

7. Our school regularly posts strong academic outcomes for the majority of our students. How can we empower our parents to take more ownership of their child's education?

--	--

Other Examples at our School

Sense of Urgency



Definition

It is more important to keep things moving and taking on more work than to slow down, step back to re-prioritize, or take care of oneself or others. The important can be sacrificed for the urgent.

Examples

NOT AT
OUR
SCHOOL YES, AT
OUR
SCHOOL

1. School leadership is in meetings off-site or behind closed doors, making them unavailable.
2. Meeting agendas are jam packed with “urgent” issues. Time for questions or discussion is not prioritized.
3. Meetings tend to start late - being on time, grounded and present is not prioritized.
4. The same people are given leadership roles because they are easy to work with or readily available, rather than cultivating additional allies and partners.
5. We hear statements like: "We're trying out several partners on our campus right now to see what they can bring to the school and who can deliver the best services to our community."
6. We hear statements like: “We have a packed agenda so while I hear you we need to move on to the next item.”
7. We hear statements like: "I don't want to pass up on any of these resources because our families need them, and I don't want our school community to miss out."

8. We hear statements like: "I don't have time to collaborate/plan or go to another meeting. I'll just do it by myself."

--	--

Other Examples at our School

Quantity over Quantity



Definition

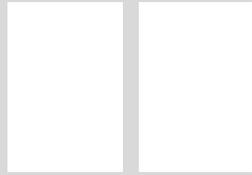
Things that are measured are prioritized, examined and discussed. People's emotional needs or attention to process are secondary to concrete outcomes.

Examples

NOT AT OUR SCHOOL YES, AT OUR SCHOOL

1. Measurable items like students taking tests, turning in homework, or being present for school are prioritized over assessing students' learning, or overall well-being.
2. "Our school is a great school because the majority of our student population are proficient or above. It's not our fault the others aren't meeting their goal. It's obvious we are teaching here."
3. A school signs up for all the learning cohorts or opportunities, and spreads themselves too thin, rather than choosing a few areas to focus and improve in.
4. It is common that we get through our agenda items without paying enough attention to people's need to be heard. Therefore, the decisions made at the meeting don't reflect full solutions, are undermined, and/or disregarded.
5. There is little, or no value attached to process; if it can't be measured, it has no value.
6. A school site keeps hosting the same annual event/activity in a traditional way, and then complain that they aren't getting the results they want.
7. "We have a great track record with spending down our budget on time every year and managing our fiscal resources."

8. "We know relationship building with students and families is important, but it feels touchy-feely. We're going to double down on our focus on Guided Reading, so we can measure how we're serving our students every six weeks."



Other Examples at our School

A large, empty rounded rectangular box with a thin grey border, intended for additional examples.

Paternalism

Definition

Those with power feel authorized to think and act on behalf of those without power.



Examples

NOT AT OUR SCHOOL	YES, AT OUR SCHOOL
-------------------------	--------------------------

1. How decisions are made seems clear to those with power and unclear to those without it.
2. Those with power think they are capable of making decisions for and in the interests of those with less power or representation. For example, language learners are not consulted about the accommodations that may make them feel more included.
3. Often, those with power don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions.
4. Those without power understand they do not have it and understand who does.
5. Those without power do not really know how decisions get made and who makes what decisions, yet they are completely familiar with the impact of those decisions on them.
6. "Our BSC is due this week and though we haven't spoken to all families, I think we're all on the same page about what our students need, right?"
7. "My students/families say x, so I think we should do y."

8. School sites create behavioral plans for students without student or family input, because “the school knows best”.

--	--

Other Examples at our School

Fear of Open Conflict

Definition

Problems and conflicts are seen as challenges to authority and dismissed or squashed. It is better to be complicit rather than rabble rousing.



Examples

NOT AT	YES, AT
OUR	OUR
SCHOOL	SCHOOL

1. People in power are scared of conflict and try to ignore it or shut it down.
2. When someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem
3. There is an emphasis on being polite, instead of being real.
4. Items are put in a “parking lot” to be figured out later, instead of being addressed or making a plan to address them.
5. Conflicts are avoided until they grow into really big problems.
6. We hear statements like: "Let's keep this conversation civil, we can't get overly emotional about this."
7. We hear statements like: "Let's table this discussion and come back to it in a smaller group."
8. We hear statements like: "I don't think there's much more to be said on this. Can we move on?"

Other Examples at our School

A large, empty rounded rectangular box with a thin grey border, intended for students to write their examples.

Right to Comfort



Definition

Those with power take steps to preserve their own physical and emotional comfort, at the expense of others. This can be accelerated when those with less positional power also represent a marginalized group.

Examples	NOT AT OUR SCHOOL	YES, AT OUR SCHOOL
1. There is a tendency to equate individual acts of unfairness against leadership with systemic racism.		
2. If leadership feels threatened, embarrassed or attacked they begin to cry, and take up emotional space.		
3. If those in power feel attacked they take up the time and energy of others trying to figure out what went wrong, rather than processing on their own or with a trusted friend. In other words, they force those with less power to take care of them.		
4. We hear statements like: "I've committed my entire life to serving these students and families. How dare you imply x?"		
5. If someone in a position of power or privilege feels attacked in a meeting, they cry.		
6. If someone in a position of power or privilege feels attacked in a meeting, they leave the room, arresting the conversation.		
7. We hear statements like "The adults provided a clear report. There's no need to ask the student what happened."		

8. We hear statements like “Why does every race conversation have to become so stressful? Why can’t we all just get along?”

--	--

Other Examples at our School