Leaders Disrupting Poverty
Creating School and Classroom Cultures for Student Success

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#disruptingpoverty
Step 1: Write a 100-Word Reflection

Paulo Freire (1970), author of the *Pedagogy of the Oppressed*, stressed the importance of actively engaging learners in a process of reflecting not only on the *literal text* they were reading, but also on the *text of their lives*. Please use the space below to write a 100-word reflection to respond to the question:

**Where do my ideas about poverty come from?**

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Step 2: Share and discuss
Five Poverty-Disrupting Practices

• Building Caring Relationships

• Holding High Expectations

• Committing to Equity

• Taking Professional Accountability for Learning

• Mustering the Courage and Will to Take Action
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 Brainstorm your thoughts, turn to the next page and review what we know from research.

<table>
<thead>
<tr>
<th>When Teachers Have Low Expectations</th>
<th>When Teachers Have High Expectations</th>
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### Teacher Expectations

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


YouTube References

Exam Hall: https://www.youtube.com/watch?v=fXRZcJI9yx8

The Tree: https://www.youtube.com/watch?v=GPeeZ6viNgY

Hard Times Generation: https://www.youtube.com/watch?v=U-DGlS8leU

Blind Man: https://www.youtube.com/watch?v=CNhYbJbgg-Y

Audri/Rube Goldberg: https://www.youtube.com/watch?v=0uDDEEEHDf1Y

Mr. Smith: www.habermanfoundation.org

World Without Teachers: https://www.youtube.com/watch?v=RN3iLeq1828

Children’s Defense Fund: https://www.youtube.com/watch?v=MLrTZ5IG_Eq

After the Bell Rings: https://www.youtube.com/watch?v=bBsFOynums

Believe in Them: https://www.youtube.com/watch?v=d9vc5WLIIs7k&t=2s

https://www.edutopia.org/video/making-sure-each-child-known

*The Disrupting Poverty DVD Series and Don’t Coun’t Me Out can be found :at
Disrupting Poverty:
Five Powerful Classroom Practices
by Kathleen M. Budge and William H. Parrett

DRAWING UPON DECADES OF RESEARCH AND MYRIAD AUTHENTIC CLASSROOM EXPERIENCES,
Kathleen M. Budge and William H. Parrett dispel harmful myths, explain the facts, and urge educators to act against
the debilitating effects of poverty on their students. They share the powerful voices of teachers—many of whom grew
up in poverty—to amplify the five classroom practices that permeate the culture of successful high-poverty schools:
(1) caring relationships and advocacy, (2) high expectations and support, (3) commitment to equity, (4) professional
accountability for learning, and (5) the courage and will to act.

Readers will explore classroom-tested strategies and practices, plus online templates and exercises that can
be used for personal reflection or ongoing collaboration with colleagues. Disrupting Poverty provides teachers,
administrators, coaches, and others with the background information and the practical tools needed to help students
break free from the cycle of poverty.

“If you want to attack inequity with excellence, Disrupting Poverty is the book for you. Above all, this book gives us hope
and the know-how that takes all the excuses off the table.”

— MICHAEL FULLAN, professor emeritus, OISE, University of Toronto

“Budge and Parrett are two of my go-to people on poverty and education and they ought to be two of your
go-to people, too.”

— PAUL GORSKI, founder of EdChange and author of
Reaching and Teaching Students in Poverty:
Strategies for Erasing the Opportunity Gap

“An excellent research-based foundation for any school staff
member. [Offers] immediate strategies that are based on
research and experience.”

— TIFFANY ANDERSON, superintendent of schools,
Topeka, Kansas

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Is it possible for high-poverty schools to be high achieving? Of course it is! Authors William Parrett and Kathleen Budge analyze what schools do to help students succeed — and how you and your school can adopt the same practices no matter what socio-economic climate students live in.

Rather than suggesting a one-size-fits-all approach, Parrett and Budge acknowledge the unique context of individual schools and urge readers to engage in self-assessment, reflection, and coordinated action to learn together and lead together, with rubrics and planning templates provided to guide the process.

Principals, teacher-leaders, and district leaders can benefit from the extensive concepts, strategies, examples, and action tools set forth in this compelling educational work.

“Throughout the book, the authors offer inspiration and concrete actions that a school could use as a part of its turnaround plan...I found this book very useful...I am buying five more copies to give to five of my teacher friends so that we can read together, learn together, and use what we learn to transform our high-poverty school into a high-achieving school.”

-Dave Orphal, High School Teacher
Oakland, CA

“Building on long-standing work done by organizations like the Education Trust, what Bill and Kathleen have rendered is an analysis and an accompanying tool kit for understanding how schools all over the United States manage to realize outstanding student achievement results among high-poverty, high-monitory populations. A simple recipe, yet powerfully rendered here...I wish I had this book to give to my faculty back in the late 1980s.”

-Michael Copland, Senior Program Officer
Bill and Melinda Gates Foundation

“There is much to be learned from schools that are helping young learners living in poverty succeed. In this book, William Parrett and Kathleen Budge make clear that any school can become high performing if its leaders are willing to refocus efforts on effective, research-based strategies.”

-Dr. Gene Carter, ASCD CEO and Executive Director
What can you do to disrupt poverty in your school and turn it into a high-achieving school?

We’ll show you in ASCD’s new videos featuring William H. Parrett and Kathleen M. Budge, experts on school improvement and co-authors of the book Turning High-Poverty Schools into High-Performing Schools.

In this series, we look at elementary and secondary schools that are not only meeting the needs of impoverished students but pushing them to high achievement. Drawing upon their years studying high-poverty, high-performing schools, Parrett and Budge identify the common practices and structures that effective schools put into action as well as the unproductive processes these schools eliminate. Parrett and Budge use this data to form the basis of their framework for action designed to help schools get all students learning to high standards. It’s not a one-size-fits-all approach; but we’ll show you the critical components that set these institutions apart from their struggling peers.

Learn what these schools do to help students succeed and how you and your school can adopt the same practices to disrupt the cycle of poverty and lift students to achievement.

Preview the video: http://bcove.me/dyyt8ig9

William Parrett is the director of the Center for School Improvement and Policy Studies at Boise State University.

Kathleen Budge is an Associate Professor at Boise State University.

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William Parrett

William H. Parrett has received international recognition for his work in school improvement related to children and adolescents who live in poverty. He has co-authored ten books, the past three being best-sellers. His most recent, the award-winning *Turning High-Poverty Schools Into High-Performing Schools*, with Kathleen Budge, has provided a Framework For Action that has been adopted throughout the nation to guide lasting improvement and student success in high-poverty schools. Bill and Kathleen’s newest book, *Disrupting Poverty: 5 Powerful Classroom Practices*, was honored as an ASCD Member book and provided to over 50,000 educational leaders and classroom teachers worldwide as a part of it’s official release in January of 2018. As Director of the Boise State University Center for School Improvement & Policy Studies for the past 20 years, Bill coordinates funded projects and school improvement initiatives that currently exceed $5 million annually. He is a frequent speaker at international and national events. His work with state and regional educational organizations, districts, and schools, spans 44 states and 10 nations. Throughout his career, Parrett has worked to improve the educational achievement of all children and youth, particularly those less advantaged. These efforts have positively impacted the lives of thousands of young people, many of whom live in poverty.

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Kathleen Budge

Kathleen Budge brings a blend of 26 years of practical experience as a teacher and administrator combined with more than a decade of work dedicated to bridging the gap between the university and the teaching profession. She is an associate professor of Educational Leadership and Chair of the Curriculum, Instruction, and Foundational Studies Department at Boise State University, where her research focus on poverty, rural education, school improvement, and leadership development. She is co-author (with William Parrett) of the award-winning book *Turning High-Poverty Schools Into High-Performing Schools*, and the video series, *Disrupting Poverty in Elementary and Secondary Classrooms*. Bill and Kathleen’s newest book, *Disrupting Poverty: 5 Powerful Classroom Practices*, was honored as an ASCD Member book and provided to over 50,000 educational leaders and classroom teachers worldwide as a part of it’s official release in January of 2018. She has conducted numerous presentations at international, national, and state conferences and served as guest speaker for webinars, podcasts, and symposiums related to the topic of poverty and the “whole child.” Her consultancies include state departments, boards of education, education associations, state and regional service providers; as well as schools in 15 states and 4 nations. She earned her doctorate from the University of Washington in 2005. She continues to maintain that her most important and significant work has been teaching first graders to read.