

Alabama Association of School Boards
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Patrick Briggs

Twitter: pbriggs728

AVID Northeast States Director

pbriggs@avid.org

ALL Children Can Learn



Relationships Matter

Positive teacher-student relationships are associated with:

- Increasing student's feeling of **safety** at school ([Austin et al](#); [Basch](#); [Steinberg et al](#))
- Increasing academic **test scores** ([Basch](#); [CDC](#); [Comer](#))
- Increasing student **understanding and meaningfulness** of what is being taught ([Benard](#))
- Reducing **absenteeism** ([Basch](#); [CDC](#))
- Decreasing **student dropout** ([Benard](#))
- Decreasing **student-student conflict** ([Griggs et al](#))
- Improving school **climate** ([Cohen et al](#); [McClure et al](#))
- Improving **transition** to school ([Pianta et al](#))
- Decreasing **risk-taking** behavior ([Basch](#) ; [CDC](#); [Rudaskill et al](#))
- Developing **language skills** ([O'Connor et al](#))
- Improving **self-esteem** ([DeWit et al](#))
- Decreasing incidences of **depression**([DeWit et al](#))
- And has been highlighted as beneficial to learning by the major US educational associations, including the [Council of Chief State School Officers](#), [National School Boards Association](#), [American Association of School Administrators](#), [ASCD](#).

Relational Capacity

- ❑ What can I do with or say to you solely based on our relationship?
- ❑ Can we have the conversations we need to have without it becoming personal?
- ❑ What can I get you to do or what can you get me to do simply based on our relationship?
- ❑ Another person cannot “fix” a child when the problem is the relationship between another adult and the child!

Relational Capacity

Not one rule we have at the beginning of school will cause good choices, grades and behavior at the end of the school year. **Every strong relationship you make will.**

Our Mission

- ▣ Our mission is to develop excellent school board leaders through quality training, advocacy and services.

Our District Mission

□ All

□ Everyone

□ Everybody

□ Each

My Mission –

My Purpose & Driving Force

- ▣ AVID's mission is to close the achievement gap by preparing **ALL** students for college and career readiness and success in a global society.



**"THERE ARE NO LEARNING GAPS IN CHILDREN,
ONLY OPPORTUNITY GAPS.
IT IS OUR JOB TO CLOSE THE OPPORTUNITY GAPS."**

– DEB GUSTAFSON
PRINCIPAL OF WARE ELEMENTARY
FORT RILEY, KAN.

Does *ALL* Mean *ALL*?

- Does Every Mean Every?
- Does Each Mean Each?

Why It Matters

A WICOR Moment

□ Quick Write

- What is a thought, take away, or aha you have so far (ALL, dollar demonstration, relational capacity, etc.)?
- How do you ensure that students are doing more than copying when they are taking notes in your class?
- What is one way that you build great relationships with your students?
- Stand – Share - Sit

What just happened?

- When you choose to use WICOR you do 2 things automatically
 - 1. ALL students are engaged
 - 2. The level of rigor is raised for ALL students

- Note the choice of prompt was intentional

- From teaching to learning

College, Career, and Workforce Readiness

- “Readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution....”
 - David Conley, “Redefining College Readiness”

College Readiness

In fact...

2-Year Institutions

More than

50%

placed in remedial classes

4-Year Institutions

Nearly

20%

placed in remedial classes

Of the students requiring remedial classes...

Fewer than

1 in 10

Graduate within 3 years

Little more than

1 in 3

Graduate in 6 years

Source: Remediation: Higher Education's Bridge to Nowhere. (2012). [PDF] Washington, DC: Complete College America, pgs. 2-3, 10. Available at: <http://completecollege.org/docs/CCA-Remediation-final.pdf>.

Education Levels

How Alabama compares to the nation

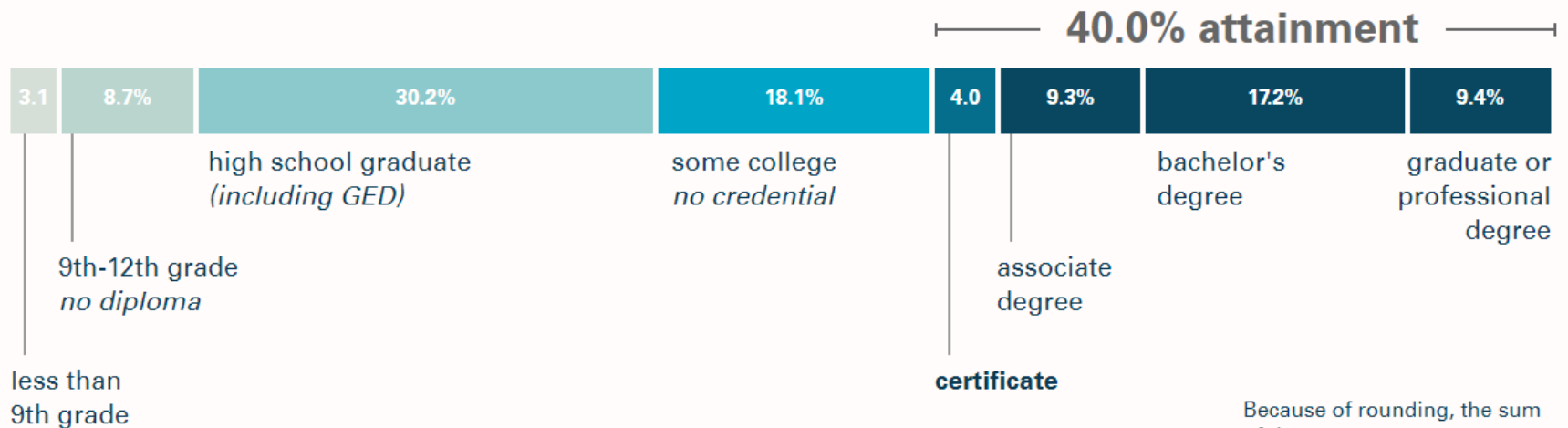
Alabama is making progress in increasing educational attainment, but still lags when compared to the national average.



Education Levels

Alabama education levels

ALABAMA RESIDENTS AGES 25-64



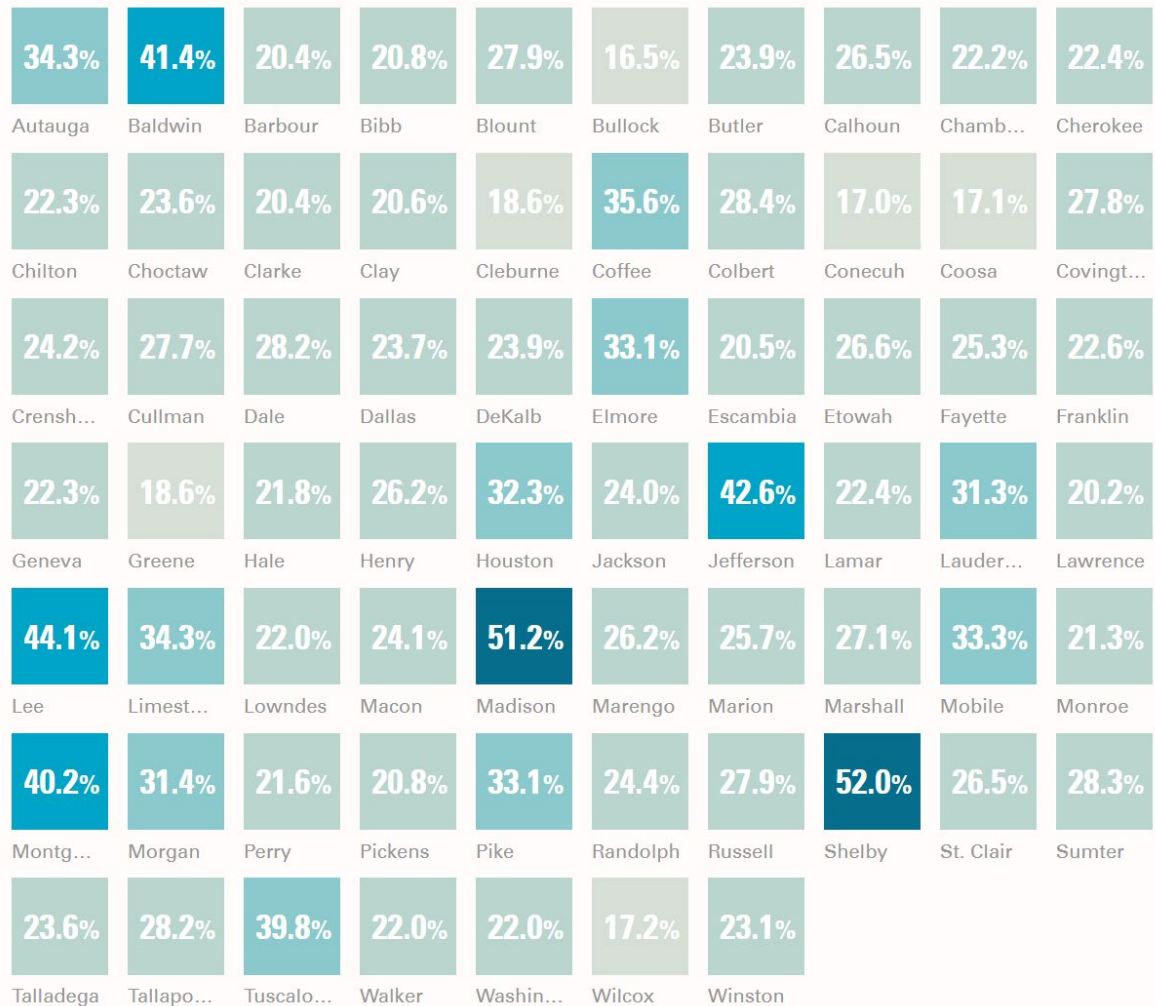
40.0% attainment

Because of rounding, the sum of these percentages may exceed 100.

Education Level by County

Compare degree attainment rates across Alabama's 67 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

sort by COUNTY NAME ▼▲
 POPULATION ▼▲
 *ATTAINMENT ▼▲



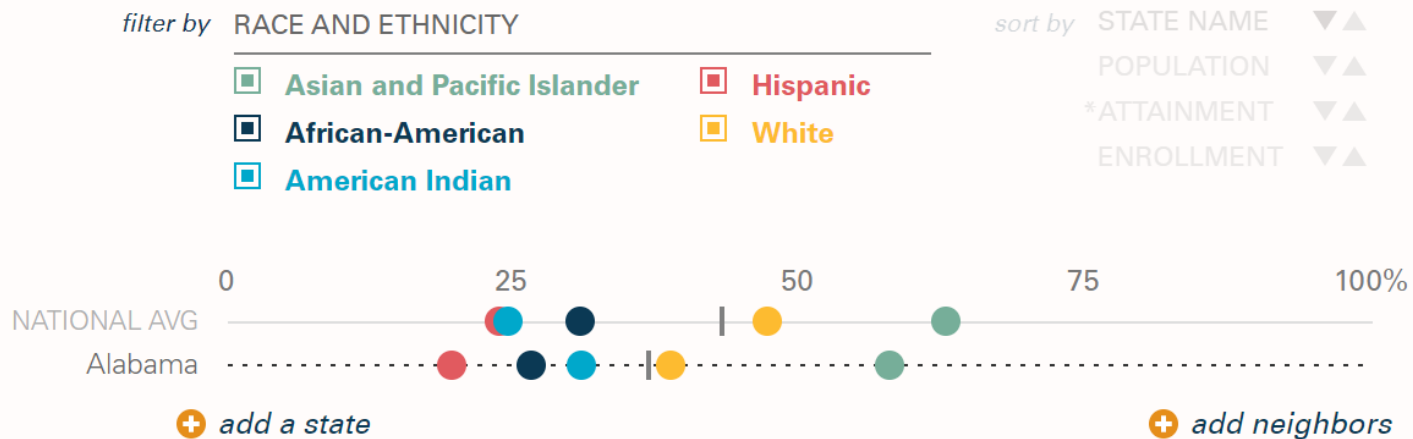
Education Levels by Race

Results by race and ethnicity in Alabama



A growing proportion of today's learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **Alabama's attainment rates across five racial and ethnic groups**, and see how it performs relative to other states. Attainment is shown here as the percentage of residents, ages 25-64 with at least an associate degree.*



So ... Let's unpack this?

- Why do we have an achievement gap based on race?
- What factors contribute to our achievement gap
- 3 Column Chart
 - Student factors - the child
 - Family factors - the out of school factors
 - School factors - the systemic (policy/practices/barriers) factors

Six Post-Secondary Pathways



Why this matters ...

- When you teach, you are passing out boxes of information to students ...

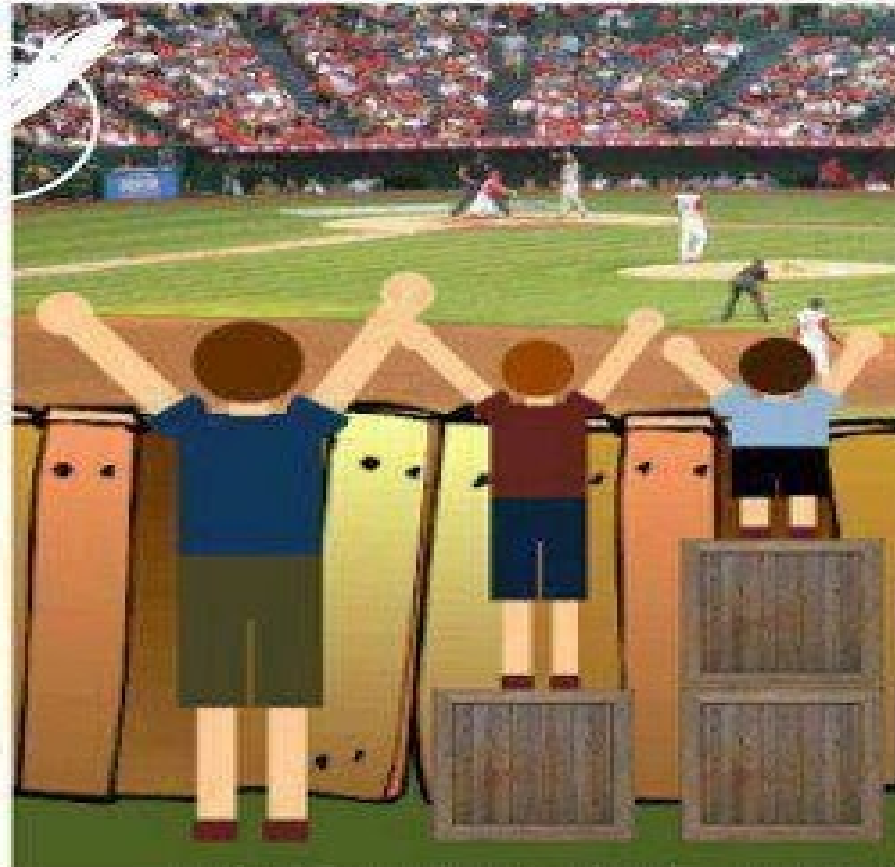
What is the Goal?

Equality



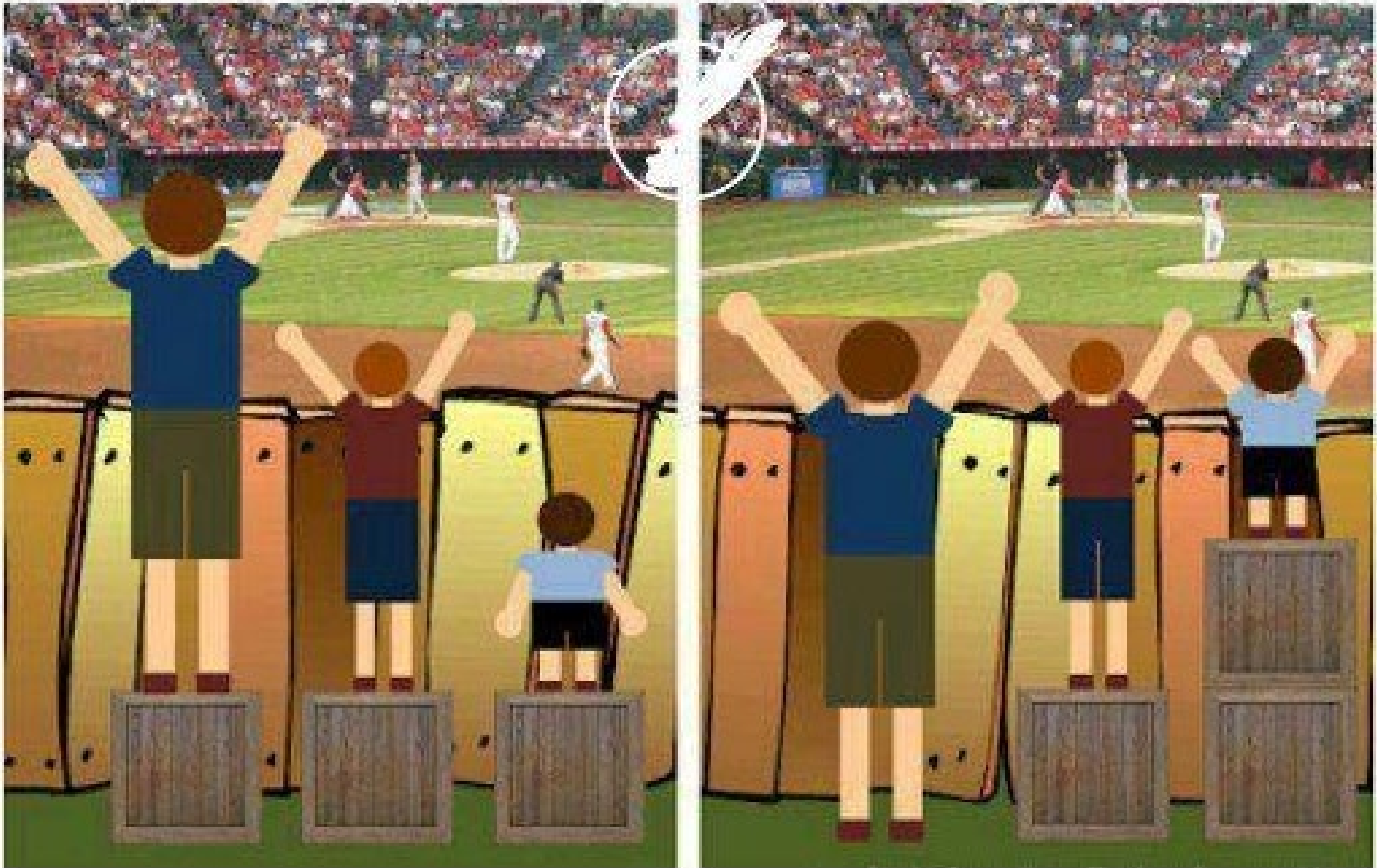
What is the Goal?

Equity



Equality

Equity



What is the Goal?



CRT strategies will remove the fence!

Equity is....

- Raising the achievement of **ALL students**
- **Narrowing the gaps** between the highest and lowest performing students
- **Eliminating the predictability** and disproportionality of which student groups occupy the highest and lowest achievement categories

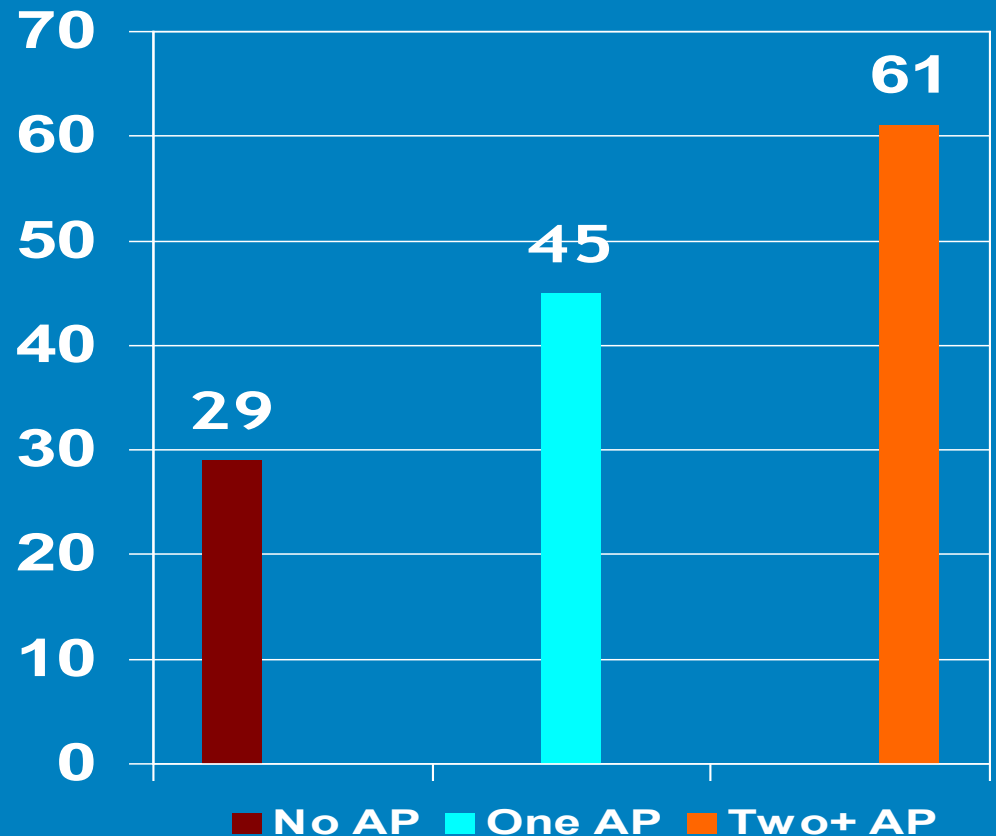
Pacific Educational Group January 2006

- Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them **a high predictability of success** in their next phase of life

Mike Neece – AVID Director of Systemic Initiatives

AP and College Success

Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four years or less.



Source: Camara, Wayne. College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19)*. New York, NY: College Board.

Impact of AP on 5-Year College Graduation Rates

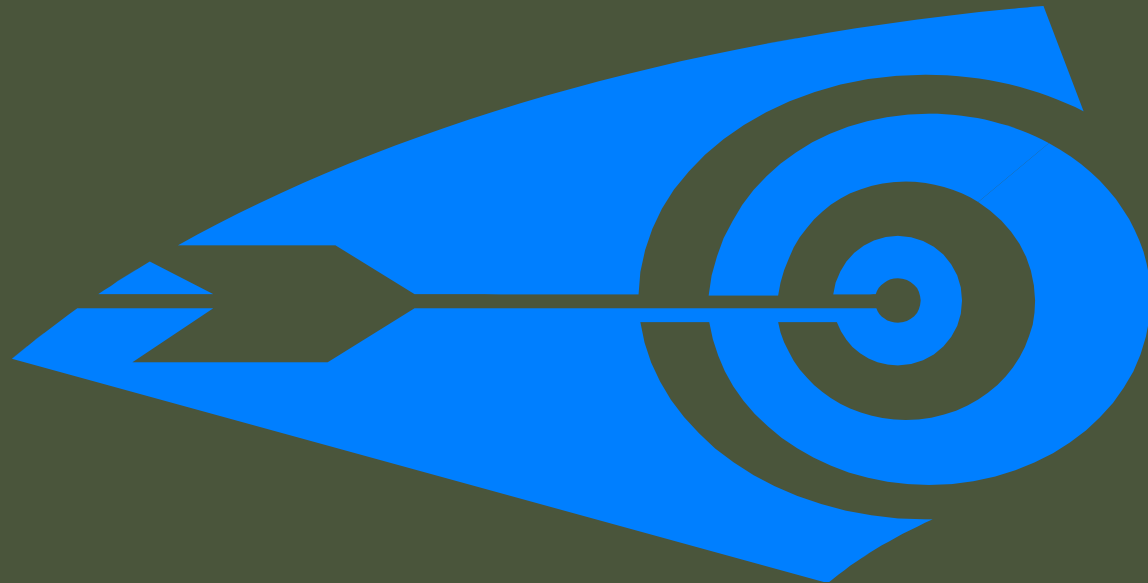


Student Group	AP Exam Grade of 3, 4, 5	AP Exam Grade of 1, 2	Took AP course, but not exam
African-American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)

Equity IS NOT Equal

Equity is moving students from a
different place
to a common place



Does *All* Mean *ALL*

- If not, what is your acceptable level of casualties?

Quick Write

- ❑ What are your thoughts on equity and why does it matter as we work to meet the outcomes and actions of our strategic plan?
- ❑ What are your thoughts on postsecondary readiness and how can we work to ensure that ALL students are prepared and ready for college and careers?
- ❑ What is your biggest take away from today's session?

So ...

- How do you close opportunity and expectation gaps?
- CRT!

CRT Defined

What is CRT?

According to Dr. Gloria Ladson-Billings, “**C**ulturally **R**elevant **T**eaching empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.”

So what does that mean in the classroom? It means that teachers are using the background, knowledge, and experiences of their students to inform lessons and methodology.

Empower – Build student confidence to take charge of life.

Part Providing Support from The Developmental Relationships Framework (Search Institute)

- Use high-engagement strategies (WICOR*) so that students are engaged at higher levels of rigor. WICOR strategies ensure that students can access your curriculum.
- Never lecture to kids for 45 minutes. If you do, it will be clear that YOU know the material. You won't know if the kids do until they tell you on an assessment.



***W**riting, **I**nquiry, **C**ollaboration, **O**rganization, **R**eading

- What you celebrate is what you value!
- Celebrate what is valuable to you!
- Provide positive reinforcement for things other than sports, music, and entertainment.
- Do you have a section dedicated to the students in your room that gives them praise?



#AllMeansAll


Relational Capacity

- We all have relational bank accounts – the extent to which the student will inconvenience him/herself to cooperate with you.
- “Kids don’t learn from people they don’t like” – Rita Pierson



Every Child Needs a Champion

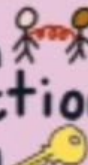
Ted Talk by the late, great Rita Pierson

★  James Comer: "No significant learning can occur without a significant relationship."

★ Kids don't learn from people they don't like



Human Connection is key



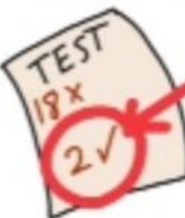
★ Teacher: "You were chosen to be in my class!"



★ Student: "You made me feel like I was somebody"



★ Teaching and learning should bring joy



BRAVO!



★ Every child deserves an adult who will never give up on them

★ This job is tough but we can do it. We're educators and we were born to make a difference.



YOU CAN DO IT!!

@sylvia duckworth



Think about it ...

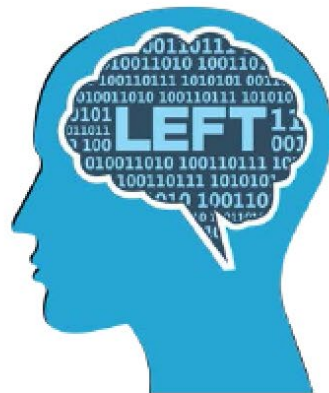
- ❑ Is your class about compliance or commitment to learning?
- ❑ Would you want to be a student in your classroom?

4

Not changing what you are doing, but changing how you are doing it – change the delivery and provide the scaffolding and tools to get there.



Create lesson plans to allow for inclusion of all learning styles (left-brain and right-brain instruction).



Logical
Sequential
Rational
Analytical
Objective
Looks at parts



Random
Intuitive
Holistic
Synthesizing
Subjective
Looks at wholes

6

Include movement, interaction with peers, and collaboration to make connections to the curriculum.



#AllMeansAll

7

Activate prior background knowledge to increase long-term memory.



Identify and develop talents.



Our Reflection

- ❑ Which one is an area in which your educators are doing well?
- ❑ Which one is an area in which you would like your educators to improve?
- ❑ What is your biggest takeaway from our time together?

The 8 CRT Strategies

- Using high engagement WICOR strategies to engage and raise the level of rigor
- What you celebrate
- Relational capacity
- Scaffolding
- Different ways students learn
- Movement and interaction with peers
- Activating background knowledge
- Identifying and developing talents

Ron Edmonds

We can whenever, and wherever we choose, teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

Think about it ...

- What do I need to start doing?
 - What do I need to stop doing?
 - What do I need to continue doing?
-
- These would be great to get feedback from your students via a survey!

My teachers respect me, for who I am, where I come from, and where I am going.



Mr. Brandon Cobb



www.AVID.org

Patrick Briggs

Twitter: @pbriggs728

Email: pbriggs@avid.org

CRT

Twitter: @CRTNation

AVID

Twitter: @AVID4College

