“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

Develop a Common Understanding of Excellent Teaching and Powerful Learning

- Comprehensive School Reform Models as a jump-start
- Home Grown Models
- Pedagogy of Poverty to Powerful Teaching and Learning
- Common Core Standards as Opportunity

How Youth Learn

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

---Haberman, 1991---

Good teaching is going on when students are...

...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
Uncommon Sense

An Instructional Framework AND Room for the Nez Perce Culture and Language
- Incorporate elders as teachers of native language and traditions
- Travel the trail of Chief Joseph
- Learning from the Nez Perce Tribal leaders
- Connecting school learning to students “sense of place.”

Lapwai School District

Focus on Learning

Strategy 6
Teach Every Student to Read K-12

Have we ensured that all students are proficient in reading?

Common Core and Poverty

Instructional Shifts:
- Thinking skills/reasoning
- Deeper conceptual understanding in math
- Writing
- Real-world applications
- Knowledge building through increased non-fiction/informational text

30+ Years of Research
- HOTS
- AVID
- NSF Math Programs
- National Writing Project
- Place-based Education: Expeditionary Learning
- SIOP

Elementary Students At Risk

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

Teaching Reading Beyond Elementary School

“We teach students to read.”

- Enlisted the help of a willing teacher
- Developed her expertise in a particular program and in reading in general
- Reconfigured the schedule to provide reading
- Did not consider learning to read an option

Granger High School

Uncommon Sense

Everyone an English/Language Arts Teacher

- All teachers English/Language Arts teachers
- Provided target professional development with collaborative support from the schools E/LA teachers
- Created a set of bundled E/LA skills to be taught in every course

Port Chester Middle School

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?*

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**Focus on Learning**

**Strategy 8**

Implement Student-led Conferences

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

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**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?*
Focus on Learning

Strategy 9

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

Do we provide job-embedded opportunity for professional learning?

Focus on Learning

Our Student’s World is Digital

More than one billion people using Facebook actively each month

72 hours of video uploaded per minute

Over 4 billion hours of video are watched each month on YouTube

5 million images are uploaded to Instagram every day

750 tweets per second

A Word About Technology

http://www.edmodo.com/

Engage All Kids

"No, you weren't downloaded. You were born."
7 Minutes of Terror

Focus on Learning

Connect Technology To Instruction

One Caution: The Digital Divide

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

The Critical Role of the Principal To Focus on Learning

The Principal...

- Facilitates ongoing conversations about what is possible
- Is chief steward of the school’s vision.
- Works with teachers to establish a common understanding of excellence in teaching
- Promotes a culture of inquiry
- Uses his/her formal authority to
  - align curriculum to state/district standards;
  - ensure instructional quality;
  - develop assessment literacy;
  - use assessments to guide decision making
- Manages resources to ensure target interventions are provided.
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)

Understanding Mental Maps/Mind-sets

- Images, assumptions, and stories carried in our minds that shape behavior and attitude
- Usually tacit until we examine
- Limit our ability to change
- Leader’s task is to “identify/expose” through reflection and inquiry

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 (Taberman, 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”

WALK AND TALK

15 FUNCTIONS OF TEACHERS WHO SUCEED WITH STUDENTS IN POVERTY

#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

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

-M. Schmoker,
A Chance for Change, American School Board Journal, April 2007

Build Leadership Capacity

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

Are we perpetuating underachievement: What have we eliminated?

Build Leadership Capacity

Strategy 10

Consider your Budget a Moral Document

Are we managing material and human resources effectively?

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

Ed Trust, 2003
<table>
<thead>
<tr>
<th>Subject</th>
<th>Days of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Summer Vacation</td>
<td>Roughly 13-15</td>
</tr>
<tr>
<td>Less Weekends, Holidays, &amp; Summer Vacation</td>
<td>8-hr Days of Instruction Per Year</td>
</tr>
<tr>
<td>Less Professional Development Days &amp; Early Dismissal/Parent Conferences</td>
<td>13-15</td>
</tr>
<tr>
<td>Less Class Picnic, Class Trip, Thanksgiving Feast, Christmas, Kwanzaa, Hannukkah, Awards, Assembles, Athletics &amp; Concerts</td>
<td>13-15</td>
</tr>
</tbody>
</table>

**Bottom Line:**
Roughly 13-15 8-hr Days of Instruction Per Subject Per Year
Build Leadership Capacity

Strategy 11
Go Back... Find the Time

Are we optimizing time...EXTENDING it for underachieving students and REORGANIZING it to better support professional learning?

Uncommon Sense

“We Can’t do it in 5 days”
Saturday Leadership Academies

- Reprioritize budget
- Voluntary participation
- Various topics to serve the needs of students families
- Operated largely by volunteers/partnered with local high schools and universities

Taft Elementary School

Build Leadership Capacity

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?

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

Build Leadership Capacity

Basic Website
Newsletters
Intra-District Mail / E-mail
Reader Boards
What we need to do.

iPad
Website
Facebook
Email
21st Century Communications
Intrument
Relevant Apps
21st Century Literacy
Test Alerts
The Critical Role of the Principal To Building Leadership Capacity

The Principal...

- Acknowledges that he / she cannot “go it alone,” recognizing the important opportunity others have to influence (lead) from various vantage points throughout the system.
- Shares decision-making authority and governance of schools
- Acts out of a commitment to equity
- Fosters interdependent relationships of reciprocal accountability with other stakeholders

RECAP and REFLECT

#10 Consider Your Budget A Moral Document
#11 Go Back… Find The Time
#12 Use Bright Spots!

A FRAMEWORK FOR ACTION:

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: “Turning High Poverty Schools Into High-Performing Schools: Learning Together, Leading Together” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.