



Panel 3: Equitable Opportunities to Learn

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Long-Range Strategic Plan



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

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Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

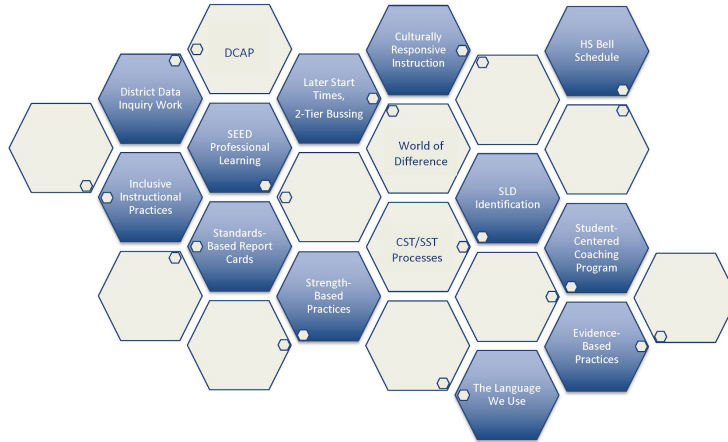
Goal #2: Students will have equitable opportunities and tools to learn

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Equitable Opportunities to Learn

“Equity efforts actively arrange and provide supports to give every young person and all groups of young people a full chance to develop their vast human talents.”

~School Talk: Rethinking What We Say About-and-to-Students Every Day



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Data Inquiry Team (DIT)

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Setting the Stage: Data Inquiry Team

Membership:

- Reasonable number of members
- Educators and building leaders from each level
- Parents
- Teacher association leader
- Racial diversity
- Multiple hats

Setting the Stage: DIT Roles and Interface

DIT = District Inquiry Team
SLT = School Leadership Team

DIT reviews a set of data using Data Inquiry Toolkit (with a focus on equity)

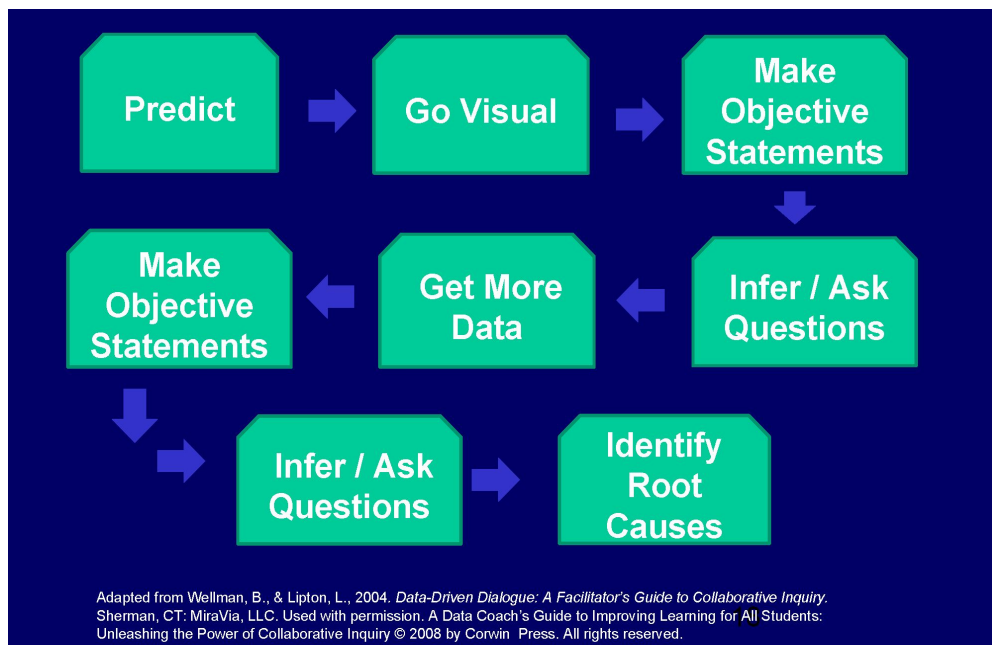
DIT drafts recommended 1-2 goals for SLT consideration at August Summer Retreat

SLT decides how to incorporate goals into Long-Range Strategic Plan (LRSP) and district work

DIT engages in data dialogue around time-bound outcomes of LRSP goals

DIT continues to use Data Inquiry Toolkit to examine district equity data and serves in an advisory role to SLT

Setting the Stage: Data-Driven Dialogue Process



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Predictions

Three Kitchens

- What might you expect to see in each?
- How might they be different?
Think people, function, purpose.
- Set-up and structure.



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Kitchen A



Predictions

Kitchen B



Kitchen C

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Kitchen A



Objective Statements

Kitchen B



Kitchen C

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Kitchen A



Inferences

Kitchen B



Kitchen C

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Root Cause Analysis

The 5 Whys...

- Why might...?
- If..., why might...?
- If..., why might...?
- If..., why might...?
- If..., why might...?



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5 Whys: Field Trips

Inference: The cost of school supplies and field trips varies by school.

1. Grades/schools have different expectations
2. Site-based management, culture, and decision- making
3. History and tradition
4. Competition and choice
5. Fear of not being selected through open enrollment

5 Whys: School Supplies

Principals are budgeting differently for student supplies.

1. Because they are doing it as it was done when they began in the district.
2. Because they haven't been asked to do it differently, nor is it agreed upon for all elementaries to do it the same.
3. It wasn't an issue or brought to their attention.
4. Some budgets were based on the PTO providing funds.

DIT Recommendations: Future Work

1. Identify what is “free” for every student and what is reasonable to expect for family contributions.
2. Develop a K-12 policy and procedures around financial contributions and family limits.
3. Examine and/or create a process to examine field trips again for equity across all six schools and between grades, as well as the connection to learning versus tradition (“We’ve always done it...”)

Budgetary Requests

DIT Recommendations: FY20 Budget Requests

Field Trip Assistance Fund:

- \$57,000 (*\$100 per student who receives free/reduced lunch*)

Student Supplies:

- \$0 (*allocated within existing building budgets*)

A World of Difference

Anti-Defamation League

A World of Difference Institute: Anti-Defamation League (ADL)



A World of Difference Institute: Anti-Defamation League (ADL)

Designed to help students:

- recognize bias
- build understanding of diversity
- improve intergroup relations
- confront racism and bigotry

"Anti-bias education is a distinct field. It is a comprehensive approach to help young people learn to actively challenge stereotyping, bias and all forms of discrimination." -ADL

A World of Difference: FY20 Budget Requests

**FY20 Budgetary
Request:
\$20,000**



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Student-Centered Coaching

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Our Classrooms Today

Range of Diverse Learners

The range of learners in every classroom is very diverse ranging from students who have advanced knowledge of the standards to students who are missing varying degrees of prerequisite skills embedded within grade level standards.



Therefore, learning opportunities need to vary in materials, instructional strategies and student grouping through intentional planning and implementation.

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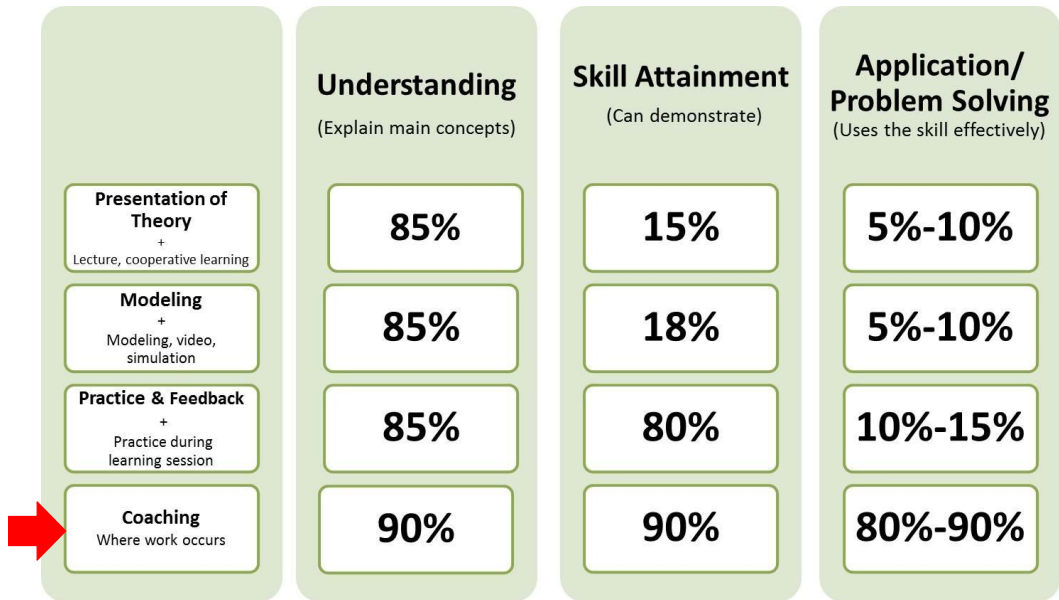
What is Student-Centered Coaching?

The goal of student-centered coaching is to **partner with educators** to:

- support implementation of new/improved teaching strategies
- plan assessment and instruction using MA Frameworks and a variety of resources
- think about how to create appropriate student learning targets
- collect and analyze various evidence of student learning to support instructional decision-making
- co-teach and debrief a shared lesson
- continue to build knowledge of content and pedagogy

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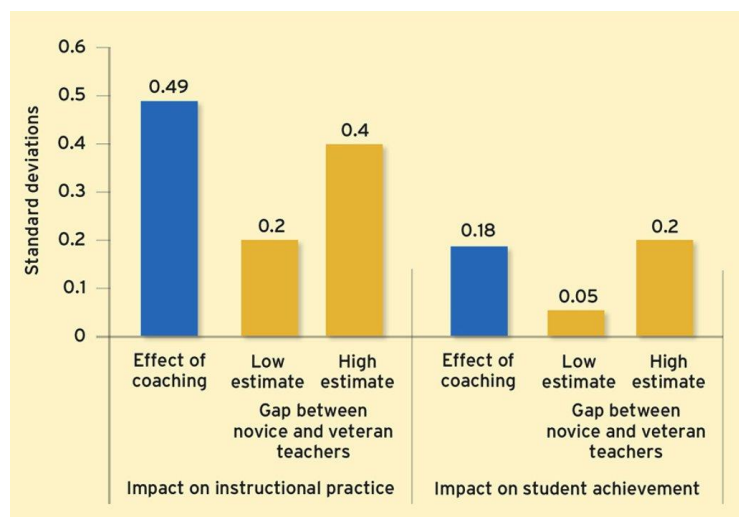
Research: The Impact of Coaching



Joyce, B. & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal*. White Plains, NY: Longman.

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2018 Meta-analysis of 60 Research Studies

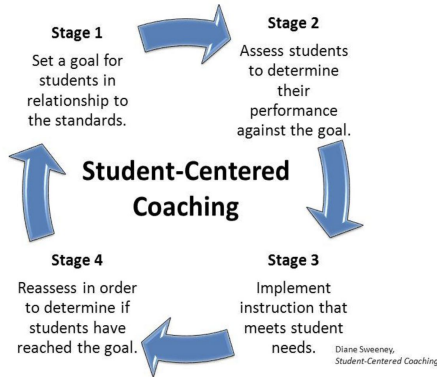


Kraft, M.A., Blazar, D., Hogan, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.

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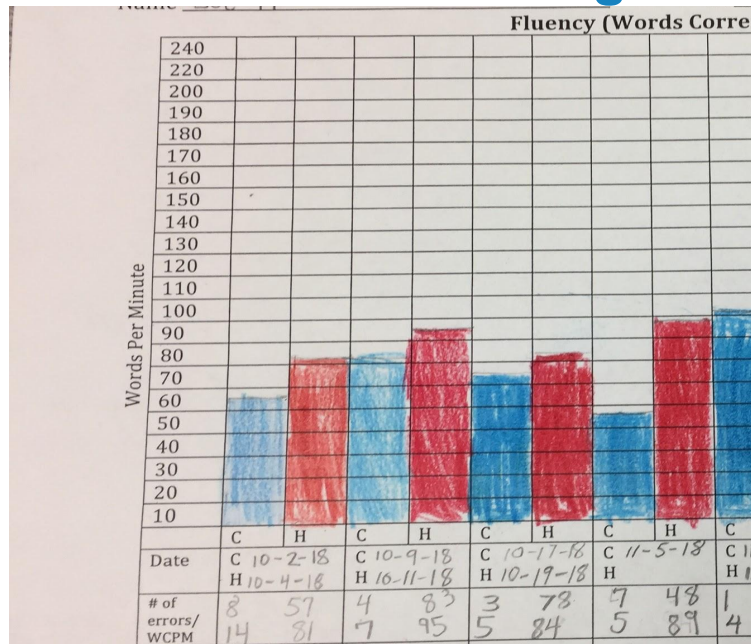
Student-Centered Coaching: Planning

<p>Standard-Based Goals What is the goal for student learning?</p>	<p>Focus for Teacher Learning What instructional practices will help students reach the goal?</p>	<p>Student-Centered Coaching What coaching practices were implemented during this coaching cycle?</p>	<p>Teacher Learning As a result of the coaching what instructional practices are being used on a consistent basis?</p>	<p>Student Learning How did student achievement increase as a result of the coaching?</p>
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Student-Centered Coaching: Data



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Student-Centered Coaching: Data

Educator/Coach Reflection Questions:

- What worked for you during our collaboration and coaching cycle?
- How has this collaboration impacted your practice?
- How did our collaboration impact student learning?
- What were any challenges or missed opportunities during our work together?
- What might be some next steps in your teaching/in my coaching?

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Student-Centered Coaching: Data

The collaboration allowed me to ask questions I wouldn't have considered on my own.

I am now able to assess students and use the information to get to know students better.

Students have reported that they feel challenged by these tasks, and they have enjoyed the opportunity to collaborate with classmates.

I tried things I normally would not have on my own - especially with technology!

I am now explicitly teaching strategies to help students use close reading and to develop inferential skills.

As a result of the collaboration, the student is using a daily vocabulary notebook.

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Feedback From Our Educators



Erin, Grade 4
18 Years of Teaching



Jenna, Grade 2
2 Years of Teaching

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Impact of Student-Centered Coaching

“[Student-Centered Coaching] helps us build a community of teachers who are skilled at analyzing student work to make decisions that best support student learning.”

-Sweeney, D. (2011). *Student-Centered Coaching: A Guide for K-8 Coaches and Principals*. Thousand Oaks, CA: Corwin.

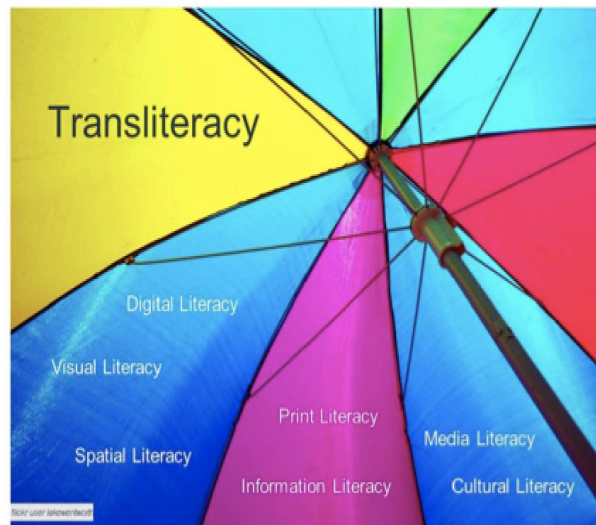
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Library-Media Specialists

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Elementary Library-Media Vision

The Acton-Boxborough elementary library media centers are learning commons that are the “hub” of the schools where students are engaged in collaboration, creativity, critical inquiry, adaptability, and transliteracy.



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Elementary Library-Media Mission

The mission of the Acton Boxborough Elementary School Library Media Program is to empower students to become enthusiastic readers, information seekers, and creative problem-solvers, prepared to participate in an evolving world.

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Library-Media Specialists

Through unit and lesson instruction, collaborative curriculum integration, and classroom support library-media specialists cultivate curious, independent learners and develop the skills needed to be ethically responsible and successful in our global community.

They connect learners to diverse materials and learning opportunities in an environment that supports cooperation, collaboration, and a love of reading.

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Library-Media Specialists



District Need

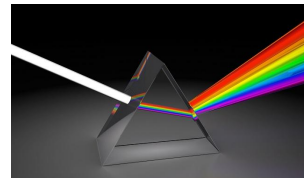


Media/Digital Literacy - An essential skill

- Changes in technology tools and devices
- Increase in devices (elementary 3-6; JH 1:1; HS)

Cultural, Linguistic, & Economic Diversity

- Book collections that reflect our students
- Open source/Multilingual resources



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Teach students to . . .

- Develop skills and engage in the information literacy process.
- Evaluate and select the appropriate technology tool for the task.
- Understand, practice and demonstrate appropriate, safe and ethical uses of information and technology.
- Read widely and fluently for pleasure, personal growth, and to make connections to the



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Research

- Over 60 studies in 22 states show that the levels of library funding, staffing levels, collection size and range, and **instructional role of a school librarian**, all have direct impact on student achievement.

-The MA School Library Study: Equity and Access for Students in the Commonwealth: Report of Findings and Recommendations of the Special Commission on School Library Services in MA, 2018.

- They (researchers) have often found that the benefits associated with good library programs **are strongest for the most vulnerable and at-risk learners**, including students of color, students who are economically disadvantaged, and students with disabilities.

-Lance, K. C., & Kachel, D. E. (2018). Why school librarians matter: What years of research tell us. *Phi Delta Kappan*, 99.7, 15-20.

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Library-Media Specialists

5 Recommendations:

- #1 Guarantee Access to School Libraries and School Librarians
 - 1A. Ensure that every public school in the Commonwealth of MA has a school library and a certified school librarian (80.4% currently do)
- #2 Ensure Access to Information Resources in School Libraries
- #3 Ensure Access to Information Technology
- #4 Ensure Access to Library Instruction and Support
 - 4A. Promote best school library practices in instruction in the school library.
- #5 Guarantee Access to Funding

The MA School Library Study: Equity and Access for Students in the Commonwealth: Report of Findings and Recommendations of the Special Commission on School Library Services in MA, March 2018.

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Library-Media Specialists

16 Comparable Towns and Districts (79% have one)

- 10 have a certified Librarian or Library/Media Specialist for each school *(3 of the 10 also have a Library Assistant for each school)*
- 1 has 3 certified Librarians and 6 full-time Library Assistants for 6 schools
- 2 have one certified Librarian for 4 schools *(1 of the 2 also has Library Assistants for each school)*
- 1 has part-time Library Assistants for each school

*2 Regional Districts' towns are not on our Town Comparable List

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“School libraries close the resource gap by servicing all types of learners in the most inclusive way possible.”

-Hunsinger, V. (2015). School librarians as equity warriors. *Knowledgeable Quest*, 44.1, 10-14.

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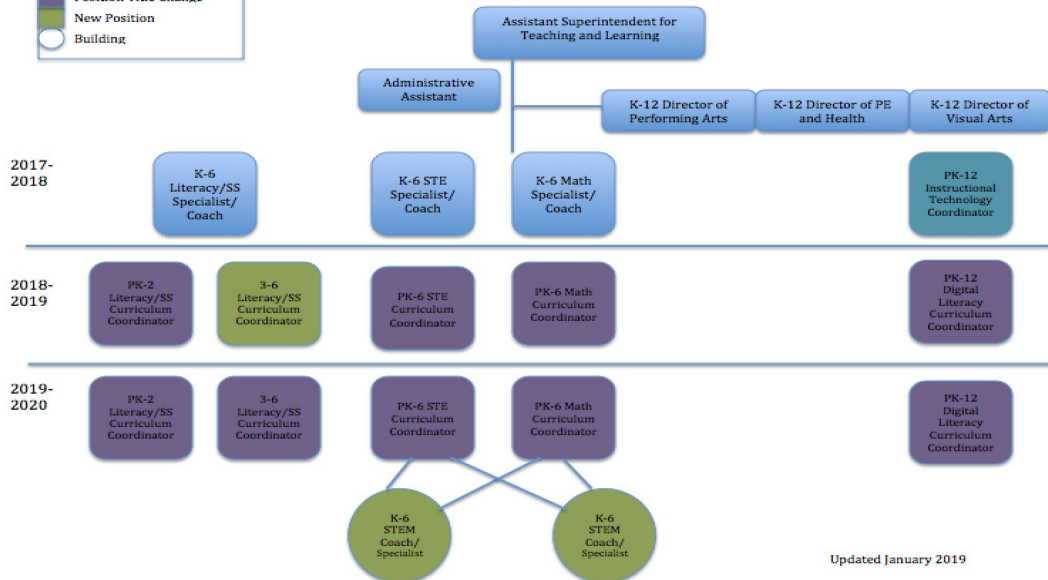
Staffing Requests

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Staffing Requests



Teaching and Learning



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Staffing Requests

4 Year Implementation Plan

Teaching and Learning 4 Year Implementation Plan

	2019-2020	2020-2021	2021-2022	2022-2023
Library/Media Specialist (Goal: 1 for each school. Blanchard, JH and HS have LMS)	2 Elementary 60k Extend present hours to full time at 30k each	1 Elementary Extend present hours to full time at 30k	2 Elementary Extend present hours to full time at 30k each	
STEM Coach/Specialist (Goal: 1 for each elementary school and the JH)	1 Elementary FY'19 1 Elementary 65k+12k	1 Elementary 1 Junior High	1 Elementary	1 Elementary 1 Elementary

Panel 3 Questions