Focus on Learning

Strategy 5
Develop a Common Understanding of Excellent Teaching and Powerful Learning

Do we have a common instructional framework to guide curriculum, teaching, assessment, and the learning climate?

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

Focus on Learning

Teachers Make The Difference!

...They think ... we can learn this **** !!

Have we ensured that all students are proficient in reading?

Focus on Learning

Strategy 6
Teach Every Student to Read K-12

Elementary Students At Risk

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

We MUST... Focus On Reading... For Every Student

We will never teach all our students to read if we do not teach our students who have the greatest difficulties to read. Another way to say this is: Getting to 100% requires going through the bottom 20%.”


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

Provide High Quality Summer School

- Every summer for underachievers
- Regular communication between parent / school
- Targeted needs based instruction
- Curriculum / aligned to school year needs
- Provide for daily nutritional needs
- Weekly field trips / recreational activities
- Minimum of 3 weeks – more is better
- Plan for transition / remaining weeks of summer

Source: Borman, 2007; Barr & Reutter, 2007

Focus on Learning

Strategy 8

Implement Student-led Conferences

Do we have common assessments and embrace assessment literacy?

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Traditional Parent/Teacher Conferences

Connect Technology To Instruction

Do we provide job-embedded opportunity for professional learning?

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Do These Work?

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

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Strategy 9

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

Do we have common assessments and embrace assessment literacy?

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Connect Technology To Instruction

Do we provide job-embedded opportunity for professional learning?
A Word About Technology

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

Engage All Kids

Now what?

http://www.edmodo.com/

Learn more about Edmodo
One Caution: The Digital Divide

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

Implications for Board Members and Leaders

#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: Leading High Poverty Schools to High Performance

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

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

Less Summer Vacation

Less Weekends, Holidays, & Summer Vacation
Less Professional Development Days & Early Dismissal/Parent Conferences

Less Class Picnic, Class Trip, Thanksgiving Feast, Christmas, Kwanzaa, Hannukkah, Awards, Assembles, Athletics & Concerts

Bottom Line:
Roughly 13-15 8-hr Days of Instruction Per Subject Per Year

Build Leadership Capacity

Strategy 11
Go Back... Find the Time

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
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?*

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Implications for Board Members and Leaders

#10  Consider Your Budget A Moral Document

#11  Go Back... Find The Time

#12  Identify & Build on Bright Spots!

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**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: “Turing High-Poverty Schools Into High-Performing Schools: 12 Strategies That Make The Difference” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.