Leaders
Disrupting Poverty
Creating School and Classroom Cultures for Student Success

Ask Yourself...
How Are We Doing?

Validate
Challenge
To Improve

Disrupting Poverty: Five Powerful Classroom Practices

Learner Outcomes

- Emerge with an enhanced understanding of practices that disrupt the adverse effect of poverty on lives and learning.
- Know what poverty-disrupting leadership looks like in schools.
- Be better prepared to take informed action to disrupt poverty.

Network / Collaborate

Who Are You?

- Superintendents
- District Office
- Principals
- High School
- Middle School
- Elementary School
- Others
- Districtwide

What Level?

- Elementary School
- Middle School
- High School
- Districtwide

Disrupting Poverty Video Series

Source: Education Trust analysis of data from National School-Level State Assessment Data Base www.schooldata.org

2013 Silver Excel Award
Best Technical Book
Association Media and Publishing
ASCD Best-Seller

Poverty vs. Achievement in Illinois Elementary Schools

Source: Illinois Department of Education State Assessment Data
What does it mean to you to be “comfortable in your own skin and come to work dressed for the work”?

Poverty Disrupting Leadership

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” question.

Poverty Disrupting Leadership Requires Us to Ask the WHY and WHO Questions

"Who is the self that teaches (leads)? How does the quality of my selfhood form—or deform—the way I relate to my students, my subject, my colleagues, my world?"

Parker Palmer: The Courage to Teach

Stereotypes Can Get In Our Way

- People live in poverty because of individual deficiencies such as poor moral character or poor choices.
- People in poverty are lazy and have a weak work ethic.
- People who live in poverty are not as smart as those who do not live in poverty.
- Education as a way out of poverty is readily available to all.
- People in poverty do not value education.

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

"There is no neutral space in this work.”

(Miller, 2015, Racing to Class)
Poverty Disrupting Leadership

ANSWERING THE WHY QUESTION

Poverty Disrupting Leadership

“... 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 (p. 20).

Michael Fullan: The Moral Imperative Realized

#MY WHY

North Godwin Elementary

North Godwin Elementary

North Godwin Elementary

North Godwin Elementary

North Godwin Elementary

4th Grade Students Proficient in Reading on MEAP

Enrollment: 390

Ethnicity:

- Hispanic: 46.67%
- Caucasian: 23.88%
- African-American: 15.64%
- Asian: 2.56%
- American Indian/Alaska Native: 5.1%
- Multi-racial: 10.77%

Low-Income Students: 92%
North Godwin Elementary
4th Grade Students Proficient in Math on MEAP

Key Poverty-Disrupting Leadership Actions
1. Building caring relationships
2. Holding high expectations and providing the needed support
3. Ensuring equity
4. Assuming professional accountability for learning
5. Taking courageous action

Trust in Schools: A Core Resource for School Reform
A longitudinal study of 400 Chicago elementary schools shows the central role of relational trust in building effective education communities.

Teachers with Students
Teachers with Other teachers
Teachers with Parents
All groups with School Administrators

Caring Relationships: What does research tell us?
• Mutual Respect
• Competence
• Personal regard
• Integrity

Caring Relationships: What does research tell us?
Strongest levels of trust: 1 in 2 chance of making significant improvement in student achievement.
Weakest levels of trust: 1 in 7 chance of making significant improvement in student achievement.

Caring Relationships: What does research tell us?
Increases student effort and engagement (Qualglia, Fox, Corso, 2010) (Redding, 2013)
Promotes Resiliency (Johnson, 2008) (Stride & Cutcher, 2015)
Improves Academic Achievement (Hattie, 2009)

Taking Action in Your Classroom
- Mentor
- Role Model
- “Intervener”
- Extended Family

The Gentleman’s Club...
It's 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).

Teacher Expectations

Table

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<th>Teacher Expectations</th>
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<td>Low Expectations</td>
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<td>High Expectations</td>
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- Call on students less frequently
- Provide less wait time for answers
- Provide answers or call on another student without wait time
- Reward low-quality or incorrect answers
- Criticize more frequently for failure
- Praise less for success
- Provide less informative feedback on performance
- Interact less frequently
- Seating students far away from teacher
- Provide less benefit of the doubt in borderline cases
- Rely on tasks with low levels of cognitive demand
- Overuse independent/seat work
- Use less friendly, nonverbal behavior
- Articulate the belief that students can achieve at high levels
- Create warm social-emotional relationships focused on strengths, funds of knowledge, cultural understandings, and personal responsibilities
- Make feedback on performance specific and focused
- Teach content and subjects with high cognitive demand
- Use high levels of expectations
- Encourage a productive struggle (refraining from giving answers, allowing wait time, guiding to answer)
- Maintain close physical proximity
- Interact frequently
- Use positive, nonverbal communication


Audri’s Rube Goldberg Machine

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

Reflect, Share, Compare

Step 1: Reflect
List 3 or 4 implications Audri’s experience has for teaching and learning.

Step 2: Share
Share your thoughts with a partner. Can you add to your list?

Step 3: Compare
Compare your reflections with the group’s thoughts. Can you add to your list?

Challenging the Pedagogy of Poverty

- Memorization
- Rote Drill and Practice
- Teacher Lecture
- One Chance to Learn
- Recall of Old Knowledge
- Curiosity
- Engagement
- Choice
- Effort (try, try again)
- Problem Solving
- Building New Knowledge
How are you supporting high expectations of all and monitoring teachers' expectation of students?

North Godwin: Leveling the Playing Field

Ensuring Access and Opportunity In the Classroom

Three Practices: An Equity Litmus Test

• Homework
• Grading
• Classroom Assessments

A Story About Equity

On a chilly spring day, Mr. Johnstone, a veteran high school teacher of ten years, walked into his classroom second period to find Elysa typing furiously on the keyboard in front of the computer he makes available for any student who needs to use it. The computer is connected to a printer he keeps stocked with paper, as he knows many of the students who attend the school do not have a computer or a printer at home.

A Story About Equity

A Homework Scenario: Elysa, Mr. Johnstone, and Mr. Walther

• What is your reaction to this story?
• What problems are embedded in the scenario?
• What do you think Mr. Johnstone believes is important?
• What about Mr. Walther?

Does Homework Help?

• How Can Homework Hurt Kids in Poverty?
• What Homework Is Good Homework?
• Should we Grade Homework?
• How Can Homework Work for All Kids?

Visible Learning–John Hattie

Source: Visible Learning Laboratories, University of Auckland, 2008
Where do you see a commitment to equity in your school?

ASSUMING PROFESSIONAL RESPONSIBILITY FOR LEARNING

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)

What is Self-efficacy?

“Teachers' 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).

Courage: Challenging the Status Quo

Are you working to eliminate practices that perpetuate underachievement?

- Blame
- Low Expectations
- Tracking/Ability Grouping (exclusion)
- Retention
- Ineffective Instruction

Mr. Smith
Room 26
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."

―Budget & Perrett, 2018

The District’s Ad-Vantage Point

- District as Obstruction
- Sink or Swim
- Working Smarter
- Reprioritize Spending
- Exercise Authority

Learning, Unlearning, Relearning

Educators are more change agents than consumers. They can:
- Allowed to articulate their prior assumptions.
- Provided with alternative ideas.
- Supported to explicitly consider the status of competing ideas within their mental maps.

Conclusions

Every 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 and in life.