CHATHAM
COUNTY SCHOOLS

Setting the Stage for Equity?
A Text Based Discussion Utilizing the Article:
"High Achieving Schools Put Equity Front and Center" by: Sonia Caus Gleason and Nancy Gerzon

Please read the article, "High Achieving Schools Put Equity Front and Center". Select a significant quote in the article that you feel is important to the work that you do in the district. Be prepared to share your quote and why you feel it is significant with a partner or the group. We will conduct a text based discussion as a full group using the points below.

3 Rules for Text Based Discussions:
1. Ground your statements with evidence or facts from the text. Give specific locations so others can follow along
2. Share the room. Allow others to share ideas and value the opinions of others
3. Use a variety of discussion techniques. (no use of "I want to piggyback on...")

Significant Quote You can write it here or reference the page and paragraph.	Why is this quote significant to the work that you do in the district?

Additional Points to Ponder- Group Discussion Questions

1. **School Culture -** Do our explicit and underlying messages as a district say that we support all students? When you walk into a school do you automatically "feel" that the focus is on learning and every child being successful?

2. **Student Expectations and Data-** Do we set high expectations for all students regardless of race or language? Do we talk about our data with culture and race in mind?

3. **Parent & Community Interactions -** Do we ensure that all families feel welcome in our schools? Do we speak about all of our schools in a favorable manner within the community and if not, do we correct inaccuracies?

4. **Cultural Competence-** In what ways do we support cultural competence? Do we set expectations for staff? Do we provide staff development? What do we see our schools do well? In what ways could our schools improve?

Text-Based Discussion Facilitator Quick Tips

The purpose of a text-based discussion is to:
1. Ensure a purposeful and productive group discussion focused on a specific text or article
2. To support accountability of accurate information and facts with participant statements
3. To support group accountability to rigorous thinking

Facilitator Action	Purpose	Example Statement
Bookmarking	Direct attention to the value or importance of a participant's contribution.	"Did everyone hear that?" "Let's keep that in mind." "Can you repeat that."
Challenging	Redirect a question back to the participant or uses the participant response to further challenge.	"What do you think?" "Why did you make that connection?" "How can you prove that?" "Can you find any evidence to support that?"
Exemplar	Make the facilitator's thinking public. Helps the group participants to see what the process looks like.	"Here is what good readers do." "I'm going to model how to..." "The strategy I am using is ___." "This is one way to ____ another way is ___"
Pressing for Accountability to the Text	Holds participants accountable for the accuracy, credibility, and clarity of their contributions or comments.	"Where can we find that?" "What is your evidence for that?" "Who said that in the text?"
Building on Prior Understanding	This move takes a comment back to a previous statement or comment to further develop an important point.	"How does this relate to what ___said?" "Can you think of another article that this could build from?"
Pressing for Rationale	Helps get the participant to verbalize more about why they made the statement they did. Helps push the student more.	"Why do you believe that?" "How does your idea support the _____?" "What evidence or words from the text support that?"
Expanding Reasoning	Gives participants time to take a comment further. Helps get a point to come out in a natural progression.	"Take your time, tell me more." "What else can you say about that?" "I like where you are headed....who can add to that?"
Repeat to Explain	The facilitator recaps the group think or shared understanding in a public way so all hear the main idea again.	"What have we noticed so far?" "The main points we have heard so far." "What else do we need to review?" "Who else can add to that?" "So I am hearing you say___."
On the Same Page	This move ensures that participants agree or all heard the same thing. Brings clarity to comments.	"Do you agree or disagree with ____?" "Do I have anyone who is willing to go in a different direction?" "Who has a different thought?" "Are we in agreement that___?"
Linking/ Connecting	Makes a connection between a new comment and what has already happened or what has been said already.	"Who can add on?" "What does this remind us of that ___ said?" "Can anyone recall what we said earlier that was different/similar?" "What connections can you make to the previous article?"