



Justice in the Details

UnboundEd | Lacey Robinson | @unboundedu

The achievement gap exists across the country

Average scores in NAEP reading for fourth-grade public school students, by state

California

White 234
Black 197
Latino 207

Nebraska

White 251
Black 220
Latino 231

Texas

White 232
Black 205
Latino 208

Tennessee

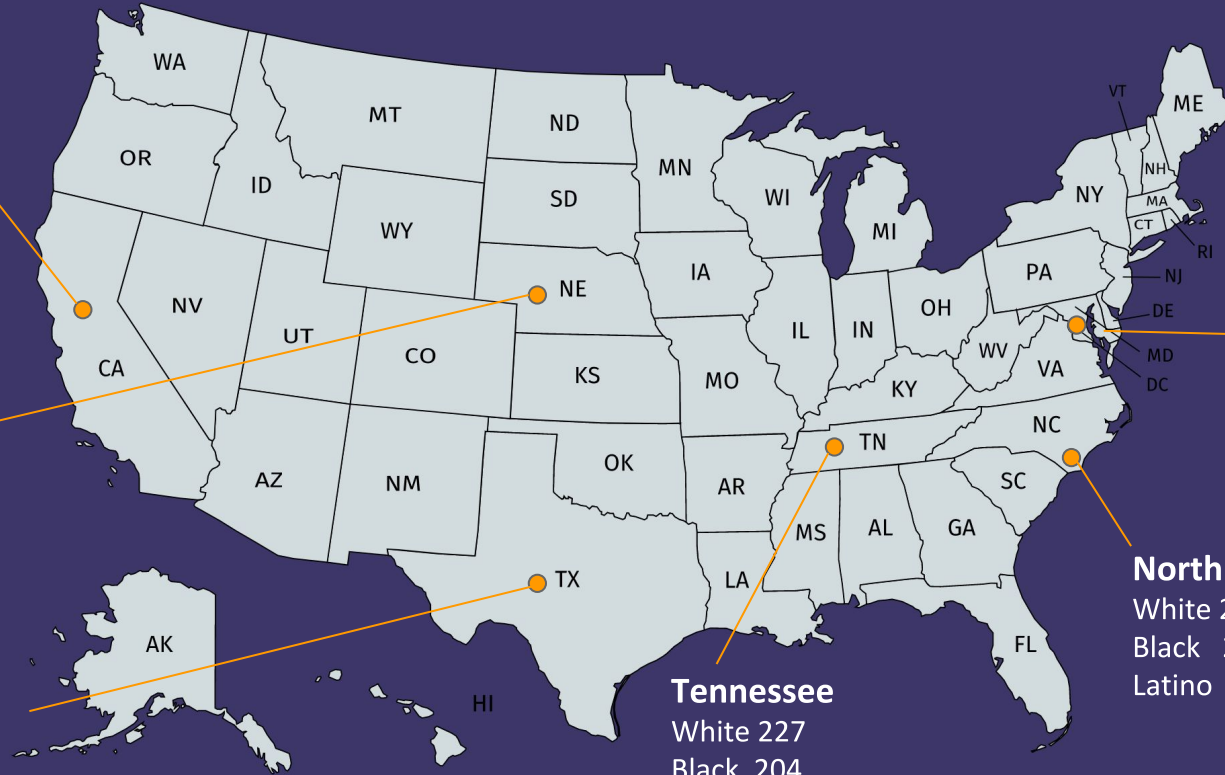
White 227
Black 204
Latino 202

Washington, DC

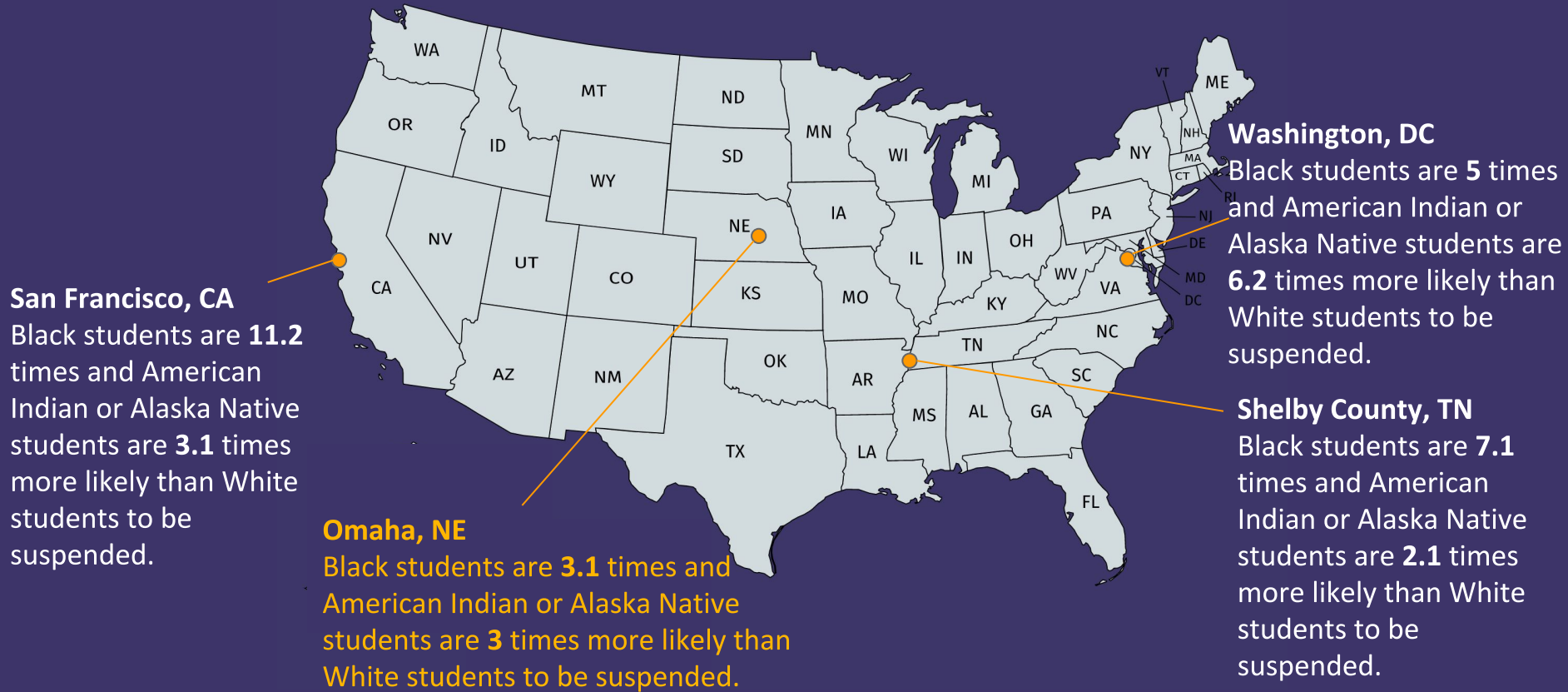
White 258
Black 204
Latino 213

North Carolina

White 232
Black 208
Latino 211

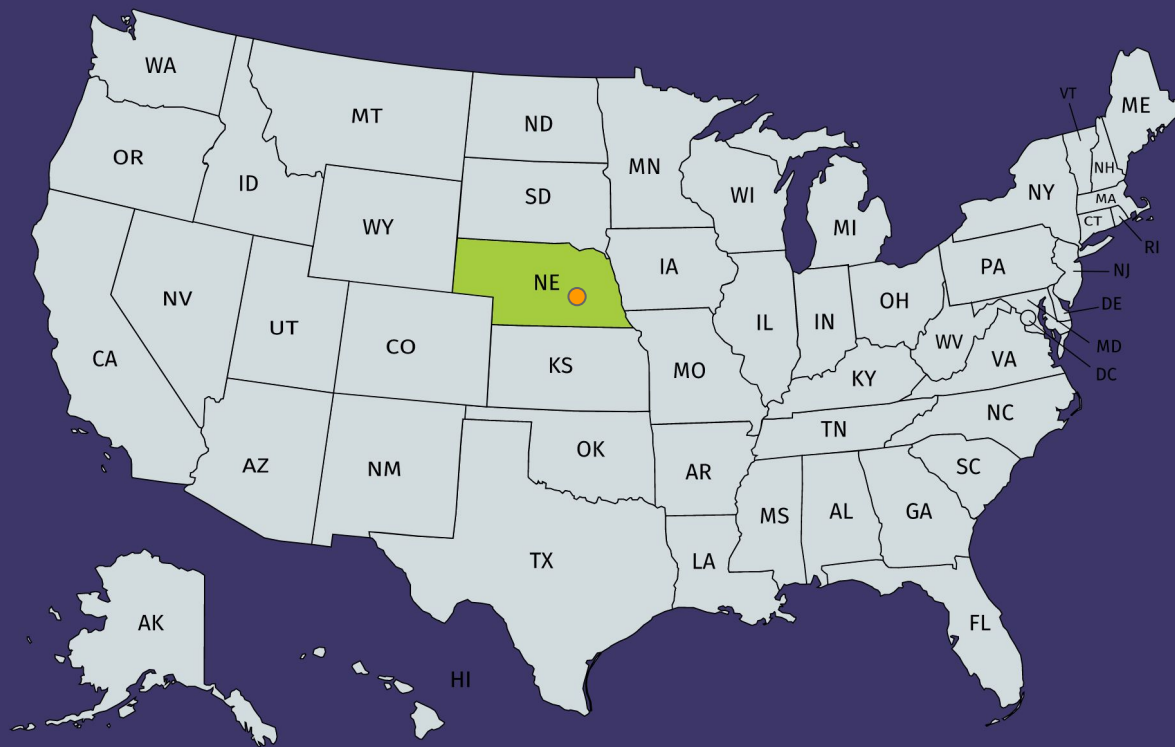


Black and Native students are suspended at disproportionately high rates



Our students are leaving us unprepared

11th grade students in Grand Island who took the ACT were **29%** proficient in ELA



Source: Nebraska Department of Education (2019).

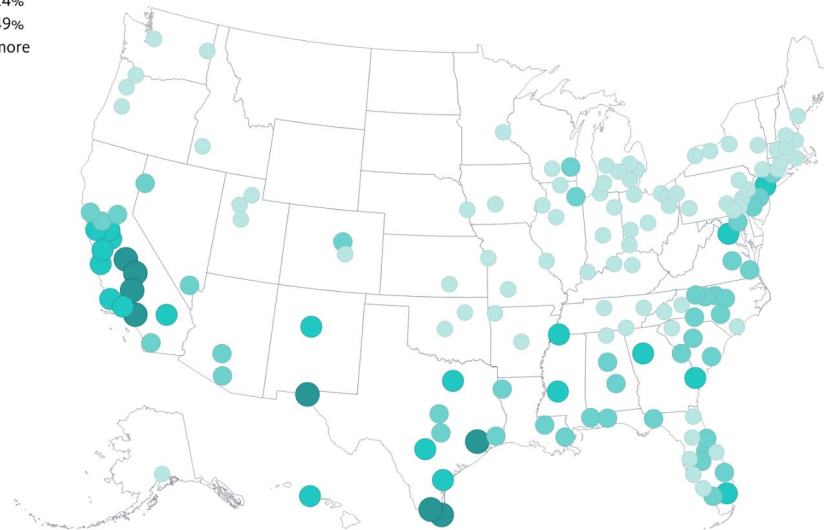
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The Opportunity Cost of Unequal Provision

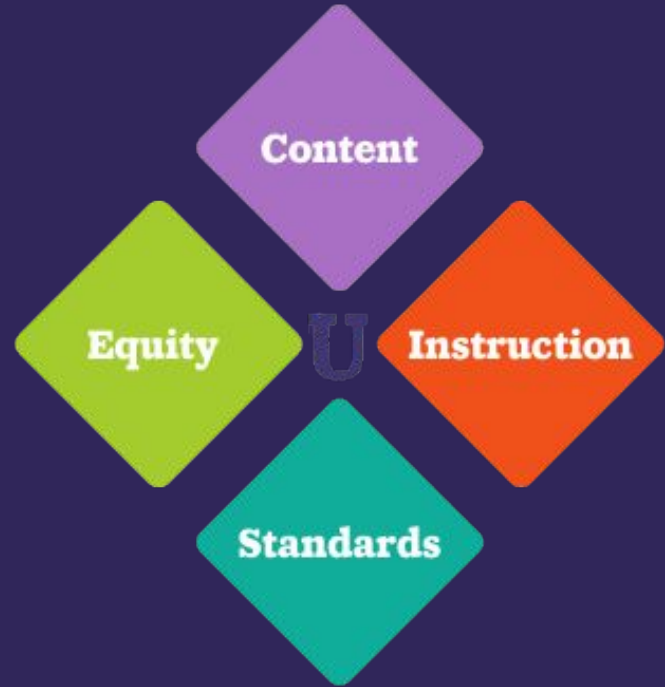
By making the distribution of literacy and math knowledge and skills **more equitable**, students will leave school with the assets to change our economy and our society.

Increase in GDP from closing racial gaps in income

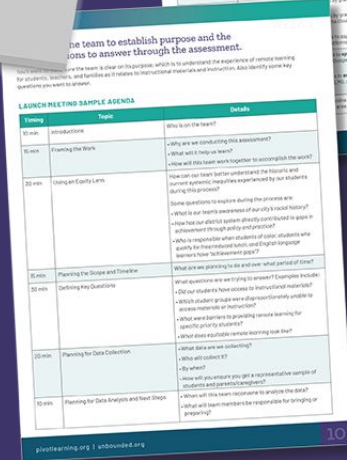
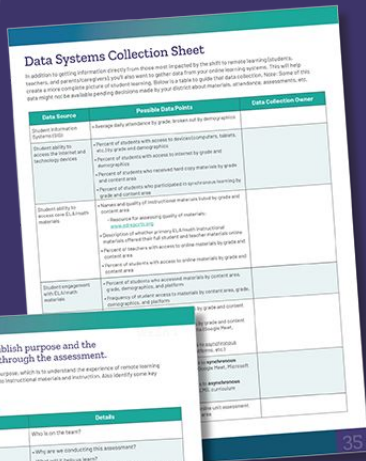
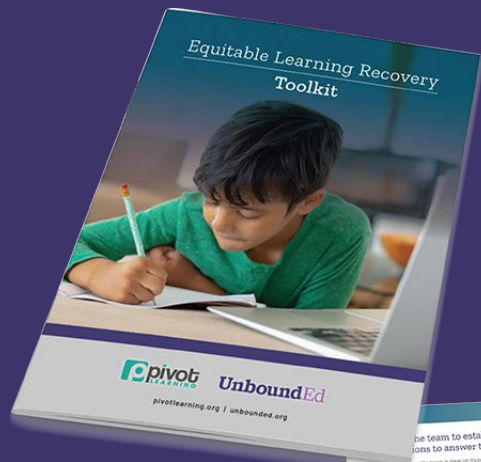


Our Approach

Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equity that is essential for closing the opportunity gap caused by systemic bias and racism.



Introducing the Equitable Learning Recovery Toolkit



What we know matters more than ever



Common
Standards



Common
Assessments



Aligned
Instructional
Materials



PD Focused
on Standards,
Pedagogy,
Content
Knowledge



Social-
Emotional
Learning



Race &
Equity

Five Charges

Adopt aligned curriculum.

Attend to the language of the standards.

Talk about race systematically.

Examine bias and its role in our work and learning.

Commit to adaptive change within the shifts.

Charges 1 & 2

Adopt and implement aligned curriculum.

Attend to the language of the Standards.

Teachers and schools can close these gaps by providing better experiences...

A review of middle-grade ELA assignments found:

44%

are aligned with a specific grade-level standard

13%

require students to cite evidence from the text

6%

require students to write multiple paragraphs

But, we're not

A recent review of >1,800 middle-grade math assignments found:

<40%

Contained any element of rigor, as defined by the standards

9%

Pushed student-thinking to higher levels

5%

Provided opportunity for discussion, which allows for mathematical understanding

2%

Provided aspects of relevancy, which allow for deeper student engagement

When we attend to the **language of standards** in our planning and instruction, we are on the path to providing **equitable education for all students.**

Can we as a collective community commit to....



creating the environments where teachers are given the intellectual space to critically analyze the lesson?



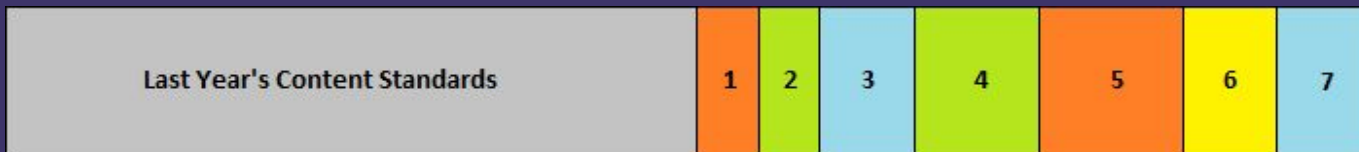
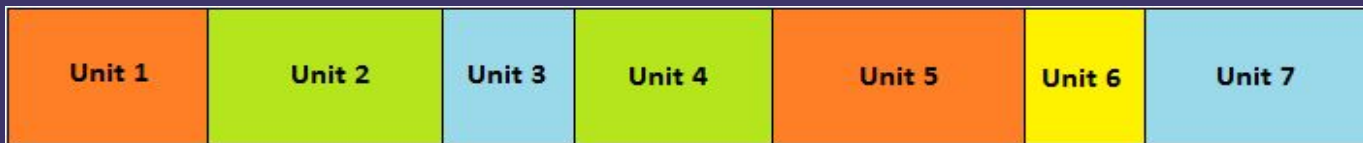
being role models of learning orientation?



speaking up when the culture of learning is unjust in the preparation of our students to meet the demands of our 21st century?

Adaptations for Learners

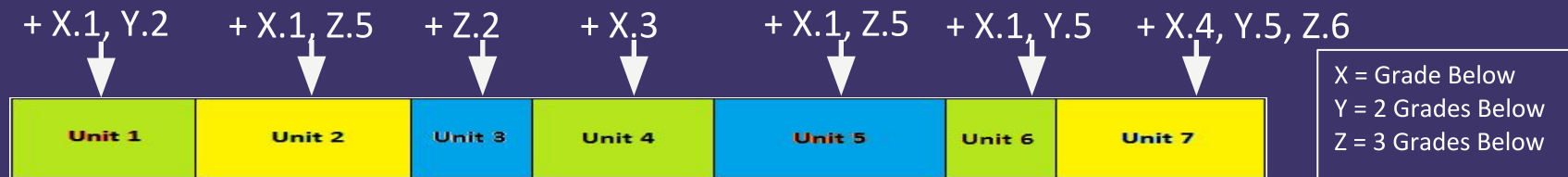
Avoiding the “Blanket Review”



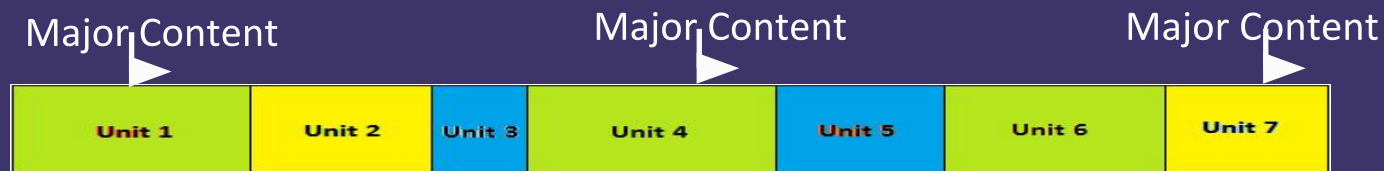
ADAPTING CURRICULUM MAPS (HIGH SCHOOL)

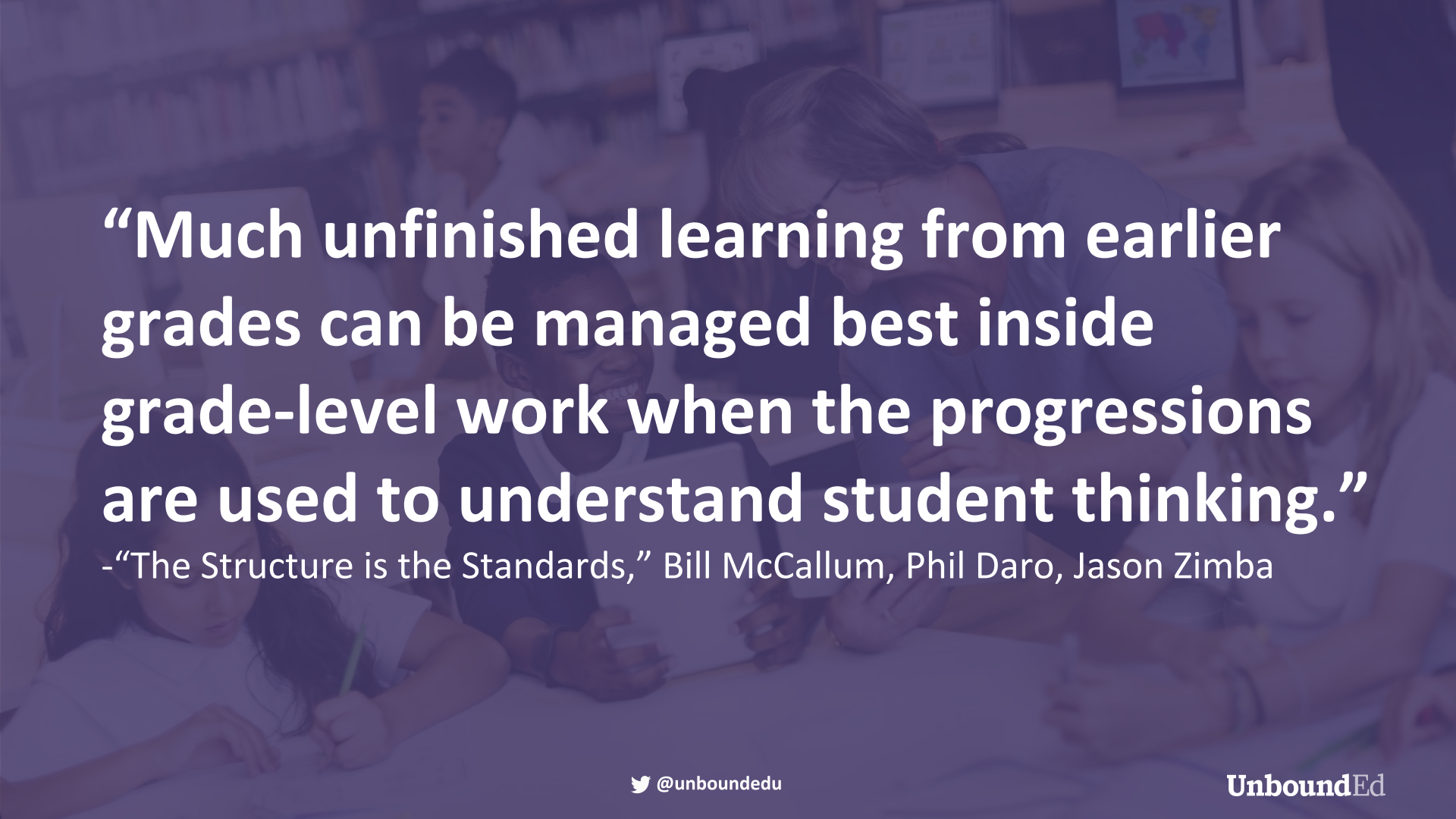
Adaptation Process: Scope and Sequences

Use the progressions to **identify prerequisite standards from prior grades for all units**. Strategically integrate instruction on prerequisites as needed.



Consider **expanding focus on major content** where necessary.



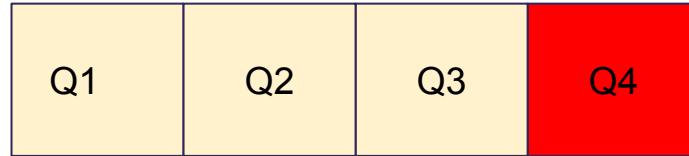
A photograph of a classroom scene. A female teacher with blonde hair is leaning over a desk, looking at a piece of paper held by a young boy. Other students are visible in the background, some looking towards the teacher. The image has a semi-transparent blue overlay.

“Much unfinished learning from earlier grades can be managed best inside grade-level work when the progressions are used to understand student thinking.”

-“The Structure is the Standards,” Bill McCallum, Phil Daro, Jason Zimba

Implications: Planning for ELA Next Year

THE COVID SITUATION: 2019-2020



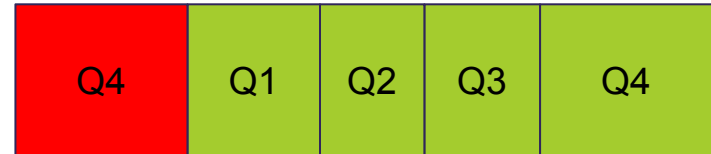
DO THIS 2020-2021:

Integrate supports into appropriate unit and lesson sequences.



DON'T DO THIS 2020-2021:

Reteach Quarter 4 before moving into the year's work



But.. what about Non-Fluent readers?

Scientists estimate that **instruction based on reading science**—that is, instruction that builds knowledge and vocabulary (language comprehension) while also teaching all of the foundational skills for decoding (word recognition)—**can lead 95 percent of students to become proficient readers.**

Language comprehension

While there aren't enough minutes in the school year to teach all of the vocabulary missing at school entry, if low-income children and English learners are **exposed to enough words, they can "bootstrap" the meanings of other words when encountered, based on their context.**



Word recognition

Explicit teaching of the **foundational skills for decoding, such as phonological awareness and phonics**, may reduce or prevent reading difficulties among students at risk for dyslexia* and speakers of non-mainstream dialects.



Reading for understanding

95%
of all students can achieve reading proficiency

*Research notes that a small share of students with dyslexia have been found not to respond to interventions that are otherwise broadly effective. Scientists indicate an ongoing need for research specifically focused on these "non-responders."

It Provides a Pathway Forward...



“Curriculum matters, having an HQIM has supported our transition. I can plan my remote learning because there are units and lessons aligned to the standards.”

-1st grade teacher in Denver, Co.

With an aligned curriculum, teachers can redirect their autonomy, energy, and creativity toward preparing for and refining instructional delivery to meet individual student learning needs. For both in -person and distant learning.



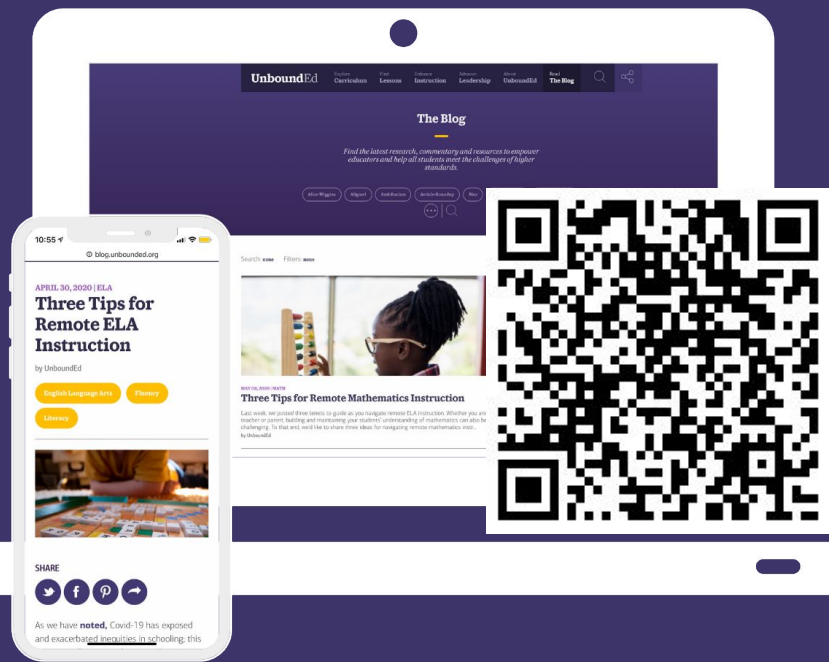
Tips for Remote ELA & Math Instruction

ELA

1. Reading begets reading
2. Foundational skills are the foundation
3. Fluency is the bridge between word recognition and comprehension

Math

1. Talk about math with your students
2. Ask “why” questions
3. Work with multiple representations



Grade 3: Module 3B: Unit 1: Lesson 3

Close Reading: *Lon Po Po*, Pages 12-21

Lesson Vocabulary Materials

- characters, actions, contribute, sequence, events, determine, meaning, illustrations, understanding, embraced, coop (12), awl (15), clever (17), paced (20)
- Guiding Questions anchor chart (from Lesson 1)
- Journals (begun in Lesson 1)
- Lon Po Po* (book; one per student)
- Text-Dependent Questions: *Lon Po Po*, pages 12-21 (one per student)
- Index cards (two per student)
- Close Reading Guide: *Lon Po Po*, pages 12-21 (for teacher reference)
- Single-hole punch (one per student)
- Metal ring (from Lesson 2; students' own)
- Who Is the Wolf in Fiction anchor chart (from Lesson 2)
- Tape, glue, or staples (for each student)
- Fluency Self-Assessment (begun in Lesson 2; for teacher reference)

Opening

- A. Reviewing Homework and Engaging the Reader (5 minutes) 1 MIN**
- Ask students to take out the Fluency Self-Assessments they completed for homework.
 - Explain (or review) Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner.
 - Ask students to turn back-to-back and review their self-assessments to identify the criteria they are focused on practicing. After 30 seconds, ask students to turn face-to-face to share their thinking with their partners.
 - After 2 minutes, invite a few students to share out their fluency goals and explain why they chose the goals. Answers will vary, but listen for each student to name a specific criteria from the Fluency Self-Assessment and explain why that criteria was chosen after rereading pages 4-11 of *Lon Po Po* aloud for homework.
 - Direct students' attention to the **Guiding Questions anchor chart**. Explain that today students will participate in a second close read of *Lon Po Po*, pages 12-21, to continue developing their understanding of the guiding questions:
 - * "What lessons can be learned from traditional stories?"
 - * "Who is the wolf in fiction?"

Work Time Meeting Students' Needs

- A. Determining the Gist: *Lon Po Po*, Pages 12-21 (10 minutes) 5 MIN**
- Ask students to take out their journals and copies of *Lon Po Po*, then to join their groups.
 - Tell students that as in Lesson 2, today the first read will be aloud and they will follow along silently to determine the gist.



- After reading aloud, ask students to think about and then discuss in groups: "What is the gist of pages 12-21 of *Lon Po Po*? Why do you think so?"
 - After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: "I think the gist of pages 12-21 is that Shang tricks the wolf into letting her and her sisters leave the house because she tells him they can go pick him some nuts, but then they climb into the tree," or similar suggestions.
 - Once students have shared their gist statements, ask them to prepare for a close read of these pages as part of Work Time.
- B. Close Read: *Lon Po Po*, Pages 12-21 (10 minutes)**
- Focus students' attention on the learning targets and ask them to chorally read each one aloud:
 - * "I can explain how the characters contribute to the sequence of events, based on pages 12-21 of *Lon Po Po*."
 - Ask students to explain how the characters contribute to the sequence of events, based on pages 12-21 of *Lon Po Po*.
 - Ask students to share their thinking whole class. Clarify any misconceptions about key terms or the targets.
 - Remind students that as they read they will work cooperatively with group members to answer text-dependent questions that help them describe the meaning of key terms and phrases, determine the meaning of key terms and phrases, and explain how the illustrations in *Lon Po Po* support their understanding of the text.

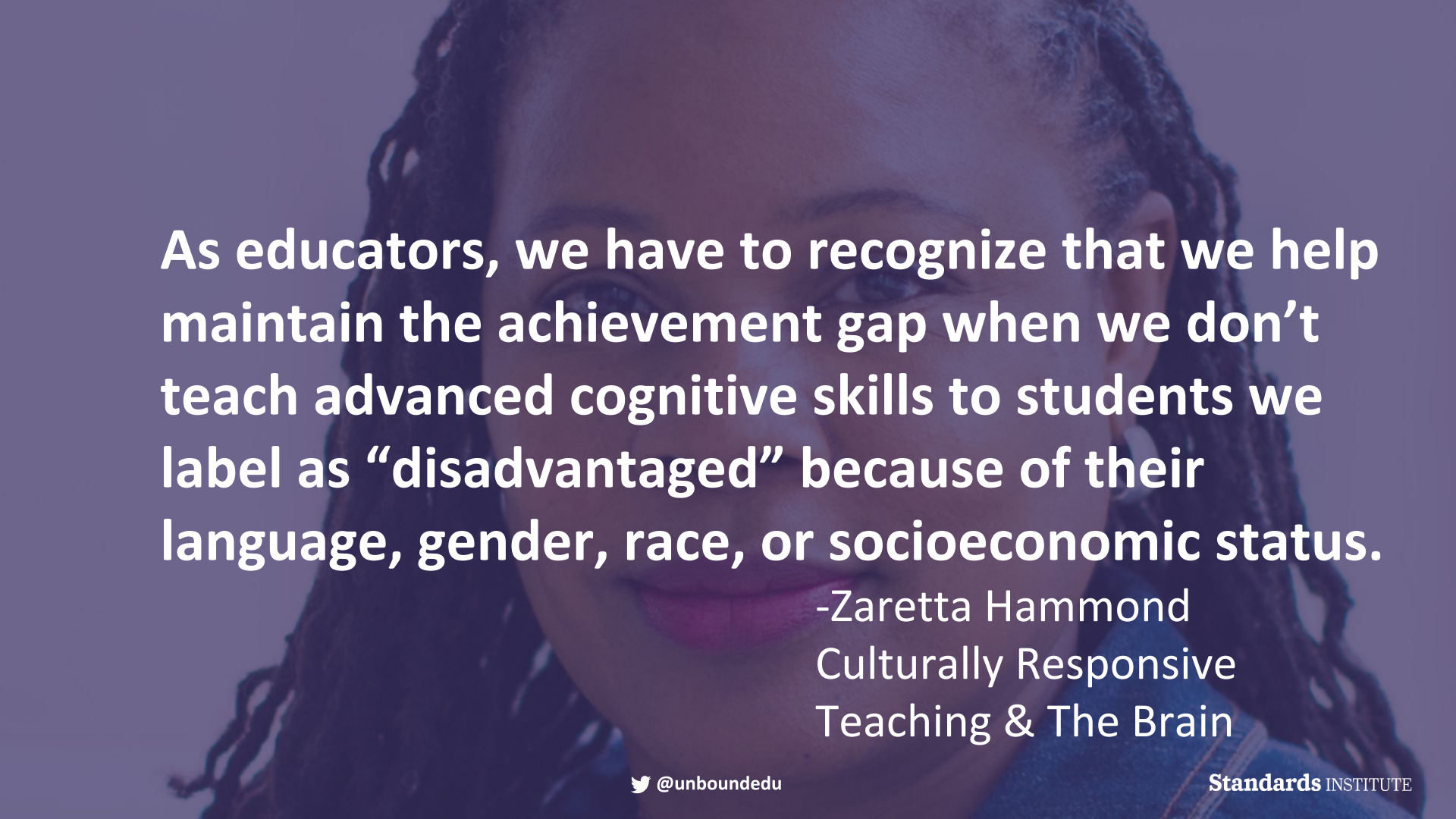
ask students to jot down gist - 1 minute - ask for share (1-2 students)

Pass out vocabulary + definitions for sheet or reference

Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions. Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

Time Issue: JIG SAW Group A: Q 1, 3, 4 ELL / B: Q 7 (IEP Support) C: Q 8, 9, 11 D: Q 12, 13, 14 E: 15, 16 (ELL/IEP Aide)

10 min to answer questions in group • One group member shares answers as needed. w/ class participate in class discussions.



As educators, we have to recognize that we help maintain the achievement gap when we don't teach advanced cognitive skills to students we label as "disadvantaged" because of their language, gender, race, or socioeconomic status.

-Zaretta Hammond
Culturally Responsive
Teaching & The Brain

Intentions



Beliefs ↔ **Actions**

Four Agreements for Courageous Conversations



We must stay engaged.



We must speak our truth with mercy.



We must experience discomfort.



We must expect and accept that we will not reach closure.

Charges 3 & 4

Talk about race (and racism) systematically.

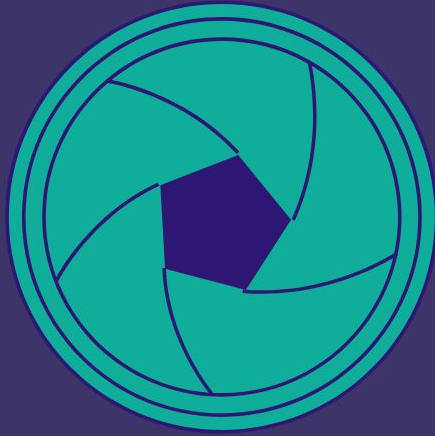
Examine bias and its role in our work and learning.

Education systems disrupt systemic racism by providing students of color **grade-level** instruction that is **engaging, affirming** and **meaningful**.

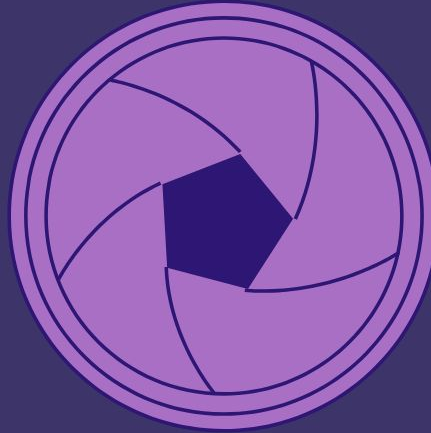
When we are not **mindful**, we re-establish the system through our actions/inactions.

Implicit Bias

Refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.



LEGACIES



LAYERS



LENS

Dominant vs. **Non-dominant**

Meritocratic < **Collectivism**

Assimilationist < **Valuing Cumulative Culture**

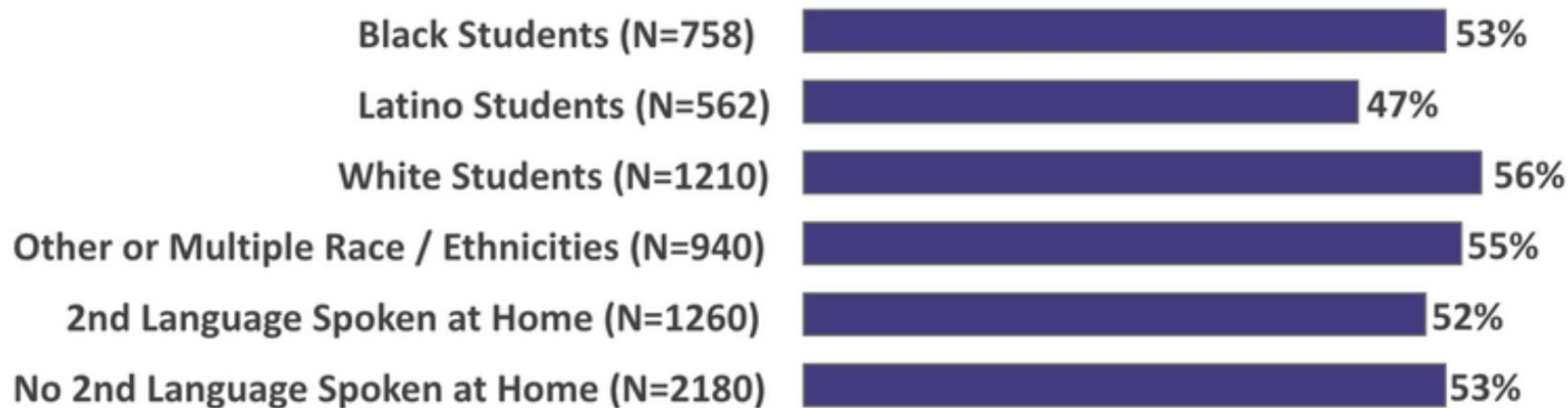
Fragility < **Courageous Conversations**

A group of diverse people, including children and adults, are smiling and interacting in a hallway. The scene is overlaid with a dark blue semi-transparent background. The title "Conspiracy of Politeness" is centered in white text.

Conspiracy of Politeness

Students can do this work when it is offered

Equitably students, grades 3-12, who are successful at grade-level tasks, by type



Charge #5

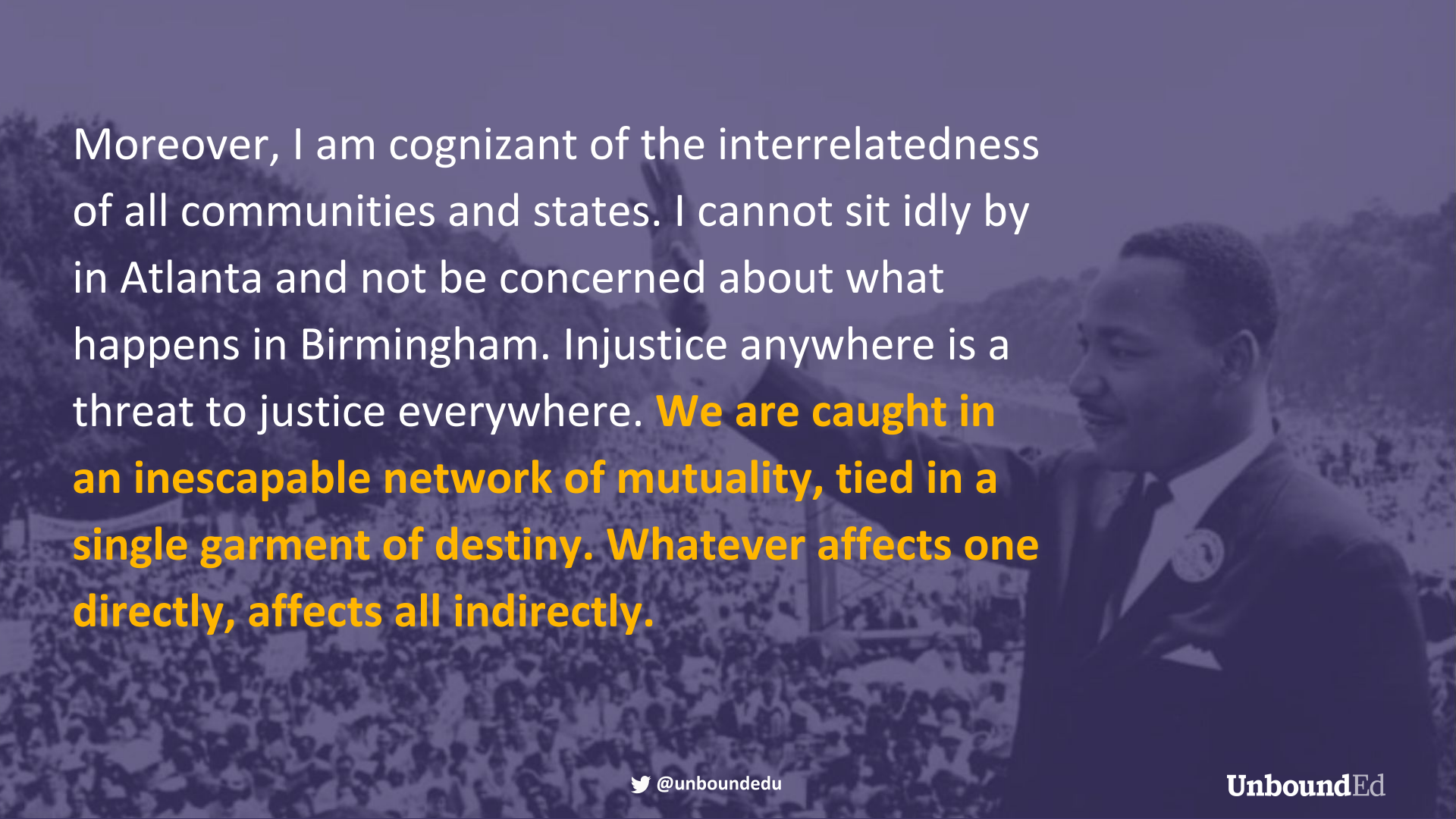
Commit to adaptive change within the shifts

The Illusion of the Broken System

"There is no such thing as a **dysfunctional system**, because every organization is **perfectly aligned to achieve the results it currently gets.**"

- Ronald Heifetz





Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. **We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.**

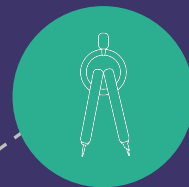
We have resources

Browse UnboundEd.org

- Bias Toolkit



Math Content
Guides ●



- ELA Equitable
Instruction:
Struggling
Readers



ELA Fluency
Guides ●





UnboundEd Virtual Summit

Attend the 2-day Virtual Summit coming up in June.

Let us know you're interested:

bit.ly/UnboundEdVirtualSummit2020

Contact engage@UnboundEd.org for more information.

Justice is in the details of
teaching and learning.