What 3 words pop into your head when you hear “education policy”?

Go to bit.ly/2wXtKWO to share your thoughts
Policy for Practitioners
Making the Shift to Competency Ed

iNACOL Symposium | October 24, 2017

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From the Great Schools Partnership

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WELCOME

Raise your hand if you are a...

Other
Outcomes

Understand the role practitioners can play in local policy change and start to develop the knowledge necessary to read and access district policy.
Outcomes

Identify potential changes to district policy
Outcomes

Craft edits to district policies that address barriers or gaps to implementation of proficiency-based learning and strategies for advocating for those changes
Agenda

Policy 101
One School’s Practice
Examine & Revise a Policy
Implementation Strategies
Close
WHO WE ARE

Is a **non-profit** support organization based in Portland working nationally with schools, districts and state agencies, providing **coaching**, and developing tools.
WE BELIEVE

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship.

That schools must simultaneously attend to policy, practice, and community engagement.

School improvement is context-based, not one-size fits all.
What You Said

greatschoolspartnership.org/inacol/
As practitioners, we need to become aware that policy impacts the learning of our students.
Policy impacts what happens with and to the students in your classrooms every day.
Without bridging the divide, you limit the ways in which you can advocate for your students.
# Policy

<table>
<thead>
<tr>
<th>Definition</th>
<th>Statute</th>
<th>Regulation</th>
<th>Guidance</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Written law. Statutes are passed by legislative bodies.</td>
<td>Regulations are laws from agencies used to further explain and/or clarify statutes - act as enforcement or clarification</td>
<td>Further explains &amp; interprets both statute &amp; regulation - sometimes regulation &amp; guidance are used interchangeably although generally guidance is not required (non-regulatory guidance)</td>
<td>State Board policy or local school board policy. What a State Board of Education &amp; a local school board have control over differs from state to state</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>Elementary and Secondary Education Act (ESEA)</td>
<td>Regulations stipulating how the states can spend money from the federal government</td>
<td>Supplement not supplant</td>
<td>State Board policy around about state accountability system</td>
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</table>
Imagine you are a teacher at East Moreland High School.

How will district policy impact the learning of students in alignment with your beliefs?
Developing a Common Perspective

- What practices have been put into place at East Moreland High School for the benefit of students?

- According to the East Moreland High School community, how do the practices benefit students?
STANDARDS-REFERENCED GRADING
DES MOINES PUBLIC SCHOOLS

East Moreland High School
https://youtu.be/8RgdW691npE
Does this policy **allow** best practices that support learning for all students? Yes  
No  

Is it secure? Yes  
No  

What changes are needed in policy and/or coalition building? 

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Does this policy **promote** best practices that support learning for all students? Yes  
No  

Is it secure? Yes  
No  

What changes are needed in policy and/or coalition building? 

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Does this policy **mandate** best practices that support learning for all students? Yes  
No  

Is it secure? Yes  
No  

What changes are needed in policy and/or coalition building? 

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Should it? Yes  
No  

What can you do to raise awareness and build capacity?
AT YOUR TABLE:

1. Silently read the District Policy
2. Individually, place it in the Policy Revision Chart
3. As a group, agree on placement
4. As a group, brainstorm initial refinements
Targeting Your List
What Is a High Leverage Policy?

A high leverage policy:

• Increases academic aspirations, achievement, or attainment for all students

• Promotes greater equity in learning, performance, or life outcomes for students.

• Generates positive ripple effects throughout an educational system.
The HLP Framework

- LEVERAGE POINTS
  - Success Factors
    - POLICY FEATURES
    - IMPLEMENTATION CONTINGENCIES
  - Systems Change
    - Positive Student Outcomes

Policy Theory of Action
Leverage Points

The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.
Policy Features

The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.
Policy Features

Policy Features determine:

• The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)

• The breadth and/or specificity of the leverage point

• Coherence with existing policies (or it identifies required policy changes)

• Where best to locate the policy on a “goal-strategy” continuum
Policy Features

- Monitoring Needs
- Educator Ownership + Local Control
- Current School + District Capacity
Policy Features

High Knowledge and skill gap = professional development

Monitoring Needs

Current School + District Capacity

Educator Ownership + Local Control

PREScriptive STRATEGY

GOAL-Oriented STRATEGY
Implementation Contingencies

The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.
Refine and Propose Solutions

- Considering what you know about High Leverage Policy, revisit and refine your brainstormed list of suggestions to create a *red-lined version* of the policy.

- Deletions should be highlighted in *red and striken through*.

- Additions should be highlighted in *blue*.
Refine and Propose Solutions

- Usually, track changes or straight deletions of text are not a strategy that is used by policy makers as they want to easily see the suggested changes.

- Sometimes, a second “clean” version is provided.
Refine and Propose Solutions

Considering what you know about High Leverage Policy, revisit and refine your brainstormed list of suggestions to create a red-lined version of the policy.

Deletions should be highlighted in red and striken through.

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For electronic copy visit: greatschoolspartnership.org/inacolpolicy
I have my policy suggestions, now what?
Indianapolis’ New Mass Transit Plan Will Help Students

01/27/2017 09:46 am ET | Updated Jan 27, 2017

By ShaDe’ Watson and David McGuire

Imagine you’re a student taking the city bus to school every day. You wake up at 5:30 a.m. to catch three buses and you still end up being late to school. The buses are often late, the weather and traffic get in the way, and you often don’t feel safe this early in the morning or when you’re coming back from school late at night. Your family doesn’t have enough money to purchase a car, so you’re left to rely on the IndyGo as your primary means of transportation. As a high school student, how would you effectively navigate this system?

This is the reality for some of our students in the Tindley Schools network, a chain of high-performing charter schools on the eastside of Indianapolis. We do not have a school busing system, so our families have two options

- Know Your Audience
- Build an Argument
- Classroom Visits
- Student Stories
- Op-eds
TURN + TALK

What is your argument for your policy change?

What strategy would you use to communicate your argument?
Questions?
THANK YOU

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