ARE YOUR SCHOOLS
Entrenching Inequality OR Changing the World?

#ARCLeads16

Equity: Creating Schools That Matter
Amelia Van Name Larson, VP @ameliadgvl
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ARE YOUR SCHOOLS
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1. Capture Their Hearts and Minds

Image of the Student?
What is the Image the Student We Are Sketching in Our Instruction?

– Capable of higher-order thinking and intellectual accomplishments?
– Capable of creative and imaginative thinking?
– Capable of creating literature and art?
– Capable of generating new knowledge?
– Capable of thinking about and finding solutions to social issues?
– Capable of becoming bilingual and biliterate?

If you want students to emerge from schooling after 12 years as intelligent, imaginative, and linguistically talented, then treat them as intelligent, imaginative, and linguistically talented from the first day they arrive in school.

Jim Cummins

Problem Finders, Innovators, Social Agents
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2. Teach Kids Before Subjects
“I didn’t understand anything because of my hunger. I wasn’t dumb. It wasn’t lack of interest. My social condition didn’t allow me to have an education. Experience showed me once again the relationship between social class and knowledge.”

Paulo Freire

Pontificia Universidade Católica – SP, 1982
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3. Instill A Love of Learning

Information Transmission

Teaching = WHAT and Learning = Retelling
“Any teacher who can be replaced by a computer .... ....should be”

Arthur C. Clarke
Inquiry Through Apprenticeship

Teaching = Modeling, Mentoring, Observing
Learning = Conscious Competence

Active, Democratic, Transformative
What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.

John Dewey

Creating the Kinds of Schools We Would Want Our Own Children to Attend

What’s Good is Better than What’s New
Talk About What is Possible...

• What type of learning environments do your students and communities need?
• What should learning look like?
• What is the work **worth** doing? **WHY**?
• What **cultural** shifts are necessary?
• What **structural** shifts are necessary?
• What **supports and resources** will get us there?

4. Vision Must Live in Practice

Deeper Learning: Cultural Shifts

<table>
<thead>
<tr>
<th>Role of Student</th>
<th>Tasks &amp; Assessments</th>
<th>Tech Use by Student</th>
</tr>
</thead>
<tbody>
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<td><strong>Early Stages</strong></td>
<td>Consumer</td>
<td>Content Consumption</td>
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<tr>
<td>User and Creator</td>
<td><strong>Advanced Stages</strong></td>
<td>Learning Mastery</td>
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<tr>
<td>Collaborator</td>
<td>New Knowledge Creation</td>
<td>Means to do Real World Things</td>
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**New Pedagogies: Cultural Shifts**

- **Early Stages**
  - Role of the Teacher: Dispenser of Knowledge
  - Pedagogy: Teacher Control
  - Tech Use by Teacher: Content Delivery

- **Advanced Stages**
  - Advanced Stages: Facilitator
  - Partnership: Collaboration
  - Learner Autonomy: Enabler of Learning

**Technology Must Be Necessary**

- Research, Create, Collaborate, Contribute, Present, Transform
Learning Leader: Cultural Shifts

Early Stages
- Role of the Principal
- Learning
- Leadership
- Manager
- Private
- Hierarchical

Advanced Stages
- Instructional Leader
- Making your learning visible
- Distributed
- Learning Leader
- Contributing to the learning of others
- Leadership Systems

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5. Blend Good Theory and Practice
### Reality & Context

**Student Background**
- Linguistically Diverse
- Low SES
- Marginalized Status

**Sources of Potential Disadvantage**
- Failure to understand instruction due to home/school language differences
- Inadequate prenatal care
- Inadequate nutrition
- Housing segregation
- Lack of cultural and material resources in the home due to poverty
- Limited range of language interaction
- Inadequate access to print at home and school, etc..
- Societal discrimination
- Low teacher expectation
- Stereotype threat
- Identify devaluation

**Evidence-Based Instructional Response**
- Scaffold comprehension and production of language across the curriculum
- Reinforce academic language across the curriculum
- Maximize literacy engagement
- Reinforce academic, language across the curriculum
- Connect instruction to students’ lives
- Affirm student identities in association with literacy engagement

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### Understand Sources of Disadvantage & High Impact Instructional Responses

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Jim Cummins
Identity Matters

Students whose identities have been devalued in the wider society tend to experience disproportionate underachievement.

To reverse this pattern, schools need to implement pedagogies that promote “identities of competence” (Manyak, 2004).

– Teacher Expectations
– Teacher-Student Interactions
– Maximum Identity Investment
– Identity Affirmation

$6,000,000,000

Necessary, Not Sufficient
Basic Skills WITH
Literacy Engagement AND Access

• *Reading First Impact Study* reported no impact of Reading First on reading comprehension or reading engagement among students in Grades 1, 2, or 3. (Gamse et al., 2008)

• NAEP, 2009 similarly showed virtually no improvement in reading comprehension performance among students at Grades 4 and 8 despite the massive infusion of funds in the preceding years (Institute for Educational Sciences, 2010).

Literacy Engagement Plays a Key Role in Promoting Reading Comprehension

• Reading engagement is a better predictor of literacy performance than his or her socioeconomic background, indicating that cultivating a student’s interest in reading can help overcome home disadvantages” (OECD, 2004).

• Literacy Engagement incorporates
  - Notions of *time* on task (reading extensively),
  - *Affect* (enthusiasm and enjoyment of literacy),
  - *Depth* of cognitive processing (strategies to deepen comprehension),
  - And *amount and diversity* of active pursuit of literacy activities in and out of school.
Reading Culture At School

Race is a Central Issue We Must Face

- Girls and boys interests
- Age appropriateness
- Multiple genres across fiction and non-fiction
- Gender and race of the protagonist
- Science and social studies topics
- Text complexity level
- Appendix A
**Reading Culture In the Home**

“The mere presence of books in the home profoundly impacts a child’s academic achievement.”

Jim Lindsay, Senior Research Associate, 2010

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**Summer Slide**

“Summer reading loss accounts for at least 80 percent of the reading achievement gap by ninth grade.”

Richard Allington and Anne McGill-Franzen, 2009
“Access to books coupled with minimal family and teacher support enables low SES [socioeconomic status] students to counter 100% of the typical summer reading loss.”

Richard Allington and Anne McGill-Franzen, 2008

6. De-Track Schools
KG Through Sixth Grade

Knowledge Building & Vocabulary

16 – 21 Minutes Per Day on SS

19-24 Minutes Per Day in Science

Literacy Systems

Interdependent Components
AMERICAN READING COMPANY

SCHOOLS ARE MAKING THE 3 SHIFTS
to Access, Equity, and Agency for **All Students**

**Shift #1**
Use a Student-Driven, Bias-Busting, Assessment System

**Shift #2**
Remove De Facto Tracking From the Literacy Block

**Shift #3**
Use Multi-Perspective, Multi-Cultural Materials

*One Size Fits All Fits None*

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**Scope of Where Each Player is and What They Need to Do Next**

**KNOW**: 150 words on sight (away, because, after, long, walk, etc)

**NEED TO LEARN**: 1 syllable words using a sight word you know, part of a sight word, other common spelling patterns (p(in), gl(ad), hard)
Coaching & Conferencing

Student's Reading Level

Student's Grade Level

Strategic Small Group Work
Understanding and Application

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7. Commit to a Learning System That Leads to Action and Reflection
If We Want Students to Engage in Powerful Inquiry, so Must Teachers

- What is happening in our system that is preventing some students from learning at high levels?
- What are the barriers to accessing FULL OPTION Trajectories? What are the causal factors operating?
- What can be done about it?
- What would happen if...?
- Inquiry Cycle

Problem Finders, Innovators, Social Agents

Researchers of Their Classrooms
Space for Deep Investigations

1. Capture Their Hearts and Minds
2. Teach Kids Before Subjects
3. Instill a Love of Learning
4. Vision Must Live in Practice
5. Pedagogy: Blend Good Theory and Practice
6. De-Track Schools
7. Commit to a Learning System That Leads to Action and Reflection

Leading FOR Equity
Achieving consensus is a strong first step towards making the desired changes, but the steps that follow will determine the success of your learning organization.

The vision of a learning organization can live in practice only if it is shared and understood by everyone.

When vision is put into practice, there is a profound positive impact as people learn together, solve problems together, and gain belief and trust in the idea that if we commit to an education that leads to more equity, inquiry, investigation, and reflection, we will come up with the answers we need together.
Schools Should Mirror The World
As We Believe It Could Be

• How can the future of schools be better at identifying and then fighting INEQUITY instead of keeping it intact?
• How can the future of schools connect children currently growing up on opposite sides of widening income, race, class and geographical gaps?
• How do we combat the biases and make innovation and agency accessible to all students?
• What barriers exist to access?
• What is happening that prevents students with different backgrounds from studying together?

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