Educational Excellence with Equity Harvard Trip 2013 Report

Raising achievement for all students
Dr. Ron Ferguson
Roadblocks to Closing the Gap

- The job is too complex and overwhelming.
- Groups often start things, but do not monitor progress.
- People cannot agree on what needs to be done.
- People lack trust in each other, their expertise, and their motives.
- Leadership is an issue when such enormous change is needed.
- There is a lack of belief that students are capable and that change can occur.
- There is a lack of support among students and their peers.
- Scarcity is an issue: lack of time and money.
E-Team

Educational Excellence with Equity
Harvard Trip 2013 Report

Organizations
District 97
District 200
OPRF Community Foundation
Collaboration for Early Childhood
Township of Oak Park
Triton College
Dominican University

Roles
Administration
Governance
Educators
Community Development
Youth Advocate
Research Director
Mission Statement

To work as a community to equip all students with skills, competencies and experiences so they are ready to participate in postsecondary education and/or the job economy.
OPRF Resources that Share Responsibility for Serving Youth

Success of All Youth

- Colleges and Universities
- Mental Health
- Private Schools PK - 12
- NFPs & Religious Orgs
- Law Enforcement & Court System
- Public Health
- CW Endowment & other donors
- Libraries
- Township Governments
- Village Governments
- Park Districts
- District 200
- District 90
- District 97
Three Key Strategies

- Parent, Family and Community Engagement
- Instructional Leadership and Teacher Engagement
- Student Engagement
Parent, Family, and Community Engagement

What is the definition of family engagement?

Family engagement is any way that a child’s adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development.
## Build the capacity to shift

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on programs</td>
<td>Focus on relationships</td>
</tr>
<tr>
<td>Deficit-based and adversarial</td>
<td>Strengths-based and collaborative</td>
</tr>
<tr>
<td>Random acts</td>
<td>Systemic</td>
</tr>
<tr>
<td>Individual</td>
<td>Collaborative/shared responsibility</td>
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<tr>
<td>Compliance driven</td>
<td>Learning and outcomes driven</td>
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<tr>
<td>Service</td>
<td>Developmental</td>
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<tr>
<td>One-time project</td>
<td>Sustained</td>
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When families are engaged, they are:

- Supporters
- Encouragers
- Monitors
- Models
- Advocates
- Decision-makers/choosers
- Collaborators
Impact of Family Engagement

- Acquire literacy more rapidly
- Earn higher grades and test scores
- Enroll in higher level programs
- Advance and earn more credits
- Adapt better to school and attend regularly
- Exhibit better social skills and behavior
- Graduate and go on to higher education
Parent University is an opportunity for parents to sharpen their skills as they work in one of life's most important and demanding roles.

- child development
- what children are learning
- advocacy
- parent leadership
- effective parenting skills.

-Boston Public Schools Office of Family and Student Engagement
Instructional Leadership and Teacher Engagement

“High Expectations Teaching”

Our work as educators is always to call for high quality student performance from every student, but also
1. to convince students they can grow their ability at academics,
2. to show them how, and
3. to motivate them to want to.
So, Six Simultaneous Approaches

I. Verbal Behavior for Attribution Retraining

II. Motivational Structures for Self Regulated Learning

III. Cooperative Learning Protocols and Community Building

IV. Explicit Teaching About Brain Malleability

V. Key Instructional Strategies

VI. School Policies, Practices and Programs

Motivated Students: “Gap” Closes
“This class keeps my attention – I don't get bored.”

Captivates by making learning relevant

“My teacher gives us time to explain our ideas.”

Confers with students and welcomes ideas

“When I am confused, my teacher knows how to help me understand.”

Clarifies lessons so knowledge is feasible

“The teacher in this class encourages me to do my best.”

Cares about students

Challenges students to achieve

Controls behavior and keeps students on task

“My teacher wants us to use our thinking skills, not just memorize things.”

“Our class stays busy and doesn’t waste time.”

Consolidates knowledge and makes connections

“My teacher takes the time to summarize what we learn each day.”

7 Cs of Teaching Practice
Ronald Ferguson, Harvard Kennedy School of Government
Student Engagement

Schools are social environments in which students and educators, each with their own identities and predispositions, work together to make teaching and learning happen.

Our community must acknowledge and be respectful of a child’s identity, feelings of marginality, and culture.
Possible Self

Every life has important work to do! Each child is a seed in the apple with latent potential to be nurtured and harvested.

Point A
Elements of Identity

Internalized Self = internal self perceptions, including self perceptions concerning, “What I value, believe, and prefer”

Persona = the image or personality that people present to others

Reputation = what others say and believe about the person

Affiliation = memberships in families, peer groups, school communities, etc.
**Pluralistic ignorance** = incorrect assumptions about what other people think that cause individuals to alter their behaviors to fit what they think other people value.

The cost of resisting what appears to be the norm can be social isolation or worse.
What do youth desire?

- To be liked, accepted, respected, socially included;
- To feel competent at skills that matter;
- To feel important, influential, powerful
Taking Action

**Phase One:** Educate community about E-Team and proven strategies

**Phase Two:** Build an inventory of current initiatives and share with community

**Phase Three:** Gather feedback

**Phase Four:** Design an action plan and build an implementation team

**Phase Five:** DO THE WORK!