Striving Toward Educational Excellence with Equity

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Harvard University and the Tripod Project for School Improvement
See: www.agi.harvard.edu and www.tripodproject.org
KEY RESEARCH-BASED ROLES for:

- Parents
- Teachers (PreK-18)
- Peers
- Employers
- Community
Sure as Sunlight

There is a child here in your caring who may someday cure all cancer but you’ve got to lay the groundwork so that it can come to pass.

She is a child who has not blossomed so you cannot see her brilliance but as sure as there is sunlight she is here now in your class.

I cannot tell you what her name is nor her height, nor weight, nor color, only that she is potentially a history-making lass.
“Any fool can count the seeds in an apple, but only God can count the apples in a seed.”

Rev. Dr. Robert Schuller
We need supports for young people and families matched to age ranges:

- Pre-Natal
- Early Childhood (0 - 3)
- Pre-School (3 - 5)
- Early Elementary (5 - 9)
- Early Adolescent (9 - 14)
- Older Adolescent (14 - 18)
- Young Adults (18 - 25)
Defining Group Proportional Equality
Achievement distribution for groups B and H.
Achievement distribution for groups B and H.
Achievement distribution for group W.
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Achievement distribution for group W.
Achievement distribution for groups B and H. Achievement distribution for group W. Excellence with Equity.
Consider Our Primary Roles as:

- Parents and extended family members
- Educators
- Citizens
- Leaders (Inside and Outside Government)
### A Movement for Excellence with Equity
*(motivated by *urgency* and *possibility*)

| I. | **Goals** Inside the *Movement* |
| II. | **Strategies/Recipes** for achieving the *Goals* |
| III. | **Policies** that support the *Strategies* |
| IV | **Programs** and **Projects** enabled by the *Policies* |
| V. | **Principles** inside the *Programs and Projects* |
| VI. | **Practices** that embody the *Principles* |
Goals inside the Movement

For example, help young people develop:

– Basic Reading and Math Skills
– Love of Learning
– Self-Control and a Habit of Being Organized
– A Sense of Purpose and Responsibility
– Determination/Persistence
– Growth Mindset (i.e., “Smart is something you become by working long and hard.”)
– College and Career Readiness
– Good Citizenship (e.g., Law Abiding; Voter; Participant in Civic Affairs)
Why in the U.S. is there such urgency to raise achievement levels and narrow achievement gaps?

And, what evidence do we have that doing so is possible?
Percentages that Non-Hispanic Whites Represented in the United States Age Distribution of the 2010 U.S. Census.

Source: U.S. Bureau of the Census
http://www.census.gov/popest/estimates.php
Program for International Student Assessment, 15-Year Olds, Math Problem Solving in OECD Nations (Red = U.S. Students)
Parents

1. Authoritative Parenting and Learning-Focused Home Life

2. Effective Home-School Linkages
Parenting Styles with School-Aged Kids

Structure, Rules, Boundaries, Demands

Warmth, Love & Responsiveness
Parenting Styles with School-Aged Kids

- **Structure, Rules, Boundaries, Demands**
- **Warmth, Love & Responsiveness**

**Neglectful**
Parenting Styles with School-Aged Kids

- Structure, Rules, Boundaries, Demands
- Warmth, Love & Responsiveness

- Neglectful
- Permissive
Parenting Styles with School-Aged Kids

Structure, Rules, Boundaries, Demands

Authoritarian

Warmth, Love & Responsiveness

Neglectful

Permissive
Parenting Styles with School-Aged Kids

Structure, Rules, Boundaries, Demands

Authoritative
Children Develop Best Here

Warmth, Love & Responsiveness

Authoritarian

Neglectful

Permissive
Parenting Styles with School-Aged Kids

Recall Gary Orren’s discussion of Persuasion: Steel and Velvet is the most persuasive style.
Skills among young children, by age and parents education level.

Average scores around age 1 (relative to those with grad-school parents)

Average scores around age 2 (relative to those with grad-school parents)

Average scores around age 4 (relative to those with grad-school parents)

Source: Calculations using the federal Early Childhood Longitudinal Study, Birth Cohort.

- Any graduate education
- Bachelor's degree
- Some college/vocational
- High school completion
- Less than high school
Research-Based Messages for Early Parenting:

• Maximize love, minimize stress beginning at birth
• Talk, sing and use gestures to communicate with infants to accelerate comprehension and language development
• Use number games and rhythm with toddlers to build foundations for numeracy
• Enable and encourage spatial awareness by providing opportunities to crawl in cluttered spaces and handle 3-dimensional objects
• Discuss what you read and see, don’t just read. Mix higher- and lower-order discussion: remember, explain and anticipate.

We need to saturate communities—workplaces, schools, media—with this type of advice.
Teachers (at every level)

3. Methods and Routines for Observing and Refining Teaching, including through use of Student Feedback

4. Methods and Routines for Team-Based Review of Student Work to Understand and Respond to Student Thinking
What is quality teaching and why does it matter?

The Tripod 7Cs and MET
Components of the Tripod 7Cs Framework
What Teachers Do (What Students Experience)

1. **Care** about students (Encouragement and Emotional Support)
2. **Captivate** students (Learning seems Interesting and Relevant)
3. **Confer** with students (Students Sense their Ideas are Respected)
4. **Clarify** lessons (Success Seems Feasible)
5. **Consolidate** knowledge (Ideas get Connected and Integrated)
6. **Challenge** students (Press for Effort, Perseverance and Rigor)
7. **Control** behavior (Culture of Cooperation and Peer Support)

Which do you anticipate is the strongest predictor of value?
• My teacher knows when the class understands, and when we do not.
• In this class, we learn to correct our mistakes.
Sample Survey Items

- Care
- Confer
- Captivate
- Clarify
- Consolidate
- Challenge
- Control

**Control**
- Students in this class treat the teacher with respect.
- My classmates behave the way the teacher wants them to.
- Our class stays busy and doesn’t waste time.
Challenge

- My teacher asks students to explain more about the answers they give.
- My teacher doesn’t let people give up when the work gets hard.
- In this class, we learn to correct our mistakes.
- My teacher wants us to use our thinking skills, not just memorize things.
Tripod Student Engagement Targets

1. Trust: Feelings of Safety and Belonging

2. Cooperation: Respectful, On-Task Behavior

3. Ambitiousness: High Goals (Intentions)

4. Diligence: High Effort, Persistence, Resilience (Action)

5. Satisfaction: Sense of Success, Efficacy & Optimism
Each student engagement target has a unique relationship to the 7Cs. So, we may need different professional learning priorities, depending upon which aspects of student engagement seem most important to improve.
7Cs Components

- Care
- Confer
- Captivate
- Clarify
- Consolidate
- Challenge
- Control

Engagement Targets

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Engagement Targets

Trust
Cooperation
Ambitiousness
Diligence
Satisfaction
Student engagement in this district’s secondary schools by deciles of the composite national 7Cs classroom distribution.

Standard deviation units are defined on the national student level distribution for the listed engagement indices.
Some findings from the Gates Foundation Measures of Effective Teaching Project
Predicted differences in months of learning for classrooms at the 25th versus the 75th percentile positions of the composite Seven C’s distribution for the MET sample

<table>
<thead>
<tr>
<th>Using student survey responses in one section to predict learning gains in another.</th>
<th>Predicted difference per school year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>On state math tests</td>
<td>4.8 months</td>
</tr>
<tr>
<td>On the Balanced Assessment in Math</td>
<td>3.7 months</td>
</tr>
<tr>
<td>On state English Language Arts (ELA) tests</td>
<td>2.3 months</td>
</tr>
<tr>
<td>On the Stanford 9 Open Ended ELA</td>
<td>2.9 months</td>
</tr>
</tbody>
</table>

Overcoming Misjudgment Effects by launching a broad-based “Conspiracy to Succeed”

5. Peers
   i.e., rejection of behaviors that undermine academic and life success; behaviors don’t reflect collective values when students misread one another’s values and hide their own in order to fit in.

6. More Cooperative Learning Norms inside and outside of classrooms

Because high achievers are sometimes intellectual bullies.
A Conspiracy to Succeed

Even if I can’t and you can’t, we can.
Please list some things that students at your school do so that other students will like them.

N=1400 middle and high school students

- Others (unspecified categories, vague, hard to say/don’t know, unrelated responses)
- Antisocial behavior (fighting, cursing, indifference toward people talking back)
- Academically disruptive behavior (acting out, skipping, cheating, stunts, not caring about school/acting like it, showing off)
- Related to dress/looks
- Copying others, being peer pressured, sucking up (giving money, food), seeking to be friends with certain people
- Social behavior (outgoing, nice, friendly)
- Drugs/alcohol/smoking
- Being involved (sports, clubs)
- Not being you (changing yourself, ignoring your friends, doing what you don’t want to do)
- Being funny/joking (non-disruptive)
- Sex/dating/flirting
- Working hard, trying in school, caring about school
- Dangerous/illegal things
- Partying going out
- Being yourself
If you could set the rules for what is considered cool... what behaviors would you make cool?

N=1400 Middle and High School Students

- Work ethic/trying hard in school-going to class-being responsible-following rules, achieving your goals: 26.8%
- Social qualities: being nice, respecting others, being fun, caring about friends/family, interesting, making friends: 15.8%
- Respect yourself (being who you want to be), being you, spending time with who you want to, liking people for who they are: 12.8%
- Sports/being involved/school spirit: 4.2%
- Having a lot of friends, going to parties, being with popular kids, having fun, getting attention from kids for being cool: 3.3%
- Looks/clothes: 2.9%
- Funny (not disruptive): 2.2%
- Being relaxed/just hanging out: 1.2%
- Drugs/drinking/smoking: 0.5%
What behaviors would you make “not cool”?

N=1400 middle and high school students.

- other /vague/Doesn’t really answer question: 29.3%
- antisocial qualities: gossiping, being mean/exclusive/not respecting others, cursing/being annoying/lying, telling on others, rude to teacher/others, apathy, ignorant: 19.7%
- academically disruptive: not trying hard in school, not following rules, acting out, skipping: 17.3%
- not being yourself/being peer pressured/being fake/doing what you think is cool/letting people disrespect you: 8.4%
- drinking/drugs/smoking: 5.6%
- getting good grades/being smart/working hard: 1.7%
- sex/babies: 0.9%
- not having sex/dating: 0.4%
- being high strung. Wild, crazy: 0.4%
Employers

7. Orientations to the World of Work and Possible Selves; Grades 5-16

8. Participation in designing and implementing school-to-career systems.
Community

9. Programmatic Supports for Families, Children and Youth

10. Activities to Develop Societal Commitments to Children and Youth
Whose responsibility is this agenda?