Achieving Educational Equity Through Leadership: A Framework for College Readiness

Dr. Kendra Johnson, Esq.

Dr. Lisa Williams

College Board Conference

October 23, 2013

"Educational equity stands at the center of our nation's growing effort to reform and improve public schools and provide greater educational options to every family."

Who Are We?

Chief Academic and Innovation Officer

Equity Director

Personal Experience

Educational Leaders

School and University Experience

WHO ARE YOU?

Amazing Advocates!

PRINCIPAL

Teacher

"
Be still and know who you are.

~ Kirtana ~

OkyDay.com

Making the Connection

College and Career Readiness

Assessment Transitions

Curricular Transitions

Opportunities straight ahead

Instructional Transitions

What will we do together?

- Describe the overall educational equity and access context.

- Examine a data-driven protocol that leaders can use to address equity and access.

- Offer several "first steps" on the road to ensure college and career readiness for all students.

In Pursuit of Educational Equity- Change the Paradigm

1) **What percent of African American children were advanced on National Assessment of Educational Progress (NAEP) by grade 4 in reading?**

A. 2%

B. 11%

C. 3%

D. 15%

White

Hispanic

Asian

Status and Trends in Education of Racial and Ethnic Groups, 2010 NCES

2) **What percentage of African American children ages 6 to 18 have at least 1 parent (mother) who has a bachelor's degree, master's degree, doctor's degree respectively?**

A. **25%, 8%, 2%**

B. **20%, 6%, 1%**

C. **35%, 12%, 3%**

D. **12%, 3%, 0.7%**

White

National Average

Asian

3) Nationwide, African American student are what percent of students participating in special education

A. 6%

⭐ B. 12%

C. 8%

D. 10%

Learning Knows No Bounds

Status and Trends in Education of Racial and Ethnic Groups, 2010 NCES

4) What percentage of African American children under 18 were living in poverty circa 2007?

A.   17.5%   National Average

B.   10.1%   White

⭐ C.   34.1%

D.   27.1%   Hispanic

OPPORTUNITY NATION

Status and Trends in Education of Racial and Ethnic Groups, 2010 NCES

5) **What was the average Mathematics SAT score for African American students in 2008?**

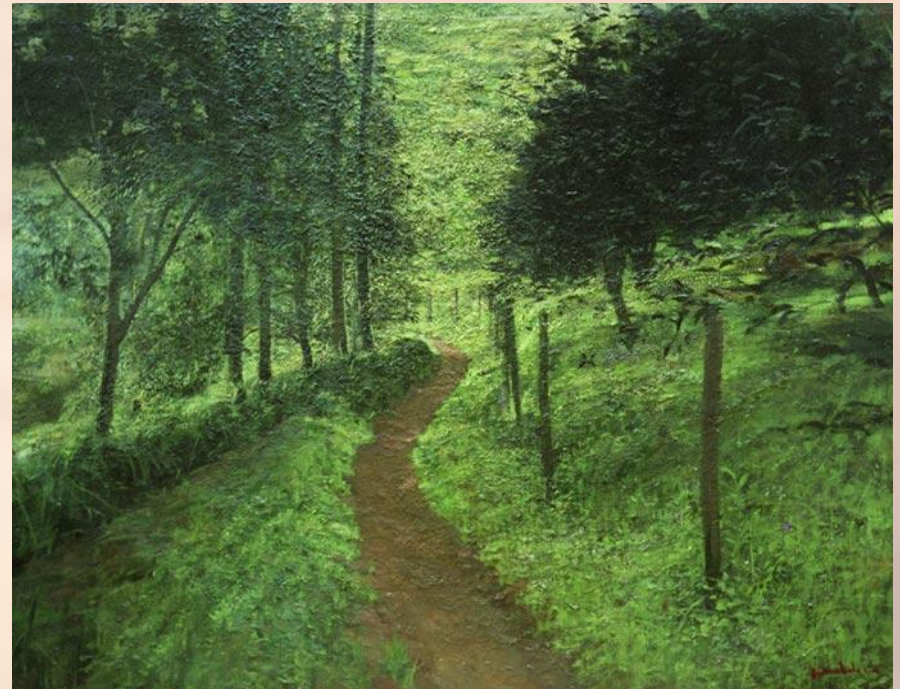A. 515   National Mean

B. 426
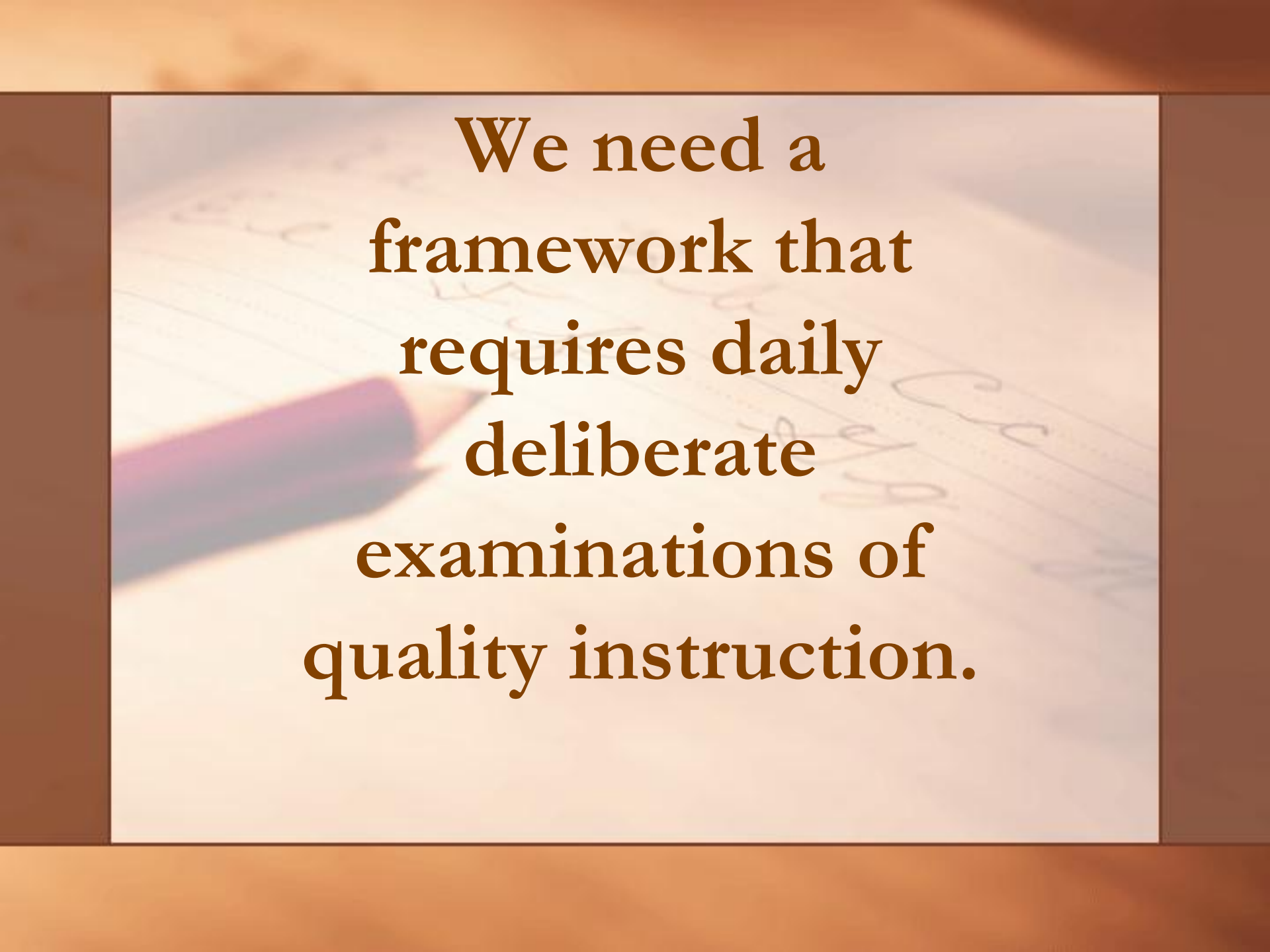
C. 581   Asian

D. 461   Hispanic

Barriers

Opportunities

STEP 1:

To address readiness for all CONTEXT must be established and clearly communicated.
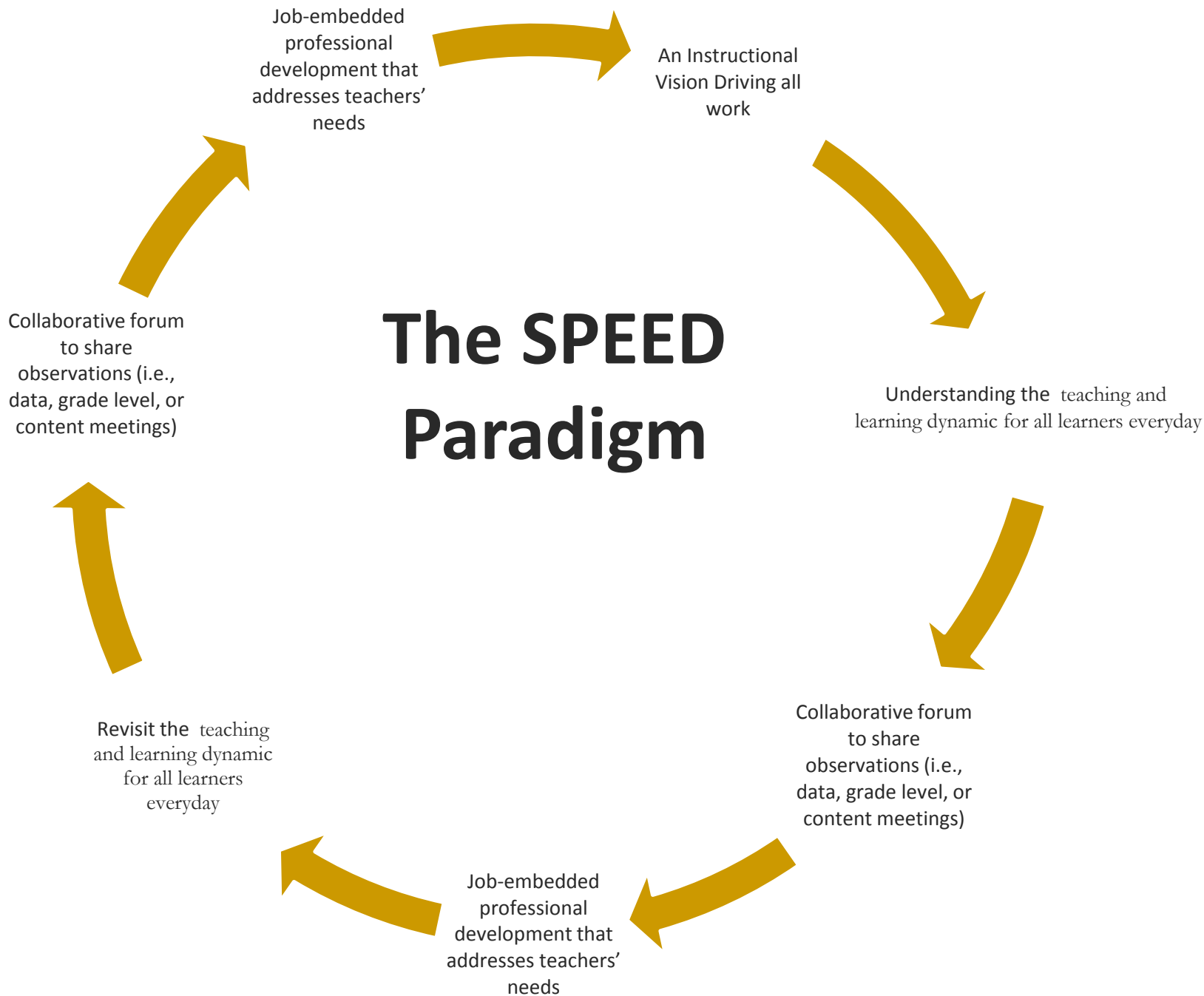
We need a framework that requires daily deliberate examinations of quality instruction.

OUR RESPONSE:
Strategically Pursuing Educational Equity Daily (SPEED)
Paradigm

The SPEED Paradigm

Job-embedded professional development that addresses teachers' needs

An Instructional Vision Driving all work

Understanding the teaching and learning dynamic for all learners everyday

Collaborative forum to share observations (i.e., data, grade level, or content meetings)

Job-embedded professional development that addresses teachers' needs

Revisit the teaching and learning dynamic for all learners everyday

Collaborative forum to share observations (i.e., data, grade level, or content meetings)

Strategically Pursuing Educational Equity Daily (SPEED)

The HEART of this Work: The Instructional Vision

PART 1: Group Creation

- Instructional Vision aligned with the three major stakeholder groups (students, teachers, and parents)

- Review Scenario

- Create *Draft* Instructional Vision

PART 2: Gallery Walk

- Process for the Gallery
  - NEED STEPS

- Instructional Vision aligned with the three major stakeholder groups (students, teachers, and parents)

Let's circle back to your original instructional framework. Based on the gallery walk, would you revise?

STEP 2:

To navigate the actual elimination of access gaps, an equity focused process must guide the daily work in schooling.

The SPEED Paradigm

Job-embedded professional development that addresses teachers' needs

An Instructional Vision Driving all work

Understanding the teaching and learning dynamic for all learners everyday

Collaborative forum to share observations (i.e., data, grade level, or content meetings)

Job-embedded professional development that addresses teachers' needs

Revisit the teaching and learning dynamic for all learners everyday

Collaborative forum to share observations (i.e., data, grade level, or content meetings)

STEP 3:

The process used to guide your navigation to eliminate gaps in access must be recursive with many checks and cross checks.

what's next?

- Take the vision work back to your campus/office .

- Then, cross reference your vision for gaps as pertains to disparity between and among student groups **and** a disparity between each student group meeting standards.

- Does your vision answer the question, if we ever want to eliminate the achievement and opportunity gaps for any underserved student groups (identify then) then we must………..?

Final thoughts

- Ensuring college and career readiness is adaptive in nature.

- Building a solid infrastructure that makes available courses and supports for students is NECESSARY but NOT SUFFICIENT.

- Ensuring readiness for all students means we look not only at our intent but our actual impact.

- SPEED is designed to eliminate disparities in impact or outcomes to respond to the learning needs of all students.

- **Dr. Lisa Williams**

  lwilliams13@bcps.org

  410-887-2444

- **Dr. Kendra Johnson, Esq.**

  kendra.johnson@kent.k12.wa.us

  252-373-7342