Designed to maximize efficacy and impact

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Anthony Muhammad, PhD, is a much sought-after consultant. A practitioner for nearly 20 years, he has served as a middle school teacher, assistant principal, and principal, and as a high school principal. His Transforming School Culture approach explores the root causes of staff resistance to change. Anthony is the author of such books as *Overcoming the Achievement Gap Trap*, *Transforming School Culture*, and *Time for Change*. 
Douglas Reeves, PhD, has worked with education, business, nonprofit, and government organizations throughout the world. He is the author of more than 100 articles on leadership and organizational effectiveness and more than 30 books, including *100-Day Leaders*, and *Achieving Equity and Excellence*. 
LEARNING PROTOCOLS

• Stop any time with questions and challenges
• Represent the people who are not in the room
• Use the “Question” or “Chat” features
• Personal responses to every question are guaranteed

Please-mail Doug at DReeves@ChangeLeaders.com for Personal Responses
1) CORE COMPETENCIES FOR EQUITY AND EXCELLENCE

• Focus
• Instructional Effectiveness
• Leadership Effectiveness
• Effective Feedback (Fair Accurate Specific, Timely)
• Efficacy
• Question/Chat: Which Core Competency Is Your Priority for 20-21?
Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race or ethnicity, language, disability, and socioeconomic status.

The achievement gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

(The Achievement Gap Initiative at Harvard University, http://www.agi.harvard.edu/projects/thegap.php)
All students have not benefited equally from access to public educational institutions.
“Our society tends to embrace the idea of equality as dogma, but society has not embraced the idea of equity in service and environment in order to achieve the equality that we claim that we desire” (p. 3).
“When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.”

A MAJOR SHIFT IN PARADIGM

Invitation
(Meritocracy)

Guarantee
(Egalitarianism)
WILL AND SKILL

Culture
(Learning Environment)

Skill
(Professional Practice)
2) FOCUSED TEACHING AND LEADERSHIP

- Power Standards
  - Leverage
  - Endurance
  - Essentiality
- Initiative Fatigue
  - The Rule of Six
  - Question/Chat – think of JUST ONE practice or initiative you can stop before the 20-21 year

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EFFECIVE FEEDBACK IS FAST

• Timely
• Specific
• Accurate
• Fair

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If you don’t get feedback right, it undercuts everything else you do –

Pilot Projects:

• Feedback to students – simple fixes, like A,B,C,D,F grades on a 4 point scale.
• Get ride of the average
• Administrators must ask “why” before any D or F goes to parents and students

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4) PLANNING FOR DIFFERENTIATION

• First week of school: Reading, writing, and math level for all students – Simple 20-minute teacher-made assessments

• Make pre-assessment part of every lesson

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5) APPLYING THE LESSONS OF SPECIAL EDUCATION

- Incremental tasks – what I thought was one task may be four tasks. Maintain rigor, but break it down.
- Adaptation and accommodation – ask special educators for example. This is “good ed” – not “special ed”

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6) PRIORITIZE PROFESSIONAL LEARNING

- Special support for new teachers who did not receive field experience in the Spring of 2020
- Specific and incremental feedback – use Marshall mini-observation rubrics – just one page at a time
- Systematically gather student work and score collaboratively – key PLC practice
- Data without tears – learning, not judgment

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7) LEADERSHIP COMMUNICATION

- Celebrate what went well during the shut-down
- Celebrate your commitment to equity
- Be clear that there is no conflict between equity and excellence
- Civil discourse and civil disagreement

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LESSONS FROM THE SHUTDOWN

• Don’t fill in silence with worst fears – find out WHY students are absent or disengaged
• Personal relationships more important now than ever
• VERY short assessments – 2-3 items – with meaningful checks for understanding

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STUDENT LEADERSHIP: ARTS AND SERVICE

• Key to emotional health: Students are valuable as people with purpose and meaning – not helpless victims
  • Poetry slams
  • Musical groups
  • Art displays
  • Story time – 20 minutes for primary students
  • Check in on elders
  • Other service ideas?

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MEANINGFUL CHECKS FOR UNDERSTANDING

- Never “Everybody with me?” or “Any questions?”
- Teachers very frustrated with copying and cheating
- The answer is a meaningful check for understanding

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"Jerome, I really appreciate that you cited two sources in your essay. Please explain why you chose these sources and why you rejected other sources you might have cited. What made these sources credible to you?"
"Christina, you got the right answer on your geometry proof, but I don't follow how you got from step 2 to step 3 - please explain that to me."
• Use “circles” to start class, with introductions and wellness checks.

• “Question Zero” in PLC’s: What do students need to support learning this week?

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EGG TIMER

- 3-minute presentation of concept
- 3-minute small group or breakout
- 3-minute whole class review
- Five concepts in 9-minute cycles makes fast-paced and energized class

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The most important message: *You are safe at school and you can always ask for help if you don’t feel safe.*

Coach teachers about talking at age-appropriate levels about death and unfairness.

Make school a safe place for divergent views within your values. Don’t allow intellectual or physical bullying.
MINDSET

The established set of attitudes held by someone

—Merriam-Webster Dictionary
“Educators have an unwavering belief in the ability of all of their students to achieve success, and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student.”

TWO DESTRUCTIVE MINDSETS

Superiority (Privilege)

Victim (Deficit)
“I contend that the time, scholarship, effort, and resources put forth to address the achievement gap were doomed to fail from their inception because there are people with a superiority mindset who have a vested interest in being defined as superior to others, and they will seek to protect it” (p. 63).
Individual and collective responsibility to change conditions is difficult.

There is a sense of comfort that comes from framing others as predators and oneself as a victim.

I call this the victim mindset.
1. My fundamental task is to evaluate the effect of my teaching on students’ learning and achievement.
2. The success and failure of my students’ learning is about what I do or don’t do. I am a change agent.
3. I want to talk more about learning than teaching.
4. Assessment is about my impact.
5. I teach through dialogue not monologue.
6. I enjoy the challenge and never retreat to “doing my best.”
7. It’s my role to develop positive relationships in class and staffrooms.
8. I inform all about the language of learning.
“The liberation mindset is an unwavering set of collective beliefs and actions rooted in the goal of achieving high levels of academic and social success for all students despite internal or external barriers” (p. 92).
THREE COMPONENTS OF THE LIBERATION MINDSET

• Equality

• Responsibility

• Advocacy
SCENARIO #1: STUDENT DEMANDS REQUIRED READING FOR AFRICAN-AMERICAN WRITERS

• Students have given a petition to school administration demanding that African-American authors be included in required reading and discussion groups in ELA classes.

• Teachers are willing to include a range of books by diverse authors of many ethnicities and have students choose one to read and discuss.

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WHAT WOULD YOU DO?

A. Include an African-American writer as required reading in a class taken by all students (not an elective)
B. Encourage teachers to use an African American writer in their class reading list
C. Allow teachers to create an optional list including writers from many ethnicities who address social justice issues
D. No change from present curriculum
SCENARIO #2: STUDENT PLAY—“THE LAST HOURS OF GEORGE FLOYD

• Students have written and directed a play depicting the last hours of the life of Mr. Floyd. They demand to present it to the entire student body on school time.

• Some students and parents are concerned with the extreme violence, abusive language (including the N-word), and suggest it be allowed as a voluntary after-school activity.

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WHAT WOULD YOU DO?

A. Allow students to produce the play as written in a required student assembly
B. Allow students to produce the play without offending language during a required student assembly
C. Allow students to produce the play as written outside of school hours.
D. Do not allow the play to be produced on school grounds if it contains offensive language
SCENARIO #3: STUDENT PROTESTS TO STATE TESTS

• A significant group of students and parents are calling for the suspension of all standardized tests - state, PSAT, SAT, PSAT, AP, etc. on the grounds that standardized tests are inherently racist and inequitable. They threaten to disrupt any tests administered during school hours and to disrupt any test preparation on school grounds.

• Other students and parents are demanding the availability of tests during school hours.

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WHAT WOULD YOU DO?

A. Meet with students and parents to explain the importance of these tests
B. Explain to students the “op-out” rules and assist them in getting parent exclusions from tests
C. Move the tests to weekends so that the tests are interrupted.
D. Continue the tests as scheduled and remove disruptive students
ANTHONY MUHAMMAD

Request Anthony’s availability

SolutionTree.com/Anthony-Muhammad
Request Doug’s availability

SolutionTree.com/Douglas-Reeves
DISCUSSION, QUESTIONS, FOLLOW-UP

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Equity and Excellence Now: How Schools Can Achieve Both