



# **May Planning & Work Session:**

**Systems of Teamwork & Change -  
Effective Governance,  
Implementation to Expand  
Opportunity and Access**

May 11 - May 13, 2021



**State Board of Education Vision:** Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally collaborative society.

**State Board of Education Mission:** The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

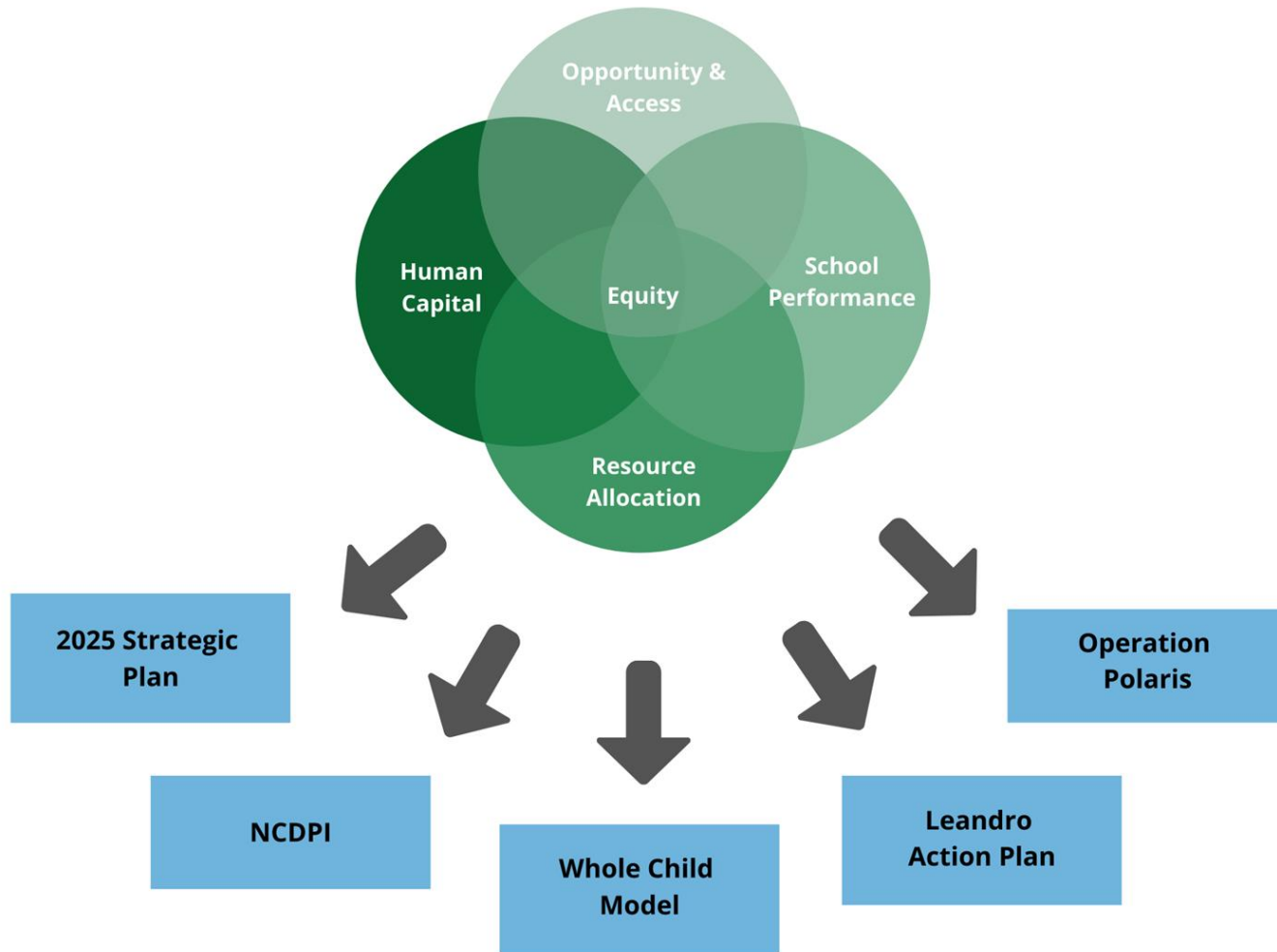


# Core Outcomes & Expected Results

1. Commit to equitable **data** use to inform direction, planning, decision making, implementation, and evaluating impact
2. Use **implementation science** to drive change and planning
3. Incorporate and include **all voices, divisions, and various education stakeholders** into planning processes
4. Understand governing and implementing **roles and responsibilities** aligned to priorities



# Core Competencies





# Context - Equity Framework

**Core Equity Questions:** These questions should be asked throughout discussions, decision-making processes, and planning and implementation efforts to guarantee alignment with the NCSBE equity definition, the Superintendent's Core Belief in Equity, and Board Priorities.

- 1. Who is at the table:** To what extent are diverse perspectives currently represented? Are typically underrepresented populations present? Consider discussions, policy/guidance/recommendation formulation, decision making, implementation, and monitoring.
- 2. Stakeholders:** How do discussions, commitments, and actions empower stakeholders (policymakers, thought leaders, practitioners, community groups, civic organizations, families, and students) to build urgency, collective will, and feel as if decisions are supportive, cohesive, and relevant?
- 3. Specific equity considerations:** To what extent are the following equity topics considered: resource allocation (people, time, money), disaggregated data, teachers, school leadership, content and curriculum, instructional time, whole-child supports, school climate, early learning, facilities, diversity, and inclusion?
- 4. Data & Monitoring / Barriers:** How is data (across communities and systems) used to identify specific equity disparities and barriers? How is data used to analyze, plan, monitor, and evaluate the impact on student achievement, opportunity, and climate?
- 5. Student Subgroups / Impact:** Who are the under-represented groups affected by these discussions and decisions? What are the potential impacts on these groups? Consider students of color, linguistically diverse students, students from economically-disadvantaged families, and students with disabilities.
- 6. Alignment to Board priorities and goals:** To what extent are equity commitments and related actions aligned with the definition and priorities outlined above?
- 7. Decision making:** How are negative impacts mitigated and barriers addressed?



# Presenters



Dan Cohen-Vogel



Abdur-Raqib Ibn Gant



Diarese George



Adam Haigler



Robert Hull  
Owens



Anthony Jackson  
Caryn Ward



Ben



# May 11, 2021 - Featured Presentations

- National Perspectives: Informing Systems of Change through Established Roles & Responsibilities
- The Art of Implementation Science
- Neighboring Perspectives: Focusing on Human Capital to Expand Opportunity & Access



# May 12, 2021 - Featured Presentations

- From the Field - Story Telling: Promising Practices
- Data Informed Decision Making - Engineer Design Protocol
- Continuing the Journey - Data Informed Decision Making - Engineer Design Protocol Part II





# May 13, 2021 - Featured Presentations

- Bi-Annual Planning and Work Session:  
Closing Keynote - A Student's Journey