

<https://tinyurl.com/SUPPORTOURGENIUSJUL152020>



<https://tinyurl.com/SUPPORTOURGENIUSJUL152020>

WELCOME

We're glad you're here.





2-MINUTE MIND CHECK





Supporting Historically Underserved Students





Supporting Historically & **CURRENTLY** Underserved Students



LAYING A
FOUNDATION
FOR EQUITY

MICA POLLOCK
*Editor of *Everyday Antiracism**

SCHOOLTALK

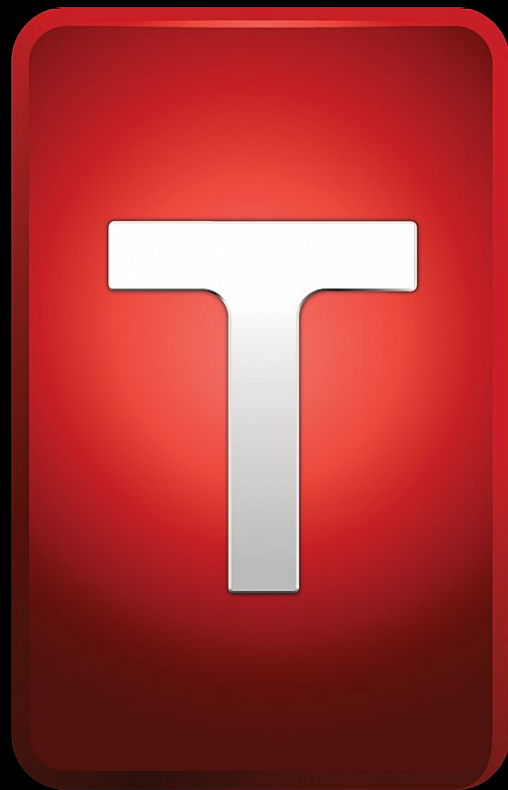
RETHINKING WHAT WE
SAY ABOUT—AND TO—
STUDENTS EVERY DAY

A Critical Conversation for “a different” Day.....

- Systemic Oppression
- **Historical Context**
- Implicit Bias
- **Resource Inequity**
- Internalized Racism
- **Ableism**
- Patriarchy
- **White Fragility**
- Cultural Competence



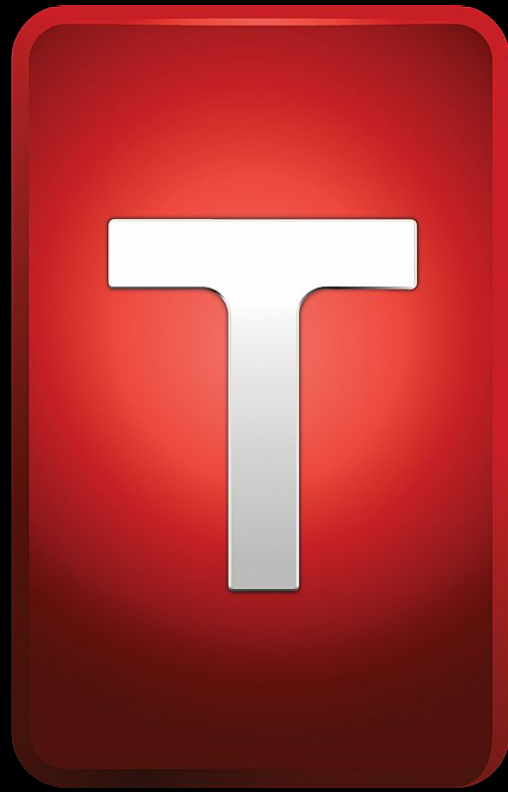
- Misogyny
- **Language Bias**
- Institutional Racism
- **Structural Racism**
- Individual/ Internalized Racism
- **Gender Bias**
- Sexual Orientation Bias/Preference
- **Interpersonal Racism**
- **Cultural Proficiency**



Thinking.

Loving.

Critiquing.



Thinking.

***“Intentional focused
thoughts shared
with the intent of
moving the
conversation/work
productively
forward”***



Loving.

***“Saying + Doing
in a manner that
communicates
respect,
professionalism and a
desire to be
supportive”***



***“Posing, Pondering
and Pushing with love
through thoughtful
inquiry”***

Critiquing.



**Share a research based high leverage
strategy/process that is**

- **Viable** (*doable*)
and
- **Effective** (*impactful*)

EXCLUSIVE

GOOD NEWS!

T

The following text is a blurred representation of a newspaper article, containing several columns of small, illegible text.



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

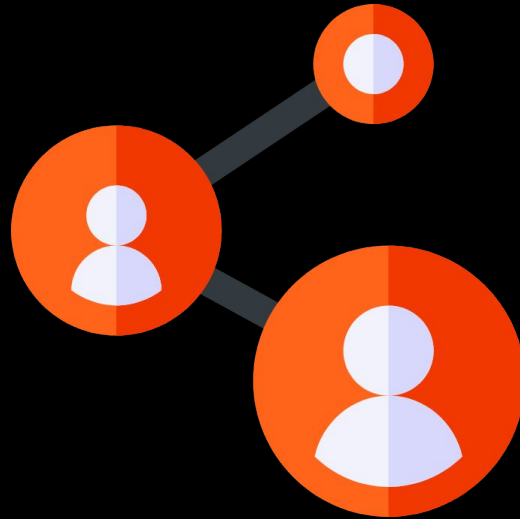
-Dr. Ron Edmonds
Effective Schools Research



Education
Equity
Leaders
..US

Equity Teaching, Learning & Leading Work

Our
Work
Today



***Connect
Our
Learning Community***



Dr. Jamila Lyiscott

- Community Engaged Scholar
- Associate Professor of Social Justice Education at University of Massachusetts Amherst
- Senior Research Fellow of the Teachers College at Columbia University's Institute for Urban and Minority Education

JAMILA LYISCOTT

BLACK APPETITE. WHITE FOOD.

Issues of Race, Voice, and Justice
Within and Beyond the Classroom

An Eye On Education Book





What might be some of your initial thoughts?

What resonated with you?

What did not resonate?

What might you..

- ***ARGUE with?***
- ***AGREE with?***
- ***ACT on?***

Add video



Reminder:
First person to present
will be the person with the
closest birthday to today's date

zoom
Breakout
Rooms





What might be some of your initial thoughts?

What resonated with you?

What did not resonate?

What might you..

- ***ARGUE with?***
- ***AGREE with?***
- ***ACT on?***



Kasserian
Ingera?

How are the children?

Focus in Brief

THE DILEMMA

How do we serve the genius of our historically/currently underserved student population in empowering, enduring and empathetic manner?



A SOLUTION -IN PART

Education leaders should focus on learning by designing, developing and deciding what students should know and be able to do (GVC).



THE BENEFITS

- ★ REAL process develops collective teacher team efficacy
- ★ GVC integrates equity of learning expectations into the instructional program
- ★ Students, parents and staff have complete clarity and focus





**Share a research based high leverage
strategy/process that is**

- **Viable** (*doable*)
and
- **Effective** (*impactful*)

Our Context

***Who are our
historically/currently
underserved students?***

**Emerging
Bilinguals**

AKA
“English Learners”

**Foster
Youth**

**Students
meeting
FRPM
requirement**

Who are our historically/currently underserved students?

Racial /Ethnic Minorities

- Latinx
- Filipino
- Native/Indigenous
- Black/African American
- Asian
- Two or more races

Student w/
Different
Abilities

LGBTQIA

Students experiencing
homelessness

Emerging
Bilinguals

AKA
"English Learners"

Foster
Youth

Students
meeting
FRPM
requirement



Resource

Student Achievement Analysis: Results of the 2018-19 Smarter Balanced Assessments

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Oct 11, 2019 by Ed Trust-West

Recently, the California Department of Education released the results of our state's college- and career-readiness aligned assessments, the California Assessment of Student Performance and Progress (CAASPP). These assessments measure the types of high-level skills students need to be ready for college or a rewarding career. The Education Trust-West team analyzed the results and created a PowerPoint summarizing key data points. One thing is clear: We have to do much better, much faster. Among the key results of the 2019 CAASPP include:



WEALTH



MEDIA



HOUSING



EDUCATION



CRIMINAL JUSTICE

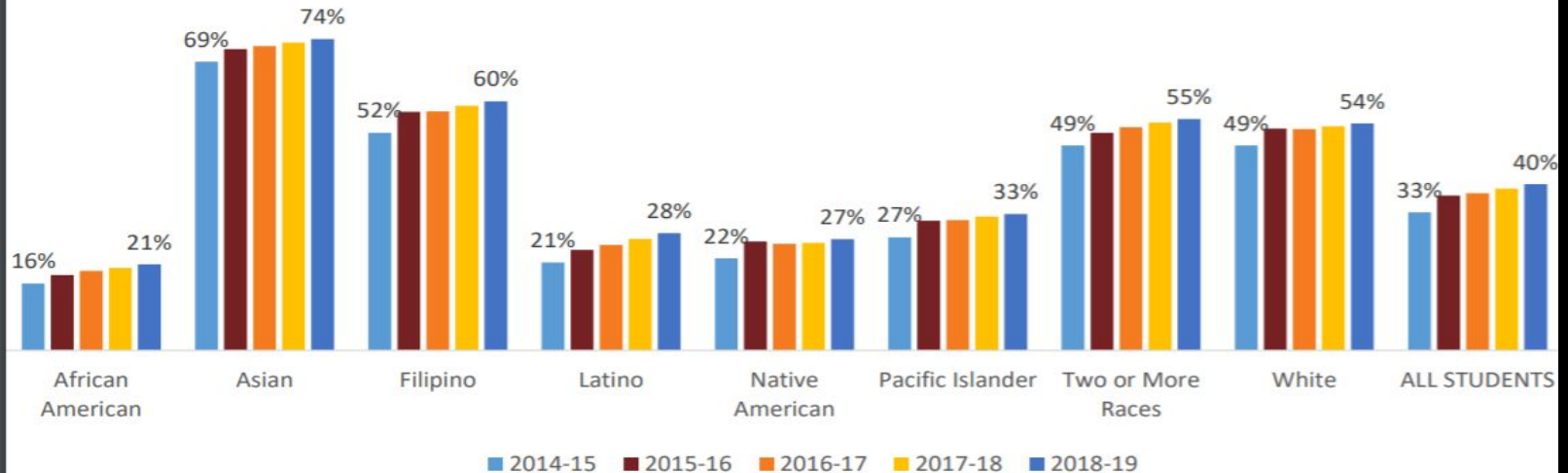


Education represents one area where institutional and structural racism abound..which also means it is an area where there is significant promise for changing inequitable outcomes
-Dr. Rose, Brown University

What is our current education context?

Achievement gaps across ethnic groups persisted in Math

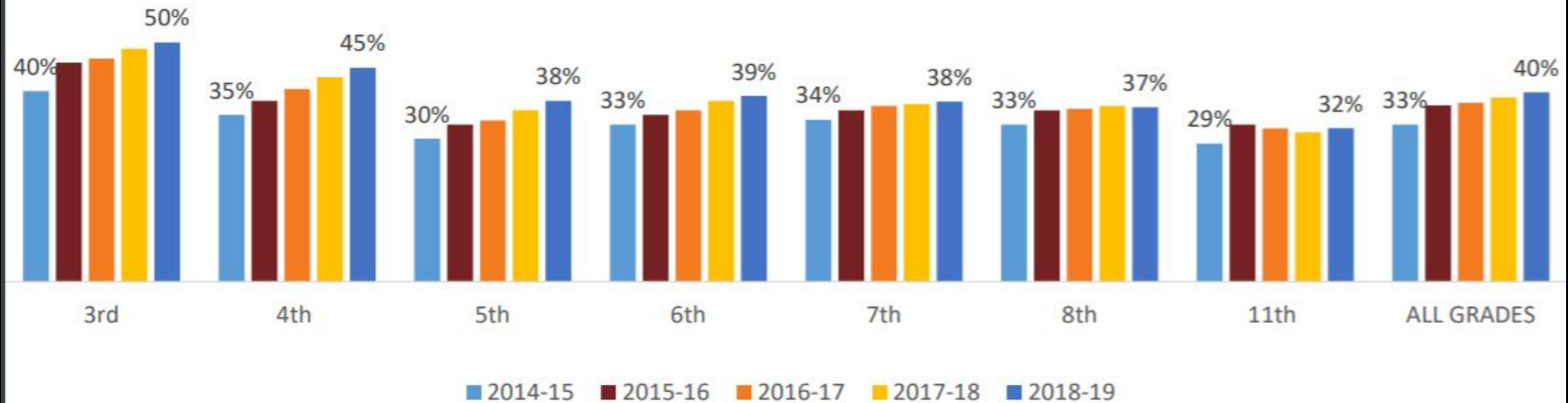
Percent Meeting or Exceeding Standards on SBAC Math, All Grades, by Ethnicity (2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding

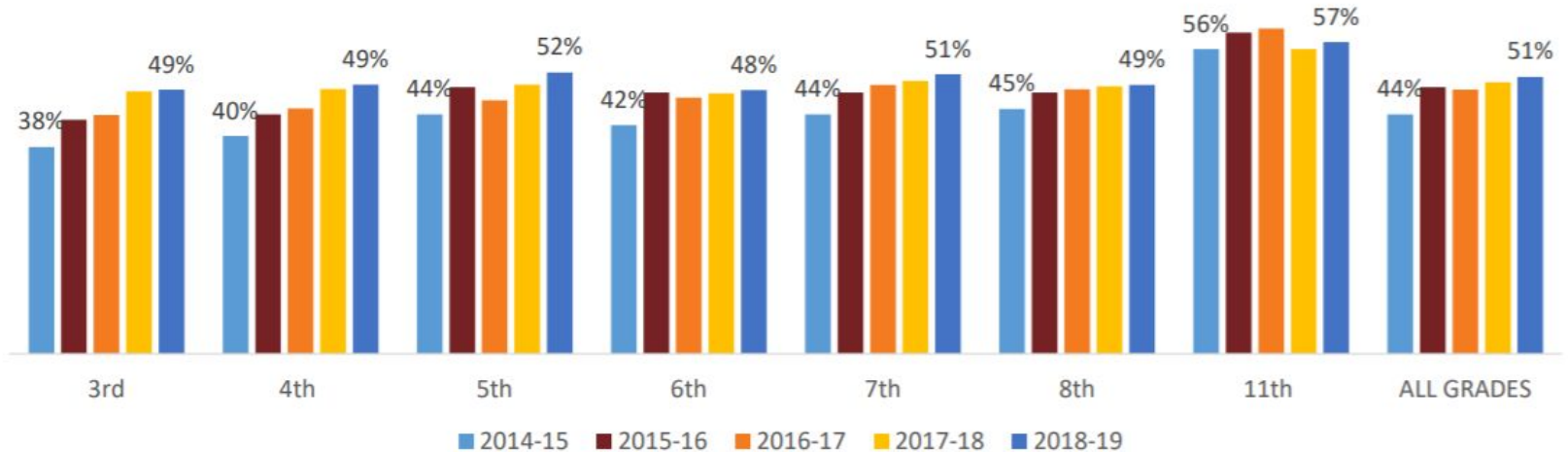
Math scores improved in the early grades, but improvement was small or flat in the later grades

Percent Meeting or Exceeding Standards on SBAC Math
(2014-15 to 2018-19)



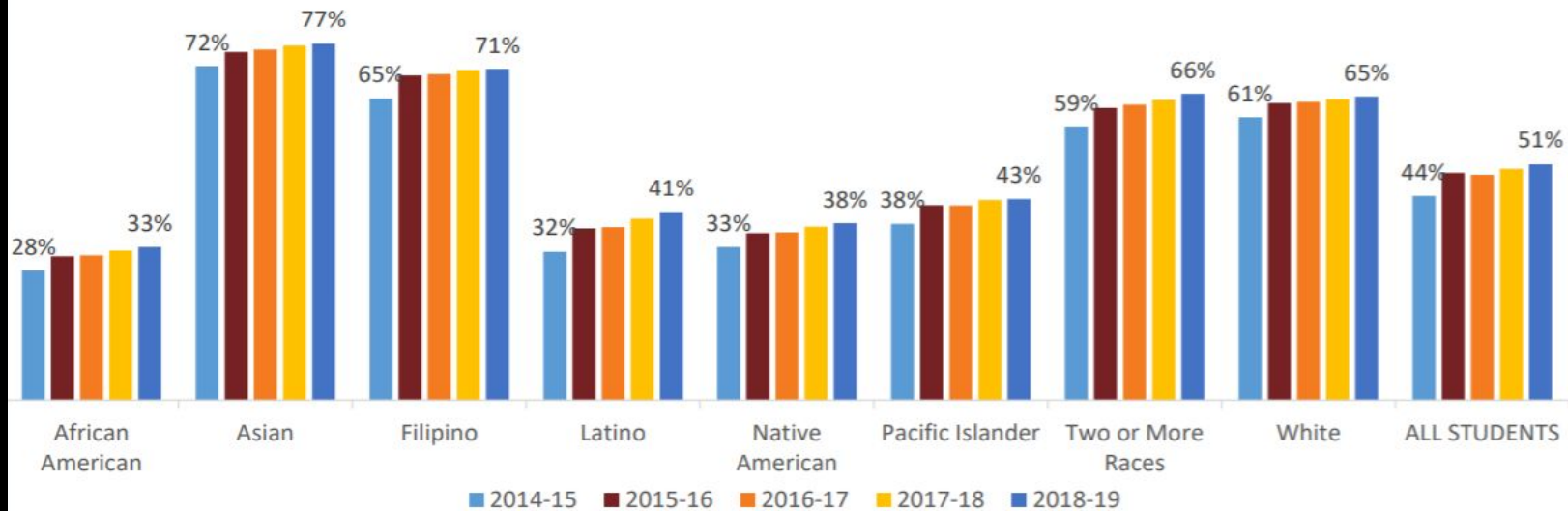
English language arts/literacy scores improved in the early grades but stagnated in the later grades

Percent Meeting or Exceeding Standards on SBAC ELA
(2014-15 to 2018-19)



Achievement gaps across ethnic groups persisted in English language arts/literacy

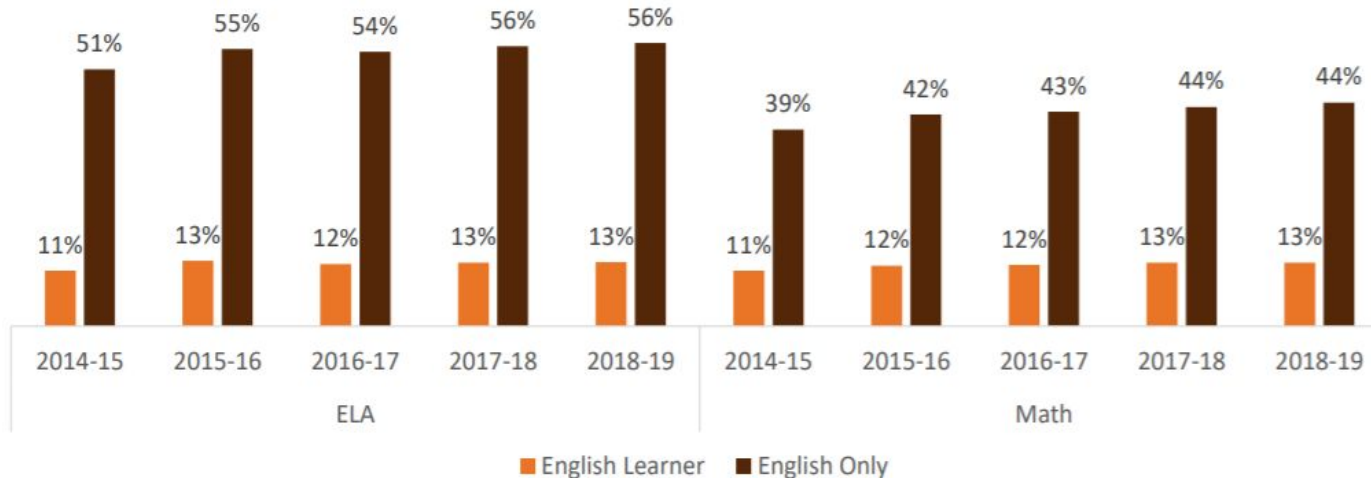
Percent Meeting or Exceeding Standards on SBAC ELA, All Grades, by Ethnicity
(2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding

Gaps between English learners and non-English learners widened in English language arts and stagnated in Math

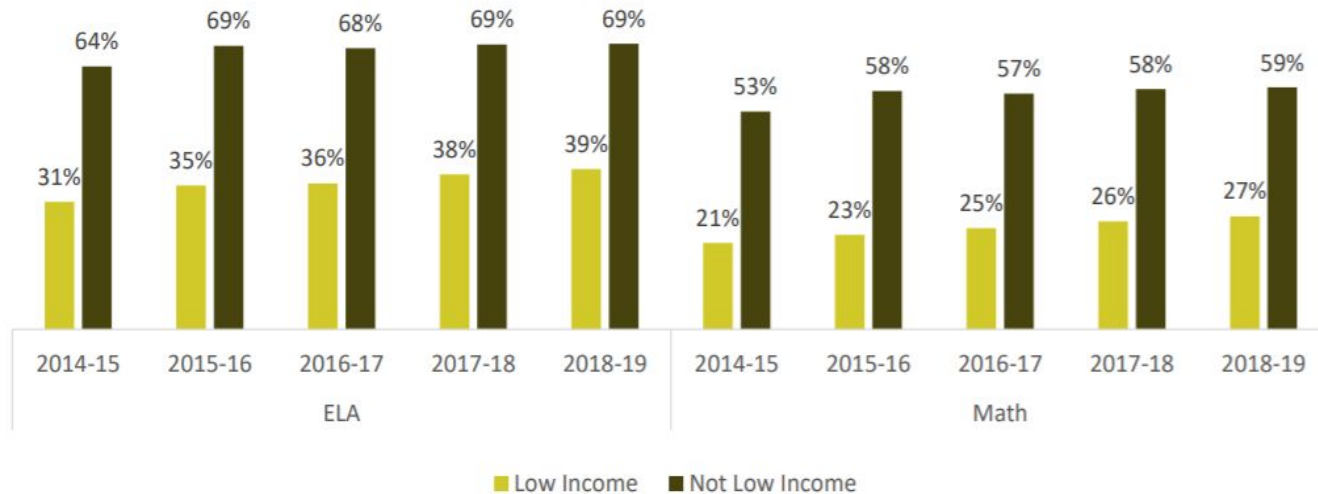
Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades, by English Learner Status (2014-15 to 2018-19)



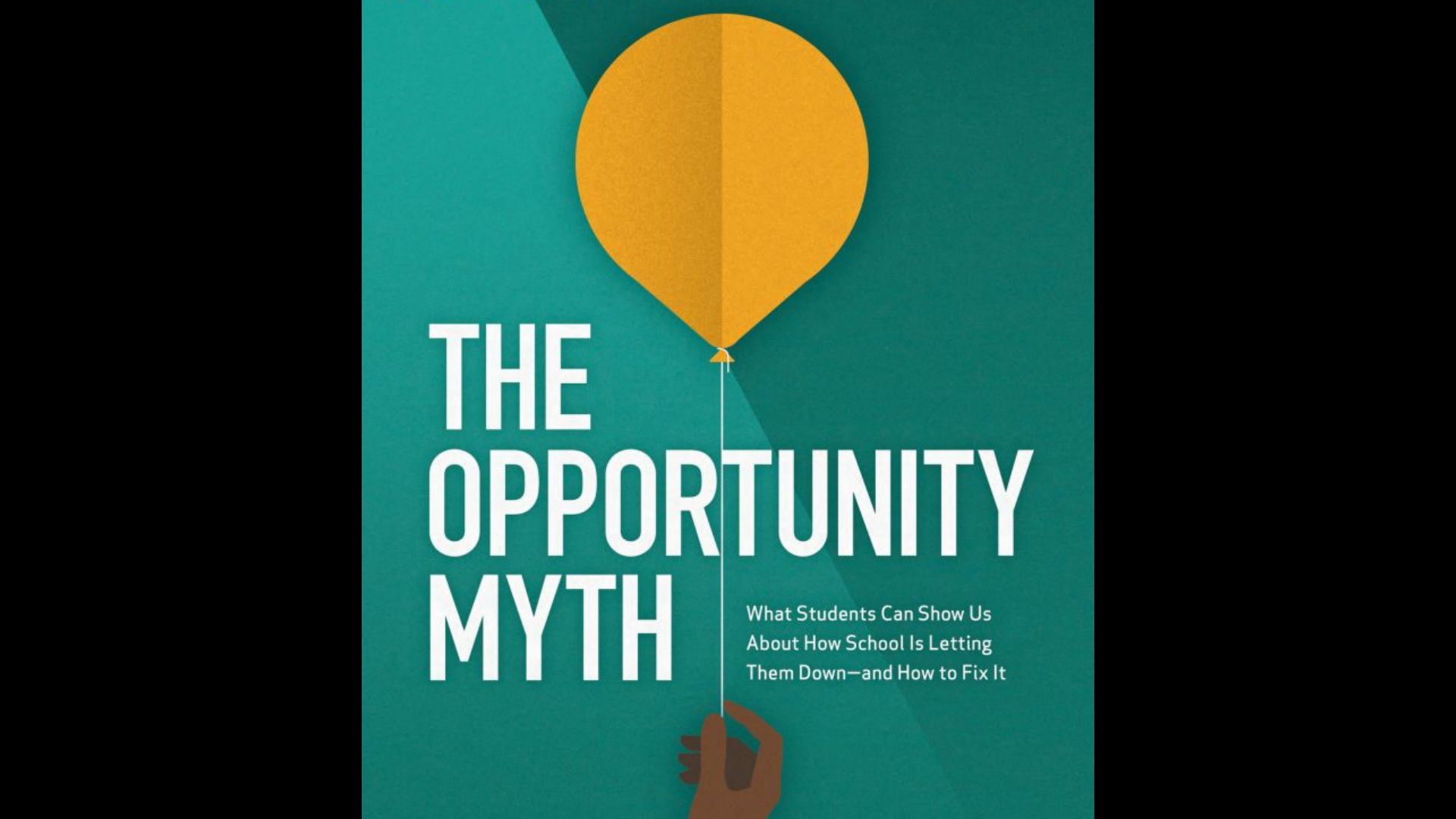
Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding

Gaps between low-income and non-low income students decreased slightly in English language arts and stagnated in Math

Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades, by Income Status (2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding



THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down—and How to Fix It

FIGURE 1 STUDENT SUCCESS ON ASSIGNMENTS VERSUS MASTERY OF GRADE-LEVEL STANDARDS ON THOSE ASSIGNMENTS

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

Even though most students are meeting the demands of their assignments, they're not prepared for college-level work because those assignments don't often give them the chance to reach for that bar.



**“I’m willing to take any chance
in my life for this dream.”**

Isaac, 11th grade

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.



38%

Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color



12%

Percent of classrooms that had no grade-level assignments in classrooms with mostly white students



*What other **data/evidence** might we consider as we work to understand the how the existing system serves our historically/currently underserved students?*



Focus in Brief

THE DILEMMA

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A SOLUTION -IN PART

Education leaders should focus on learning by designing, developing and deciding what students should know and be able to do (GVC).

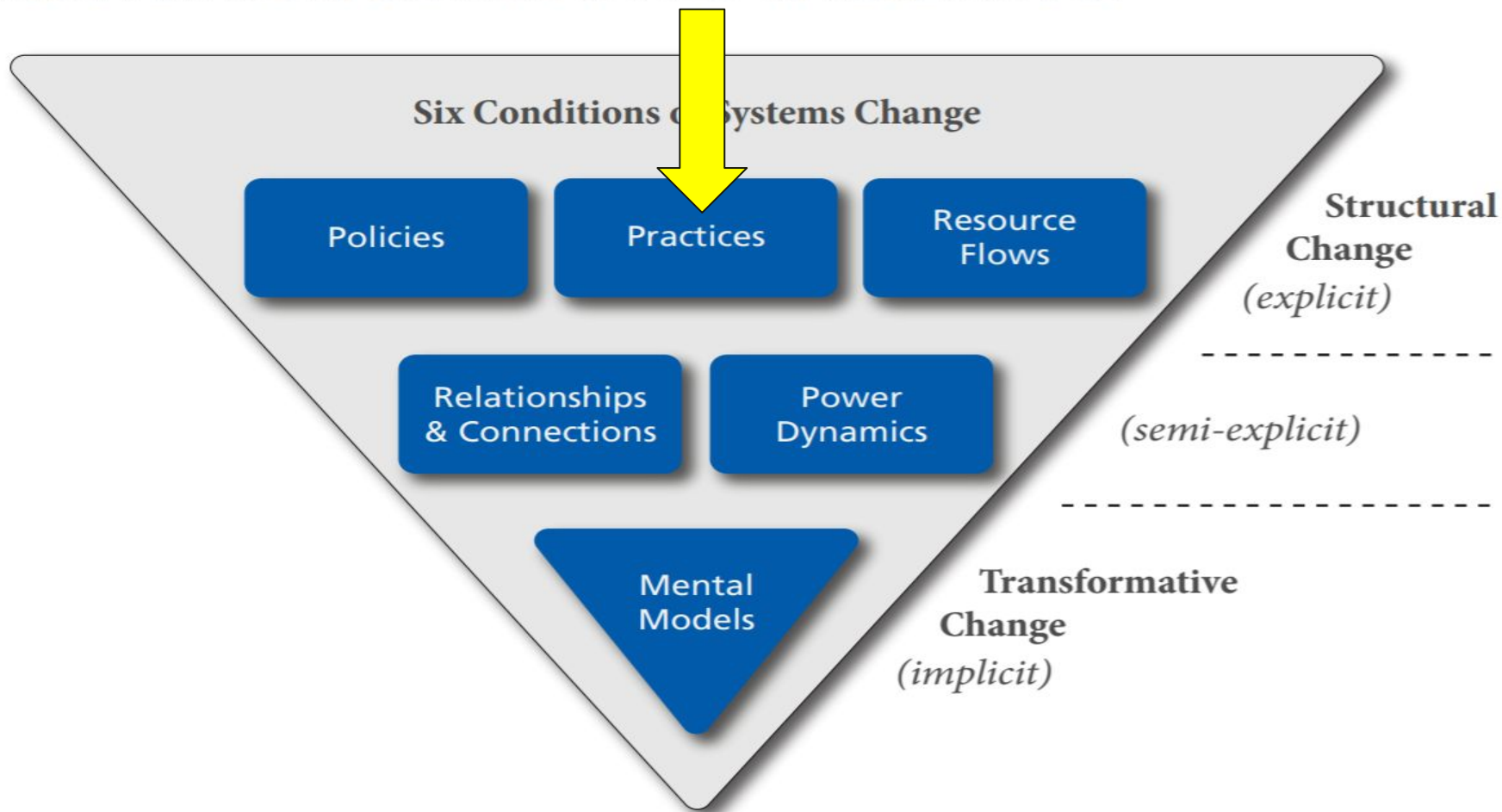


THE BENEFITS

- ★ REAL process develops collective teacher team efficacy
- ★ GVC integrates equity of learning expectations into the instructional program
- ★ Students, parents and staff have complete clarity and focus



FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE





THE WATER OF
SYSTEMS CHANGE

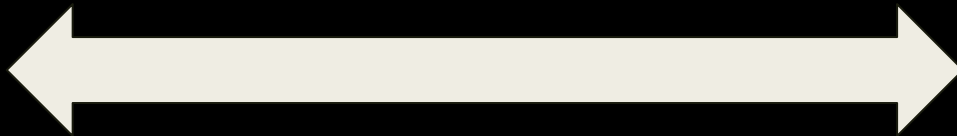
JOHN KANIA, MARK KRAMER, PETER SENGE

June 2018

**EXISTING
EDUCATION
SYSTEM**

*What might be the high
leverage system focused
strategies we can
implement while working
toward a transformative
system?*

**DESIRED
EDUCATION
SYSTEM**



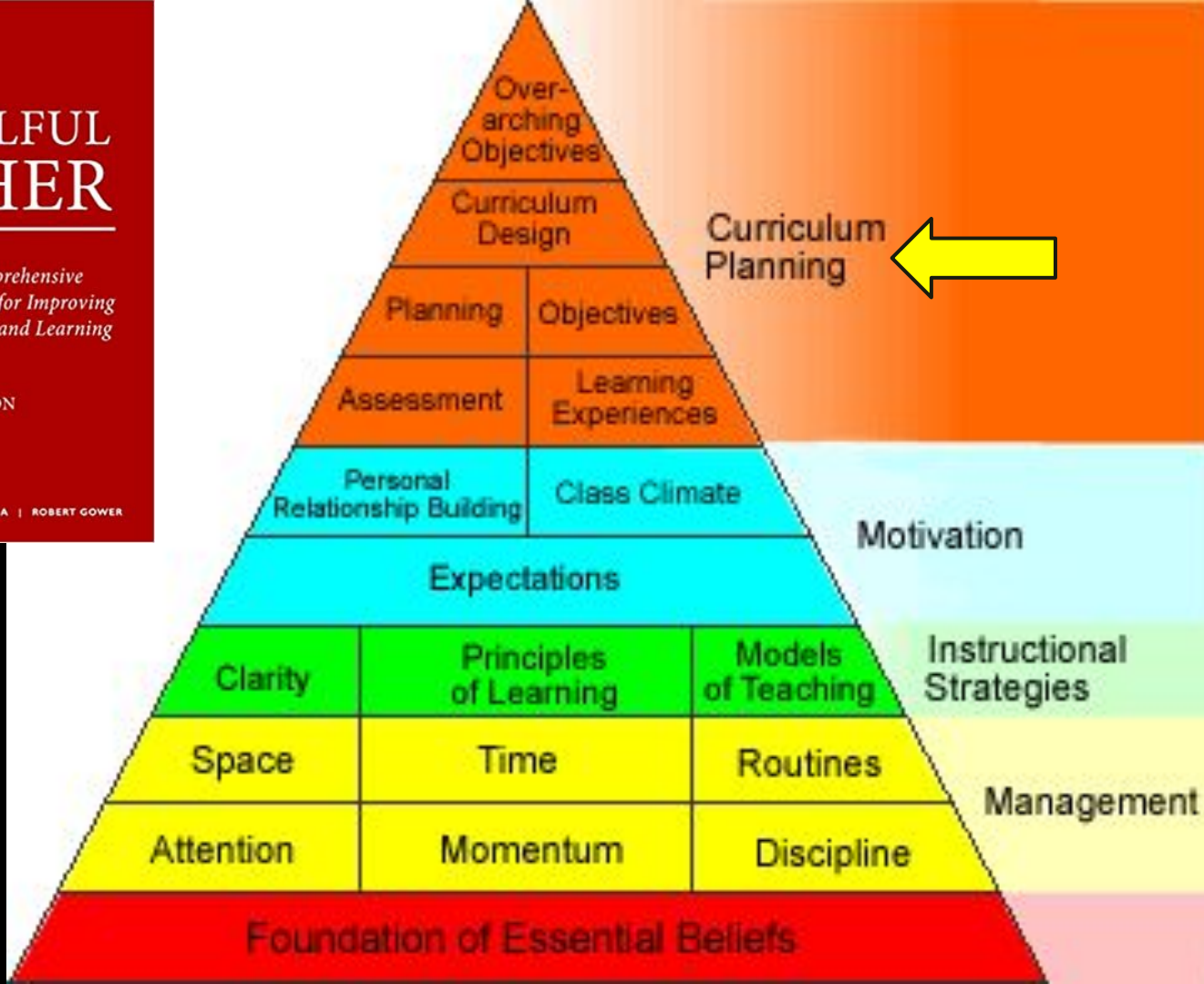
THE SKILLFUL TEACHER



*The Comprehensive
Resource for Improving
Teaching and Learning*

7TH EDITION

JON SAPHIER | MARY ANN HALEY-SPECA | ROBERT GOWER



“One of the main barriers to turning knowledge into action is the tendency to treat talking about something as equivalent to actually doing something about it.”

Robert Sutton and Jeffrey Pfeffer.





EQUITY IN PRACTICE #1

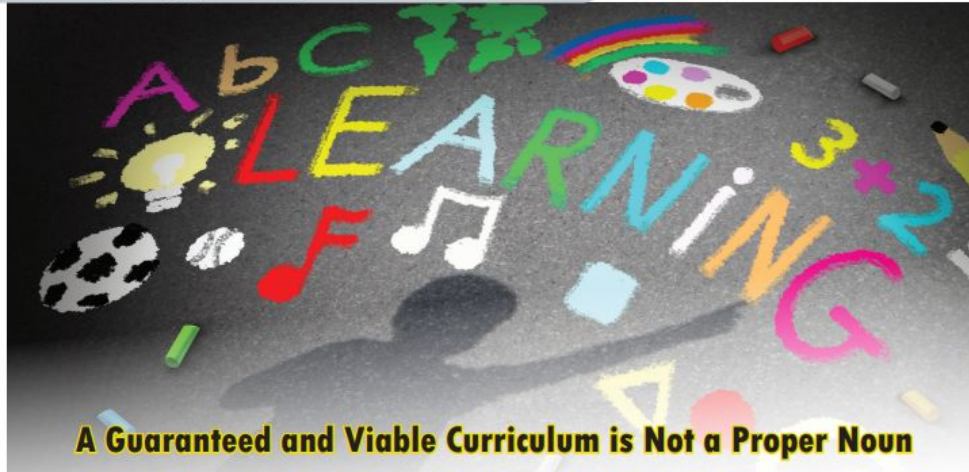
Guaranteed & Viable Curriculum

TEPSA News

Texas Elementary Principals
& Supervisors Association

Serving Texas School Leaders | August 2016 | Vol. 73, No. 4 | www.tepsa.org

Best Practices/Tom Many, EdD



A Guaranteed and Viable Curriculum is Not a Proper Noun

"One of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels." -DuFour and Marzano (2011), pg. 89

DOES OUR SCHOOL HAVE A GUARANTEED AND VIABLE CURRICULUM (GVC)?



A GVC requires a collegial process to keep it alive and meaningful to stakeholders.
Consider these questions to assess the status of your GVC:



Does our school have an *agreement and common understanding* of the essential content all students must know, understand, and be able to do?

- Collegial teams analyze essential content to ensure consistent interpretation among teachers.
- Common written resources (e.g. scope & sequence charts, clear learning targets, aligned assessments) guide instruction.
- Lesson activities are aligned with the content and cognitive demand of learning targets and support the needs of diverse learners.



Does our school have structures that provide *ongoing support* to our teachers and school leaders for implementing the GVC?

- Regular time for collaborative planning is scheduled.
- Tools such as innovation configuration maps clarify implementation levels.
- Flexible schedules offer opportunities for reinforcement and extension.



Are *performance criteria* established and communicated to all stakeholders?

- Teachers agree on performance criteria and apply them with consistency.
- Tools (e.g. learning guides, rubrics) clearly communicate performance expectations.
- Students track their own progress toward learning targets using established criteria.



Does our school have a *process for monitoring implementation* of the GVC?

- Collegial review of student progress informs next-step planning.
- Teachers provide input on strengths/challenges of the GVC.
- Teacher input is used to improve the quality/usability of the GVC.

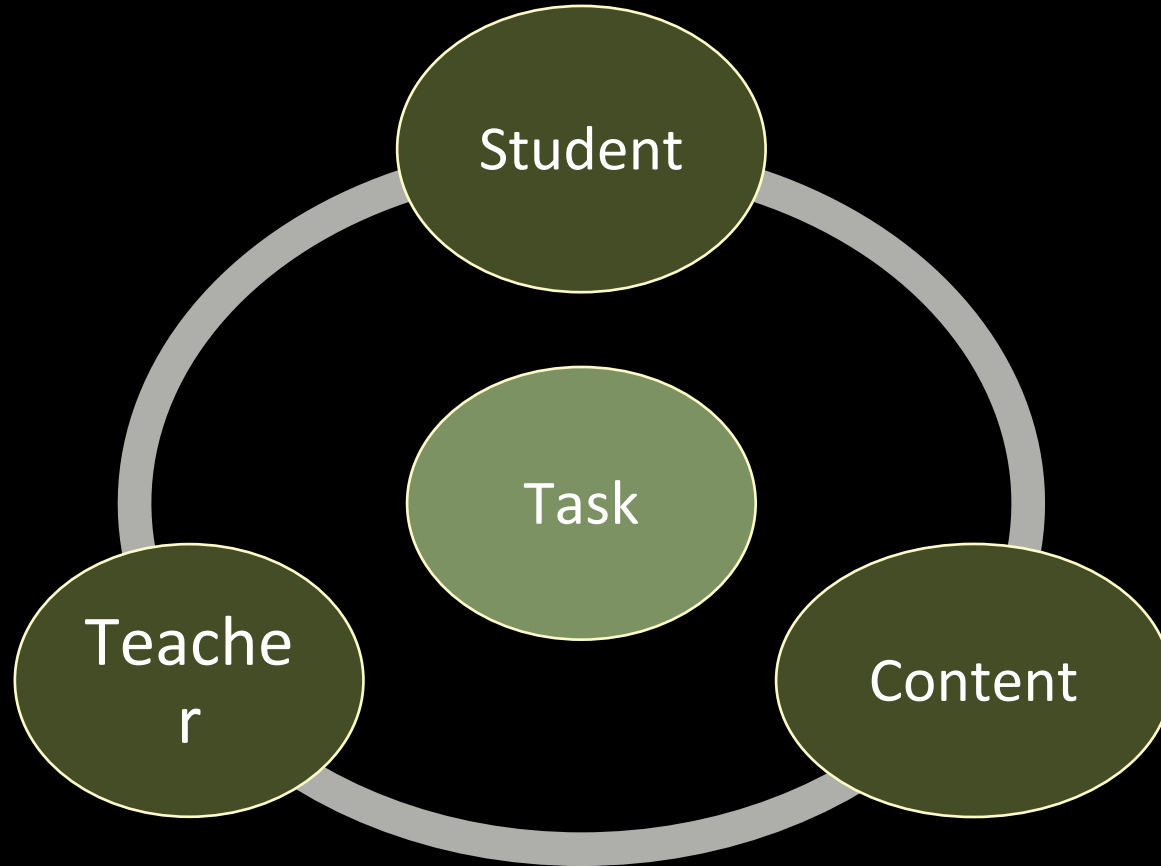


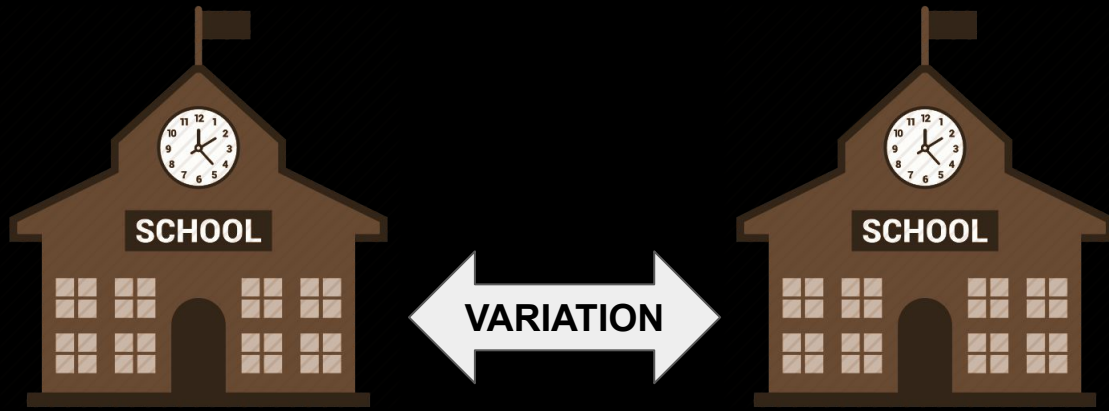
slido

Does your school or district have a guaranteed and viable curriculum?

 Start presenting to display the poll results on this slide.

Instructional Core





Theory of Improvement

If we can design and decide on the essential learning/priority standards of what student should know and be able to do...



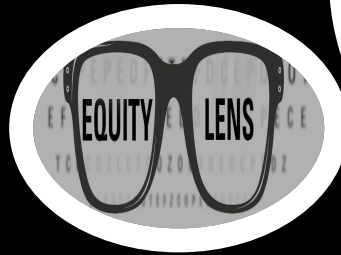
THEN



We can begin to effectively and sustainably address inequitable academic, behavioral and social-emotional student outcomes

The Research....

Teachers focused on equitable learning outcomes develop, decide and design a guaranteed and viable curriculum through
(Many, 2015)



To ensure each student has the opportunity to master the same essential learning..leaders must engage every teacher in a collaborative process to study, clarify, and committed to teaching the guaranteed and viable curriculum
(Dufour et al. 2015)

The single most important initiative a school or district can engage in to raise student achievement
(Marzano, 2019)

What is a guaranteed and viable curriculum?

- Every student is provided the opportunity to learn a core curriculum/ which provides them with the higher probability of successful learning in school. This is accomplish through teachers designing and deciding on priority standards using the REAL process.
- **What is a viable curriculum?**
Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.

(Marzano, 2019)

The How...

Leverage

Knowledge and skills that will last beyond a class or course.

Endurance

Knowledge and skills that cross over into many domains of learning.

Assessed

Knowledge and skills important to subsequent content or courses.

Readiness

Knowledge and skills will be assessed on state or district assessments.

The Resource....

REPRODUCIBLE

Figure 3.4: Protocol for Prioritizing Standards

Step 1	Identify the area of focus and the related standards for review.
Step 2	Define the following decision-making criteria (which Reeves [2002] and Ainsworth [2013] identify) to ensure team clarity: endurance, leverage, readiness for the next level of learning, testing requirements, and student needs. Modify, add, and define additional criteria as needed. Agree to the final list before proceeding.
Step 3	Provide each team member with a list of the standards. Establish a guideline for the maximum number of standards that individual members should select (generally in the ballpark of eight to ten standards per area of study) to determine the final list. Have individual team members use highlighters to denote the standards they consider most important.
Step 4	Create a collective set of the resulting choices of standards for consideration and final selection. Display a clean set of the standards to walk through as a team, and determine how decisions regarding which standards to select as priority standards will be made at this point. <i>Note: If the team is in agreement, and the number of selected standards falls within the team guideline, skip to step 6.</i>
Step 5	Narrow or enhance the list in a team discussion. Review the list standard by standard, discussing each decision-making criterion per standard and noting which criteria fit most with each standard. Code the standards to denote appropriate criteria by using terms, symbols, or colors. There are several options for coding. <ul style="list-style-type: none">• Discuss, come to agreements, and then code on a single list that is projected for all to see.• List the identified standards on poster paper, and have individual team members code each standard with designated colors or symbols to represent each of the five criteria. For example—<ul style="list-style-type: none">• Use yellow or a star to identify standards that address endurance.• Use pink or a check mark to identify standards that address leverage.• Use green or a circle to identify standards that address readiness for the next level of learning.• Use blue or an underline to identify standards that address testing requirements.• Use orange or a box to identify standards that address identified student areas of need.• Have team members code standards on their own (see the reproducible "Template for Prioritizing Standards," page 68) and then aggregate those results by listing the codes each standard was awarded and the number of times that same code was offered to that standard (for example, three team members thought this standard had endurance, two coded it for leverage). <p>As a team, select the standards that meet the greatest number of the most significant criteria.</p> <p><i>Note: During the discussion, review test specifications and student achievement data as necessary to resolve questions regarding the testing requirements and student needs criteria.</i></p>

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Reminder:
First person to present in the breakout room
 will be the person with the
closest birthday to today's date

zoom
Breakout
Rooms

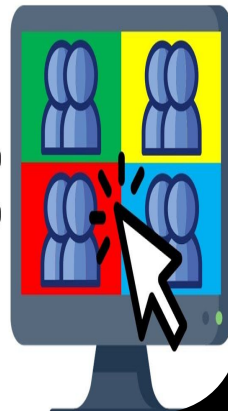


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What might be some of your initial thoughts?

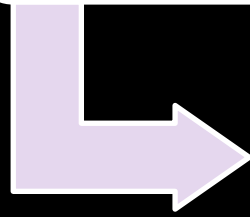
How might this work apply to your current role?

What might it take to begin this work in your classroom/school/district context?

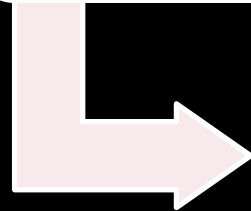
Priority Standard
Development



Deconstructing
Standards



Designing Learning
Targets



Designing &
Implementing
Formative/Summative
Assessment

*What might be the
next step after
Priority Standard
development?*

*What might be the
next step after
Priority Standard
development?*

I don't think eliminating the knowing-doing gap depends on the amount of knowledge around. It depends much more on people's attitudes and intentions - do they actually want to turn knowledge into action, or just go through the motions of acting as if they are busy or are accomplishing something.

— Jeffrey Pfeffer —

The Knowing-Doing Gap

How Smart Companies Turn Knowledge into Action

Jeffrey Pfeffer and Robert I. Sutton

SCHOOL PRESS

The Smart-Talk Trap

BY JEFFREY PFEFFER AND ROBERT I. SUTTON

The key to success in business is action.

Two stories, both sadly true and sadly typical. An international metals and oil company was posting terrible numbers—sales and profits were down, as was share price. The company's senior executives were mystified by the results; they knew major changes in strategy and operations were imperative. Their response? To spend at least half their time in darkened rooms, watching elaborate presentations about the company's performance. Faced with a worst-possible slow time-to-market for its new products, a large furniture company conducted a careful benchmarking study. The results were clear: a project-based organizational structure would help solve the problem. But more than a year later, the company had not instituted a single change. Senior executives, although uniformly supportive of the idea of restructuring the organization, were still discussing it in meetings that ended with...decisions to have more meetings.

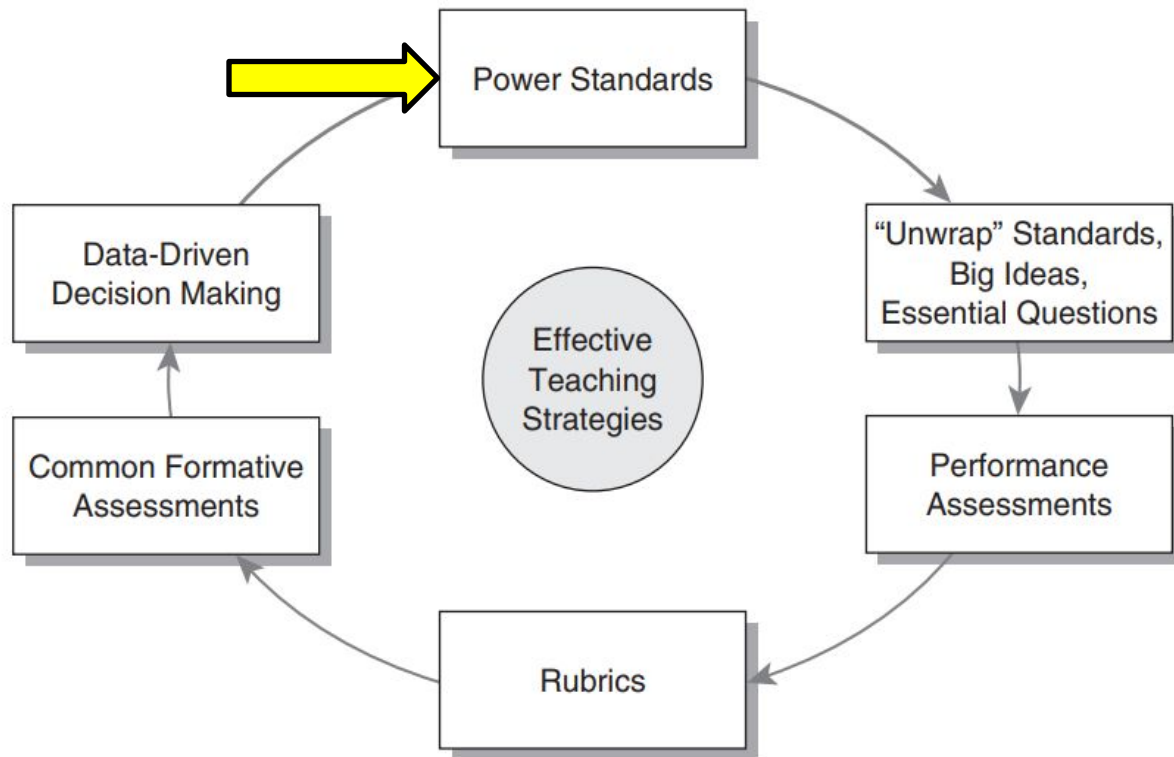
At the center of both stories is a particular kind of inertia that plagues companies of every size

and type. In our four years of research at nearly 100 companies, we observed it at global conglomerates and at six-employee start-ups, at capital-intensive manufacturers and at knowledge-driven service firms. It is not the inertia of indifference or ignorance but of knowing too much and doing too little. We call this phenomenon the knowing-doing gap.

Most executives know what they should do when their companies get into trouble—when sales slip or customer satisfaction erodes or productivity and quality problems emerge. To plot a course, they can draw on their own experience and insights, their colleagues' ideas, and the reams of data produced by sophisticated information systems. If that's not enough, they can tap into the myriad resources that exist outside the walls of their own companies—the 1,700 business books and thousands of articles published every year, the legions of management consultants armed with the latest tools and concepts, the dozens of gurus making the rounds on the

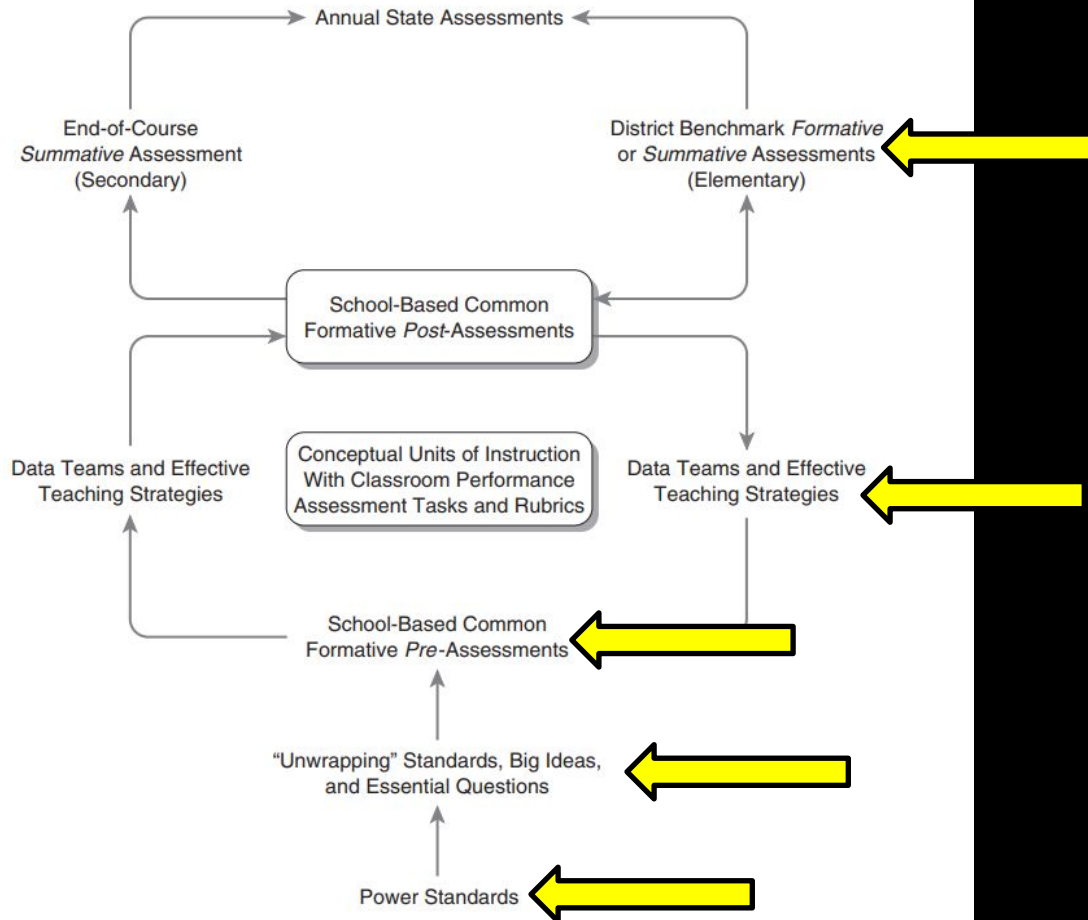
Jeffrey Pfeffer is the Thomas D. Dee Professor of Organizational Behavior at Stanford Business School in Stanford, California. Robert I. Sutton is a professor of organizational behavior at the Stanford Engineering School, where he is also co-director of the Center for Work, Technology and Organizations. Pfeffer and Sutton are authors of *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action*, forthcoming from Harvard Business School Press in October 1999.

Figure 1.1 How Powerful Practices Work Together



SOURCE: Used with permission of Robert Smelser.

Figure 1.2 Standards-Assessment Alignment Diagram





Assessments

- About the Assessments
- Practice Tests and Sample Questions
 - Practice Test Resources & Documentation
 - Performance Tasks
 - Braille Embossing
- Reporting Scores
- Testing Technology
 - Student Device and Secure Browser Requirements
- Accessibility and Accommodations
- Development and Design

Recursos en español

Get the Basics

Wondering what Smarter Balanced is all about? Get an overview here.

Development and Design

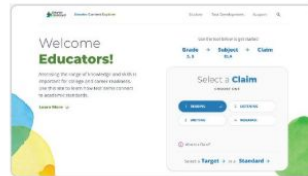
Looking for Item Specifications?

If so, visit [Smarter Content Explorer](#)!

Along with creating an innovative assessment, Smarter Balanced is committed to an unprecedented level of **transparency**, so that anyone who is interested can see exactly how the test is made.



[Smarter Content Explorer](#) provides easy access to Item and Task Specifications embedded in every search. The [Test Development](#) section provides information about [Test Blueprints](#) (summative and interim), [Guidelines and Resources](#) (accessibility and scoring), and [Content Specifications](#). Visit this resource to learn how test items connect to academic standards.

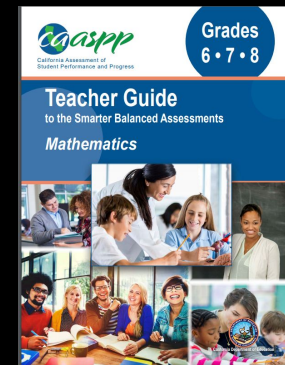
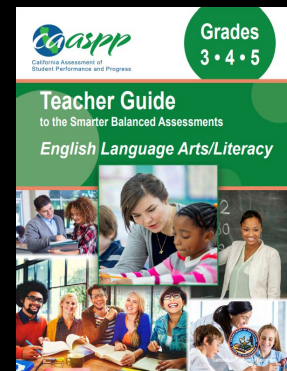
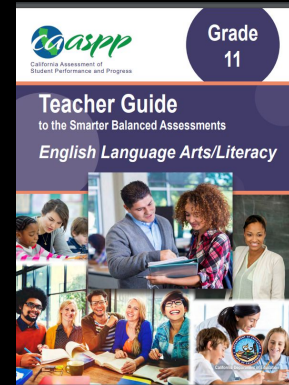
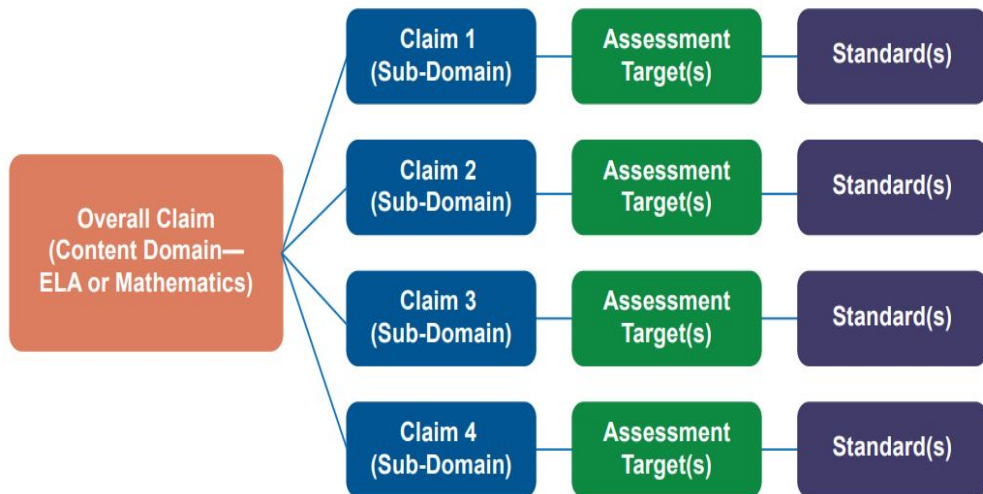


Below, we provide advanced technical documentation about the process of developing the Smarter Balanced assessment system.

+ Technical Documentation


+ End of Grant Report

Figure 3. Relationship Among Overall Claims, Sub-Domain Assessment Claims, Assessment Targets and Standards



slido

Audience Q&A Session

 Start presenting to display the audience questions on this slide.



What sits squarely with you?

I agree with



What is rolling around in your head?

I have a question about.....



What 3 ideas will you hold on to?

I want to remember.....

Focus in Brief

THE DILEMMA

How do we serve the genius of our historically/currently underserved student population in empowering, enduring and empathetic manner?



A SOLUTION -IN PART

Education leaders should focus on learning by designing, developing and deciding what students should know and be able to do (GVC).



THE BENEFITS

- ★ REAL process develops collective teacher team efficacy
- ★ GVC integrates equity of learning expectations into the instructional program
- ★ Students, parents and staff have complete clarity and focus





Sapati Ingera
*All the children
are well.*



Life is very short and what we have
to do must be done in the now.

— *Audre Lorde* —

AZ QUOTES

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CULTURALLY SUSTAINING PEDAGOGIES

Teaching
and Learning
for Justice in
a Changing
World



DJANGO PARIS • H. SAMY ALIM

EDITORS

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"Culturally sustaining educators connect present learning to the histories of racial, ethnic, and linguistic communities, to the histories of neighborhoods and cities, and the histories of the larger states and nation-states that they are part of."

- Django Paris & H. Samy Alim in Education Week Teacher