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TOPIC:

NAMES, NUMBERS, AND NARRATIVES…CULTURE IN YOUR CULTURE OF DECISION-MAKING.

SESSION OVERVIEW:

PARTICIPANTS WILL ANALYZE PROCESSES FOR DATA/INFORMATION GATHERING AND ANALYSIS NECESSARY FOR ENGAGING IN SYSTEMIC, INCLUSIVE AND CULTURALLY RESPONSIVE DECISION-MAKING.

THE OBJECTIVES ARE TO…

- ***IDENTIFY*** DATA/INFORMATION NEEDED FOR DEFINING THE ROOT CAUSE OF ACHIEVEMENT DISPARITIES;
- ***EXAMINE*** THE ROLE OF CULTURE IN THE CONTEXT OF THE SCHOOL COMMUNITY;
- ***PLAN*** FOR THE DEVELOPMENT OF SYSTEMS, PRACTICES, POLICIES, AND STRUCTURES FOR MORE EQUITABLE DATA ANALYSIS AND DECISION-MAKING.

BIG IDEAS FOR THE DAY: TODAY WE WILL START TO ANSWER 3 ESSENTIAL QUESTIONS…

✓What does a system of decision-making *look like*?

✓What does cultural responsiveness *look like*?

✓What does a culturally responsive system of decision-making *look like*?

PLANNING SHEET:

Go to the (Pre) section of the Planning sheet . *Your point of reference, the "you," is your school.

Individually, please fill out the grid by following the prompts…

- ❑ What data do you collect?
- ❑ Who is involved in the data collection, analysis?
- ❑ What's the impact of your data analysis process…what has changed as a result? What/who has been impacted?
- ❑ What kinds of decisions have you made with data?

For each focus area…

- ❑ Academic
- ❑ Behavioral
- ❑ Social emotional

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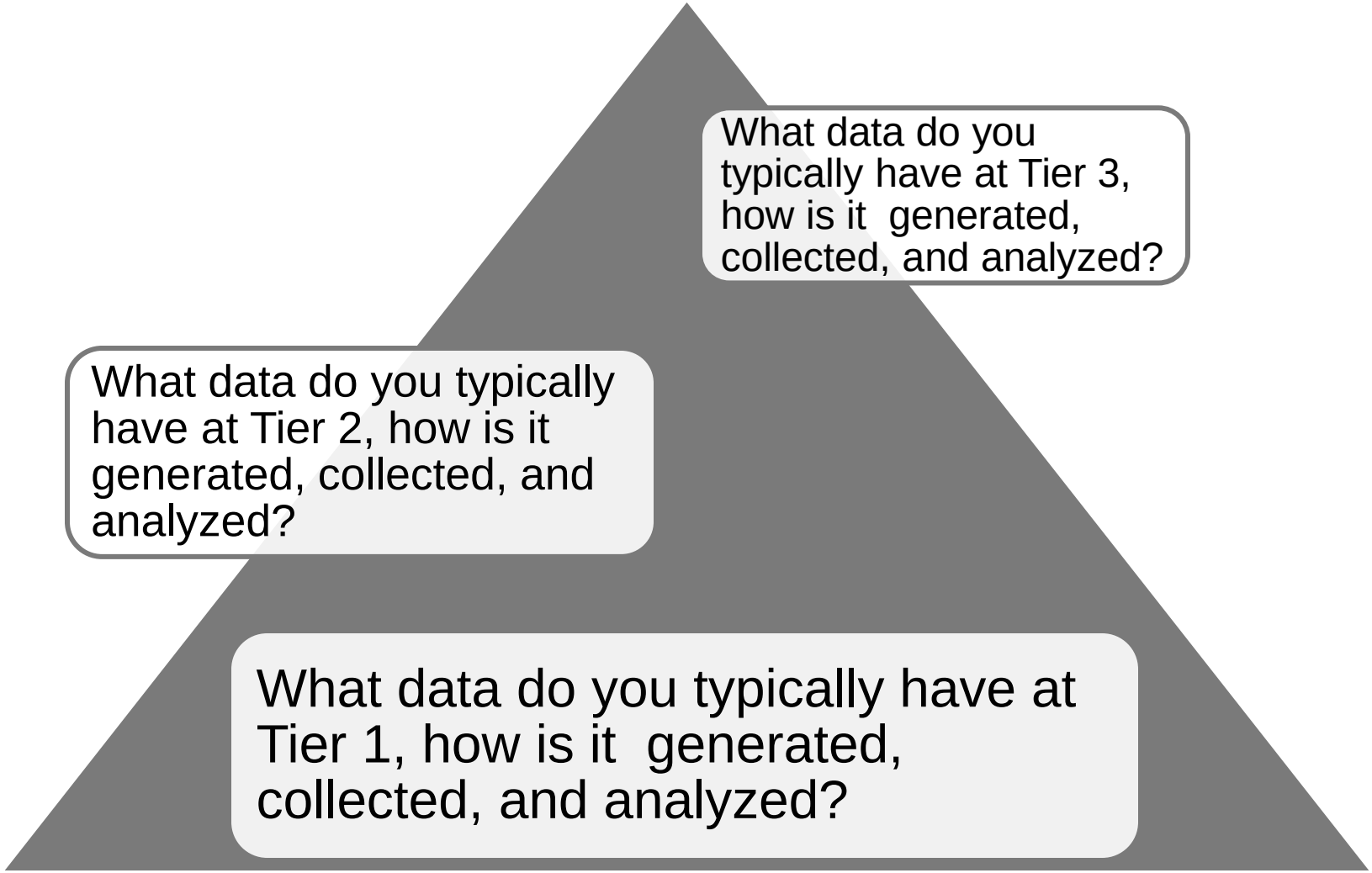
IN GROUPS OF 2-3 DISCUSS: WHAT DATA DO YOU COLLECT?



SYSTEMIC DECISION MAKING & SYSTEMS CHANGE

COMPONENTS OF SYSTEMS

(SALISBURY, C., STRIEKER, T., ROACH, V., & MCGREGOR, G., 2001)

- ***Philosophy*** **–** the core beliefs, aspirations, and values that define a shared vision for systemic change

- ***Policies*** **-** the establishment and articulation of an authoritative statement regarding a general course of action and procedures under specific conditions

- ***Structures*** **–** the articulation of policy into administrative designs or elements that relate and connect organizational systems and impact one another by the relationships they form

- ***Practices*** **-** the embodiment of policy and structures through regular actions and common behaviors

SYSTEMIC DECISION MAKING: THE INDICATORS OF COLLABORATIVE STRATEGIC DECISION-MAKING

1. ***Identify the focus area for improvement***
2. **Determine the desired outcome**
3. **Generate alternative strategies**
4. **Examine strategies for impact & feasibility**
5. **Develop a plan of action that includes a monitoring system**
6. **Implement the plan & monitor student progress**
7. **Evaluate student progress & the plan**

KINDS OF CHANGE AFFECTED BY SYSTEMIC DECISION-MAKING

Technical change:

- Can be simple or complex, but they are not trivial

- Can typically be solved with knowledge or skills already in place within individuals or the organization

(Heifetz & Linksy, 2002)

Adaptive change:

- Typically complex problems
- Require changes in attitude, beliefs, values, and behaviors
- Require experimentation, new learning, and risk taking
- Require collective expertise and input
- Can trigger an emotional or affective response (Heifetz & Linksy, 2002)

CULTURAL CONSIDERATION FOR DECISION-MAKING

The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface

Source: Indiana Department of Education, Language Minority & Migrant Programs ~ www.doe.state.in.us/lmmp

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GO TO YOUR CORNER

Which one do you think about the most, and how do you know?

- What are the implications on your decision-making, in your role?

Which one do you think about the least, and how do you know?

- What are the implications on your decision-making, in your role?

Which one do you think students think about the most, and how do you know?

- What are the implications on your decision-making, in your role?

Which one do you think students think about the least, and how do you know?

- What are the implications on your decision-making, in your role?

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FULL GROUP:

- WHICH ONE DO YOU THINK PARENTS THINK ABOUT THE MOST…AND HOW DO YOU KNOW?
- WHICH ONE DO YOU THINK PARENTS THINK ABOUT THE LEAST…AND HOW DO YOU KNOW?
- WHAT ARE THE IMPLICATIONS…AND HOW DO YOU KNOW?

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Collecting data from a diverse stakeholder group will help you cultivate *Culturally Responsive Pedagogy (CRP).*

CRP looks like…

- ***Teachers*** who are highly aware of their own beliefs, attitudes, and biases and those of others.

- ***Students*** who are empowered to use their own cultural characteristics, experiences, and perspectives for academic success.

- ***Curriculum*** that engages and affirms both students' and teachers' identities, cultural and experiential reference points, and world views in the process of learning.

(SERC Working Definition, 2009 – Brunet, Nelson-Oliveria, Velazquez, Zarchen – based on publications by Gloria Ladson-Billings and Geneva Gay.)

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WHAT IT LOOKS LIKE

CASE STUDY: THE ACME SCHOOL SYSTEM

***CAUTION: THE PHASES ARE NOT IN THE ORDER THAT SHOULD HAPPEN THEY ARE IN THE ORDER THEY DID HAPPEN.**

Phase 1: Interpreting the data/information you have.

Lessons learned: *Recognizing there's an issue…*Use a format and norms for group decision-making (e.g. flowcharts). It supports honest and structured dialogue. Even if even challenging and imperfect, the dialogue becomes purposeful and fosters consensus about what the issues and needs are.

Reflection:

Discuss how you know there is need…what data do you collect (go back to the earlier discussion)?

What process or protocols are used to guide the needs assessment and data-analysis conversations?

CASE STUDY

Phase 2: Critiquing and interpreting the data you have, and making hypotheses from it.

Lessons learned:

"Nothing just happens…" Have a comprehensive vision for change and develop a logic model to help manage the process

Reflection:

Who is/is not involved in your decision-making structures (e.g. teams), and why?

What has been positively changed or impacted as a result of decisions they have made?

CASE STUDY

Phase 3

Lessons learned:

"Keep the main thing the main thing…" Develop a data analysis approach that pinpoints the solution and aligns to the problem/need and engage all, or representative stakeholders in the change.

Reflection:

Discuss (your vision) what you see, hear, and feel when the cultures of teachers, students and families are *respected* in your decision-making process.

NEXT STEPS

Go to the **Post** section of your planning sheet.

Please select 1-2 focus areas to address…**(focus Areas:** Academic, Behavior or Social emotional). Then follow the prompts in each column relative to that area.

Action plan. Select one focus area to address after today. Develop a vision of development by following the prompts on the grid.