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West VA Cohort

Fayette, McDowell, Raleigh Counties, WV

September 2015

Agenda

8:30 Last Ice Breaker

8:45 High Poverty Schools into High Performing Schools
  - A review of Dr. William Parrett and Kathleen Budge's work

9:30 Break

9:45 - 11:30 Presentations

11:30-12:15 Lunch

12:15-1:15 Coordinators

1:15-2:00 Guest Speaker: Melissa Harrah (Cohort I)

blog:metrotrends

At the Heart of Improvement ~ LEADERSHIP

True or False
1. Childhood Poverty rates are higher in the U.S. then any other industrialized nation.
2. Childhood Poverty rates are rising in the United States.
3. We are living in an era of increasing inequity between the wealthiest and the poorest.
4. One in five school-age children lives in poverty.
5. The formula for establishing the "poverty threshold" is based on the "thrifty food plan formula" established in the early 1960's.
6. The U.S. Census Bureau has proposed 12 alternative methods for determining the poverty rate in the U.S., all but one of which result in a greater rate of poverty than the current formula.
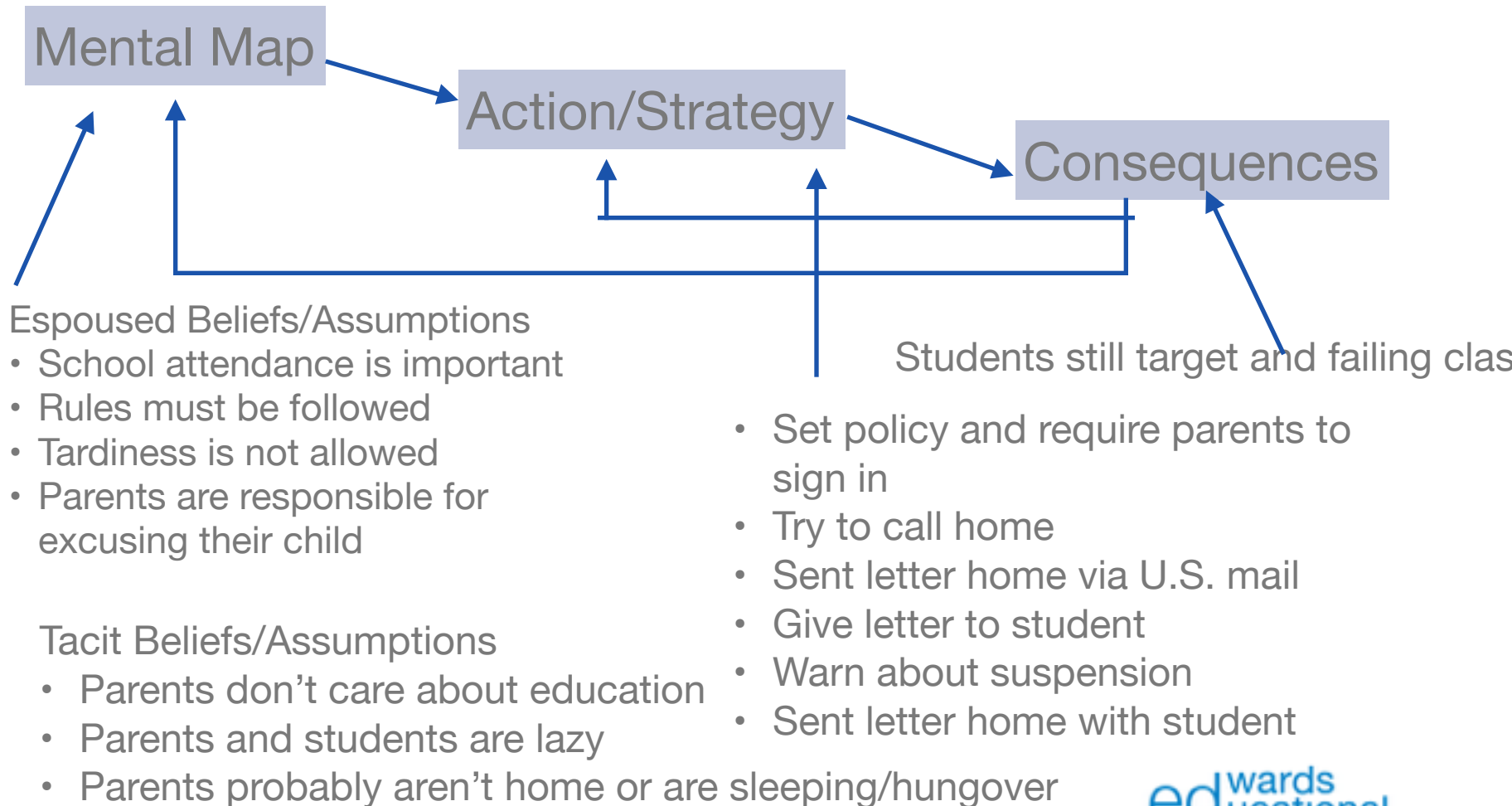
Why does poverty exist?

- Widespread lack of understanding about poverty and who is affected
- From policymakers and scholars perspectives: capitalism
- Racism have caused persistent damage for specific groups
- Social institutes, including schools, confer unequal relationships in terms of power and privilege based on income level, race and ethnicity.
- From the perspective of poor people and choices them make.

HOW EDUCATORS THINK @ POVERTY IS IMPORTANT!

Turning High Poverty Schools into High Performing Schools by William H. Parrett & Kathleen M. Budge

1. Poverty is an issue that solely affects people of color.
2. With government assistance, people can get out of poverty.
3. People in poverty abuse drugs and alcohol more then people who are wealthy.
4. People in poverty do not work or have a poor work ethic.
5. Education as a way out of poverty, is readily accessible to everyone.
6. Parents of students who live in poverty are uninvolved in their children's education because they do not value it.

Theory of Action

Mental Map → **Action/Strategy** → **Consequences**

Espoused Beliefs/Assumptions
- School attendance is important
- Rules must be followed
- Tardiness is not allowed
- Parents are responsible for excusing their child

Tacit Beliefs/Assumptions
- Parents don't care about education
- Parents and students are lazy
- Parents probably aren't home or are sleeping/hungover

Students still target and failing clas

- Set policy and require parents to sign in
- Try to call home
- Sent letter home via U.S. mail
- Give letter to student
- Warn about suspension
- Sent letter home with student

edwards educational SERVICES

6

Characteristics of Schools
with
High, Medium, and Low Levels
of
Leadership Capacity

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Low Level of Leadership

- Are principal dependent
- Have a lack of professional culture
- Are significantly unsuccessful with children
- Only principal as "top-down manager" is referred to as the leader
- Educators deflect responsibility while preferring blame
- Educators avoid focusing on teaching and learning while holding fast to archaic practices
- Professional relationships are congenial but not collegial
- Test scores may be considered the only valid measure of success
- Void of internal accountability
- Subject to the whims, demands, and pressures of parents, district, and states.

Source: From What Leadership Capacity Really Means? by Linda Lambert, JSD, Spring 2005

Medium Level of Leadership

- Lack of compelling purpose and focus
- Are governed by norms of individualism
- Hold few conversations among the whole community
- Are fragmented and polarized
- Feature small groups of more skilled educators who are concerned that others are not "buying in" and may form an isolated inner core of decision makers
- Disaggregating student scores inevitability reveals a lack of success for the most vulnerable or challenged students.

thediamondmindblogspot.com

High Level of Leadership

- Are learning communities that amplify leadership for all, learning for all and success for all!
- Develop a fabric of structures (e.g. teams, communities, study groups) and process (reflection, inquiry, dialogue) that form a more lasting and buoyant web of interrelated actions.
- Principal is only one of the leaders in the school community and he/she models collaboration, listening and engagement
- A shared vision for where the school is going and how it is getting there.
- Quality of school is a function of the quality of conversations with the school
- Student success is revealed by multiple resources

10

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What new information, insights, and ideas have we gained hearing about poverty?

What changes need to occur and what would be my next steps as a leader?

What is first order change in this work? Second order?

The principal
- Facilitates ongoing conversations on what is possible.
- Continues as chief steward of the school's vision.
- Works with teachers to establish a common understanding of powerful teaching and learning.
- Uses his or her formal authority to ensure school structures and processes are in place to develop communities of practice through which teachers do the following
  - Align curriculum to district standards;
  - Ensure instructional quality;
  - Develop assessment literacy;
  - Use assessments to guide decision making;and
  - Grow as professionals.
- Manage human and material resources
- Promote a culture of inquiry to keep improving.

Thank You!

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