

Feedback from Pledge Committee, based on [April 2017 Draft of Value Doc.](#)

<b>Warm Feedback</b>	<b>Cool Feedback</b>
<ul style="list-style-type: none"> <li>● Beliefs, assumptions, values, and actions - good flow to the document</li> <li>● Not too much jargon in statements</li> <li>● Shared responsibility</li> <li>● Extraordinary outcomes / commitment to executing</li> <li>● Intention of including multiple stakeholders in the process</li> <li>● Intention of collaboration in service of kids</li> <li>● Feedback and reflection solutions oriented</li> <li>● Data driven</li> <li>● Identifying things we believe in / agree</li> <li>● Also acknowledges shared challenges</li> <li>● Acknowledgment of whole child needs - academic/socioemotional</li> <li>● Preparation for post-high-school = options</li> <li>● Example of previous OUSD/charter (citywide collaboration)</li> <li>● Goal is to educate</li> <li>● More inclusive ie parents, educators, leaders</li> <li>● District and charter schools working together</li> <li>● Distribution of student body between district and charter</li> <li>● Be held accountable</li> <li>● Data share/analysis</li> <li>● Values</li> <li>● Starting with definitions</li> <li>● Fundamentally this is such a good thing</li> <li>● Joyful</li> <li>● History of collaboration between charter and traditional - good to recognize</li> </ul> <p>Middle feedback: “Oakland Public School Pledge” feels very adult-centered. “Oakland Equity Pledge” felt more about Students.</p>	<ul style="list-style-type: none"> <li>● Language is offputting - is there a purpose to use the form and set up? Makes it less accessible</li> <li>● Moves from thing EQUITY, EXCELLENCE, EXDCELLENT SCHOOLS, to less clarity around challenges</li> <li>● Layout similarly for more power</li> <li>● Audience not clear - determines word choice</li> <li>● Arayte include values, what, how, almost like a call to action</li> <li>● Flush out <u>collaborate</u></li> <li>● Like to see:</li> <li>● Language around diversity of voice, perspective, expertise in steering/working groups</li> <li>● The Who - commitment to sending representatives</li> <li>● Recommendations - is that enough?</li> <li>● Accountability - needs to be more specific</li> <li>● Some language is not inclusive</li> <li>● What is the role of community stakeholders?</li> <li>● Challenging language and format to understand for broader audience <b>(audience is governing boards?)</b></li> <li>● Defining “past differences” that we’re rising above - if for boards/leadership this may be unspoken/understood</li> <li>● Data = recommendations - step about identifying problems/strengths</li> <li>● Define “collaboration”</li> <li>● Name current landscape = charter <u>PUBLIC</u> schools</li> <li>● Easier language to understand needed</li> <li>● Implementation of document not so clear</li> <li>● Paragraph for to include children</li> <li>● Use gender neutral “they” instead of “he or she”</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Paragraph 4 has redundant language “welcome families”</li><li>● Paragraph 5 - will document be revisited regularly? This paragraph doesn't allow for much growth</li><li>● Consistency of <u>ending punctuation</u>, <u>capitalization</u> after “Whereas” and paragraph break in section 11</li><li>● What are the teeth or next steps? Ultimate goal?</li></ul> |
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