



Dyad : What conversations do people at your school really need to have?"

"When we begin listening to each other, and when we talk about things that matter to us, the world begins to change. Everyone has the capacity to be able to figure out how to make a difference. Listening and talking to one another heals our divisions and makes us brave again."

Margaret Wheatley Turning to One Another

"We teachers must always remember that our students watch us, watch how we use our minds, watch how we relate to each other and to them. They watch our habits, watch our convictions. While young children may often remain tolerant of our foibles, adolescents notice, and hate hypocrisy. We must live what we teach because how we live teaches. We cannot escape being models. Children look to us for fairness, for clarity and consistency and inspiration. They look for our joy in playing with ideas, for getting explanations for things, for taking the time doggedly to find something out, for telling the truth and standing up for it, for genuinely liking them. We should provide nothing less."

Ted Sizer

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OREGON SMALL SCHOOLS INITIATIVE

LEADING FOR EDUCATIONAL EQUITY INSTITUTE



"I am taking a way a whole new attitude not just about teaching but about life. I have been enlightened on the meaning of the word equity. I feel the meaning in my mind and heart"

LFEE participant

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LEADING FOR EDUCATIONAL EQUITY INSTITUTE

OREGON **small schools** INITIATIVE



Prepping for Diversity
Rounds

E3's Leading for Educational Equity Institute (LFEE) is an intensive professional development program that provides intellectual and emotional support to education profession-

als working on issues of high student achievement and equity. At the Institute we seek to:

- Build a network of caring, skilled leaders committed to bring about equity in their schools;
- Build the capacity of leaders to lead and facilitate meaningful professional development to increase equity at their school sites and in their communities; Develop an on-going support and learning network in which leaders can continue to build their knowledge and skills for addressing equity issues; And increase the number of administrators, teacher-leaders and parent-leaders from under-represented groups.

PURPOSES:

1. Build a common space to explore and engage the following questions:
 - ◆ What does educational equity mean to me?
 - ◆ How does individual and institutional bias impact the development of my school's culture and the achievement and experience of our students?
2. How do I deepen the quality of discourse and relationships necessary to create and lead in the school I envision?
 - ◆ Explore what it means to take **leadership** around issues of educational equity in my classroom/school/district:
 - ◆ Identify and work through a core equity challenge in my classroom/school/district
 - ◆ Identify the places where I get stuck in trying to address this equity challenge



Working with Culture Cards

- ◆ Reflect upon what comes up for me when I think about interrupting inequity in my classroom/school/district

The Oregon Small Schools Initiative is a \$25 million, multi-year, statewide program to increase student achievement and graduation rates in Oregon high schools. It will help communities develop both restructured and new high schools that offer a rigorous, personalized education to all students, and which will serve as models for the rest of the state. A particular focus is on traditionally underserved students – those from low-income homes and students of color.

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