Module 2:

Advocacy

1. Preparing to Engage / Reflecting & Planning Conversation

2. Advocacy / Reflecting & Planning Conversation

3. Crafting a Problem Statement / Reflecting & Planning Conversation

4. Generating Theories of Causation / Reflecting & Planning Conversation

5. Identifying Root Cause(s) / Reflecting & Planning Conversation
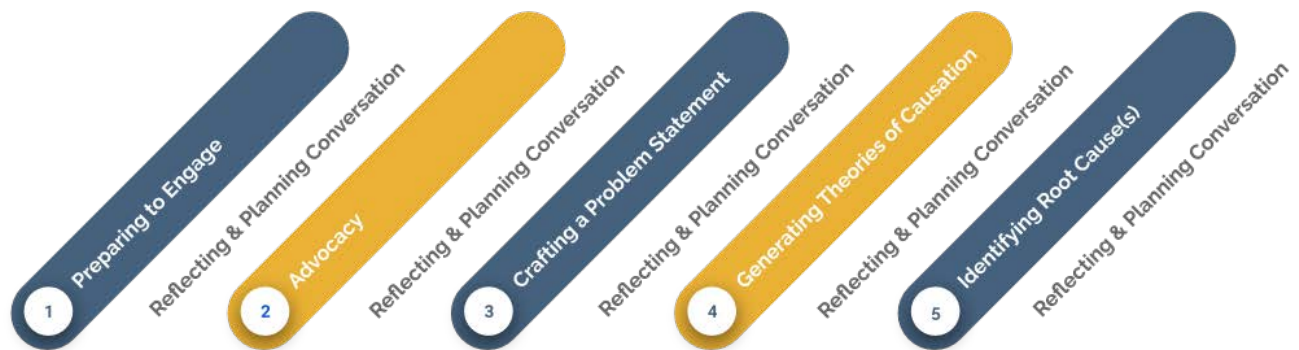
Participants will be able to describe the purpose of *"collaborative"* and *"on demand"* portions of each module. Participants will also learn how to use the *Norms of Collaboration*.

Participants will be able to describe the *Collaborative Cycle* and how it relates to the Root Cause Analysis process. Participants will also *identify communities* represented in the student population for *advocacy.*

Participants will *analyze data* from the system. Based on that data, the team will be able to *craft a problem statement* worth pursuing.

Participants will *generate multiple theories* for why the problem is persisting. Participants will then *test their theories* with *additional data.*

Participants will search for *underlying factors* for their theories of causation. These deeper factors will then connect to *evidence-based action planning.*

Sessions include an on-demand task, team collaboration (with or without KLN facilitation) and a reflecting and planning conversation with the building leader and a KLN coach.

Kansas Learning Network

TASN

KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK
ksdetasn.org

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V/A

Video Links:

https://www.ksdetasn.org/resources/2911

https://www.ksdetasn.org/resources/2912

Activating and Engaging

Surfacing experiences and expectations

With what assumptions are we entering?
What are some predictions we are making?
What are some questions we are asking?
What are some possibilities for learning that
  this experience presents to us?

Organizing and Integrating

Generating theory

What inferences / explanations / conclusions
  might we draw? (causation)
What additional data sources might we explore
  to verify our explanations? (confirmation)

What are some solutions we might explore
  as a result of our conclusions? (action)
What data will we need to collect to guide
  implementation? (calibration)

Managing
Modeling
Mediating
Monitoring

Exploring and Discovering

Analyzing the data

What important points seem to "pop-out"?
What are some patterns, categories or trends
  that are emerging?
What seems to be surprising or unexpected?
What are some ways we have not yet explored
  these data?

Got Data? Now What?: Creating and Leading Cultures of Inquiry. Laura Lipton & Bruce Wellman, 2012
The Adaptive School: A Sourcebook for Developing Collaborative Groups – Third Edition. Robert Garmston & Bruce Wellman, 2016

I'm an Advocate for...

Advocates use their voice to raise the consciousness of others.

As a team, determine communities that are underrepresented in your decision making processes. Then, decide WHO from the team will be their advocate. Keep this document for future leadership team meetings.

I'm an advocate for:

Sentence Stems for:

When I have a perspective I want to share:

- I was thinking of it a different way...
- I was considering the perspective of...
- Taking that one step further...
- An additional viewpoint might be...

When I'm unsure but know I need to bring it up:

- I was wondering how this might affect...
- As we are considering recommendations how have we thought about...
- Given our focus on all students, what might be some things we need to consider in regards to (community)?
- What might happen if (community) needs were met?

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