

# Winter Forum Room 3 - Systems Level

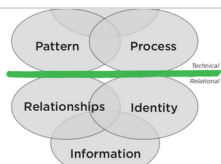
REBECCA SCHMIDT JAN 27, 2021 04:03AM

## BELOW THE GREEN LINE (for reference)

REBECCA SCHMIDT JAN 27, 2021 04:03AM

have the primary responsibility for a key initiative - the organization would then respond to the change. Additionally, the thinking was that if you designed explicit processes that detailed out every step to of a change process, people would willingly respond and create the desired change."

-Steve Zuleback and Tim Dalmou



### Above the Green Line

Pattern (Strategies)	Structure	Process (Operations)
The systematic ways in which a system focuses its key strategies to accomplish its mission and goals.	The way a system organizes itself to conduct its work.	The standard processes (operations) that are used to build consistency and efficiency.

These three areas are absolutely essential but not sufficient to bring about and sustain change. Unfortunately many leaders believe and operate as if these are the only components of work to bring about and support organizations and change efforts.

### Below the Green Line

Relationships	Information	Identity
It has to do with how a team or organization values its people - their emotional, physical and spiritual well-being; The level of connectivity among people across the system; the value	Information is like oxygen in a system. In its absence, people will "make it up" in an effort to keep moving forward. Access to information greatly minimizes the negative rumors. When	Human beings are meaning-seekers. Our actions are completely driven by our own set of values, beliefs and sense of identity. Therefore, shared purposes and principles of people in

### Six Circle Model-Working Below the Green Line

PDF document

PADLET DRIVE

### Some questions to inform your use of the Seventh Circle:

- Who are the people affected by the current inequity being discussed?
- What historical patterns (around race, class, language, etc.) may be informing the dynamics in this context?
- Who has power here? What is power based on here? Who is at the table?
- How are oppression, internalized oppression and transferred oppression playing out right here, right now? (In this school, in this group, in this organization, in this district?)
- How safe is it here for different people to share their truth?
- What are the potential **unintended consequences** of our proposed solutions/actions? Do the proposed solutions ignore or worsen existing disparities for the group in which we are focused?

## Identities: What brings you here and what is your literacy related hope? (Add your own!)

ANONYMOUS JAN 27, 2021 06:59PM

### Jenna:

Literacy related hope is to be a part of large systems change that leads to all 3rd graders reading on grade level and families deeply engaged in the literacy development of their children.

ANONYMOUS JAN 27, 2021 06:59PM

**Kyra - my hope is that all students learn and love to read..and more specifically that we eliminate the stark racial (and other demographic) disparities currently at play by getting the system(s) to work better particularly for Black and brown students**

ANONYMOUS JAN 27, 2021 07:02PM

### Carrie

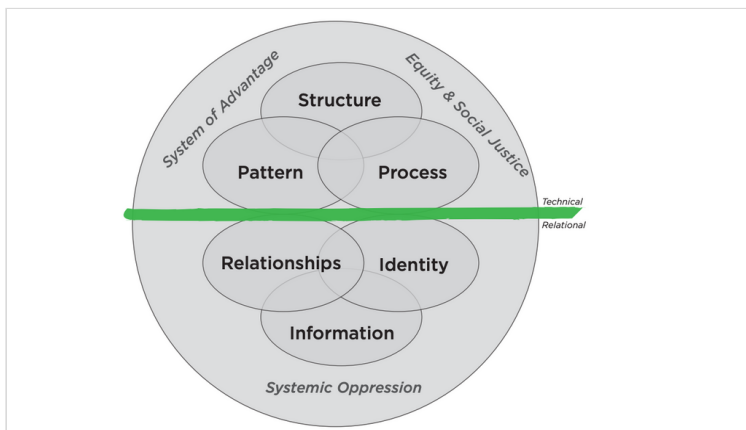
Being part of the citywide effort to really move the needle on kids' literacy rates. I'm a data analyst at Educate78, and I hope literacy data will be released publicly in a format that's useful for parents, our biggest partners

ANONYMOUS JAN 27, 2021 07:00PM

### Shelby

OUSD really prioritizes TK-3 literacy so we make significant progress on improving the literacy of Oakland kids

SANAM JORJANI JAN 27, 2021 06:27PM



SANAM JORJANI JAN 27, 2021 06:32PM

## What do we believe about change?

*Not a quick fix but there are good people and lots of momentum*  
— ANONYMOUS

*A lot of resources need to be put into making change happen - beyond what normally happens in the school* — ANONYMOUS

*It requires all parties cooperate and collaborate in order to create change* — ANONYMOUS

*Centering the students furthest from opportunity - prioritize resources and efforts with eye to equity* — ANONYMOUS

*There needs to be a community wide approach - schools cannot succeed alone and we need a holistic approach to address the many challenges outside the school day* — ANONYMOUS

ANONYMOUS JAN 27, 2021 07:00PM

### Julie McCalmont--here to make sure district summer programs are in alignment with citywide systems for literacy

ANONYMOUS JAN 27, 2021 06:59PM

### Jocelyn: My hope is for all students to learn the joy of reading

ANONYMOUS JAN 27, 2021 07:02PM

#### Kate

My literacy related hope is that all Oakland students will be able to cultivate a love of reading

ANONYMOUS JAN 27, 2021 07:01PM

### Sara: Thinking and dreaming on how we can build new systems. Hope that trust building work makes the difference with teachers and families with new rollout.

ANONYMOUS JAN 27, 2021 07:00PM

#### Tania

All children love to read and have access to books and families have the resources needed to help their children succeed in school

## Shared Beliefs (Added by facilitator)

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REBECCA SCHMIDT JAN 27, 2021 04:48PM

### Why are we here?

REBECCA SCHMIDT JAN 27, 2021 04:48PM

### What do we believe can be achieved?

*It is possible for us to unify around an agreed upon strategy. It's possible and necessary.* — ANONYMOUS

*To have a sustained unified effort - that is slow and steady and has agreement that this is what we're going to do* — ANONYMOUS

*We can support a majority of students to become accurate and fluent readers by the end of 2nd grade* — ANONYMOUS

ANONYMOUS JAN 27, 2021 07:04PM

### Initiative and pilot fatigue

Too many different initiatives at once and going in too many directions

*Lots of different supports that are disparate and uncoordinated*  
— ANONYMOUS

*Also change fatigue - keep trying new things and feel whiplash over the new projects* — ANONYMOUS

ANONYMOUS JAN 27, 2021 07:07PM

### Trust - historically not a lot of trust and buy in with the district

*Also trust for educators who are doing the hard work of learning a new approach* — ANONYMOUS

ANONYMOUS JAN 27, 2021 07:16PM

### Autonomy and lack of alignment -- schools make their own decisions but leads to inequity and inconsistency in roll-out

Unequal distribution of resources to schools

ANONYMOUS JAN 27, 2021 07:14PM

### Change is hard -- easier to keep doing what you're doing unless you are so invested in what you're doing

Buy-in for change is necessary and have permission to be uncomfortable with it and fail as we learn. Can't have instantaneous accountability for improvement

ANONYMOUS JAN 27, 2021 07:16PM

## Instability in the district and leadership

Contributes to the "distraction" of having too many things and no unified vision and approach

## Opportunities for Change: Reflecting on the strategic initiative by OUSD, what opportunities do we have to do things differently? What assets can we identify? (Added by facilitator)

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REBECCA SCHMIDT JAN 27, 2021 04:48PM

### Enabling conditions

REBECCA SCHMIDT JAN 27, 2021 05:34PM

### Where should we do better at connecting above the green line to below the green line

*Ensuring that parents and families are at the table. Empower families with skills and systems to tap into and invite them into these tables* – ANONYMOUS

*Lift up parent champions and voices -- centering parent power and leadership as authentic partners in the work -- beyond traditional family engagement* – ANONYMOUS

*Make use of remote spaces to engage more families* – ANONYMOUS

ANONYMOUS JAN 27, 2021 07:27PM

## Buy-in -- across the board, teachers, unions, community partners

Also connections and alignment with community

ANONYMOUS JAN 27, 2021 07:28PM

## Leave politics out of this

Have charters and district schools come together -- requires buy in

## Collective Responsibility: What are you doing in your organization to remove obstacles and enable conditions for change? (Add your own)

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REBECCA SCHMIDT JAN 27, 2021 05:33PM

### What is an area of your own work where you see a disconnect between the "above the green line and below the green line work?" what can you do differently?

*supporting literacy based community partners to align with OUSD core strategies* – JULIE MCCALMONT

*integrating parent engagement as a core component of any intervention* – JULIE MCCALMONT

*Leading with the 7th circle of greater systemic conditions as a way to set the mindset and bridge across the line* – ANONYMOUS

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