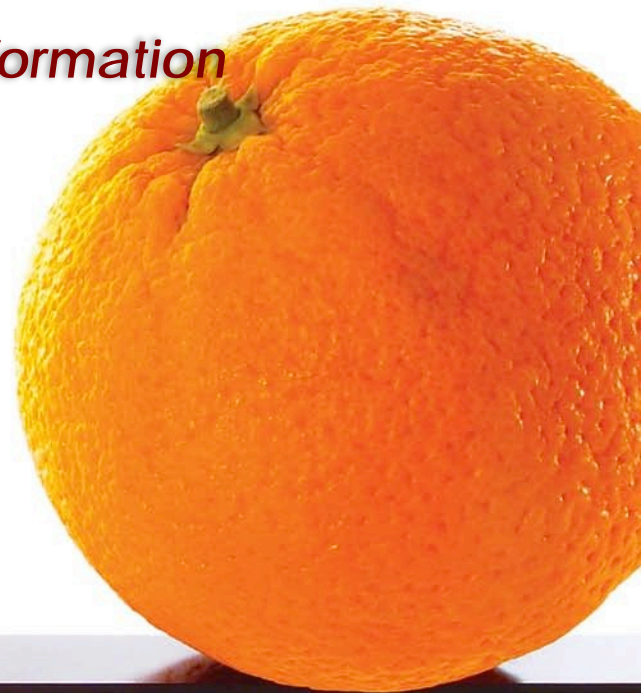
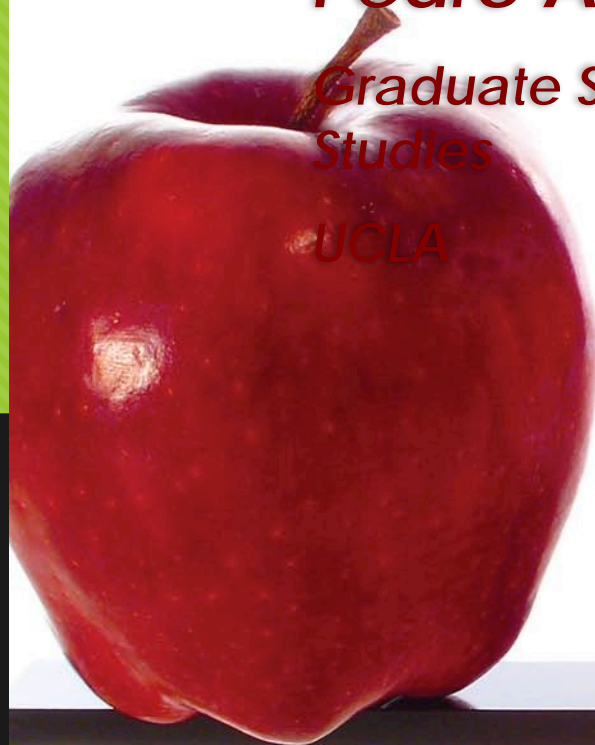


Excellence Through Equity: Creating Conditions for Great Teaching and Learning

Pedro A. Noguera, Ph.D.

*Graduate School of Education and Information
Studies*

UCLA

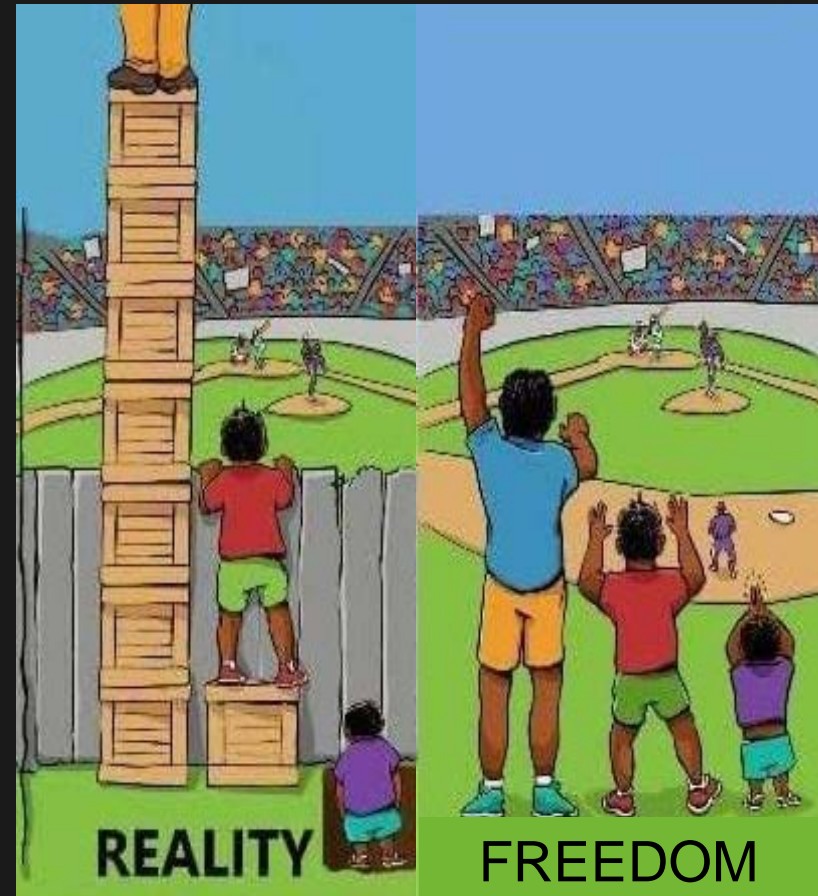
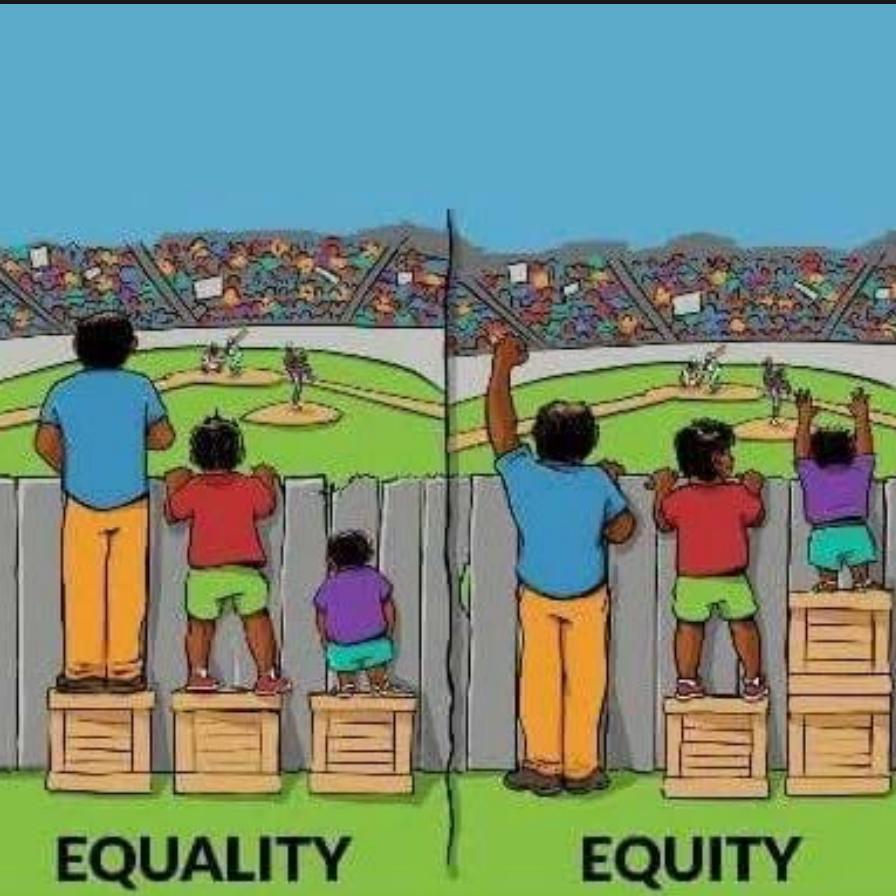


I. Making equity central

- Equity is:
 - Giving students what they need to be successful
 - Academic as well as social, material and emotional support
 - Recognizing that they learn in different ways and at different paces
- Pervasive inequality makes pursuit of equity difficult but essential – we must compensate for disadvantages
- We must stay focused on outcomes – academic and developmental

Equality vs. Equity

The truth is – freedom should be normal for ALL our children



Family time is equity time



History is a barrier

Boarding Schools



A group of Chiricahua Apache students on their arrival at Carlisle Indian School and four months later. c. 1890. The Huntington Library, San Marino, California.

Kill the Indian; Save the Man...

Racial barriers



The pursuit of equity requires identifying and eliminating common barriers

- Other barriers:
 - **COMPLACENCY – tradition, inertia of the status quo**
 - Lack of professional capacity
 - Lack of resources
 - Racial/linguistic/cultural bias/hostility toward immigrants
 - – institutional and interpersonal
- **An equity agenda must be focused on outcomes – academic and developmental**

Equity is not:

- Lowering standards or expectations
- Making excuses due to poverty or race
- An issue only schools serving poor children of color should be concerned about
- Choosing which students to serve – disadvantaged or affluent

Reflection

- What are the primary equity challenges at your school?
- What obstacles are preventing your school from addressing those challenges?
- Name some of the measures your school has taken to compensate for disadvantaged among your students?

Capacity Building

- A process designed to ensure that the skills of your staff match the needs of your students
- Tailored, differentiated professional development
- Strategic partnerships to address social needs of students
- Collaborative problem solving with central office

Schools improve when they focus on the five essential ingredients

- A coherent instructional guidance system
- Ongoing development of the professional capacity of staff
- Strong parent-community-school ties
- A student-centered learning climate/culture
- Shared leadership to drive change

Reflection

- Rate how well is your school/district doing on each of the five essential ingredients using a 1 – 5 scale (1 being the lowest).
- What obstacles are preventing you from serving all students?

1. Coherent instructional guidance

- Teachers are clear and agree about what is to be taught (essential skills), share ideas on how it should be taught, and how to intervene if students don't learn
- Students are empowered as learners
 - Class time is work time
 - Formative assessments/performance used
- Teachers plan together to reach agreement on what students should learn
 - Analyze student work
 - Discuss challenges without incrimination

Students in control of learning at Hollenbeck Middle School, LA





Behavioral Engagement

- Preparation
- Persistence
- Instrumental Help Seeking

We Must F



Cognitive Engagement

- Deep Processing
- Meta-Cognition



Emotional Engagement

- Interest
- Value

Stay focused on evidence of learning

- Make expectations clear and standards explicit
- Model and expose students to high-quality work
- Utilize diagnostic tools to check for understanding
- Learn about their students' interests in order to make lessons culturally relevant
- Expect students to revise and resubmit work
- Solicit feedback and questions from students
- Analyze student work with a focus on evidence of competence and mastery, and with a willingness to reflect on efficacy of methods

Reflection:

- What is your school doing to motivate and engage students? What should it do?
- What is your school doing to support effective teaching?
- How do you address teaching across racial, cultural and socio-economic boundaries?

2. Building professional capacity

- The skills of the staff and resources available to schools must match the needs of students

Brockton scholarship winners 2016



Key Elements of the Brockton Strategy

- Shared leadership
- Concerted effort to obtain buy-in around the strategy
- A coherent strategy focused on student needs
- Differentiated professional development
- Follow through, examining the evidence, sticking with it

Key Questions in Brockton

- *What are we teaching, how are we teaching it, and how do we know the students are actually learning it?*
- *What do our students need to know and be able to do to be successful on the MCAS, in their classes, and in their lives beyond school?*
- *We are not likely to get any additional staffing or resources, so what resources do we have now that we can use more effectively?*
- *What can we control, and what can't we control?*

Turn Around at Brockton High

- *“Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness... But Brockton High, by far the state’s largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state’s urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.”*
- James Vaznis, Boston Globe Oct 9, 2009.

Reflection

- In what areas are the skills of your staff out of alignment with the needs of your students?
- How predictable are patterns of achievement at your school?
- Are there high leverage strategies/interventions that should be pursued?

3. Parent and community ties

- Schools can't succeed without strong partnerships with parents and community to reinforce learning and close the gap between home and school.

PS 28 obtains highest gains in literacy and math in Brooklyn -2012



Key Elements of PS 28 Strategy

- Instructional leadership
- Parental support
- Community partnerships
- Ongoing focus on building the capacity of teachers
- Individualized support for students

Creating Partnerships with Parents

- Recognition of shared interests makes it possible to overcome these differences
 - Parents want the best for their children
 - Schools want to see students succeed
 - Need to clarify roles, rights and responsibilities in the partnership
- Social closure - Coleman's research shows that students benefit most when parents and schools work together
 - Reinforcing the importance of education

Basic Requirements for Improving Relationships Between Parents and Schools

- Recognition of shared interests
- Empathy and respect
- Recognition that all parents can help their children
- Staff must be trained to work with parents of all backgrounds
 - language and cultural skills
- Are We Ready for Parental Involvement?
 - Are educators willing to engage in critical conversations about school quality?

Reflection

- How are parents presently involved at your school?
- What more should your school do to develop partnerships with parents?
- Which community agencies should your school partner with?

4. School culture

- The more you know about the children you serve the better you will be at creating a school that meets their needs and supports their success.

What do you know about your students? Beyond stereotypes. Key questions:

- What are their lives like outside of school?
- How do they learn outside of school?
- What motivates and interests them?
- What challenges do they and their parents face?
- What are their unmet needs that may impact learning?

▪

Creating a culture to counter the streets: David Banks – Founder of Eagle Academy



Extended Learning at Eagle Academy



Engaged learners at Eagle



Every boy learns to play violin



Creating powerful school cultures

- Defined: Beliefs, attitudes, norms, expectations and assumptions that guide actions
 - Ethos - the character, customs, habits that distinguish a school/community
- Sarason's axiom: If you attempt to implement reforms but fail to change the culture of a school, nothing will change
- Highly successful schools are distinguished by a culture that reinforces core values and promotes intellectual development

Reactive vs. Preventative Discipline Practices

○ Reactive

- Rely heavily on isolation and exclusion
- Engage parents after behavior problems are exhibited, not before
- Focus on behavior infractions while overlooking underlying causes
- Fail to respond to early indicators of serious behavior problems

○ Preventative

- School values and norms are clearly articulated and actively reinforced
- Character development viewed as central to school mission
- Attempt is made to ascertain causes of behavior problems
- Interventions and punishments are designed to reinforce ethical behavior and reconnect students to learning
- Parents and community are partners

Steps to Take to Transform School Culture

- Shared ownership of challenges - Use achievement data to make it clear why change is necessary
 - Set bench marks
 - Analyze patterns
- Hold a retreat with staff for team building, to set goals and devise plans on how to achieve them
 - Must find ways to win “buy-in”, consistency
- Agree upon shared practices, norms, rituals
- Engage all staff, parents and students in building the culture
 - Town hall meetings

Agency vs. Grit

Grit

- Hard work, persistence
- Individual attribute
- Ignores contextual barriers
- Hard to measure except after outcomes are achieved

Agency

- Based on critical thinking
- Includes help seeking, social capital
- Can be individual or collective in form
- Recognizes barriers and strategizes to confront
- Measureable through observation of actions and attitudes

Reflection

- Do your students believe its cool to be smart?
- Does your staff collaborate?
- How would a visitor characterize the culture of your school?
 - Relations between teachers and students
 - Relations among staff
 - Relations between staff and administration

5. Shared leadership

- Leaders must generate a sense of urgency about addressing the needs of all students and improving outcomes and create an environment that supports capacity building.

Leaders must implement an equity agenda: Research shows what works

- Assign students who are behind academically to effective teachers
- Provide access to rigorous courses and increase academic support
 - AVID, MESA, double period classes, reduced emphasis on homework
- Develop early intervention systems to identify struggling students
- Provide extended learning time - after school (but not more of the same) and summer school

More of What Works

- Use extra curricular activities to build relationships and engage students in school
- Create advisories for all students
- Implement a discipline plan that promotes character, moral development and clear educational goals
- Develop a school year plan for parental involvement
 - Provide staff with training on how to work effectively with parents

Leaders must balance technical and adaptive work

- Technical work - A focus on managing the operations of the system, insuring that procedures are working and that employees are in compliance with policy.
- Adaptive work - A focus on the dynamic and complex nature of the work, its substance, meaning and purpose. Work guided by a long term vision, with medium and short term goals. An awareness that we are trying to achieve our goals in a constantly changing environment
 - Ron Hieftz - Leadership on the Line

Five Principles of Courageous Leadership

- Courage to act
- Getting to your core values
- Making organizational meaning
- Assuring constancy of purpose
- Building sustainable relationships

Reflection:

- Why have you chosen to become an educational leader?
- Are you making a difference?
- What is the reputation of your school? What is it known for?
- What are your strengths? In what areas do you need to grow?

Need for a Paradigm Shift

○ Old Paradigm

- Intelligence is innate
- Schools can measure intelligence and sort accordingly
- Success is defined by grades and test scores
- Inequity in resource allocation
- Discipline used to weed out the “bad” kids

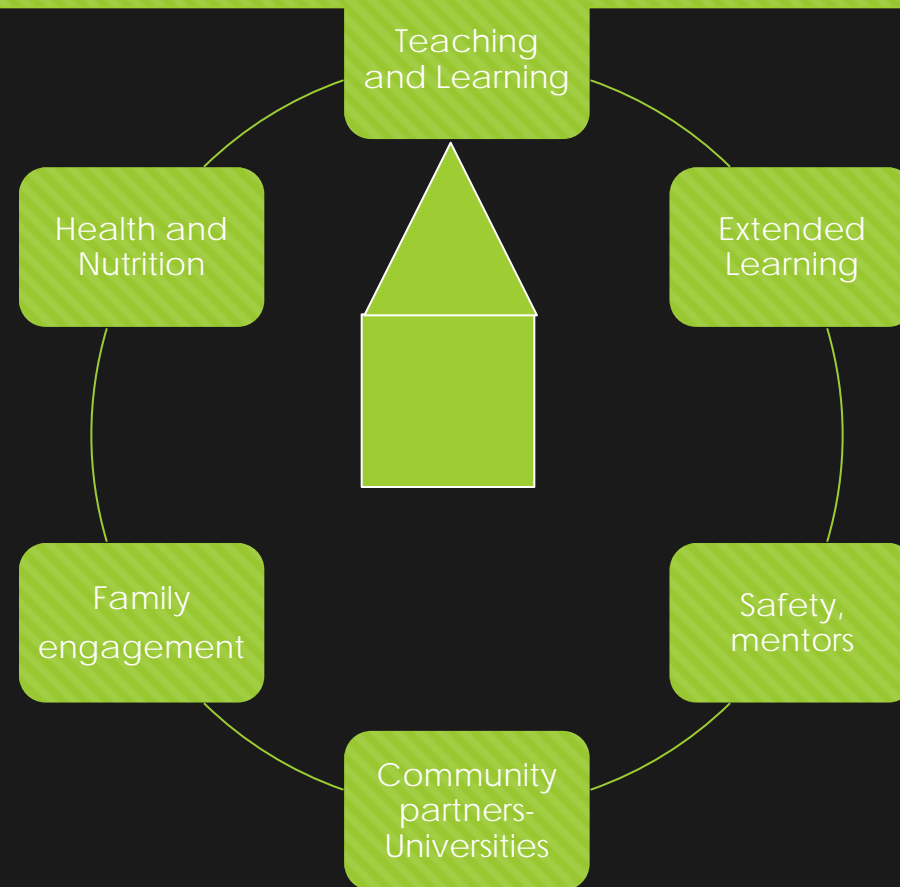
■ New Paradigm

- Intelligence and ability are influenced by opportunity
- Schools cultivate talent and ability among all students
- Success defined holistically
- Resources allocated based on student need
- Discipline used to reinforce school values and norms

Focus on the Right Questions:

- Instead of focusing on how to raise achievement we should ask: How can we get our students excited about learning?
- Instead of focusing on how to prepare our students for state exams we should ask: how do we prepare our students to be independent learners? What will they need to know to be successful in life?
- Instead of asking how to cover the curriculum we should ask: How will I make what I teach relevant and meaningful to students?

Embrace a vision for pursuing excellence through equity

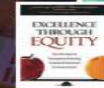


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