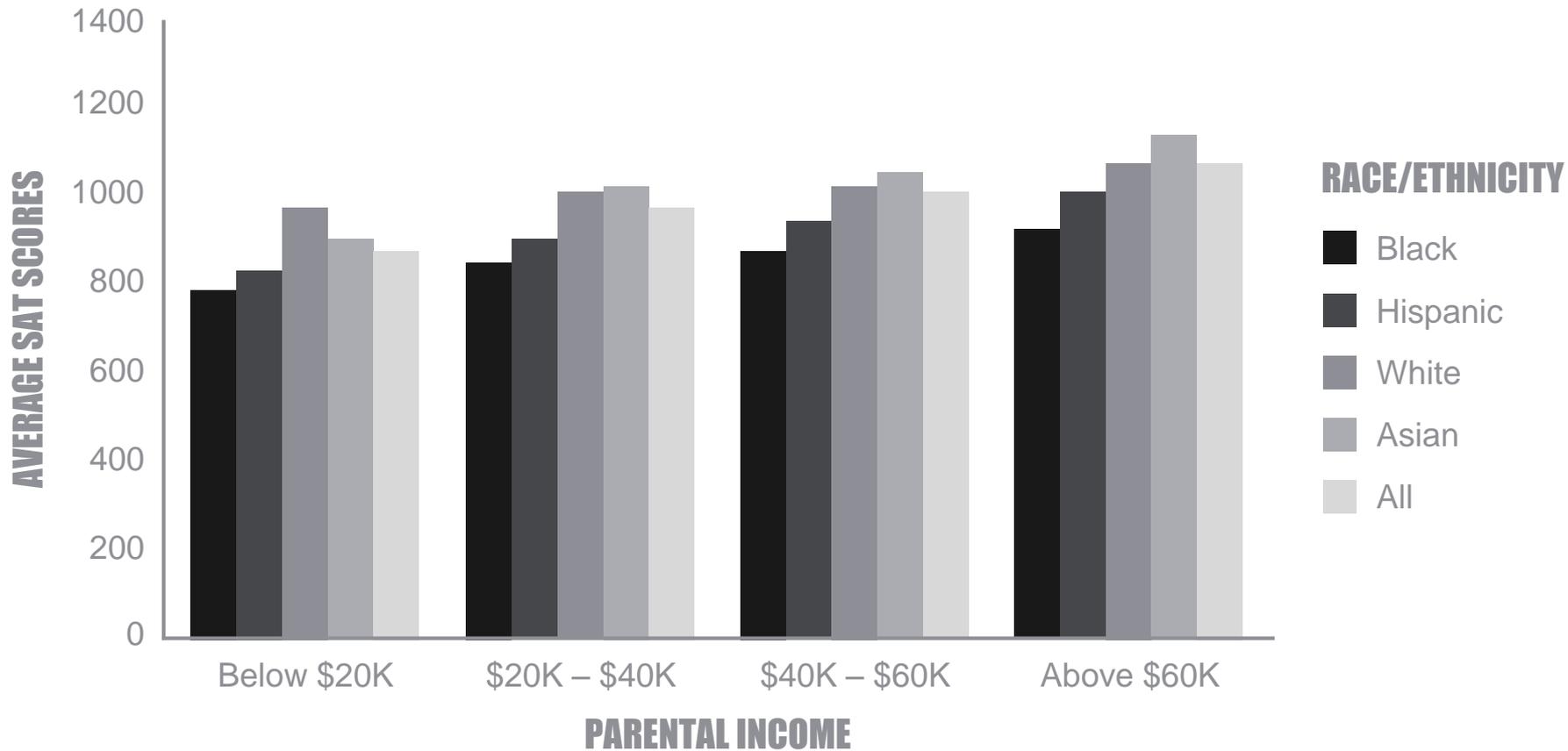
Went to Wellington, New Zealand
from August-December of 2014 on
the Fulbright Distinguished Award
in Teaching Grant

Project Title: Successful Mindsets
for Educating Students of Color

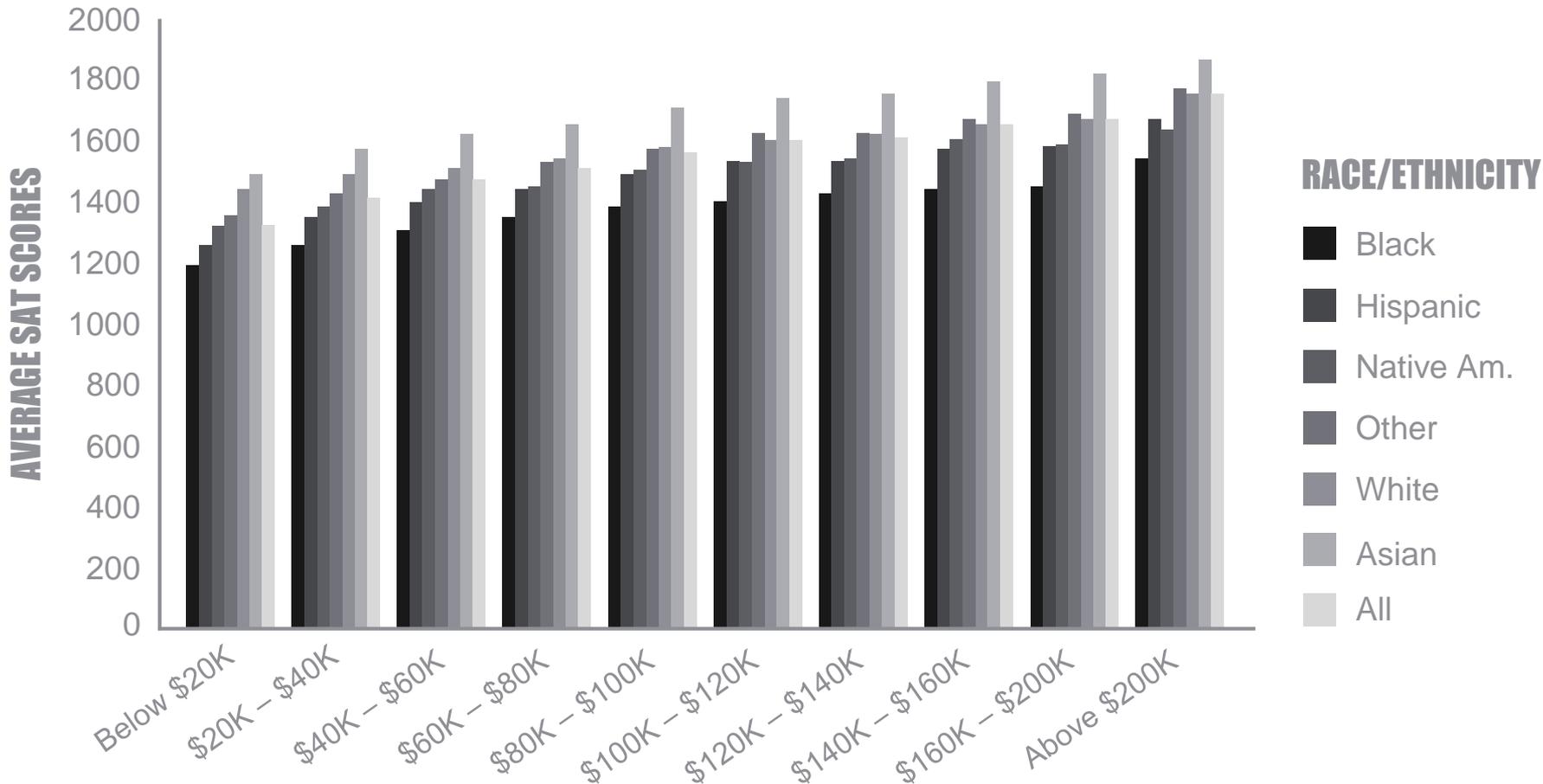


“STILL TWO AMERICAS”





Source: National Center for Education Statistics, US Department of Education



Source: National Center for Education Statistics, US Department of Education, 2011



WOVEN



“

High help environments, especially when accompanied by high perfectionism, elicited better behavior and greater academic engagement in classrooms of all racial compositions, but appeared substantially more important for classrooms where three-quarters or more of the students were students of color. Hence, combining cheerful helpfulness with pressure for producing correct answers is an antiracist strategy for raising achievement and narrowing achievement gaps.

— **Ronald D. Ferguson**

”



OUR GOALS

THE SHIFT

- Goal: Analyze types of learning conversations in the classroom
- Shift conversations from behavioral to academic
- More small group and individual instruction
- More HOT over LOT
- Ensure higher student engagement

“Joshua, stop banging your hands on the desk.”

to

“Joshua, I see you keep tapping your desk. Is it because you’re struggling with problem three?
How can I help?”

A symptom of something else

Do not want students of color to internalize they are bad or dumb

Goal One:

Holistic community education

Goal Two:

Equity

Goal Three:

Supportive learning environment

Goal Four:

Transformational teaching
and learning

Goal Five:

Transformational leadership

A photograph of a person from behind, wearing a checkered shirt, looking out at a bright sunset. The sun is low on the horizon, creating a warm, golden glow. The person's hair is slightly messy, and they appear to be standing in an open field or park.

OUR GOALS

THE FOUR COMPONENTS OF WOVEN



OBSERVATION



ONE-ON-ONE



**COHORT
INVESTIGATION**



**TEACHER
RETENTION**

A photograph of two people walking away from the camera on a long, narrow wooden bridge. The bridge is made of dark, weathered wooden planks and has a metal railing on the left side. The person in front is wearing a grey jacket and blue pants, pointing towards the horizon. The person behind is wearing a red jacket, blue jeans, and a white backpack. The background shows a river and a cityscape under a warm, golden sunset sky.

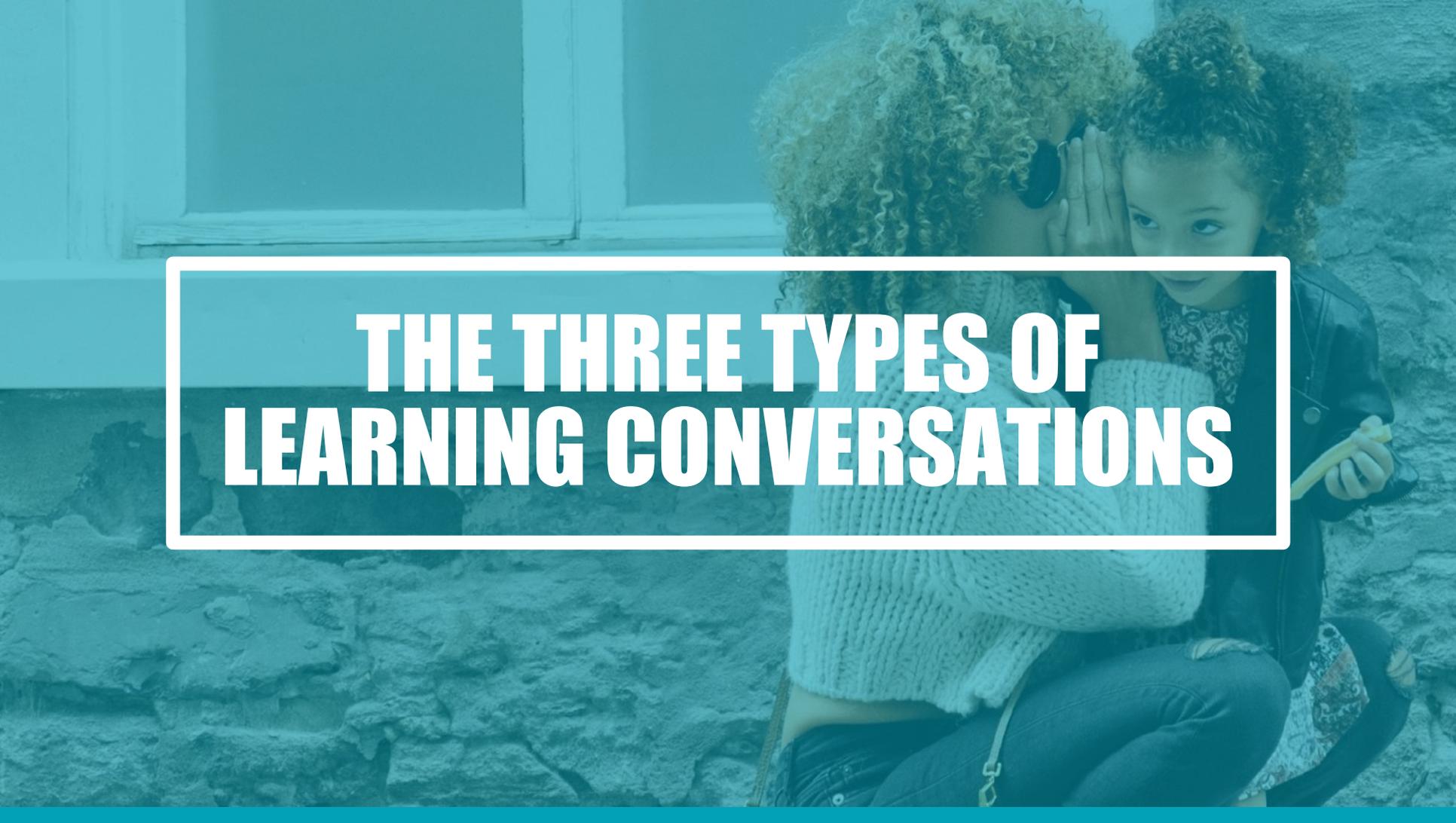
WHAT ARE WE LOOKING AT?

Student Engagement:
Target Students

Bloom's Taxonomy

Student Learning Format

Teacher Moves:
Learning Conversations



THE THREE TYPES OF LEARNING CONVERSATIONS

Academic

- (Co) Co-construction
- (FFA) Feedforward Academic
- (FBA) Feedback Academic
- (PK) Prior Knowledge
- (M) Monitoring
- (D) Demonstration
- (A) Administrative

Social Emotional

- (RP) Restorative Practice
- (RB) Relationship Building
- (EF) Executive Functioning

Behavior

- (FFB) Feedforward Behavior
- (FBB) Feedback Behavior



1

ACADEMIC LEARNING

ADMINISTRATIVE TASK (A)

Teachers have tasks to complete during a period that may take them away from direct engagement with students.

Examples

- Taking attendance
- Answering the phone
- Checking e-mail

MONITORING (M)

Effective teachers check if students know what is being taught, what is being learned, or what is being produced. Monitoring occurs in order to make sure learners understand what they are supposed to be doing or what they have negotiated to do.

PRIOR LEARNING / PRIOR EXPERIENCES (P)

Effective teachers support student learning through acknowledging and using their prior knowledge and experiences (their cultural toolkit).

- Build on students' prior knowledge of a topic/issue (scaffold learning)
- Build on students' interests and prior questions
- Use example and topics from students' lives to help comprehend an idea

Examples

- “Tell me a time when you had an experience with...”
- “Think back to last week when we talked about...”
- “Let’s use the “K” in our KWL charts”

DIRECT INSTRUCTION (DI)

Effective teachers impart knowledge to their students through direct communication.

Examples

- To teach something, to impart knowledge and / or information, to instruct or model how to produce or create something.

FEEDBACK ACADEMIC (FBA+ / FBA-)

Effective teachers support student learning through the provision of appropriate academic feedback (i.e. comment on what has been done to date).

Positive

- “Good idea. You are right on track with that process.”
- “You have got that figured out.”

Negative

- “That idea is off track.”

FEED-FORWARD ACADEMIC (FFA+ / FFA-)

Effective teachers support student learning through the provision of appropriate academic feed-forward (i.e. prompting further thought on an issue / where to next?).

Positive

- “Where can you take this from here?”
- “If you follow this train of thought, you may find a solution or suitable way to solve the problem.”
- “I really like how you constructed your topic sentence. Next time I want you to focus on...”

Negative

- “In the future, don’t use run-on sentences.”
- “If you continue to use that method you will not find a solution.”

CO-CONSTRUCTION (CO)

Effective teachers work as a co-learner with students, negotiating learning contexts and content.

Examples

- Use stories as curriculum content catalysts
- Collaboratively decide which range of strategies will best suit learning
- Create contexts/settings where students' questions initiate learning
- Co-construct the interaction patterns—negotiate among the learners
- I do, we do, you do



2

SOCIAL-EMOTIONAL LEARNING

RESTORATIVE PRACTICE (RP)

Effective teachers use formal and informal processes to create positive and healthy communities that help prevent conflict and poor decision making.

Examples

- Peace Circles
- Conflict Resolution
- Teaching a Growth Mindset
- Perseverance and Grit

RELATIONSHIP BUILDING (RB)

Effective teachers build strong relationships with their students. They care about who students are in and out of the classroom.

Examples

- “How was your game on Friday?”
- “What is your favorite song by Adele?”
- “How was your weekend?”
- “Are things any better at home?”

EXECUTIVE FUNCTIONING (EF)

Effective teachers build students' organization, metacognition, and self-regulation skills.

Examples

- “Let’s look at our learning targets for today”
- “Put this green sheet in the notes section of your binder”
- “Get out your planners and write down this homework.”

A person is shown working on a pottery wheel in a studio. The person is wearing a dark shirt and is focused on shaping a piece of clay. The pottery wheel is a large, white, circular device with a central spindle. The person's hands are positioned to guide the clay as it rotates. In the background, there is a large, white, circular object, possibly a pottery wheel or a kiln, and a metal stand with a central rod. The overall scene is a close-up of the pottery-making process.

3

BEHAVIORAL LEARNING

FEEDBACK BEHAVIOR (FBB+ / FBB-)

Effective teachers give students respectful feedback on behavior in both affirming and challenging situations. Teacher tone, facial expression and body language are sometimes the determinants of whether an interaction is negative or positive.

Positive	Negative
<ul style="list-style-type: none">• “Well done”• “Good boy/girl”	<ul style="list-style-type: none">• “I’m waiting...”• “That’s your first warning. That is not appropriate behavior.”• “Come on! Sit down and be quiet! This is a Math class not a PE lesson.”

FEED-FORWARD BEHAVIOR (FFB+ / FFB-)

Effective teachers make respectful, specific suggestions to students in order to promote appropriate student behavior.

Positive

- “If you continue to behave like this you will get a reward / do well in this subject.”
- “I will report favorably to your parents.”

Negative

- “If you continue to behave like that you’ll get in trouble.”
- “Once more and you’re out, young man!”



LET'S PRACTICE!

Academic

- (Co) Co-construction
- (FFA) Feedforward Academic
- (FBA) Feedback Academic
- (PK) Prior Knowledge
- (M) Monitoring
- (D) Demonstration
- (A) Administrative

Social Emotional

- (RP) Restorative Practice
- (RB) Relationship Building
- (EF) Executive Functioning

Behavior

- (FFB) Feedforward Behavior
- (FBB) Feedback Behavior

MATCHING GAME



LET'S PRACTICE!



OBSERVATION VIDEOS





**OBSERVATIO
N**



ONE-ON-ONE



**COHORT
INVESTIGATION**



**PARENT
CONTACT**

THE ONE-ON-ONE

TEACHER REFLECTION

Category	Data	Reflections

GOALS & ACTION STEPS

Goal	Actions
Goal 1	
Goal 2	

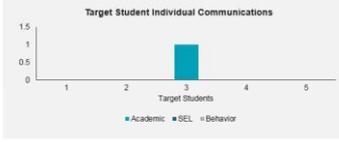
E-SIGNATURES

Teacher	Date
Observer	Date

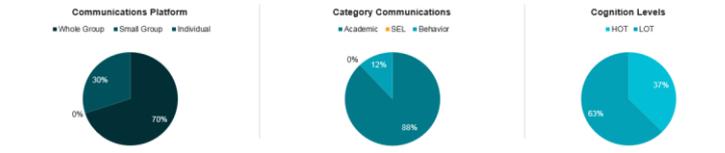
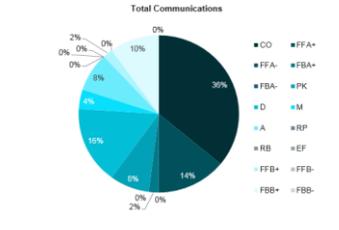


Name of Teacher	J. Doe
Name of Observer	P. Hanson-Schmitt
Date and Time	12/20/15 11:30
Number of Students	30
Grade Level & Subject	Kindergarten Literacy
Lesson Objective(s)	SWBAT compare and contrast penguins from other birds SWBAT read and write independently for extended periods of time. SWI increase their reading and writing abilities through practice.
Lesson Structure	1. Students listened to readings about penguins, solving riddles. 2. Students independently read or practiced writing skills while the teacher assessed students reading levels through comprehension questions. 3. Students were praised for time of independent work. 4. Students were given the task of completing a V.D. about Penguins and other birds.

Code	Target Students				
	1	2	3	4	5
Total Engagement	100%	70%	70%	100%	80%
Academic Communications					
Co-construction (CO)	0	0	1	0	0
Feedforward Academic Positive (FFA+)	0	0	0	0	0
Feedforward Academic Negative (FFA-)	0	0	0	0	0
Feedback Academic Positive (FBA+)	0	0	0	0	0
Feedback Academic Negative (FBA-)	0	0	0	0	0
Prior Knowledge (PK)	0	0	0	0	0
Demonstration (D)	0	0	0	0	0
Monitoring (M)	0	0	0	0	0
Administrative Task (A)	0	0	0	0	0
SEL Communications					
Restorative Practice (RP)	0	0	0	0	0
Relationship Building (RB)	0	0	0	0	0
Executive Functioning (EF)	0	0	0	0	0
Behavior Communications					
Feedforward Behavior Positive (FFB+)	0	0	0	0	0
Feedforward Behavior Negative (FFB-)	0	0	0	0	0
Feedback Behavior Positive (FBB+)	0	0	0	0	0
Feedback Behavior Negative (FBB-)	0	0	0	0	0



Code	Whole Group	Small Group	Individual	Total
Academic Communications				
Co-construction (CO)	3	0	9	18
Feedforward Academic Positive (FFA+)	2	0	5	7
Feedforward Academic Negative (FFA-)	0	0	0	0
Feedback Academic Positive (FBA+)	0	0	1	1
Feedback Academic Negative (FBA-)	0	0	0	0
Prior Knowledge (PK)	4	0	0	4
Demonstration (D)	8	0	0	8
Monitoring (M)	2	0	0	2
Administrative Task (A)	4	0	0	4
SEL Communications				
Restorative Practice (RP)	0	0	0	0
Relationship Building (RB)	0	0	0	0
Executive Functioning (EF)	0	0	0	0
Behavior Communications				
Feedforward Behavior Positive (FFB+)	1	0	0	1
Feedforward Behavior Negative (FFB-)	0	0	0	0
Feedback Behavior Positive (FBB+)	5	0	0	5
Feedback Behavior Negative (FBB-)	0	0	0	0



THE ONE-ON-ONE

TEACHER REFLECTION

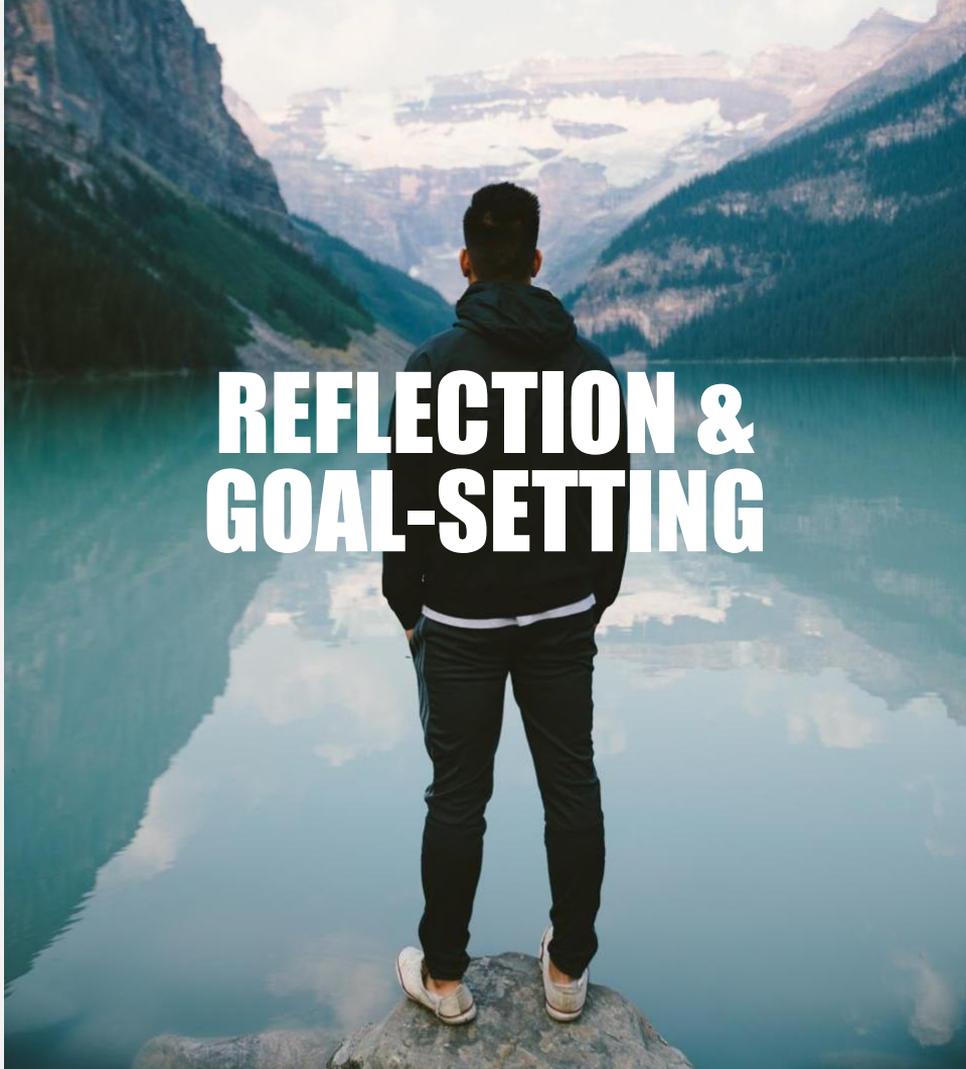
Category	Data	Reflections
1) Conversations 2) Conversation Format	1) Academic vs. Behavior = +++ = 5y/o independent academic = huge win 2) Amount of individual conversations + Aide doing the same = +++	1) Learning to do school - at this point they're starting to get. 2) High quality highing and training of aide.

GOALS & ACTION STEPS

Goal 1	Actions
<ul style="list-style-type: none">• Less Admin time	<ul style="list-style-type: none">• Create a procedure for independent reading assessments for students to take ownership of choosing a good fit book• Mini lesson at morning meeting for choosing a good fit book quickly• Reinforce expectation
Goal 2	Actions
<ul style="list-style-type: none">• Less Demonstration• More HOT	<ul style="list-style-type: none">• Ensure all listening is active listening through planning tasks• Reminders for active listening + possible turn and talks with HOT questions. (questions planned before lesson)

E-SIGNATURES

Teacher	Date
Observer	Date





**OBSERVATIO
N**



ONE-ON-ONE



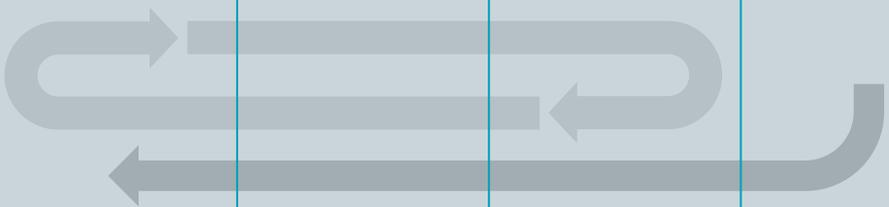
**COHORT
INVESTIGATION**



**PARENT
CONTACT**

COHORT INVESTIGATION

One: Visible commitment	Two: Doing/ not doing instead	Three: Hidden competing commitments	Four: Big assumptions
<p>To be more excited and inspired in my work by connecting more with my own passions, and trusting more my own distinctiveness</p>	<p>I work at things I am not that interested in (because I feel I must)</p> <p>I work in ways that are more routine, more established (because I feel that is what is expected)</p>	<p>To being well regarded by those who evaluate me</p> <p>To not running any reputational, social, economic risks</p> <p>To not looking unsuccessful</p> <p>To not pushing an unknown/ unproven trail</p>	<p>I assume my safest route to success is to perform exceptionally well in ways that are expected and well established</p> <p>I assume that if I am not highly regarded I will be a failure</p>



THE MODIFIED CONSULTANCY PROTOCOL

Purpose

A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma from his/her classroom or professional life.

Time

Approximately 60 minutes

1. Presentation of the dilemma (5-10 minutes)

The presenter gives an overview of the dilemma with which s/he is struggling and frames a question for the Consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other "artifacts," there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma.

2. Clarifying questions (5 minutes)

The Consultancy group asks clarifying questions of the presenter—that is, questions that have brief, factual answers.

3. Observation & Mirroring (5 minutes)

Group spends a few minutes describing what they see in the materials the presenter has shared and/or saying (literally, repeating) anything the presenter said that was especially striking to them. Comments in this section might begin: "I see . . ." or "I heard the presenter say . . ." Presenter is silent.

4. Probing questions (10 minutes)

The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the dilemma presented to the Consultancy group. The goal here is for the presenter to learn more about the question s/he framed or to do some analysis of the dilemma presented. The presenter may respond to the group's questions, but there is no discussion by the Consultancy group of the presenter's responses. At the end of the ten minutes, the facilitator asks the presenter to re-state his/her question for the group.

5. Discussion of the dilemma (15 - 20 minutes)

The group talks with each other about the dilemma presented. Possible questions to frame the discussion:

- What did we hear?
- What didn't we hear that they think might be relevant?
- What assumptions seem to be operating?
- What questions does the dilemma raise for us?
- What do we think about the dilemma?
- What might we do or try if faced with a similar dilemma? What have we done in similar situations?

Members of the group sometimes suggest solutions to the dilemma. Most often, however, they work to define the issues more thoroughly and objectively. The presenter doesn't speak during this discussion, but instead listens and takes notes.

6. Presenter reflection (5 minutes)

The presenter reflects on what s/he heard and on what s/he is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the Consultancy.

6. Debrief (5 minutes)

The facilitator leads a brief conversation about the group's observation of the Consultancy process.



**OBSERVATIO
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ONE-ON-ONE



**COHORT
INVESTIGATION**



**TEACHER
RETENTION**

TEACHER RETENTION

- Facilitates training on Restorative Justice and Peace Circles in the classroom
- Conducts lunch and learn workshops about takeaway lessons, approaches, and examples of best practice that relate to issues of equity using material created during the Fulbright Distinguished Teaching award sabbatical as well as the District's equity initiatives.
- Stays up-to-date on national initiatives and professional development for educational equity through conducting personal inquiry research, attending conferences, and networking with other schools.
- Helps school in recruiting teachers of color





RESULTS THUS FAR...

QUESTIONS

A black and white photograph of a diverse group of children in a classroom. A young girl in the center is smiling and looking upwards, with her right arm raised. To her right, another girl is looking towards the camera. In the foreground, the back of a boy's head is visible, and to the right, a boy is looking towards the camera. A large white graphic of a ball of yarn with two knitting needles is superimposed over the word 'WOVEN'. The background shows a wall with a patchwork pattern of various designs, including a bear. The overall mood is positive and educational.

WOVEN