Focus on Learning

Strategy 6
Teach Every Student to Read K-12

Have we ensured that all students are proficient in reading?

Elementary Students At Risk

- Reading One Year Below Grade Level
- Have Been Retained

Chance of graduating from high school near zero
- Low Socio-Economic Background
- Attends School With Many Other Poor Students

Increasing Achievement of At-Risk Students at Each Grade Level
US Dept. of Ed., 1989

All kids...

...want to learn how to read!

Reading is when you know what sounds the letters make and then you say them fast. They come out words, and then you are reading.
R. J., age 5

You can read when you look at car and then you look at can and know you drive one and open the other one and there is only one eensy line different.
Shelby, age 6

It’s when you read and nobody tells you the words. But you shouldn’t do it in the bathroom. My daddy does and my mom yells at him.
Paulette, age 5
Words go in your eyes and come out your mouth...but it’s not like puking or anything. You say the words and that means you’re reading. **Loren, age 4**

---

**Focus on Learning**

**Strategy 7**

Provide Targeted Interventions
- Pre K / Full Day Kindergarten
- Tutoring
- Extended Day / Summer Programs
- Homework Clubs
- Home Visits
- Alternative Schools & Programs
- College / Career Readiness

**Do we provide targeted interventions?**

---

**Focus on Learning**

**Strategy 8**

Implement Student-led Conferences

**Do we have common assessments and embrace assessment literacy?**

---

**Implement Student-Led Conferences**

- Getting clear on the philosophy and purpose
- Defining teacher, student, parent, administrator and support
- Selecting the most appropriate format
- Preparing students to lead
- Preparing parents and colleagues to participate
- Organizing the details
- Anticipating and handling unique situations
- Evaluating the conferences

---

**Traditional Parent/Teacher Conferences**

Do These Work?

---

Torgesen, Joseph K. *A Principal’s Guide to Intensive Reading Interventions for Struggling Readers in Reading First Schools*. A Reading First Quality Brief (2005)
Focus on Learning

Strategy 9
Provide Meaningful, Needs-Driven, Job-embedded Professional Learning

Do we provide job-embedded opportunity for professional learning?

A Word About Technology

Focus on Learning

Our Student's World is Digital

http://www.edmodo.com/

Engage All Kids
Focus on Learning

Connect Technology To Instruction

One Caution: The Digital Divide

• Access to devices
• Access to high speed internet
• Familiarity with tech skills

RECAP and REFLECT

#5 Understand Quality Teaching & Learning
#6 Teach Every Student To Read
#7 Provide Targeted Interventions
#8 Implement Student-Led Conferences
#9 Needs-Driven Professional Learning

A FRAMEWORK FOR ACTION:

Build Leadership Capacity

• Are we working to eliminate mindsets, policies, structures, and practices that perpetuate underachievement?
• Are we managing material and human resources effectively?
• Are we optimizing time...EXTENDING it for underachieving students and REORGANIZING it to better support professional learning?
• Do we have a data system that works for classroom and school leaders?
It Takes Skill and Will

Swift, dramatic improvement requires an encounter with the “brutal facts” – those awkward, unpleasant truths that organizations prefer not to address—or even talk about.


Build Leadership Capacity

Eliminate Practices That Perpetuate Under-Achievement

- Low Expectations
- Inequitable Funding
- Failure To Retain Effective Leaders & Teachers

Tools for Schools

Build Leadership Capacity

Strategy 10
Consider your Budget a Moral Document

Are we managing material and human resources effectively?

Recruiting and Retaining Teachers

It Goes Beyond Teaching Techniques

Understanding the theories of action and the underlying mind-sets that guide the practice of teachers who are successful with students who live in poverty is equally as important as understanding what teaching techniques they use.

Teachers who Succeed (Haberman, 1995)

Persistence—creative problem solvers whose persistence is “inextricably linked” to their commitment

Approach—focus on what they can control

Effort not Ability—explicitly teach

Fallibility—Admit when they are wrong and model learning from failure

You and Me Against the Material—tell students “we are in it together”

Face Themselves—understand their bias and “unlearn”
We will never catch up under-achieving students who live in poverty... without additional quality instructional time for those students... and job-embedded time for the professional learning needs of their teachers.

Where’s the time for all of this?

The Full Year Calendar

Less Summer Vacation

Less Weekends, Holidays, & Summer Vacation

Less Professional Development Days & Early Dismissal/Parent Conferences
Bottom Line:
Roughly 13-15 8-hr Days of Instruction Per Subject Per Year

Strategy 11
Go Back... Find the Time
Are we optimizing time...EXTENDING it for underachieving students and REORGANIZING it to better support professional learning?

Go Back... Find the Time

- Get creative...support professional learning that does not distract from instructional time
- Reduce scheduled / unscheduled interruptions
- Schedule testing wisely
- Extend learning...day / week / summer
- Minimize Pullouts
- Stop releasing students early
- Conduct parent / student led conferences outside school day

Strategy 12

Use data to find the bright spots and change your school or district's story

Do we have a data system that works for classroom and school leaders?
Build Leadership Capacity

Communicating the bright spots changes the story others tell about your school and district.

RECAP and REFLECT

#10 Consider Your Budget A Moral Document

#11 Go Back… Find The Time

#12 Use Bright Spots!

Professional Accountability for Learning

“Whatever it takes.”

Believe in success for everyone
Compelling Conclusions

Six Key Points to Take Away

- Consider your budget as a moral document
- Create a culture of high expectations for every student... provide the needed support
- Make decisions based on data... select and prioritize strategies based on needs
- Eliminate practices that perpetuate underachievement... start today
- Take action... implement, monitor and evaluate “needs-based” strategies
- Foster positive RELATIONSHIPS / COLLABORATE!

Collaborate

Look what happens when we go at it alone...

Any school can overcome the debilitating effects of poverty...

...demographics do not equal destiny!

We must combat hopelessness... and instill in every child the self-confidence that they can achieve and succeed in school.
What do we choose to do?

...our students are waiting

For the PDF version of the handout: “Enhancing Instruction to Improve Outcomes for Underachieving Students Living in Poverty: 12 Strategies That Make The Difference” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.

Join ASCD for its 3rd Annual Whole Child Virtual Conference May 2–10, 2013

Select presenters include:

- Thomas Armstrong
- Michael Fullan
- William Parrett and Kathleen Budge
- Fari Seidberg
- Andy Hargreaves
- Nancy Oishi

Also featuring presentations from ASCD’s Outstanding Young Educator Award winners, the recipient of Vision in Action The ASCD Whole Child Award, and members of ASCD’s Whole Child Network of Schools.

For more information and to register, visit www.ascd.org/virtualconference

Tree
MAP THE NEEDED CULTURE

STEP #1: Scan Chapters 6, 8, 10. Read through the “Culture Alerts”

STEP #2: Begin “painting a picture” of what the school’s culture needs to look like by mapping the Culture Alerts provided.

"Indeed, other professions—medicine, accounting, and architecture among many others—have well-established definitions of expertise and procedures... such procedures are the public’s guarantee that the members of a profession hold themselves and their colleagues to the highest standards."

--Charlotte Danielson

Our definition of good teaching is “all over the map.”

--Robert Pianta

A Common Understanding of Excellence in Teaching

Good teaching is a “core set of teacher acts” that tend to be more evident in what students are doing than in what the teacher is doing.

-Martin Haberman

Good teaching is going on when students are...

- Working on problems they care about, help them make sense of their world, and their place in it
- Focusing on big ideas rather than the pursuit of isolated facts
- Planning what they will learn
- Wrestling with ideals such as fairness, equity, and justice
- Learning from real-life experiences
- Thinking creatively, questioning common notions and connecting ideas to prior learning or new problems
- Revising, polishing or perfecting work
- Using technology to solve problems
- Reflecting on themselves, their beliefs, and their feelings

-Haberman, 1991

15 Functions of Successful Teachers

...the manner in which effective teachers “think about their work cannot be separated from their observable behavior.”

--Martin Haberman

Understanding the theories of action and the underlying mind-sets that guide the practice of teachers who are successful with student who live in poverty is equally as important as understanding what teaching techniques they use.
Beyond Teaching Techniques

Understanding the theories of action and the underlying mind-sets that guide the practice of teachers who are successful with students who live in poverty is equally as important as understanding what teaching techniques they use.

WALK AND TALK

15 FUNCTIONS OF TEACHERS WHO SUCCEED WITH STUDENTS IN POVERTY

Mr. Smith: Room 26

Video Viewing Guide

STEP 1:
THINK ABOUT YOUR DEFINITION OF A “GOOD TEACHER AND GOOD TEACHING.”

STEP 2:
WATCH THE VIDEO: THINK ABOUT THE QUESTION “CAN TEACHERS LEARN TO BE SUCCESSFUL WITH STUDENTS WHO LIVE IN POVERTY?”

A LOT TO REMEMBER...

T — Teach in a Thinking Way
E — Engage Students and Emphasize Effort
A — Accurately Assess Students and Advocate for Them
C — Create Community in Their Classroom
H — Hold High Expectations...you are the Bearers of Hope
E — Educate the Whole Child
R — Regard Relationships as Paramount to Learning

Parrett & Budge (2012)