



ASCD Annual Conference
Critical Transformations

What Got Us Here Won't Get Us there!
March 6, 2010

Presented by
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Learning Goals

- Understand the key principles of Equity
- Examine how Equity is incorporated in PLC
- Analyze student voice as a means to refine instruction

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Do We Have the "Will" to Educate All Children


The knowledge and skills to educate all children already exist. ... ***There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children.***


If we embrace a will to excellence, we can deeply restructure education in ways that will enable teachers to release the full potential of all our children.

ASA G. Hilliard


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If you don't give up,
you never have to start over!


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Pedagogy


What do teachers bring to instruction?


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The greatest barrier to learning is not
what the students know, but what the
teachers believe!

Dr. Wade Nobles

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 **Change**


Predict the Sequence


- Number the following first, second, and third to indicate the order in which you believe these events usually occur:

___ Changes in teacher behaviors

___ Changes in teacher beliefs and attitudes

___ Changes in student learning

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 **Predict the Sequence**

- Findings of a landmark staff development study by Thomas Guskey (1989):


Staff development leads to...


2 Changes in teacher behaviors

3 Changes in teacher beliefs and attitudes

1 Changes in student learning

Rationale: Teachers must first try a strategy or practice and see the positive results with their students before they become convinced that it will work and therefore change their previous belief, attitude, or assumption.

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 **Moving Toward Equity Mind-set!**

Equity Staff development leads to...


Self-Fulfilling Prophecy – Pygmalion Effect....

2 Changes in teacher behaviors

1 Changes in teacher beliefs and attitudes

3 Changes in student learning

Rationale: Teachers must have high expectations for all students first! Then the teacher will feel the efficacy (belief that I can teach any student) which changes teaching behaviors, therefore yielding positive academic achievement.

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What is Educational Equity & Excellence?

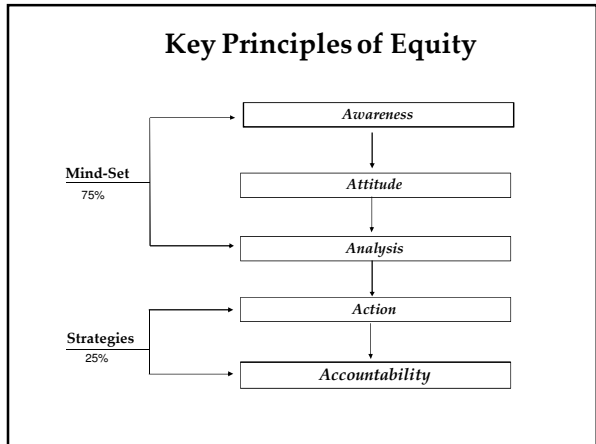
Educational Equity is the belief quality instruction for **all** students will be achieved when the results of deliberate actions to close the racial achievement gap becomes the driving force of the organization; by pushing the top performing groups to accelerate student achievement for **all** students

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Equity means...

Applying additional or different resources to ensure **all** students receive what they need to exceed grade level standards.

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Closing the Achievement Gap

75% Mind-set
(what I believe)

25% Instructional Strategies
(What I do)

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Asking a different question?


Statewide CST Comparison SED/Non-SED
ELA 2009

Race	Non SED (%)	SED (%)
Asian	~85	~60
White	~75	~50
Latino	~55	~35
Black	~50	~35


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Race does not impact student achievement! It's how educators view and react to race that impacts student achievement.

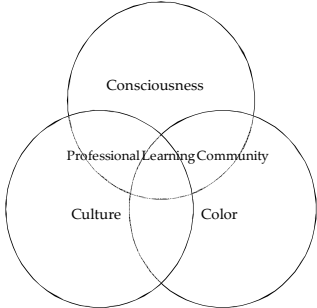
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CELEBRATING EQUITY

Girl Like Me!

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**Adding Equity
To Professional Learning Communities**





CELEBRATING EQUITY


**Adding Equity
To Professional Learning Communities**


- **Culture**
 - Values, behaviors and norms of a particular group
- **Color**
 - Skin color, race
- **Consciousness**
 - Mind-set, purposeful, intentional, deliberate

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 **Adding Equity**
To Professional Learning Communities


- Understanding Equity is not a strategy, but a mind-set, researchers of Educational Equity and school reform have extended the research of PLCs to include; PLCs do not explicitly address the need of how race and culture impact:
 - transforming school culture
 - teacher collaboration
 - instruction and student learning
- Adding Equity to PLC is a researched based approach to assist educators in being culturally conscious in implementing the key elements of Equity. (Ladson Billings, 2002 Gay, 2004).
- This Equity approach to PLCs requires educators to integrate cultural assets and courageous conversations as a means to closing the achievement gap for the traditionally under-served students of color.

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 **Adding Equity**
To Professional Learning Communities


- **Ensure Students Learn**
 - Equity Element
 - The entire school must have explicit guiding principles to address culture and race and its influence on student learning. The classroom is committed to integrating cultural/racial assets as a means to connect powerful learning with students of color.
 - Collaborative teams will analyze current promising practices that support students of color.
 - Asset model not a deficit model

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 **Adding Equity**
To Professional Learning Communities

- **Culture of Collaboration**
 - Equity Element
 - Collaborative teams must be willing to have a culturally conscious mind-set as they plan, design and implement culturally conscious lessons and activities that support powerful learning for students of color.
 - Culturally Conscious lessons are aligned to key standards and measured by district assessments.


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 **Adding Equity**
To Professional Learning Communities


- **Focus on Results**
 - Equity Element
 - Teachers must be willing to extrapolate qualitative and quantitative student achievement data by race and engage in courageous conversation to enhance the quality of instruction.
 - PLC teams will learn how to use student interviews to inform classroom instruction.




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 **Adding Equity**
To Professional Learning Communities


- **Racial Identity Development**
 - Equity Element
 - PLC teams members are cognizant of their own racial identity as teachers and how students' view them racially.
 - PLC teams understand that race does not impact student achievement rather how the adult's view of race impacts student achievement.
 - PLC teams overtly discuss how instruction and materials should support the cultural and linguistic experience of students.



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Vision, Passion Purpose



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