

**ABEN 2020 VIRTUAL INSTITUTE, GUIDELINES FOR ACTIVITIES ON DAYS ONE-THREE**

**DAY ONE, GUIDELINES FOR ACTIVITIES TWO AND FIVE**

**ACTIVITY 2. SMALL GROUPS BRAINSTORM THE TOP TEN PROBLEMS/CONDITIONS IN SCHOOL DISTRICTS THAT COMPROMISE ACADEMIC/ CULTURAL EXCELLENCE FOR STUDENTS OF AFRICAN DESCENT**

**Suggested guidelines to use for brainstorming in this activity:**

1. Ask: How have you brainstormed in the past?
2. Designate one person as time keeper for a maximum of 5 minutes to brainstorm as stated, and above, and indicate a one minute warning should be given to the group after 4 minutes.
3. Everyone in the group write their answers to the prompt, trying to not speak over each other, but going at a fast clip in response to the prompt.
4. Facilitators remind their group to keep going, whenever there is a lull for over 3-5 seconds, and when complicated items are typed in, ask for the person doing it to clarify in simple language.
5. No questions or discussion during the brainstorm, such as disagreeing with what someone else has said.

**Suggested guidelines for prioritizing the top ten items from the brainstormed list:**

1. Seek agreement via consensus to be how decisions will be made, with all agreeing they will be willing to accept the decision of a super majority on some occasions, if they can live with the decision, rather than be 100% supportive of each item in their placement on the list.
2. Appoint a person to count votes for each item and push the process toward completion of the task.
3. The counter should then ask the group to write items from the general list they think should be in the top 3, then the top 5, then the top 7, and finally the last three.
4. Attempt to get a majority of the group to agree on what the top ten should be without a priority ranking. Use the short list for top 3, top 5, top 7, one at a time to get nominations for each category and then the top ten.
5. Take votes on the top 3, seeking consensus, then the top five, then the top 7, and finally the top 10. Keep discussion to being very concise for each person when they want to make a case for an item's placement on the list.

**ACTIVITY 5. DISCUSS RELATIONSHIP BETWEEN TOP TEN PRIORITIES & MAJOR POINTS OF PRESENTERS, OR DESCRIBE 3 WAYS YOU CAN PERSONALLY USE PRESENTER INFO TO ADDRESS ANY OF TOP 10**

**Suggested guidelines for what constitutes a relationship between priority items and presenter major points**

1. A major point is when it constitutes a theme of the presenters' remarks, or the emphasis given
2. Link between the two based on professional or personal experience
3. Presenter referred to one of your top priority items when discussing the major point
4. In the Q/A period, a connection was made between the point and top ten priority item

**Suggested guidelines for ways presenter info can be personally used to address any top ten items**

1. Presenter info should be related to what person does in work setting
2. Presenter info should be related to context of top ten priority

## **DAY TWO, GUIDELINES FOR ACTIVITY TWO**

### **RELATIONSHIP BETWEEN PRESENTERS' MAJOR POINTS & AT LEAST 3 OF TOP TEN ITEMS, AND IDENTIFY 2-3 CCL CHARACTERISTICS THAT SHOULD BE USED WHEN APPLYING MAJOR POINTS**

#### **Suggested guidelines for determining relationship between presenters' info & at least 3 top items**

1. The presenters' info used can relate to more than one top priority item, but different info from the same presenter can be used for another priority item.
2. At least three different priority items must be connected to presenters' info, which could be all from one presenter, or from different presenters.
3. There are seven CCL characteristics briefly described in the handout; at least two of them must be chosen when indicating how you would use/apply presenters' major points. You could choose one CCL item for one of the major points and another CCL for a second major point.

## **DAY THREE, GUIDELINES FOR ACTIVITY TWO**

### **MINI EDUCATOR SUBGROUPS IN EACH SMALL GROUP IDENTIFY RELEVANT MAJOR POINTS FROM PRESENTERS AND CCL ACTIONS NEEDED BY THEIR TARGET GROUP**

#### **Suggested guidelines for minigroup determination of relevant points from presenters, and CCL actions they feel should be taken by their target group when attempting to achieve academic/cultural excellence for AAS.**

1. Each small group will be assigned to one of five educator groups: teachers, school site administrators, support staff for teachers, district administrators, and executive administrators/board of education members (OR college faculty/administrators). The assignments must be made on day two so each minigroup on day three is focused on what is relevant to their assigned educator group.
2. Even though presenters may not mention those educators in each assigned group, they could still be sharing information very relevant to each minigroup.
3. Each minigroup must also use the handout on CCL characteristics/actions to choose at least two of them they think very important for their educator group (e.g. teachers, school administrators, etc.) to demonstrate when they are trying to achieve academic/cultural excellence for AAS.