



Theme:
 Addressing Equity
 Issues in Teaching and
 Learning

Principals' Leadership Institute

Friday, November 15, 2002
 Radisson Mart Plaza Hotel

Draft Agenda

*The purpose of education is to ask
 questions of the universe and then
 learn to live with those questions.*

James Baldwin, 1963

Guiding Questions:

- *How can we help narrow the achievement gap?*
- *How can addressing equity issues at the classroom and whole school levels increase student achievement for all students?*
- *How can the collaborative examination of student and adult work help us address issues of equity?*

What?	So What?	Now What?
<p>Description: What did we do?</p>	<p>Interpretation: What was significant to you? Why? What inferences can you make about what we did or why we did it this way? How does it help to answer our essential questions?</p>	<p>Application: How might I use this with my colleagues? What would I do differently?</p>
<p>Opening Moves (15 min.)</p> <ul style="list-style-type: none"> • Frame and Agenda Review • Norms for today • The Kindergarten Teacher: A Story About Equity 		
<p>Chalk Talk (15 min.) Addressing Equity Issues in Schools...(5 min.)</p> <ul style="list-style-type: none"> • Who? • What? • Why? • How? <p>Introductions—Each participant introduces her/himself and identifies a word or phrase from the CT (not her/his own) that struck her/him with respect to equity issues. (One sentence) (10 min.)</p>		
<p>Success Analysis (45 min.)</p> <ul style="list-style-type: none"> • Write (5 min.) • Share in Triads (21 min.) 		

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<ul style="list-style-type: none"> • Discuss and Chart in Triads (4 min.) • Debrief at Table (15 min.) <ul style="list-style-type: none"> ○ What kind of factors contributed to our successes? (Structural/Organizational, Cultural, Interpersonal, etc.) ○ What do we need to do to increase our successes? ○ How do we do this? 		
<p>Consultancies on Equity Issues (60 min.)</p> <ul style="list-style-type: none"> • Writing (5 min.) • Sharing and Selecting at Tables (15 min.) <i>Each participant shares her/his dilemma (1 min. or less each) and table selects the dilemma they think they will learn the most from.</i> • Consultancy (40 min.) 		
<p>Closing Moves Next Steps (10 min.) Reflections (5 min.)</p>		