### 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

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### Poverty, Our Mind-Sets, and Common Core Standards

<table>
<thead>
<tr>
<th>Fixed Performance</th>
<th>Dynamic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;...some people are just not as smart as other and there’s not much [we] can do about it.&quot;</td>
<td>&quot;...ability and intelligence [is] something that grows with learning and depends on the situation...&quot;</td>
</tr>
</tbody>
</table>

Source: Opening Minds: Using Language to Change Lives by Peter H. Johnston

### 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.

### 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?”

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The Haberman Educational Foundation

HTTP://WWW.HABERMANFOUNDATION.ORG
**Teachers Make The Difference!**

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

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**Focus on Learning**

**Strategy 6**

Teach Every Student to Read K-12

Have we ensured that all students are proficient in reading?

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**Elementary Students At Risk**

- Reading One Year Below Grade Level
- 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

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**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

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**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

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**Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis**

Best Evidence Encyclopedia
www.bestevidence.org
www.bestevidence.org/words/mha_read_sep_16_2008_sum.pdf

Reading Research Quarterly – 43(3) – pp. 309-322 - dx.doi.org/10.1598/RPQ.43.3-4 – 2008 International Reading Association
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%.”

*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 7**
Provide Targeted Interventions
- Summer Reading
- Pre K / Full Day Kindergarten
- Tutoring
- Homework Clubs
- Alternative Schools & Programs

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

Focus on Learning

**Strategy 8**
Implement Student-led Conferences

Do we have common assessments and embrace assessment literacy?

Focus on Learning

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

Do we provide job-embedded opportunity for professional learning?

Traditional Parent/Teacher Conferences

**Parent/Teacher Conferences (please forward)**

**DEAR [Name of Parent],**

Parent/Teacher Conferences are scheduled for November 2nd, and 3rd from 4:00-7:00 PM. Please enter the Main Building and proceed to the tables in front of the Auditorium and pick up your student’s schedule, and his or her report card. Proceed to your student’s teacher’s room in your order you choose. Our counselors and administrative staff will be available to answer any questions you may have.

**Please limit the time you spend with each teacher to 3-5 minutes.**

Many parents look forward to visiting with teachers, but time is a limiting factor.

Thank you and we look forward to seeing you!

Do These Work?

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?

Focus on Learning
Connect Technology To Instruction

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

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

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


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**Build Leadership Capacity**

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

---

**Tools for Schools**

Are we perpetuating underachievement: What have we eliminated?

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**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.

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**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, Assemblies, Athletics & Concerts

Less State and District Testing
Bottom Line:

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

Ed Trust, 2003

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?

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

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
Osmond Church K-8

Build Leadership Capacity

Strategy 12

Use data to find the bright spots and change your school’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.
**Build Leadership Capacity**

- Basic Website
- Newsletters
- Intra-District Mail / E-mail
- Reader Boards

**21st Century Communications**
- Website
- Facebook
- Email
- Text Alerts
- Media
- Social Media
- Readers

**What we used to do.**

**21st Century Communications**
- Website
- Facebook
- Email
- Text Alerts
- Media
- Social Media
- Readers

**Tools for Schools**

Do we have structures and process for building leadership capacity?

**RECAP and REFLECT**

#10  Consider Your Budget A Moral Document

#11  Go Back... Find The Time

#12  Use Bright Spots!

**RECAP/REFLECT: Closing the Knowing-Doing Gap**

<table>
<thead>
<tr>
<th>Actions of Attention</th>
<th>THEY SAY</th>
<th>WE SAY</th>
<th>AND NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter a Healthy, Safe, and Supportive Learning Environment</td>
<td>Focus on learning</td>
<td>Build Leadership Capacity</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the pre-read activity written by Herb Jeffreys, 2014.

**A FRAMEWORK FOR ACTION:**

- Leading High Poverty Schools to High Performance
- School Culture
- Spheres of Influence
- Actions

**Kid President**
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: 12 High Leverage Strategies” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.
William H. Parrett

William H. Parrett is the Director of the Center for School Improvement & Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, high-poverty schools, alternative education, and for his efforts to help under-achieving students. His professional experiences include public school and university teaching, curriculum design, principalships, college leadership, media production, research and publication.

Parrett holds a Ph.D. in Secondary Education from Indiana University and has served on the faculties of Indiana University, the University of Alaska and Boise State University. As Director of the Boise State University Center for School Improvement & Policy Studies (1996 to present), Parrett coordinates funded projects and school improvement initiatives which currently exceed $10 million dollars annually. His research on reducing achievement gaps, effective schooling practices for under-achieving students, and turning high-poverty schools into high-performing schools has gained widespread national recognition.

Parrett is the co-author of the recently released best-seller, Turning High-Poverty Schools Into High-Performing Schools, (ASCD, 2012). He is also the co-author of the best-selling Saving Our Students, Saving Our Schools, 2nd edition, (Corwin Press, 2008, Honorable Mention, National Education Book of the Year 2009) and The Kids Left Behind: Catching Up the Underachieving Children of Poverty (Solution Tree, 2007, Best Seller). Other books include: Saving Our Students, Saving Our Schools (2003), Hope Fulfilled for At-Risk & Violent Youth (2001), How to Create Alternative, Magnet, and Charter Schools that Work (1997), Hope at Last for At-Risk Youth (1995), Inventive Teaching: Heart of the Small School (1993) and The Inventive Mind: Portraits of Effective Teaching (1991). He has also authored numerous contributions to national journals and international and national conferences over the past three decades.

Parrett’s media production, Heart of the Country (1998), is a documentary of an extraordinary principal of a village elementary school in Hokkaido, Japan, and the collective passion of the community to educate the heart as well as the mind. Since its release, the production was nominated for the Pire Lorenz Award at the 1999 International Documentary Awards (Los Angeles, CA); has won the Award of Commendation from the American Anthropological Association, a Gold Apple Award for best of category at the National Education Media Network Festival (Oakland, CA), a National CINE Golden Eagle Award (Washington, D.C.), and a Judges’ Award at the 24th Northwest Film Festival (Portland, OR). In addition, Heart of the Country was an invited feature and screened at the Cinema du Reel festival in Paris (1998) and the Margaret Mead Film Festival (1998) in New York City. This work has received critical acclaim for its cinematography and insight into the universal correlates of effective teaching and learning and the power of community participation in public schools.

Parrett has also served as visiting faculty at Indiana University, the University of Manitoba, Oregon State University, Hokkaido University of Education (Japan), Nagoya Gakiun (Japan), Gifu University (Japan) and Heilongjiang University (People’s Republic of China). His consultancies include state departments, boards of education, state and regional service providers and school districts in 43 states and 10 nations.

Throughout his career, Parrett has worked to improve the educational achievement of ALL children and youth, particularly those less advantaged. Toward this goal, as director of the CSI&PS, he has overseen the acquisition of over thirty million dollars in external funding to create programs and interventions designed to help educators, schools, communities, and universities benefit from research and best practice. These efforts have positively impacted the lives of thousands of young people.