

## Equity, Diversity, and Inclusion Team Competition

**Objective** To create a school-wide plan for its new EDI initiative which advances equity, diversion, and inclusion in the school.

### Requirements

Create a school-wide plan that ensures your institution has a solid program in place to protect, celebrate, and include all students, faculty, staff, and administrators.

- a Mission Statement
- a list of policies for all members of the school to adopt
- a written plan of action for administration, teachers, and students
- media

The team can create their plan on an iPad, laptop, or a poster (provided).

#### Authentic Problem

Congratulations! You and your team members have been selected by your school's administration to lead the new Equity, Diversity, and Inclusion initiative in your school. As a leader among your colleagues, what policies and programs can you help to establish and what will make your school better place for everyone? What system will you establish to make sure that every student receives the help they need, feels included and celebrated? You have unlimited funds and resources to create your plan.

#### Assignment Details:

- Create teams of no larger than 4 students.
- Review the assignment description and rubric carefully.
- Write a concise Mission Statement that will inform your plan of action.
- Create a list of policies, delineating need and purpose. Be sure to include all members of the school community (administration, faculty, staff, and student body).

- Consider the types of professional development opportunities the faculty will require.
- Create an outline of the forms of outreach and types of media that will be used for this important initiative.

Group Member Names: \_\_\_\_\_

School: \_\_\_\_\_

## EDI Team Rubric

	<b>Developing (1 pt.)</b>	<b>Proficient (2 pts.)</b>	<b>Advanced (3 pts.)</b>
<b>Mission Statement</b>	<ul style="list-style-type: none"> <li>-lacks focus</li> <li>-too long</li> <li>-not realistic</li> <li>-not memorable</li> <li>-inaccurate</li> <li>- incomplete not submitted</li> </ul>	<ul style="list-style-type: none"> <li>-focused</li> <li>-adequate length</li> <li>-somewhat realistic</li> <li>-somewhat accurate</li> <li>-mostly memorable</li> <li>-somewhat effective</li> <li>-Judges require further questioning</li> </ul>	<ul style="list-style-type: none"> <li>-highly focused</li> <li>-descriptive and excellent length</li> <li>-realistic</li> <li>-accurate</li> <li>-memorable</li> <li>-effective</li> <li>-Judges have some questions which serve to add to an already excellent plan</li> </ul>
<b>Policies</b>	<ul style="list-style-type: none"> <li>-equity policies consider some learners needs</li> <li>-diversity policies consider most members of the schools' community</li> <li>-inclusion policy does not consider the school's community</li> <li>-code of conduct lacks consideration</li> <li>-disciplinary not addressed with a clear plan</li> <li>-EDI efforts not apparent to members of the community, the faculty and staff, and the students</li> <li>-not submitted / incomplete</li> </ul>	<ul style="list-style-type: none"> <li>-equity policies consider most learners needs</li> <li>-diversity policies consider most members of the schools' community</li> <li>-inclusion policy considers most of the school's community</li> <li>-code of conduct adequately clear and concise</li> <li>-disciplinary actions adequately clear and concise</li> <li>-EDI efforts mostly visible to members of the community, the faculty and staff, and the students</li> </ul>	<ul style="list-style-type: none"> <li>-equity policies consider carefully all learners needs</li> <li>-diversity policies consider carefully all members of the schools' community</li> <li>-inclusion policy considers all members of the school's community</li> <li>-code of conduct clear and concise</li> <li>-disciplinary actions clear and concise</li> <li>-EDI efforts clearly visible to members of the community, the faculty and staff, and the students</li> </ul>

		-Judges require further questioning	- Judges have some questions which serve to add to an already excellent plan
<b>Presentation of EDI Plan</b>	<ul style="list-style-type: none"> <li>-Presentation of EDI plan unclear, incomplete, not present.</li> <li>-Presentation not well-rehearsed.</li> <li>-Aspects of EDI plan not explained, incomplete, or confused.</li> <li>-Deep questioning by judges makes clear lesson needs further work.</li> <li>-Slides incomplete or not prepared</li> <li>-Students unprepared to answer most judges questions</li> </ul>	<ul style="list-style-type: none"> <li>-EDI plan presentation clear and complete.</li> <li>-Presentation is well-rehearsed.</li> <li>-Aspects of the EDI plan explained with some detail.</li> <li>-Judges require further questioning.</li> <li>-Presenters speak clearly and articulately.</li> <li>-Slides are engaging, colorful, and contain only the most relevant information.</li> <li>-Students do not read directly from slides</li> <li>-Students answer judges questions (some lack of focus may persist)</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson presentation is clear, complete, and well-rehearsed.</li> <li>-Each section the lesson plan was explained with great detail leaving judges with very few questions.</li> <li>-Presenters speak clearly, articulately, and with confidence and expression.</li> <li>-Slides are engaging, colorful, and contain an outline of the presentation with some details that are not necessarily verbalized.</li> <li>-Students refer to the slides only to highlight points they are trying to make.</li> <li>-Slides are an aid to the presentation, and not the center of the presentation</li> <li>-Students field all judges questions well</li> </ul>
<b>Questions and Reflections</b>	<ul style="list-style-type: none"> <li>-Presenters do not answer questions fully, can't answer, or offer an incorrect answer.</li> <li>-Presenters reflections are confused or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>-Presenters field all answers well.</li> <li>-Presenters offer valuable reflection information.</li> </ul>	<ul style="list-style-type: none"> <li>-Presenters answer all questions with great detail.</li> <li>-Presenters demonstrate ability to reflect on their work and make on-the-spot adjustments.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Submitted materials incomplete or non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>-Students present judges with all materials at the beginning of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>-Students present all material to judges before presenting.</li> </ul>

		<ul style="list-style-type: none"> <li>-Students offer clear explanation of each document.</li> <li>-Students are clearly prepared.</li> </ul>	<ul style="list-style-type: none"> <li>-Students are well-prepared to discuss the documents.</li> <li>-The documents offered provide clear and strong evidence that the lesson strives to meet the objectives</li> </ul>
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**SCORE**