

# Equity 3.0: Deeper Learning, Capacity Building and Instructional Leadership

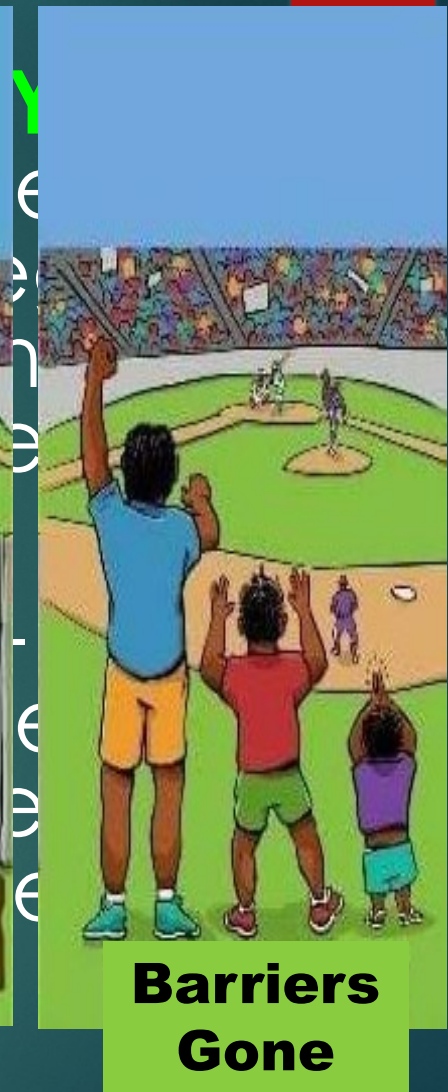
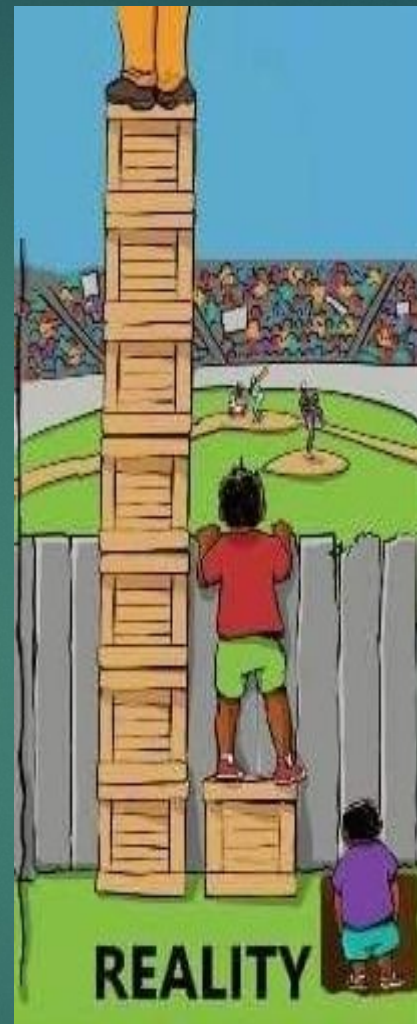
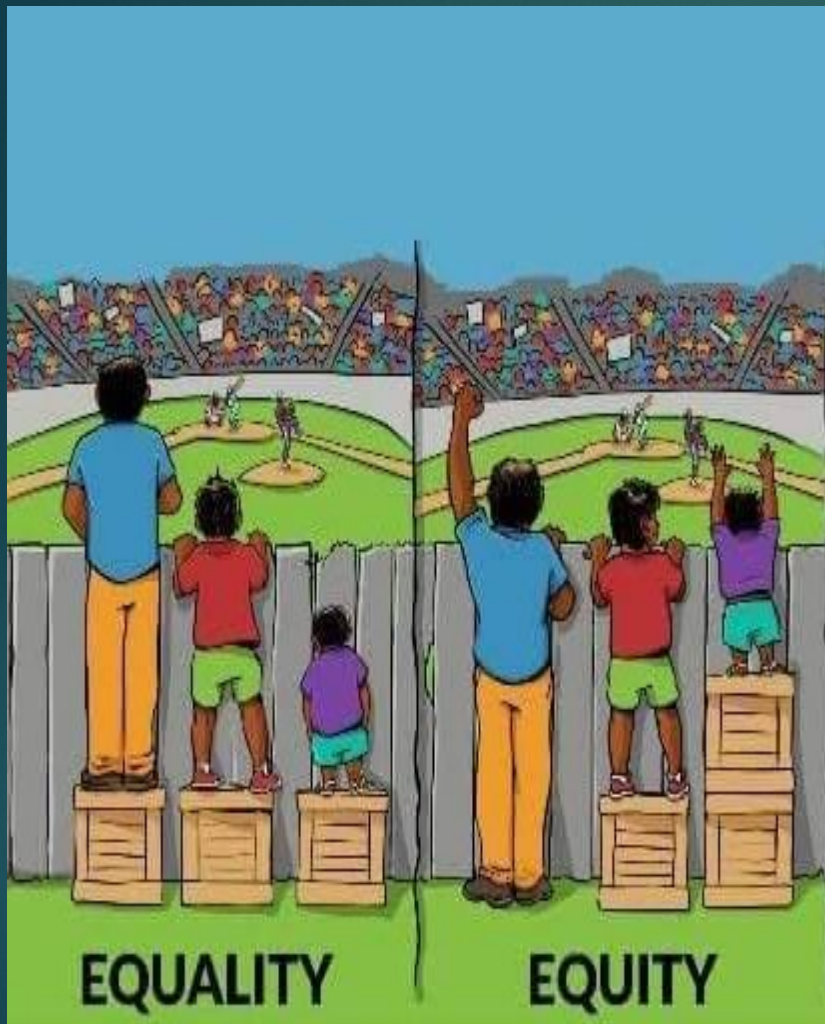
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# Phases of Equity Work

- ▶ **Phase 1** – Raise awareness about disparities – NCLB
- ▶ **Phase 2** – Recognize the opportunity gap, expand access to rigorous courses, begin eliminating barriers to learning
- ▶ **Phase 3** – Capacity Building – Improve teaching through instructional leadership and PLCs, motivate and engage students through deeper learning

# The equity imperative

- ▶ The reproduction dilemma: Pervasive inequality makes it most likely that the backgrounds of kids will determine academic outcomes
- ▶ We are getting equity right when the backgrounds of kids don't predict outcomes
- ▶ **Oregon now has the resources to make progress in advancing educational equity. How will you invest those resources to make a difference?**



The goal should be to eliminate barriers to learning for ALL students

# Reflection



- ▶ What are some of the barriers to equity at your school or district?

The pursuit of equity requires identifying and eliminating common barriers

**\*COMPLACENCY – tradition, inertia of the status quo**

- ▶ **Poverty** – unmet social and emotional needs
- ▶ **Lack of professional capacity** – insufficient guidance and support to teachers
- ▶ **Lack of access** to rigorous courses, good teachers
- ▶ **Racial/linguistic/cultural bias** – institutional and interpersonal

# Equity is not:

- Mediocrity or lowering standards
- Treating all children or schools the same
- Making excuses for poverty or race
- Only an issue for schools serving poor children of color
- Choosing which students to serve
  - disadvantaged or affluent

# The Pursuit of equity requires a balance between 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



# Are you using the right drivers?

## ▶ **Wrong Drivers**

- ▶ High stakes testing
  - ▶ Using fear as a motivator
  - ▶ Teaching to the test
- ▶ Pressure and humiliation
  - ▶ Ranking schools
  - ▶ Judging teachers by test scores
- ▶ Top-down accountability

## ▶ **Right Drivers**

- ▶ Trust
  - ▶ Collaborative problem solving
  - ▶ PLCs
- ▶ Empowerment
- ▶ Capacity building
- ▶ Partnerships
  - ▶ Parents
  - ▶ Community

# Be careful about how you use data

## ▶ **Ineffective Uses**

- ▶ Ranking kids and schools
- ▶ Using test scores to shame struggling schools
- ▶ Value-added measures for teachers
- ▶ Confusing symptoms and causes

## ▶ **Smart Uses of Data**

- ▶ Diagnose learning needs
- ▶ Identify areas where support for teachers is needed
- ▶ To guide and evaluate interventions
- ▶ To identify positive deviance

# San Diego's path to equity



- ▶ Expand access to college prep courses
- ▶ Ensure equity in teacher assignments
- ▶ Provide guidance to teachers on equity strategies to teaching
- ▶ Collaborative problem solving – site visits by the academic cabinet
- ▶ Stability in leadership

# Time to focus on deeper learning

- ▶ Opportunity to utilize higher order thinking skills
  - ▶ Analysis, evaluation, application, creativity
- ▶ To undertake and learn through complex tasks and challenging texts
- ▶ To acquire skills needed for college
  - ▶ Independent research
  - ▶ Critical/analytical thinking
- ▶ To produce high-quality work that serves as a reflection of what a student has learned — mastery

# The Learning Pyramid



Average Learning Retention Rates

# Develop a broad range of literacy skills: Debate in the Bronx



# We must cultivate curiosity



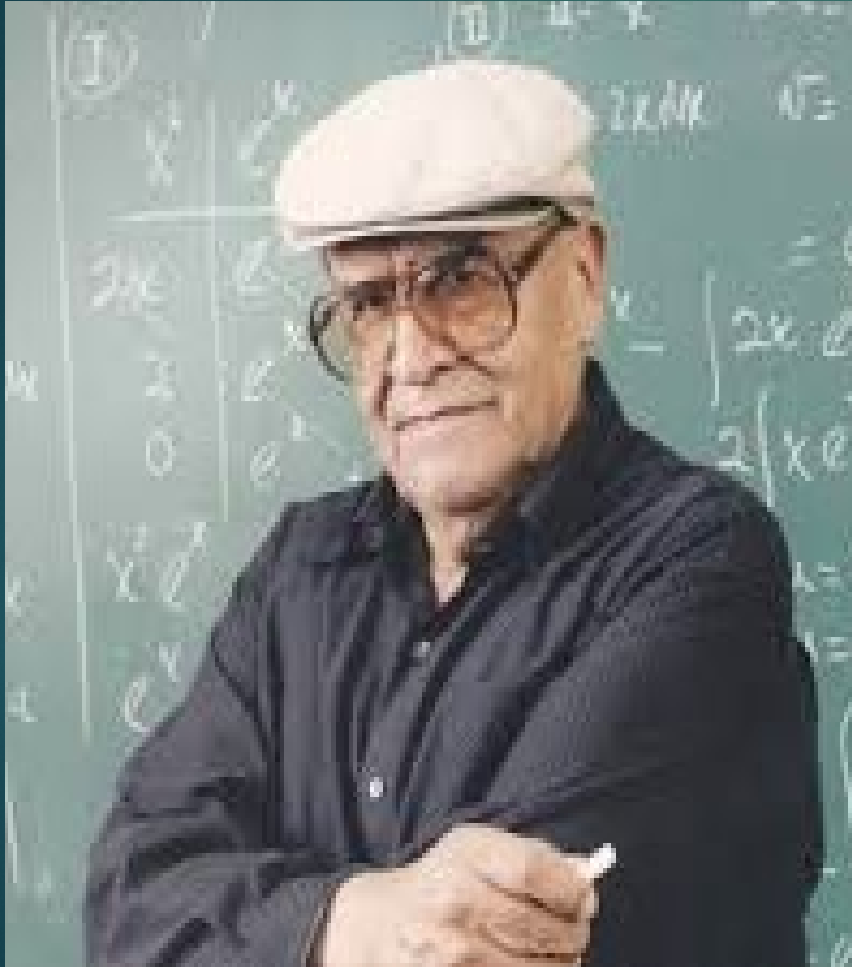
- ▶ Prachi Shah, professor of pediatrics at the University of Michigan, found that elevated curiosity was linked to higher math and literacy skills among kindergarteners. ...she discovered that students from impoverished backgrounds with a strong thirst for knowledge performed as well as those from affluent homes.
- ▶ “At high levels [of curiosity], the achievement gap associated with poverty was essentially closed,” Shah says.

# Cultivate curiosity: Studying hermit

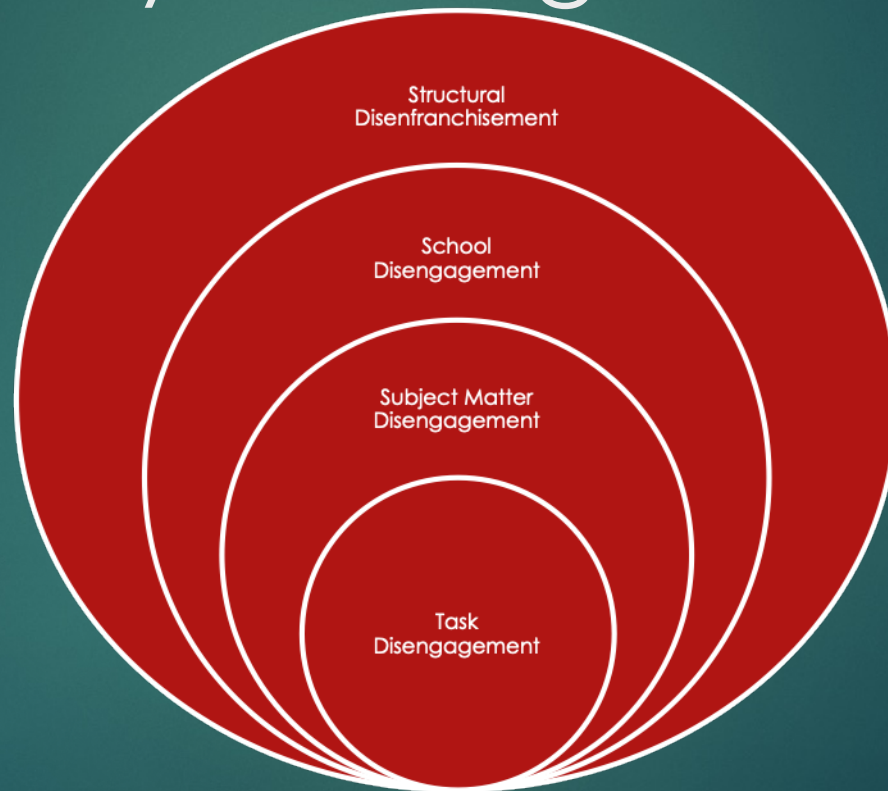




# How are you motivating students? Jaime Escalante vs. Rolland Fryer



# The Progression of Disengagement (Trajectory of Marginalization)



# Reflection



- ▶ What are some of the skills your teachers need to be effective with your students? (Hint: your student-level data will tell you)

# Students in control of learning at Hollenbeck Middle School, LA



# Teachers focus 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

# Strategies that engage students, raise achievement and reduce disparities



- Active learning, interactive classroom, on-task learning
- Personalized learning plans
- Inquiry-based pedagogical strategies
- Simulations, debate
- Socratic seminars
- Project-based learning
- Experiential learning
- Student leadership in the classroom
- Public presentations of student work

# Build professional capacity



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

# Creating a Student Centered Culture at SJHS



**SOCIAL JUSTICE  
HUMANITAS  
ACADEMY**

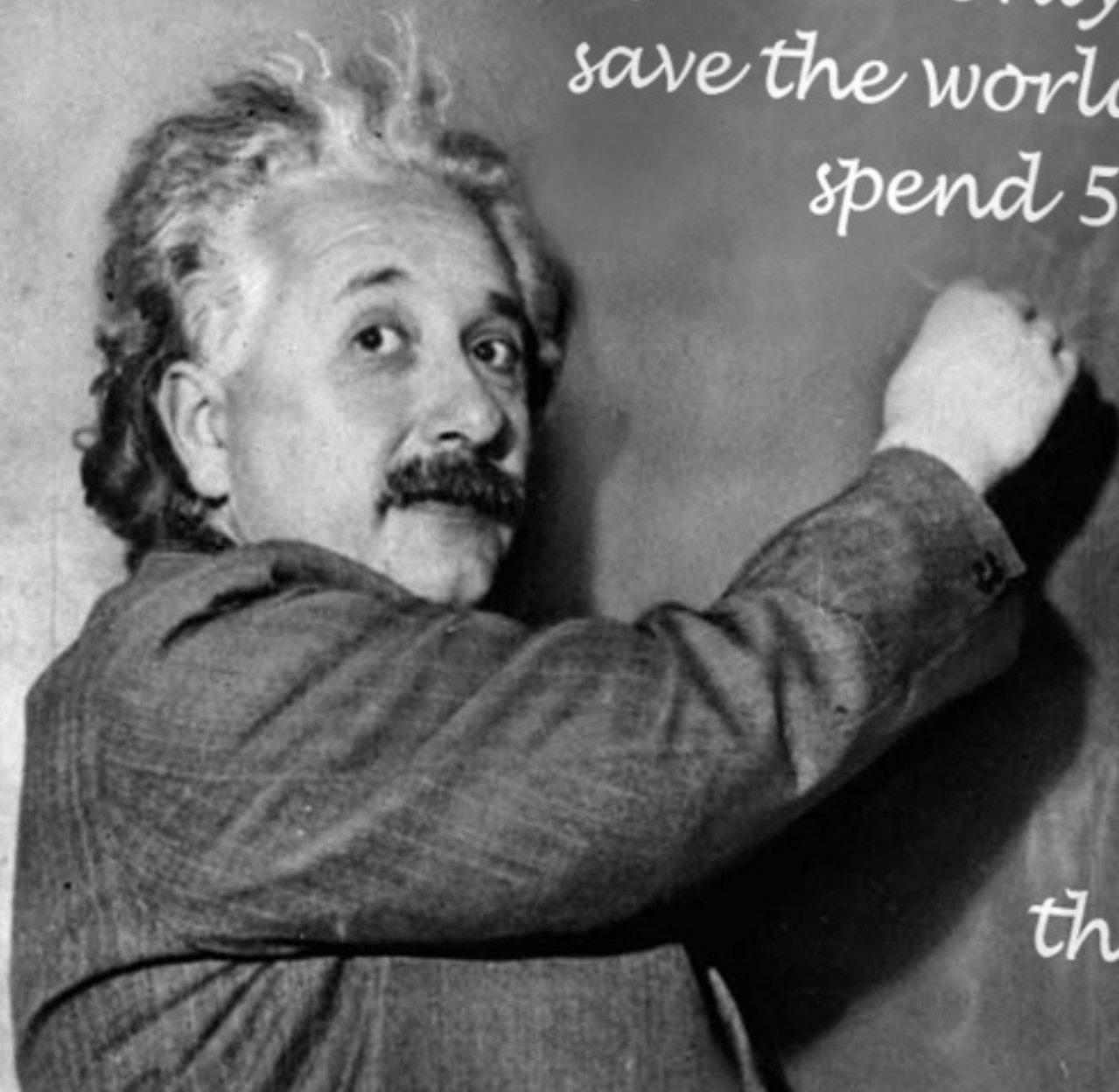
- ▶ Community building
- ▶ Collective decision making
- ▶ School-community partnerships
- ▶ Teacher empowerment
- ▶ Students evaluate teachers
- ▶ Results: 4<sup>th</sup> highest grad rate in LA, 95% college enrollment, no fights in 6 years



# Improvement Science: Distinguishing between symptoms and causes

<b>It's...</b>	<b>NOT...</b>
uncovering the system causing the outcomes	trying to develop a theoretical framework
understanding users' felt needs	trying everyone's favorite solutions
identifying breakdowns in the system	identifying people as good apples or bad apples
Investigating the existing system	starting with a blank slate

If I had only 1 hour to  
save the world, I would  
spend 55 minutes  
defining  
the  
problem  
and only  
5 minutes  
finding  
the solution



# Strategies that make good teaching transparent



- ▶ Collective lesson planning – veteran teacher must vet lessons
- ▶ Learning walks - de-brief is most important
- ▶ Analyzing student work in PLCs
  - ▶ Establish norms for shared vulnerability
  - ▶ Start w standards
  - ▶ Analyze patterns
  - ▶ Pose critical questions
  - ▶ Share ideas
- ▶ Model lessons – teachers teaching teachers

# 50 Books for Boys

American Reading Company

