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Today’s leaders and teachers are being prepared to work in schools that no longer exist
A Look at Classrooms in the United States

Current demographics in the U.S. 100 largest districts, if a classroom of 30 would look like the following:

- 10 of the 30 students would live in poverty
- 3 would live in “extreme poverty”
- 11 of the students’ primary language would not be English, but would be one of over 205 languages spoken in U.S. schools
- 7 would not be reared by their biological parents (Reared by grandparents or foster parents)
- 1 of the students would be homeless
- 10 will have moved at least four times before grade 3
- 7 of the students will have been physically, sexually, verbally or emotionally abused at some point in her/his life

Literacy Matters !!!
Percentages of Grade 4 Students Scoring At or Above the "Proficient" Range on the NAEP Reading Test, 2012

- White: 42%
- Black: 14%
- Hispanic: 17%
- Asian American/Pacific Islander: 45%
- American Indian/Alaska Native: 20%
- Female: 35%
- Male: 29%
- Students with disabilities: 13%
- Free/reduced lunch eligible: 17%
- Limited English proficiency: 7%

Effective early reading interventions must build reading skills in five important areas by providing instruction that is both engaging and motivating.

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension strategies

Taught by methods that are…

Identifying words accurately and fluently

Constructing meaning once words are identified

Engaging & motivating
So how do we respond?
Effective school leaders must set a tone for transformation and be unyielding in this process.
It’s All About Leadership

Principal leadership

Teacher leadership

District leadership

Parent/Community leadership

School board leadership
What is transformation?

“Includes altering beliefs, attitudes, values, and meanings—the culture in which programs are embedded, as well as changing the current systems of rules, roles, and relationships—social structure—so that innovations needed will be supported” (Schlechty, 2009, p.3)
Transformative leadership

• Intense and laser like focus of high quality, standards based instruction

• Effectively address the “negativists”

• Unyielding belief in school transformation

• Sustained and high quality professional development

(Ouchi, 2010; Wilson, 2006; Howard, 2010)
Transformative Leadership

• Create an environment where data is constantly being collected, analyzed, discussed and used to inform decision making

• Data driven decisions are the norm

• Data informed instruction is common practice

(Marzano, 2001, 2005; Reeves, 1990; Milner, 2008)
What Leaders Do!

• Leaders keep conversations focused on the impact of everyday efforts on students.

• Leaders promote a culture of high expectations and ambitious goals that generate a sense of the mission.

• Leaders help everyone see their role in accomplishing goals.

• Leaders help educators focus on key academic content.

• Leaders focus attention on the quantity of instruction.

• Leaders pay close attention to instructional effectiveness.
Teaching matters - effective teachers make the most important difference in student learning.
It’s the Teacher ...

‘... the most important factor affecting student learning is the teacher. ... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor’.


Howard, 2010
What do effective teachers do and know?
(Banks, 2002; Gay, 2010; Darling Hammond, 2010; Marzano, 2005, 2009)

- Well grounded in content
- Reject deficit thinking
- Professional learners
- Research based pedagogy

KNOW  CARE  ACT
A Changing Nation...What about Teachers?

In 2012, U.S. teachers:

100% middle class  95% monolingual  75% female

In 2011, 35% of schools had ZERO teachers of color.
## A Pedagogy of Poverty

- Giving information
- Asking yes/no questions
- Giving constant directions
- Giving low level tasks
- Showing DVD/Videos
- Low level busy work
- Giving tests
- Assigning homework
- Constant ditto sheets
- Settling disputes
- Punishing for minor issues
- Going over tests
- Teaching to the test
- Grading papers

A Pedagogy of Plenty

- Authentic tasks
- Meaning-driven curriculum
- Literacy-rich environment
- Quality resources
- Connecting school with home, culture and community
- Problem-focused learning
- Cognitive and metacognition in the context of purposeful activities
- Collaborative work on issues of deep concern to the students
- Varied social configuration
- Engagement in substantive dialogue, discussion, debate about the substance of content
- Making meaning

Establishing authentic and respectful relationships with parents are critical in student outcomes.
Why Don’t Parents Engage

• “Schools don’t want us there”

• “My time is limited, and it is hard to be at schools”

• “I am involved, just not the way they see involvement”
Parental Engagement

• Engage in two-way, regular communication with families.

• Move past deficit and singular notions of “parents.” Asset based engagement matters

• Foster a climate of mutual respect, cultural understanding, and trust.

• Welcome families into the school !!!
Academic Success for all Students

Improved student performance depends on strengthening three legs of an instructional tripod:

**Home**
Parents are children’s first and most important teachers, and must provide solid foundation.

**Schools**
Schools and teachers have to provide safe and stimulating environment to help spur student growth and development.

**Students**
Students must be taught how to take on active role in their own learning and achievement.
REMEMBER WHY?
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