Exhibit 1.3 Slipstream Curriculum

The Slipstream Curriculum
Developed by Kaia Tollefson & Eric Toshalis, 2008
California State University Channel Islands

Founding	Reading	Naming	Challenging	Amending
articulating the values and vision that inform and shape the work; continuously constructing processes and programs that are not only aligned with localized standards for accountability but also meet externally-defined criteria for program evaluation; believing in possibility—that what is constructed can and must be continually deconstructed, re-imagined, and reconstructed	interrogating incidents, practices, structures, policies, and behaviors using negotiated standards for accountability as critical reading lenses; asking such questions as: • who is and is not served by a particular decision? • what is at stake and for whom in the way we operate? • whose knowledge is considered valid? • where are personal and institutional resources primarily devoted? • what is and what is not being talked about?	identifying incidents, practices, structures, policies, and behaviors that are and are not aligned with negotiated standards for accountability; synthesizing observation, experience, and research to maximize insight (versus labeling, which privileges the needs of the institution to maximize expediency); strategically determining the people best positioned to engage what is read, and the places/times best suited for that engagement	positioning oneself against what has been named as problematic; can be done for a variety of purposes including: • to maintain one's integrity • to illuminate and problematize decisionmaking • to resist the imposition of mandates or assumptions that displace localized standards for accountability • to draw others' attention to the need for change (productive change requires ongoing cultivation of relationships with those who may not be invested in opposing named problems)	imagining, evaluating, and implementing alternatives; a creative process that results in observable change, improved systemic integrity, and enhanced localized accountability

This chart is an adaptation of an approach originally published in: Ward, J. V. (2000). *The skin we're in: Teaching our children to be emotionally strong, socially smart, spiritually connected.* New York: Free Press.