Leaders *Disrupting Poverty:*

Five Powerful Classroom Practices

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#disruptingpoverty

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Learner Outcomes

- ***Emerge*** with an enhanced understanding of how to disrupt the adverse influence of poverty on learning.

- ***Be better prepared to take informed action*** to meet the needs of underachieving students living in poverty.
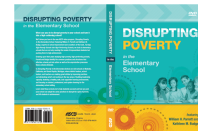
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Ask Yourself…

**How Are
We
Doing?**

Validate

**Challenge
To
Improve**

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**Drawing
from Three
Resources**

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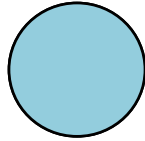

**A Framework for
Action**

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Turn and Talk
3 minutes

What does it mean to you to be "comfortable in your own skin and come to work dressed for the work?"

Disrupting Poverty: We Must Answer Each of the Four Questions

The question we most commonly ask is the "*what*" question

When the conversation goes a bit deeper, we ask the "*how*" question

Occasionally, when it goes deeper still, we ask the "*why*" question

But seldom, if ever, do we ask the "*who*"

Parker Palmer: *The Courage to Teach*

Understanding Mental Maps/Mind-sets

- Images, assumptions, and stories carried in our minds that shape behavior and attitude
- Usually tacit until we examine them
- Can limit our ability to change
- Can be identified through inquiry/reflection

Courageous Leadership: From the Inside Out

". . . moral purpose without experiencing success is empty. Realization [of moral purpose] on the other hand, makes teachers soar because they know *how* to get success, and thus they know it can be done. They become, whenever it happens at any stage of their career, the moral agents of change that drew them to teaching in the first place" (p. 20).

Michael Fullan: The Moral Imperative Realized

Five Powerful Practices

- Cultivating Caring Relationships
- Holding High Expectations
- Committing to Equity
- Taking Professional Accountablity for Learning
- Mustering the Courage and Will to Take Action

Classroom Culture

Build Caring Relationships

Taking Action as a School

**Caring Relationships: What Research Tells Us**

- Increases student effort and engagement (Qualglia, Fox, Corso, 2010) (Redding, 2013)

- Promotes Resiliency (Johnson, 2008) (Stride & Cutcher, 2015)

Visible Learning – John Hattie

Teacher/Student
Relationships   .52

VISIBLE LEARNING
A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT

JOHN HATTIE

visiblelearning.org
2017
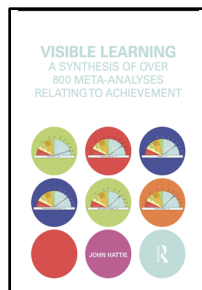
Date

Taking Action in Your Classroom

- Mentor
- Role Model
- "Intervener"
- Extended Family

The Gentleman's Club…

Role Model

Anton, spends the first part of each semester "frontloading a work ethic," modeling a willingness to meet students where they are academically, scaffolding their learning in a variety of ways, including spending a significant amount of one-on-one time with them outside of the school day, particularly at the beginning of the school year.

- Help them see the value of effort
- Nearly always pays off,
- Students adopting a willingness to persevere, a habit they tell him that extends into other areas of their lives.

Mentors (Hope Bearers)

Anna advised, *"give kids hope, help them see their future."*

- Ask them about their aspirations
- Make suggestions based on students interests and strengths
- Tell them you believe in them

Interveners

It was the "ordinariness" of the teachers' actions and attitudes that was important because they are "within the capacity of most classroom teachers to implement" (Johnson, 2008, p. 390).

David--*I would deliberately have things for him to do before school so he would come in early in the morning and hang out with me and help me. I just really built him up, built his self-esteem, and got him to recognize that what happened wasn't his fault and didn't need to guide his future.*

Extended Family

Lizzy— "My classes become *somewhat of a family just based upon the team building activities [in which she joins her students] and getting to know one another, trusting one another in ways that we've never done before."*
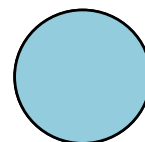
It is the ordinary that matters

It was the "ordinariness" of the teachers' actions and attitudes that was important because they are "within the capacity of most classroom teachers to implement" (Johnson, 2008, p. 390).

Turn and Talk
3 minutes

What evidence do you have that educators are explicitly cultivating relationships with students in your school/district?

Hold High Expectations and Provide Needed Support
(aka: Confront and Eliminate Low Expectations)
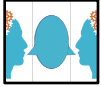
Teacher Expectations

Work with a partner or small group to list what you believe you see in classrooms where teachers have low expectations in the left column and high expectations in the right column. When you have Brainstormed your thoughts, turn to the next page and review what we know from research.

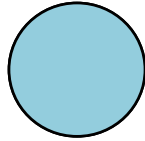| When Teachers Have Low Expectations	When Teachers Have High Expectations

Slide 1: Turn and Talk
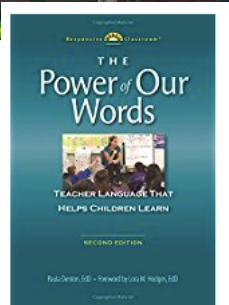
Turn and Talk
3 minutes

What do you see the teacher doing in a low expectation classroom? What is the teacher doing in a high expectation classroom?

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Slide 2: Expectations Table

| Teachers Who Hold Low Expectations	Teachers Who Hold High Expectations
•Call on student(s) less frequently •Provide less "waittime" for answers •Provide answers or call on another student without waittime •Reward low-quality or incorrect answers •Criticize more frequently for failure •Praise less for success •Provide less informative, feedback on performance •Interact less frequently •Seat students far away from teacher •Provide less "benefit of the doubt" in borderline cases •Rely on tasks with low levels of cognitive demand •Overuse of independent/seatwork •Use less friendly nonverbal behavior	•Articulate the belief that student can achieve at high levels •Create warm social-emotional relationships focused on strengths, funds of knowledge, cultural understandings, and interests/aspirations •Provide informative feedback on performance to scaffold learning •Teach content and using tasks with high cognitive demand •Ask frequent, high-level questions •Encourage a productive struggle (refraining from giving answers, allowing waittime, guiding to answer) •Maintain close physical proximity •Interact frequently •Use positive nonverbal communication

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Slide 3: Parkway Elementary

THE Power of Our Words
TEACHER LANGUAGE THAT HELPS CHILDREN LEARN

Parkway Elementary
Virginia Beach, VA

Denton & Bechtal, 2013

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Slide 4: Turn and Talk

Turn and Talk
3 minutes
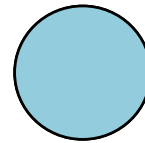
What evidence do you have that educators hold high expectations of students?

How are educators increasing students' expectations of themselves?

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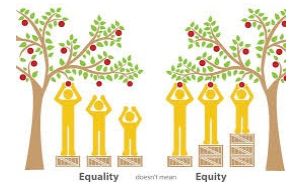
Slide 5

Make a Commitment to Equity

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Slide 6: Taking Action in the Classroom

Three Practices: An Equity Litmus Test

•Homework
•Grading
•Classroom Assessments

Equality doesn't mean Equity

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Homework Can Present Challenges

- ✓ Parental availability for support
- ✓ No quiet space
- ✓ Limited access to resources and supplies
- ✓ Limited access to computers and internet

Nearly 50 percent of students said they were unable to complete their homework due to lack of access to a computer and or Internet access– 42 percent received a lower grade because they did not have access to the Internet (Hispanic Heritage Foundation, 2015)

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Visible Learning–John Hattie

Homework .29

VISIBLE LEARNING
A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT

JOHN HATTIE

Source: Visible Learning Laboratories
University of Auckland, 2008

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Checkpoints for Equitable Homework

- ✓ Differentiate homework and offer choice
- ✓ Set homework at the beginning of lesson, monitor for misunderstandings, and clarify
- ✓ Be flexible on deadlines and mode of demonstration
- ✓ Use multi-disciplinary homework (a few big assignments with more meaning)
- ✓ Provide materials and access to resources
- ✓ Plan for homework—what feedback will it give teachers and students in a timely manner
- ✓ Be willing to use students "outside of school" experience as a source of homework

Source: 10 reasons to love #homework by @TeacherToolkit May 22, 2014
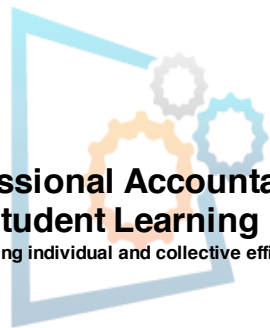
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Turn and Talk
3 minutes
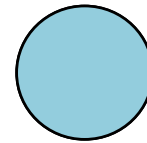
How are teachers "committing to equity" in classrooms?

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Take Professional Accountability for Student Learning
(Begin by building individual and collective efficacy)

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Professional Accountability for Learning

Blame

The best antidote for blame is building self-efficacy, because there is a strong relationship between self-efficacy and professional responsibility for student learning.

(Budge & Parrett, 2018)

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What is Self-efficacy?

"[T]eachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated."
Guskey and Passaro (1994)

Why Self-efficacy Matters?

Self-efficacy is correlated with—
- teacher persistence and resilience (Ashton & Webb, 1986),
- willingness to use innovative approaches (Guskey, 1988; Smylie, 1988)
- willingness to work longer with struggling students (Gibson & Dembo, 1984)
- greater enthusiasm for teaching (Guskey, 1988)
- less negativity (Ashton, Webb, & Doda, 1982)
- less criticism of students (Ashton & Webb, 1986)
- improved student achievement (Ashton & Webb, 1986).

Audri's Rube Goldberg Machine

https://www.youtube.com/watch?v=0uDDEEHDf1Y

Challenging the Pedagogy of Poverty

- Memorization
- Rote Drill and Practice
- Teacher Lecture
- One Chance to Learn
- Recall of Old Knowledge

Less

More

- Curiosity
- Engagement
- Choice
- Effort (try, try again!)
- Problem Solving
- Building New Knowledge

Professional Accountability for Learning

- Focus on what you can control.
- Be open to critique and willing to learn.
- Find an accountability partner
- Let students know you won't give up on them.
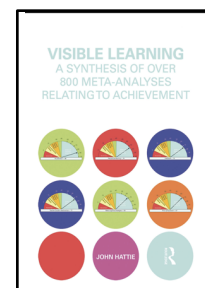- Consider yourself on the same team as your students.
- Take risks.

TEACHER TIPS

Visible Learning – John Hattie

Collective Teacher Efficacy 1.57

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

JOHN HATTIE

Source: J Hattie
Dec 2017
Visible-learning.org
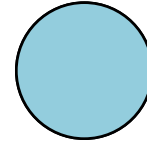
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What is Collective Efficacy

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Turn and Talk
3 minutes

How are we supporting professional accountability for student learning as a system?

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Take Courageous Action

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The Courage to Do What we Can

"It takes courage to face ourselves. It takes humility and a willingness to be vulnerable. It calls on us to have the courage to do what we can.

That may sound quite trite or inadequate, but when we pause to think about it, willfully doing what we can is incredibly powerful."

p. 154

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Conclusions

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"We can, whenever we choose, successfully teach all children whose schooling is of importance 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 we haven't so far."

-Ron Edmond (1979)

©1979 Edmonds

©Parrett & Budge, 2014 · Date

Every teacher and school can address and overcome the debilitating effects of poverty. . .

. . . demographics do not equal destiny!

©Parrett & Budge, 2016

Teach/Lead Through a Lens on Poverty

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Act With a Sense of Urgency

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Now what?

We must combat hopelessness
and instill in EVERY child
the self-confidence that they
can achieve and succeed in
school and in life.

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Believe in them. Tell them.

Video clip references

Hattie on collective self-efficacy
https://www.youtube.com/watch?v=m6czhy6kPpc

ASCD Disrupting Poverty DVD Series

*The Disrupting Poverty DVD Series and Don't Count Me Out can be found :at http://www.ascd.org/professional-development/videos/disrupting-poverty-dvds.aspx