

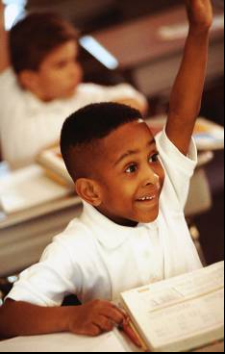
# How to Reach and Teach Malik and Jesus: Using Culturally Responsive Structures and Strategies to Close the Achievement Gap

Presented by:

Dr. Alan K. Nishino, Superintendent  
and

Dr. Edwin Javius, CEO *EDEquity*

November 14, 2007

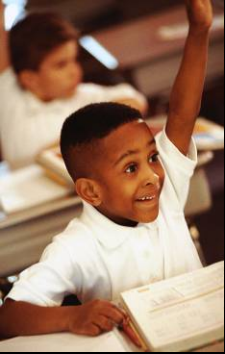


# The Power of a Teacher



I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized."

Dr. Haim Ginott



Greatest barrier to learning...



is not what students know, but  
what teachers believe!

*Dr. Wade Nobles*

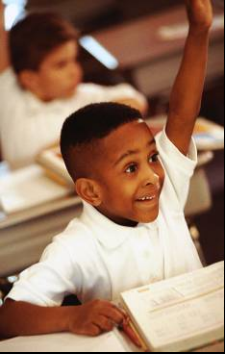


# What do we know



There is no other information we need to know to close the racial achievement gap.

The question we need to ask!  
“Why haven’t we taken action on what works for students of color?”



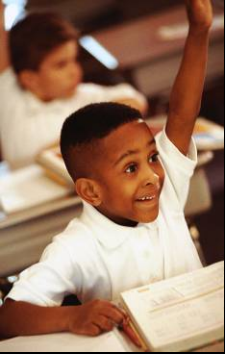
# What does the data say?



SED White students achievement is equal or better than the achievement of non SED Black and Latino students.

Source: 2007 CST results ELA and Math

# Deeper Look at Data



## Achievement gaps by race and income

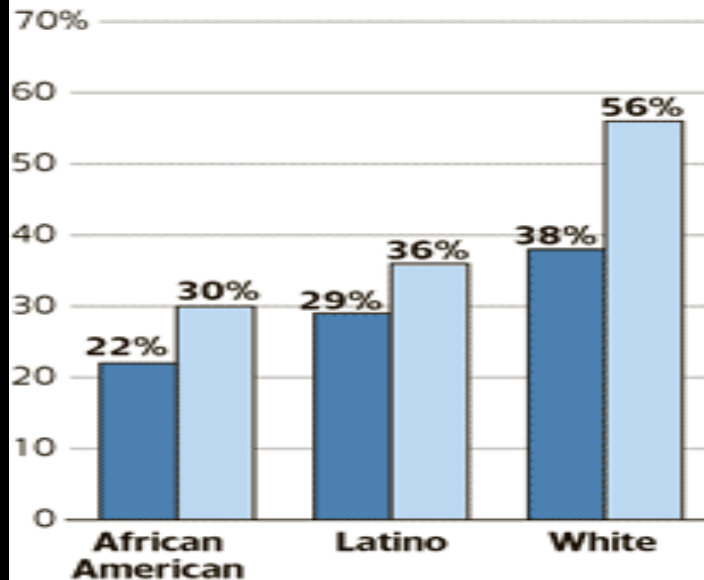
White and Asian students in Sacramento County are outperforming their African American and Latino classmates, even when the ethnic categories are separated by economic status. These charts show the percentage of students scoring proficient or above on the 2007 California Standards Tests in math and English.

Low income\* Higher income\*

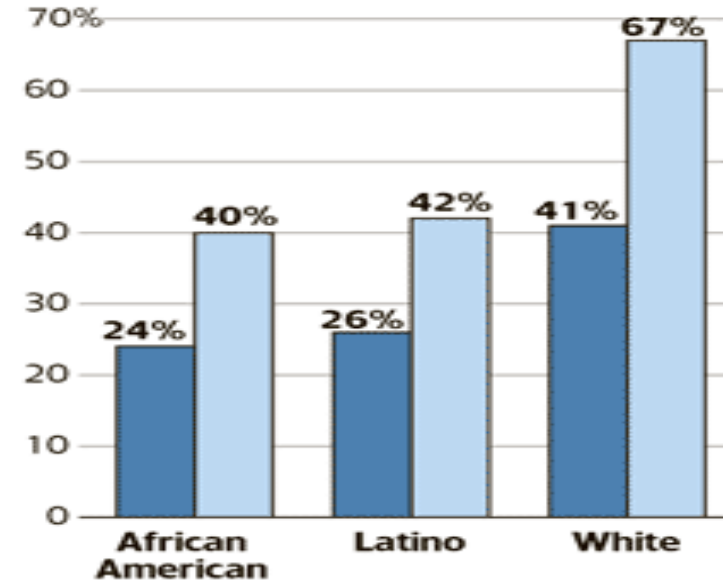
### CALIFORNIA Students scoring proficient or above

(Statewide test data for Asians separated by economic status not available)

#### MATH

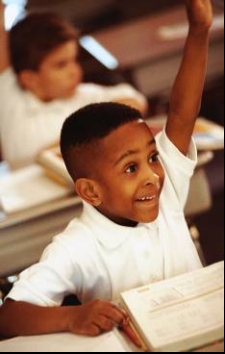


#### LANGUAGE ARTS



\*Based on whether the student qualifies for government-subsidized lunch (the student's family can't earn more than 185 percent of the federal poverty line)

Source: California Department of Education; Bee research Sacramento Bee/Nathaniel Levine



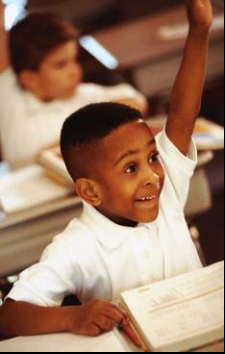
# The question has changed



What are the other factors?

Well, we know that all groups of children can learn and achieve to high levels. So now we need to consider whether, institutionally, low expectations or other factors are holding specific groups of children back.

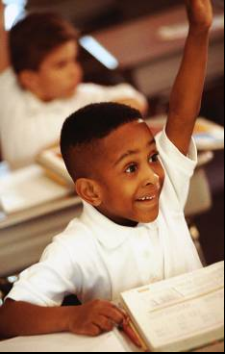
Annual address from Superintendent O'Connell on the status of education in California



# Are we solving the right problem?



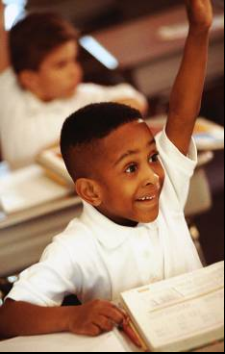
- If the question has changed, then the approach to address the gap must be reviewed as well!
- Your achievement gap approach may not close the racial achievement gap problem in the your district /school!
- The impact of race and culture “as assets” should be a central component to your professional development plan.
  - Just aligning curriculum to standards, pacing guides, using data and having teachers collaborate is **not enough** to close the racial achievement gap!



IT TAKES THE BELIEF THAT . . .



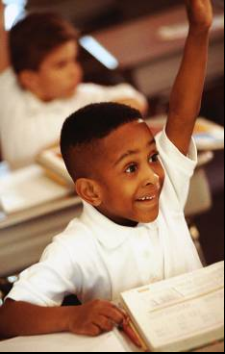
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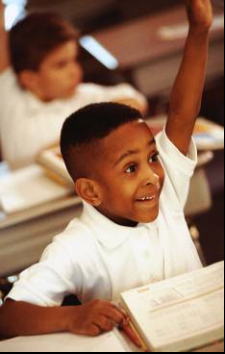
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# Mission of EDEquity, Inc



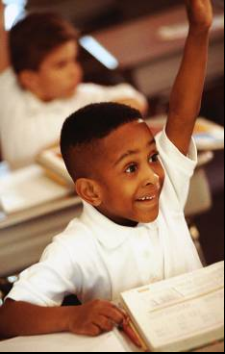
EDEquity, one of California's premier educational consultant firms, is committed to working with districts and schools to develop policies, practices, and protocols to eliminate the academic Equity gap!

# Who We Are!

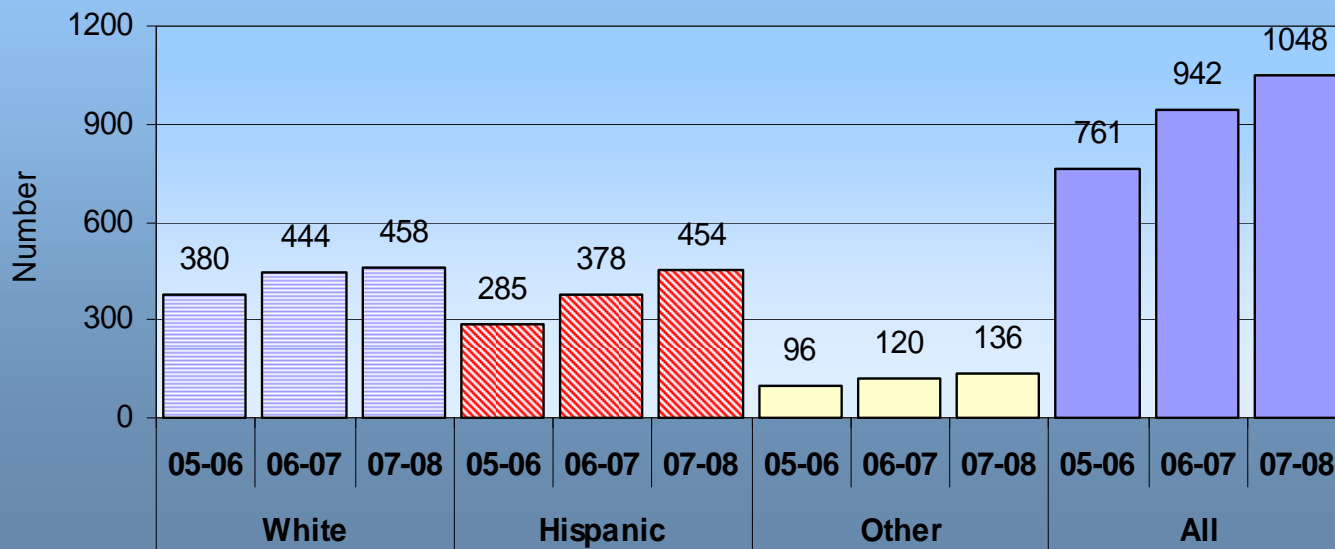


- EDEquity's associates have many years of successful educational experience working with both low and high performing schools throughout the nation.

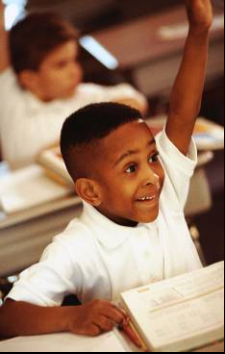
# Algebra I



Morgan Hill Unified School District  
2005-06 to 2007-08  
Students Enrolled in **Algebra I** by Ethnicity



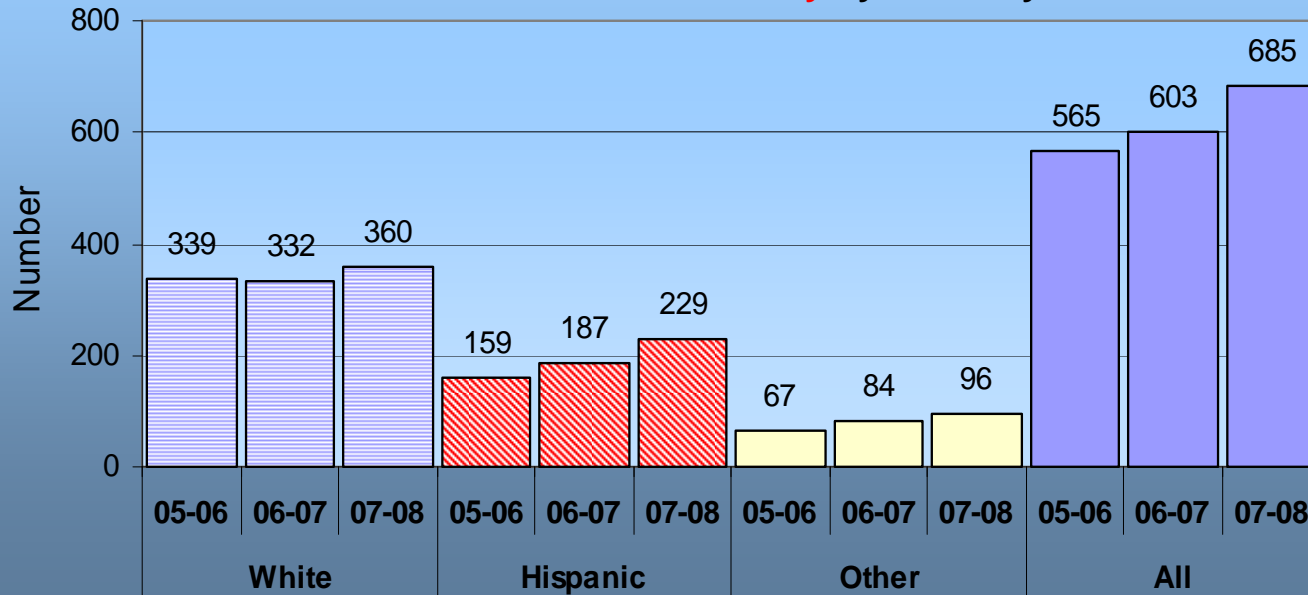
- All ethnic groups have increased enrollment in Algebra I
- 138% increase in Algebra I In 3 years for ALL students
- 159% increase in Algebra I in 3 years for Hispanic students
- Aligned to 8<sup>th</sup> Grade Math Standards



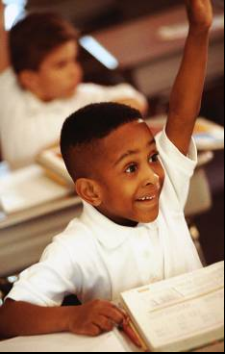
# Geometry



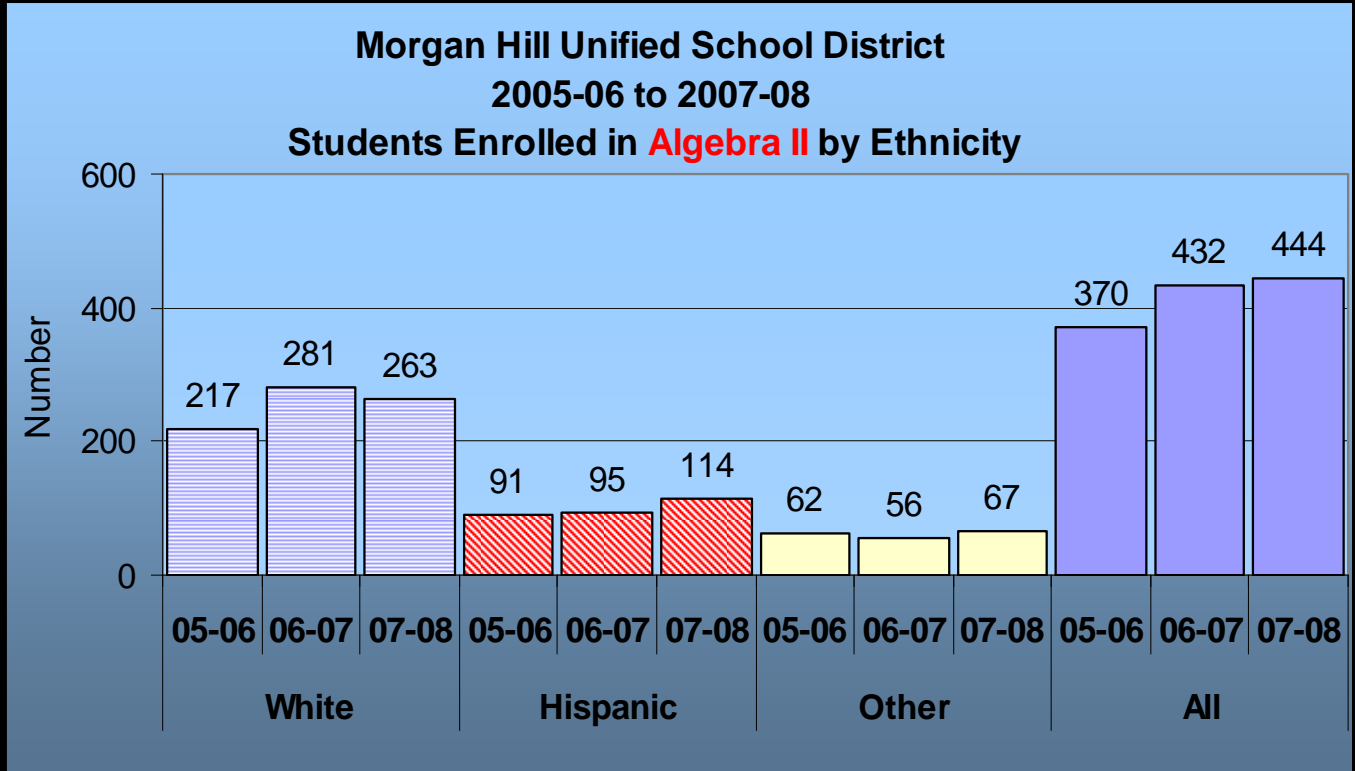
Morgan Hill Unified School District  
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Students Enrolled in **Geometry** by Ethnicity



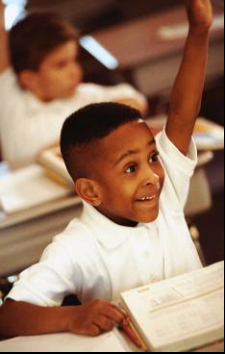
- All ethnic groups have increased enrollment in Geometry
- 121% increase in Geometry In 3 years for ALL students
- 144% increase in Geometry in 3 years for Hispanic students



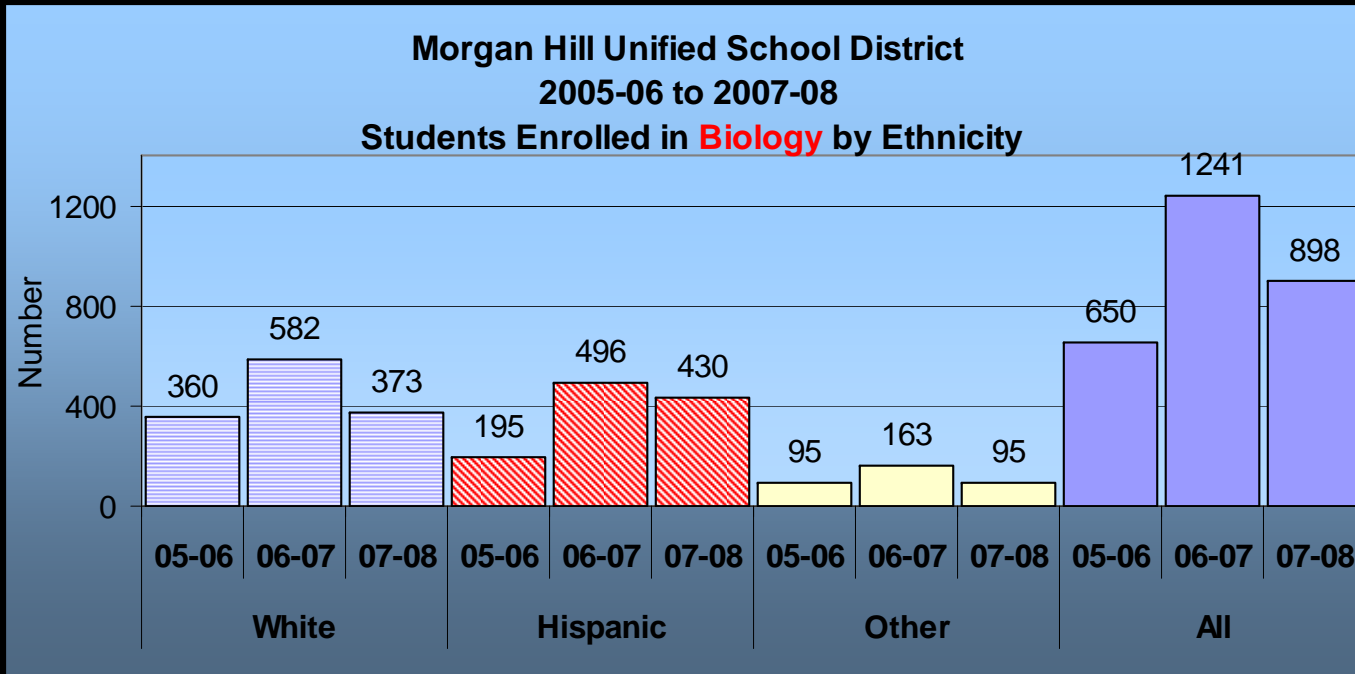
# Algebra II



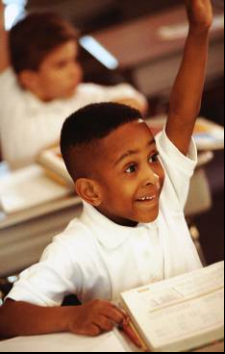
- All ethnic groups have increased number of students in Algebra II
- 120% increase in Algebra II In 3 years for ALL students
- 125% increase in Algebra II in 3 years for Hispanic students



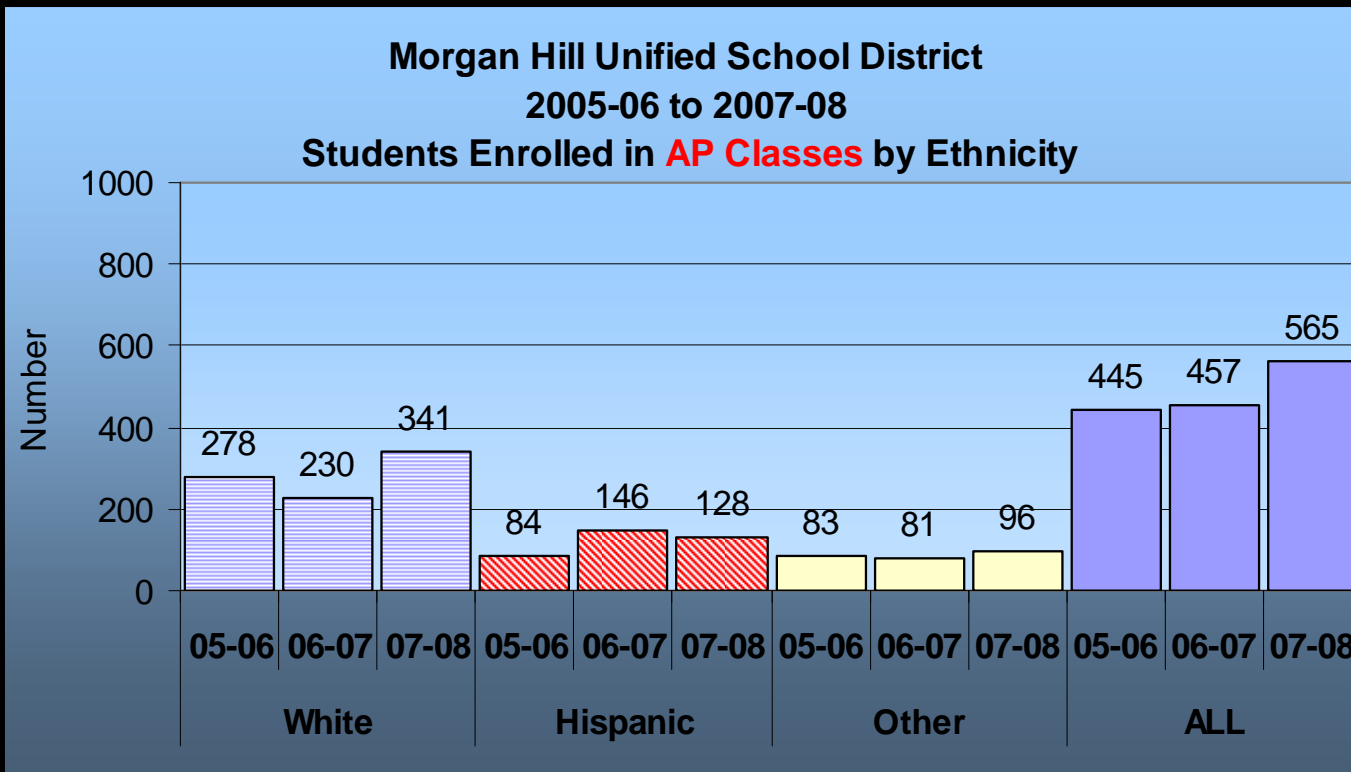
# Biology



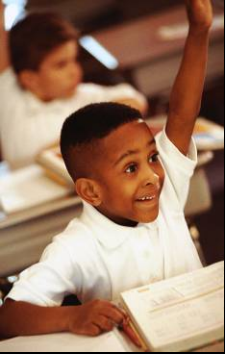
- 235 more Hispanic students took Biology in 07-08 than 05-06
- 220% increase in Biology in 3 years for Hispanic students
- 138% increase in Biology In 3 years for ALL students
- Biology is now aligned with 9<sup>th</sup> grade science standards



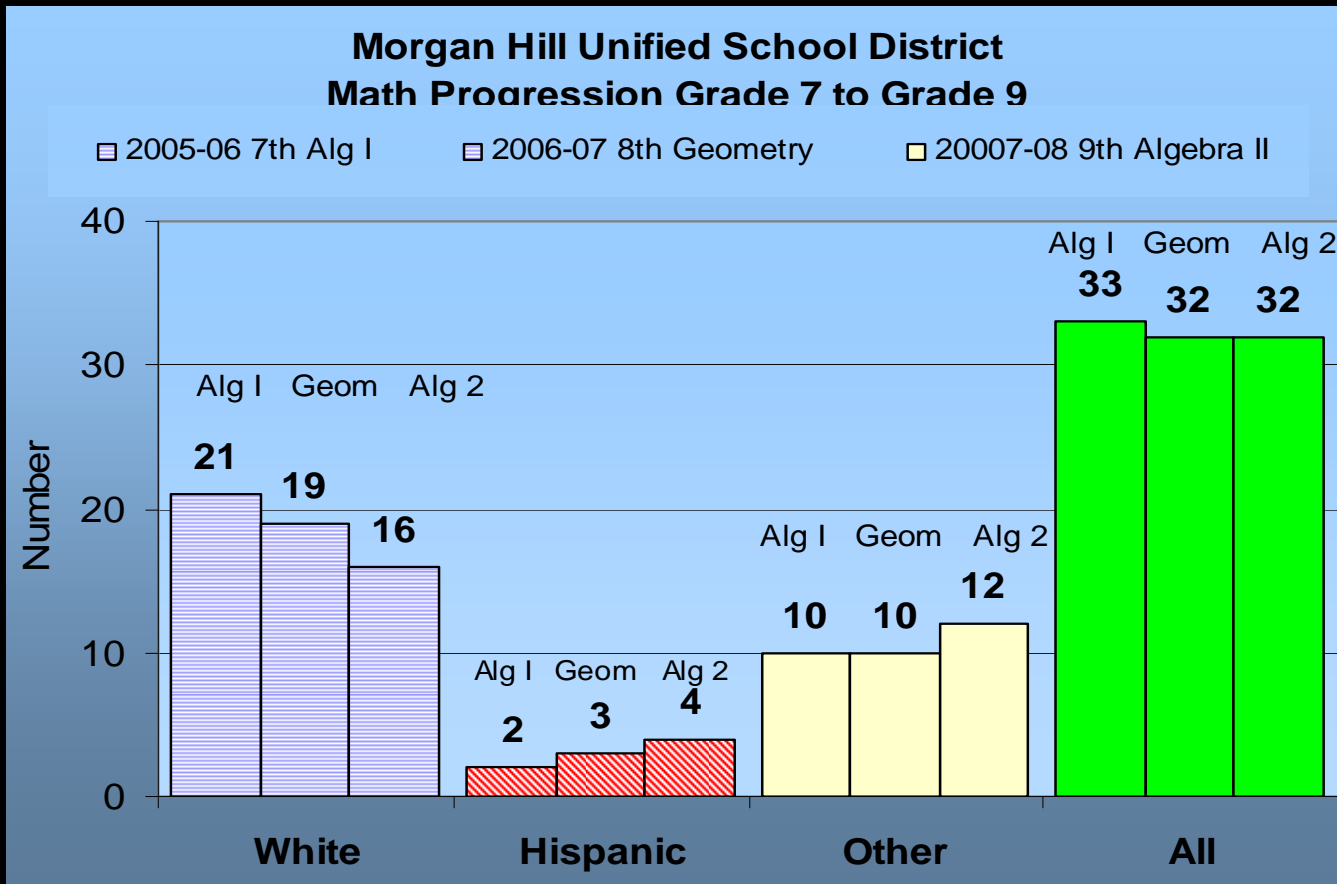
# Advanced Placement Classes



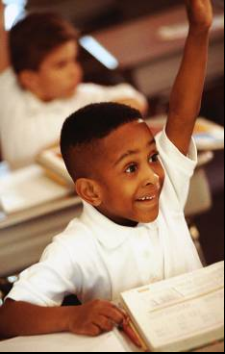
- More students (120) are enrolled in AP classes over 3 years
- 127% increase in AP classes in 3 years for ALL students
- 152% increase in AP Classes in 3 years for Hispanic students; 122% for White students



# Math Course Progression



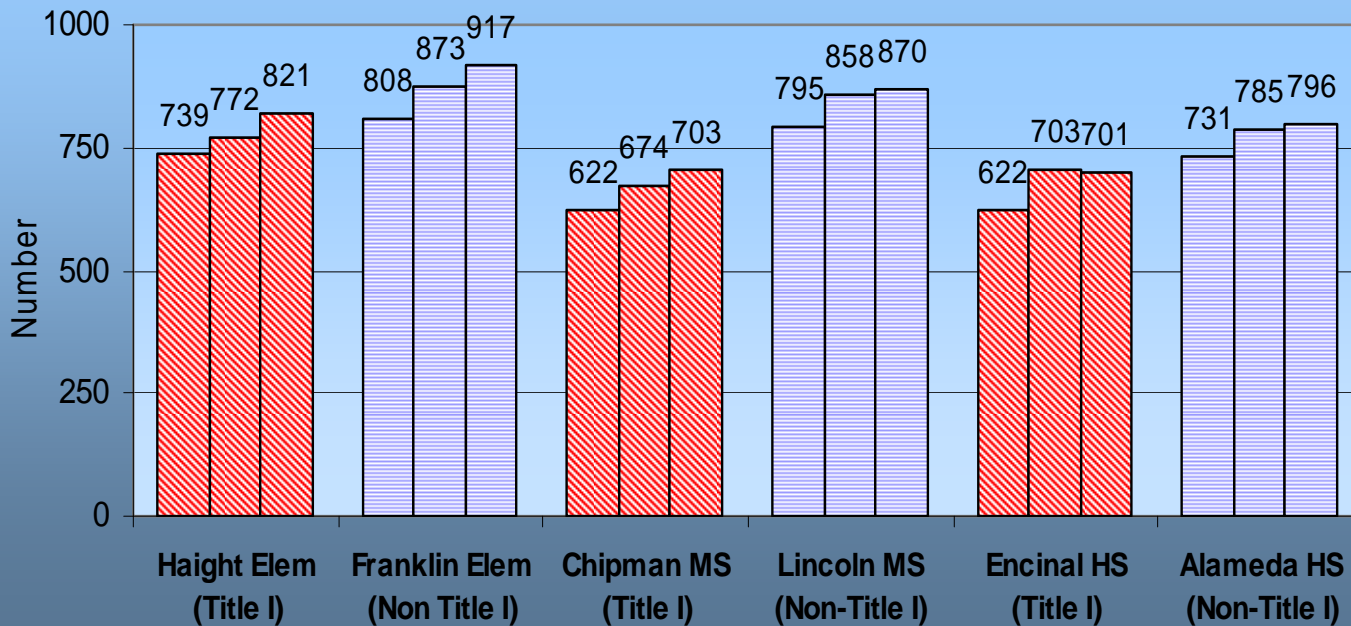
- There is staying power for students starting Algebra I in 7<sup>th</sup> grade
- The 7<sup>th</sup> grade cohort is moving from Algebra I to Geometry to Algebra II



# Alameda Schools' API Scores Grow

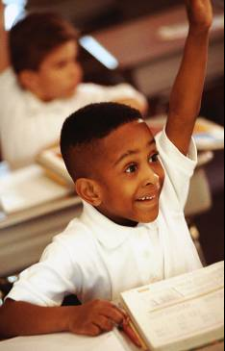


Alameda Unified School District  
API Growth 2000-01 to 2004-05 to 2006-07  
Title I and Non-Title I Schools

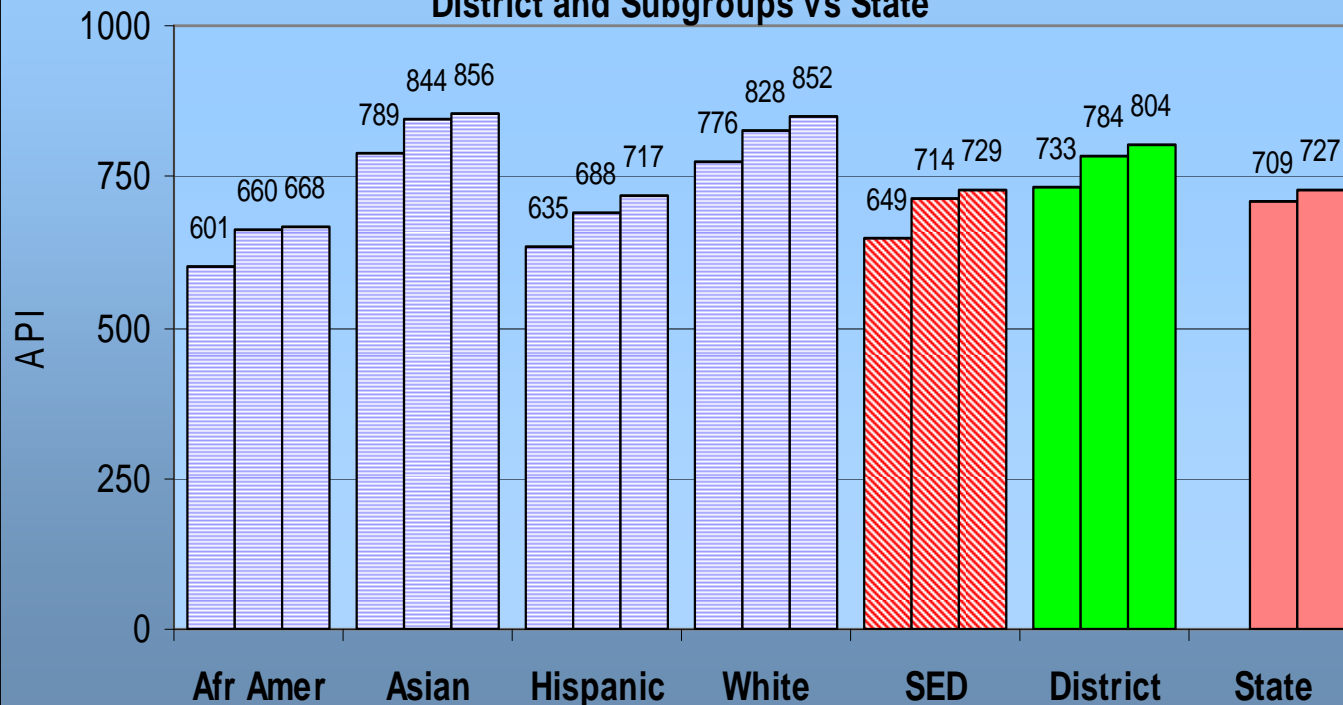


- Schools have increased 75-109 points over time
- Title I schools made gains since 2000-01 and continued growth in 2006-07
- Franklin, a high SES school, made over a 100 point gain

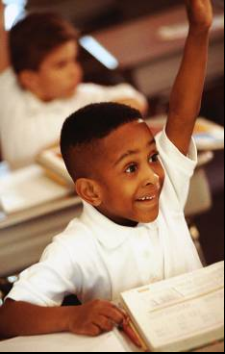
# Alameda Subgroup's API Continued Growth



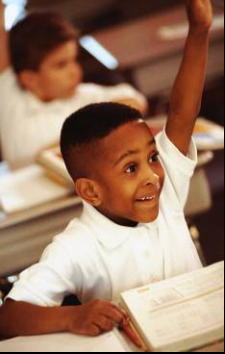
Alameda Unified School District  
API Growth 2000-01 to 2004-05 to 2006-07  
District and Subgroups vs State



- All subgroups made progress over time
- All groups are closing in on the state API
- Asian, White, SED, and District exceeded state API



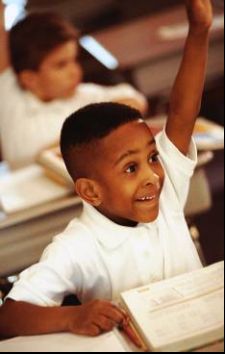
# WHAT DOES IT TAKE TO CLOSE THE RACIAL ACHIEVEMENT GAP?



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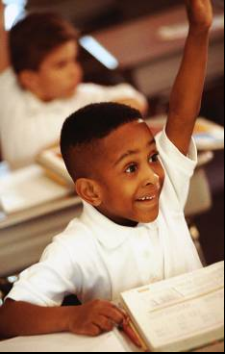
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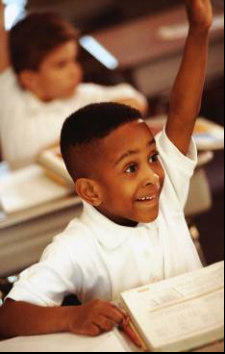
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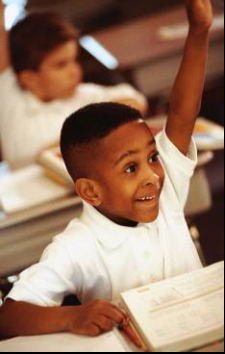
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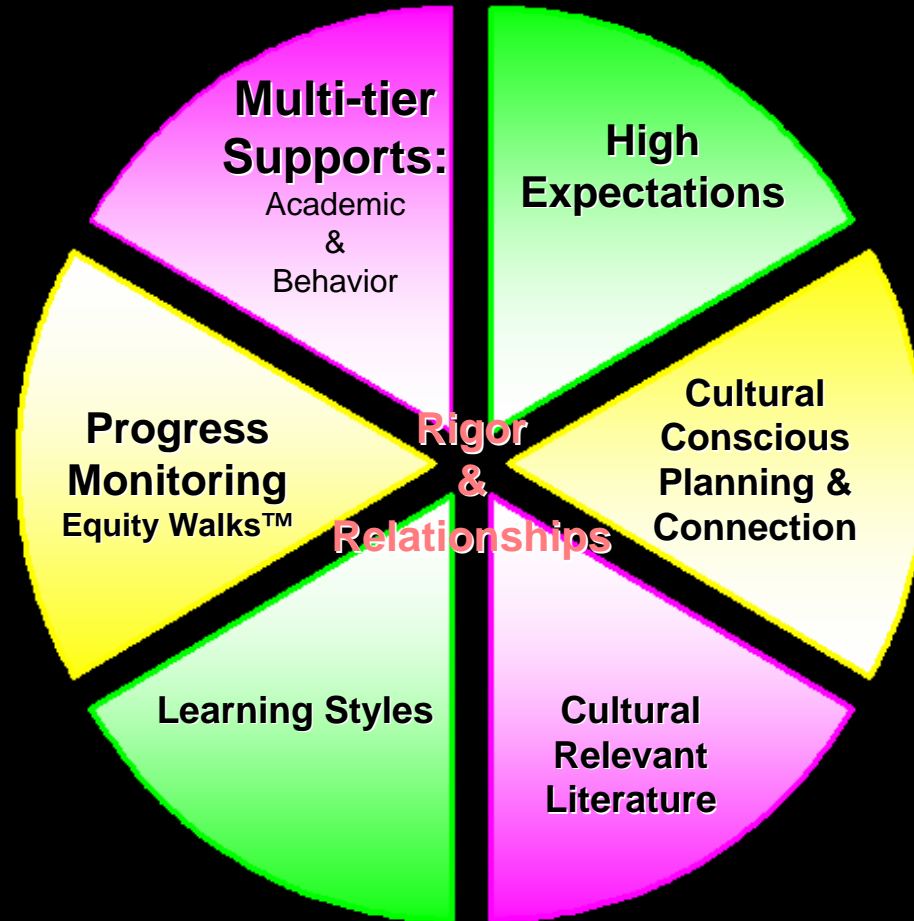
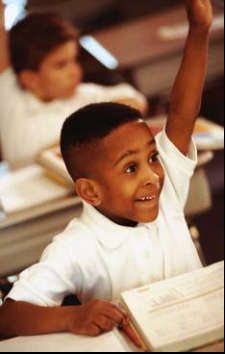
# Cultural Responsive Teacher

(Most effective with students)

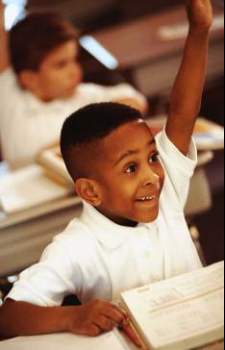


- Cares, respects, and appreciates the culture of their students
- Believes in high expectations for all students
- Demonstrates expertise in subject matter and pedagogy
- Creates lesson plans that excite and engage students
- Understands the need to establish relationships with students
- Respects parents and the community

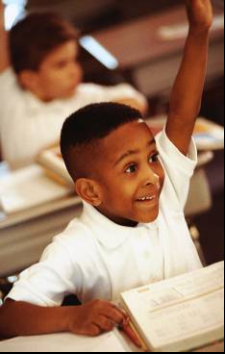
# Culturally Responsive Classroom Structure



# Characteristics for Implementing Culturally/Linguistically Responsive Instruction



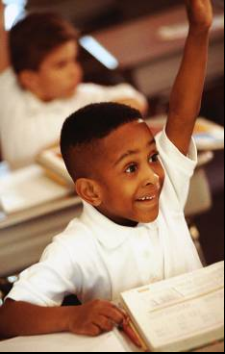
- High expectations—supporting students as they develop the literacy appropriate to their ages and abilities
- Shift from Deficit model to Assets model
- All tiered instruction must encompass strategies that include the students' reality and validate their sense of self
- Positive relationships with families and community—demonstrating clear connections with student families and communities in terms of curriculum content and relationships
- Cultural empowerment-reshaped curriculum, mediated for culturally valued knowledge—connecting with the standards-based curriculum as well as individual students' cultural backgrounds
- Active teaching methods—involving students in a variety of reading, writing, listening, speaking, and viewing behaviors throughout the lesson plan



## Characteristics for Implementing Culturally/Linguistically Responsive Instruction



- Teacher as facilitator—presenting information; briefly giving directions; summarizing responses; and working with small groups, pairs, and individuals
- Student control portions of the lesson or talking at conversation levels around the topic being studied while completing assignments in small groups and pairs (Schmidt, 2003)
- Instruction around groups and pairs, low anxiety—completing assignments individually, but usually in small groups or pairs with time to share ideas and think critically about the work

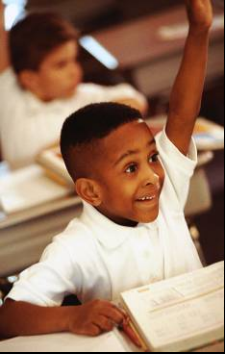


# Learning Styles of Boys



- lessons (which have) clear achievable aims and short-term targets
- a variety of activities including practical work, activity-based learning, the positive use of competition
- teachers (setting) high expectations and teaching pupils to think for themselves and work independently, putting an emphasis on study skills
- activities that require deductive reasoning skills
  - Whole to part learners
- Sociocentric and relational
- questioning (which is) quick-fire, lively and varied
- incorporating good sense humor
- feedback (focusing) on how work could be improved by specific steps.

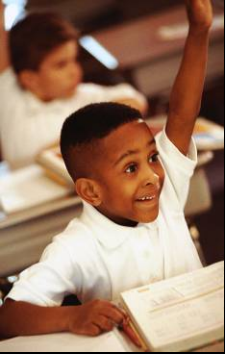
Ofsted, 2003,



# Effective Strategies with Malik and Jesus



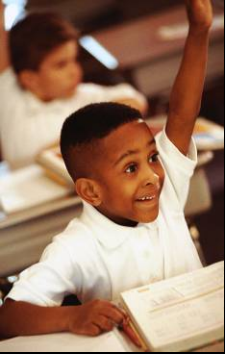
- Multicultural Environment
  - Develop classroom activities that foster an understanding and appreciation of the struggles of the students' cultural heritage
  - Distinguish between equality and equity and knowing when to treat students the same or different on the basis of their race, ethnic group, sexual orientation or level of academic achievement



# Effective Strategies with Malik and Jesus



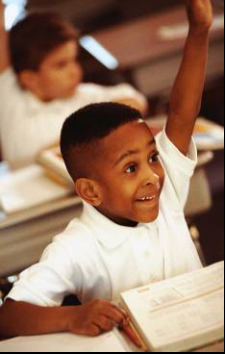
- Teaching styles
  - Identifying students' strengths and weakness in how they learn
  - Using instructional strategies that allow students to build on their strengths and overcome their weaknesses
  - Provide explicit feedback to students' academic performance



# Effective Strategies with Malik and Jesus



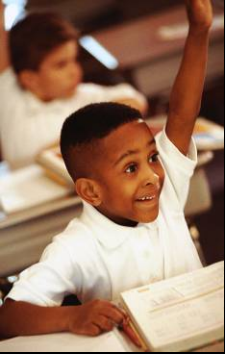
- Teaching High Order Thinking Skills
  - Provide opportunities for divergent thinking by asking students to compare and contrast
  - Provide opportunities for inductive and deductive thinking
  - Providing opportunities for more role plays, and simulations



# Effective Strategies with Malik and Jesus



- Overcoming students' fear of failure and rejection of success
  - Help students set short-and-long range goals
    - Success Chart
  - Identify students' unique talents and non-academic strengths to overcome academic weaknesses
  - Develop a positive and cooperative relationship with the parent or guardian



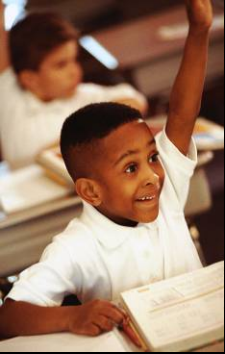
# Equity Walks™ Rationale



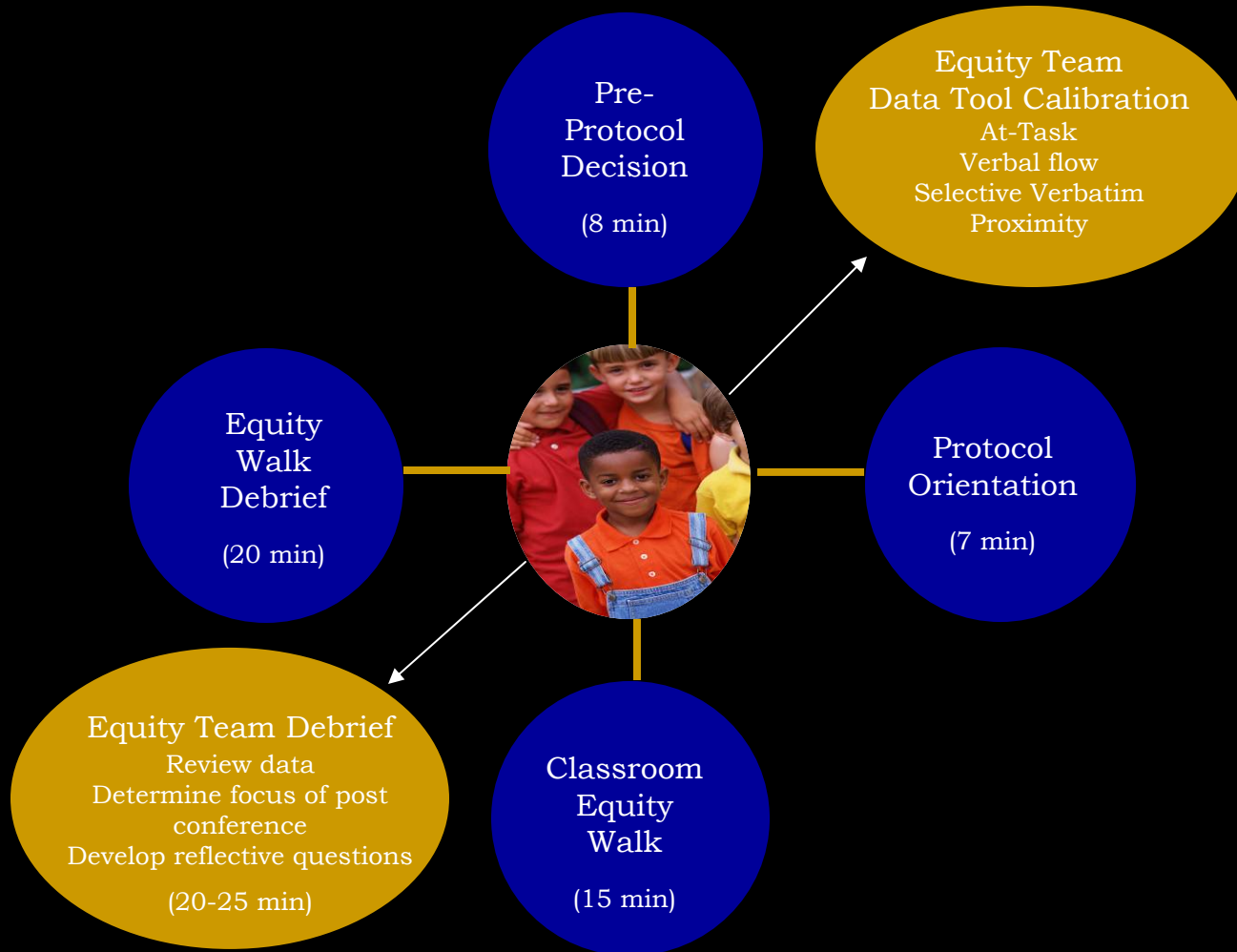
**Equity Walks™** have been developed from a body of research from Equity-Driven School Districts to closed the racial achievement gap by creating powerful learning, collaborative learning communities for adults.

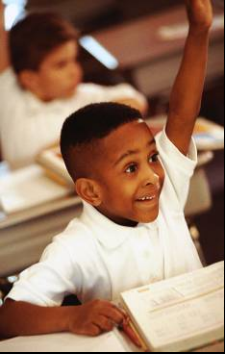
The implementation of Equity Walks™ in local districts has been recognized as a Statewide “Best Practice Award” by Association of California School Administrators (ACSA).

Download attachment from  
ACSA:[http://www.acsa.org/doc\\_files/Equity%20Walks%20ACSA.pdf](http://www.acsa.org/doc_files/Equity%20Walks%20ACSA.pdf)



# Equity Walks™

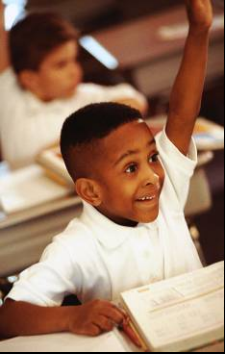




# Classroom Equity Walks™



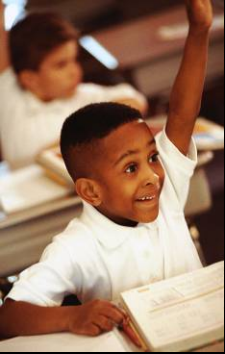
- Student observation model to support student achievement
- Teacher collaboration to develop best practice to support student engagement and achievement
- Providing “value added” to classroom instruction
- Develop affective and cognitive domain approaches to instruction
- The use of learning styles to align instructional delivery
- Use student observational data to develop responsive approaches to student engagement



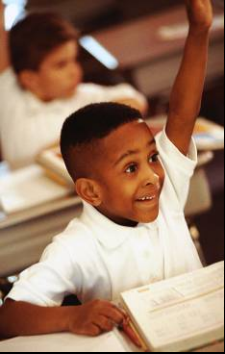
# Guided Principles for Equity Teams



- Equity is not a strategy! It is a mind-set!
  - Develop a mind-set of reflection before you ask for the strategy
- We won't fix what we will not recognize.
  - Display disaggregated gaps in school wide and department achievement
  - Be explicit and overt in articulating the area we will address, by race
- We are willing to lead and take part in honest discussions about race
  - Understanding the impact of Race in adults' performance and student achievement
- We let the data speak and are guided by research.
  - Invest time, energy and focus on strategies guided by data and with evidence of success
  - Let the data be the catalysts for the discussion of race and pedagogy
- We create opportunities to hear the voice of our students and then we listen
  - Take action on student voice data
  - Use interview data to develop responsive lessons and instruction



# Questions



# ED*Equity* Contact Information



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[www.edequity.com](http://www.edequity.com)

