

Call to Leadership

Southeast Education Alliance

Goldsboro, NC

August 2018

Patrick Briggs

Twitter: pbriggs728

AVID Northeast States Director

pbriggs@avid.org

Essential Question

□ How can I be dedicated to developing and supporting education leaders from the Boardroom to the Classroom as we all provide quality, innovative experiences of

learning to **all**?

ALL Children Can Learn



Relationships Matter

Positive teacher-student relationships are associated with:

- Increasing student's feeling of **safety** at school ([Austin et al](#); [Basch](#); [Steinberg et al](#))
- Increasing academic **test scores** ([Basch](#); [CDC](#); [Comer](#))
- Increasing student **understanding and meaningfulness** of what is being taught ([Benard](#))
- Reducing **absenteeism** ([Basch](#); [CDC](#))
- Decreasing **student dropout** ([Benard](#))
- Decreasing **student-student conflict** ([Griggs et al](#))
- Improving school **climate** ([Cohen et al](#); [McClure et al](#))
- Improving **transition** to school ([Pianta et al](#))
- Decreasing **risk-taking** behavior ([Basch](#) ; [CDC](#); [Rudaskill et al](#))
- Developing **language skills** ([O'Connor et al](#))
- Improving **self-esteem** ([DeWit et al](#))
- Decreasing incidences of **depression**([DeWit et al](#))
- And has been highlighted as beneficial to learning by the major US educational associations, including the [Council of Chief State School Officers](#), [National School Boards Association](#), [American Association of School Administrators](#), [ASCD](#).

Relational Capacity

- ❑ What can I do with or say to you solely based on our relationship?
- ❑ Can we have the conversations we need to have without it becoming personal?
- ❑ What can I get you to do or what can you get me to do simply based on our relationship?
- ❑ Another person cannot “fix” a child when the problem is the relationship between another adult and the child!

Relational Capacity

Not one rule we have at the beginning of school will cause good choices, grades and behavior in May.

Every strong relationship you make will.

Our Mission

The SEA is dedicated to developing and supporting education leaders from the Boardroom to the Classroom as we all provide quality, innovative experiences of learning to **all**.

Our Vision

Leading,
Learning, and
Collaborating for
Excellence

AVID's Mission –

My Purpose & Driving Force

- ▣ AVID's mission is to close the achievement gap by preparing **ALL** students for college readiness and success in a global society.

**"THERE ARE NO LEARNING GAPS IN CHILDREN,
ONLY OPPORTUNITY GAPS.
IT IS OUR JOB TO CLOSE THE OPPORTUNITY GAPS."**

— DEB GUSTAFSON
PRINCIPAL OF WARE ELEMENTARY
FORT RILEY, KAN.



DOES ALL MEAN ALL?

Why It Matters

A WICOR Moment

■ Quick Write

- What is a thought, take away, or aha you have so far (ALL, dollar demonstration, relational capacity, etc.)?
- How do you ensure that students are doing more than copying when they are taking notes in your class?
- What is one way that you build great relationships with your students?
- Stand – Share - Sit

What just happened?

- When you choose to use WICOR you do 2 things automatically
 - 1. ALL students are engaged
 - 2. The level of rigor is raised for ALL students
- Note the choice of prompt was intentional

College, Career, and Workforce Readiness

- “Readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.”
 - David Conley, “Redefining College Readiness”

College Readiness

In fact...

2-Year Institutions	4-Year Institutions
More than 50% placed in remedial classes	Nearly 20% placed in remedial classes
<i>Of the students requiring remedial classes...</i>	
Fewer than 1 in 10 Graduate within 3 years	Little more than 1 in 3 Graduate in 6 years

Source: Remediation: Higher Education's Bridge to Nowhere. (2012). [PDF] Washington, DC: Complete College America, pgs. 2-3, 10. Available at: <http://completecollege.org/docs/CCA-Remediation-final.pdf>.

Education Levels

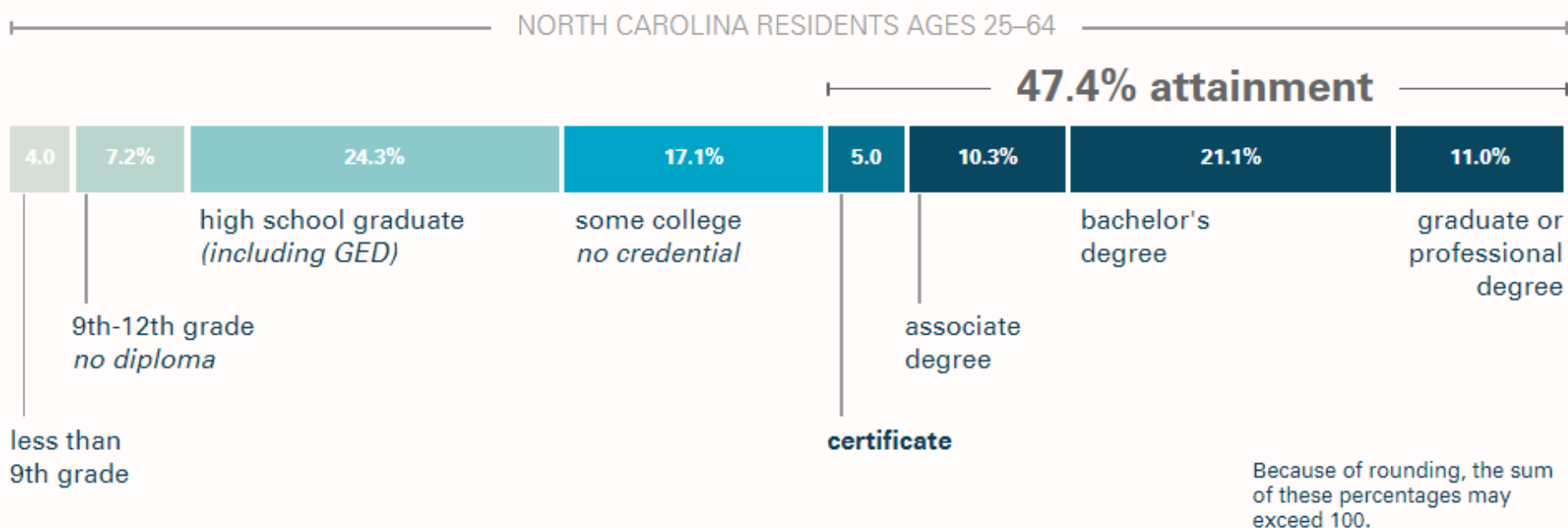
How North Carolina compares to the nation

Educational attainment in North Carolina exceeds the national average, but work remains before it reaches 60 percent.

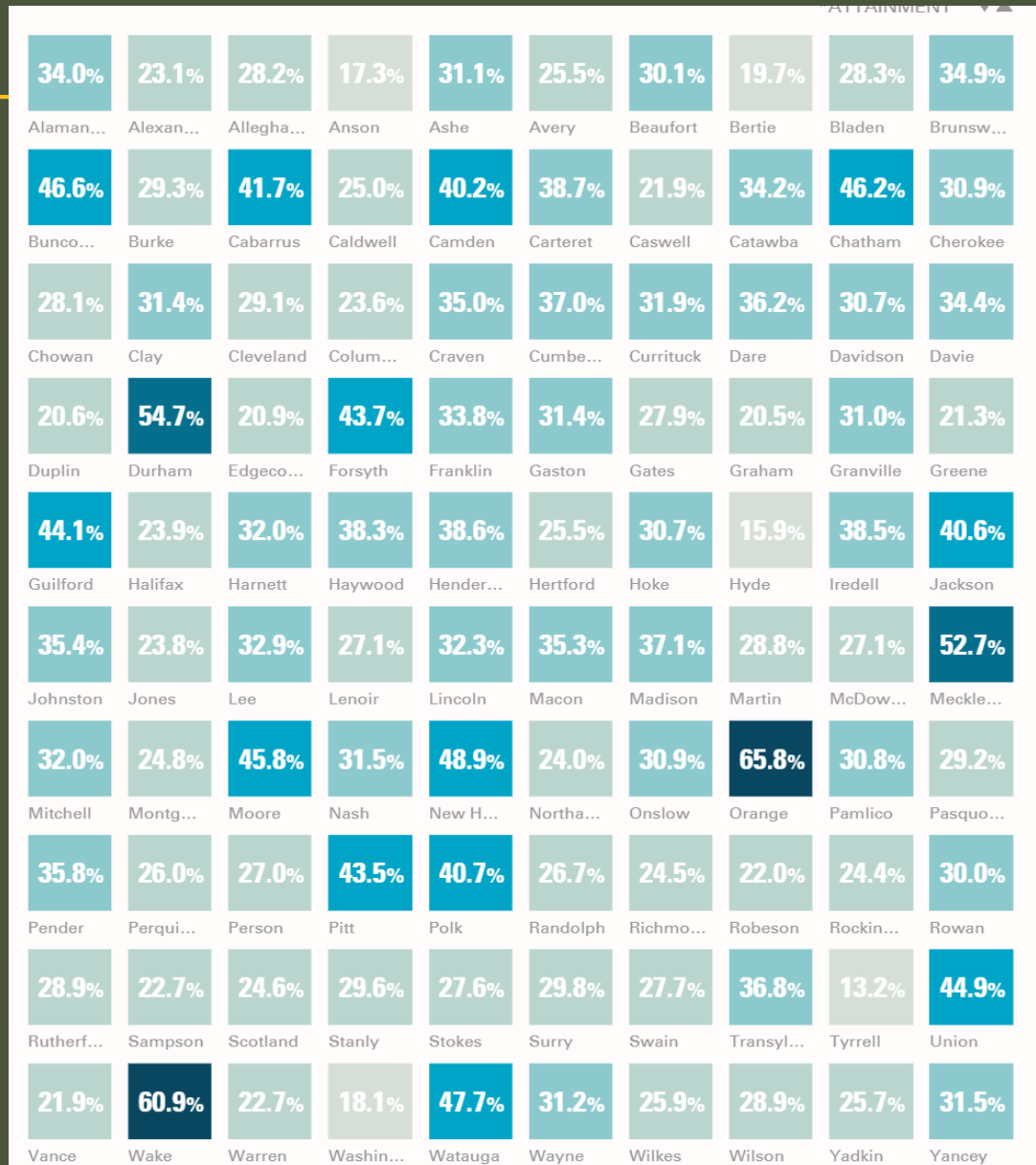


Education Levels

North Carolina education levels



Education Level by County



Six Post-Secondary Pathways

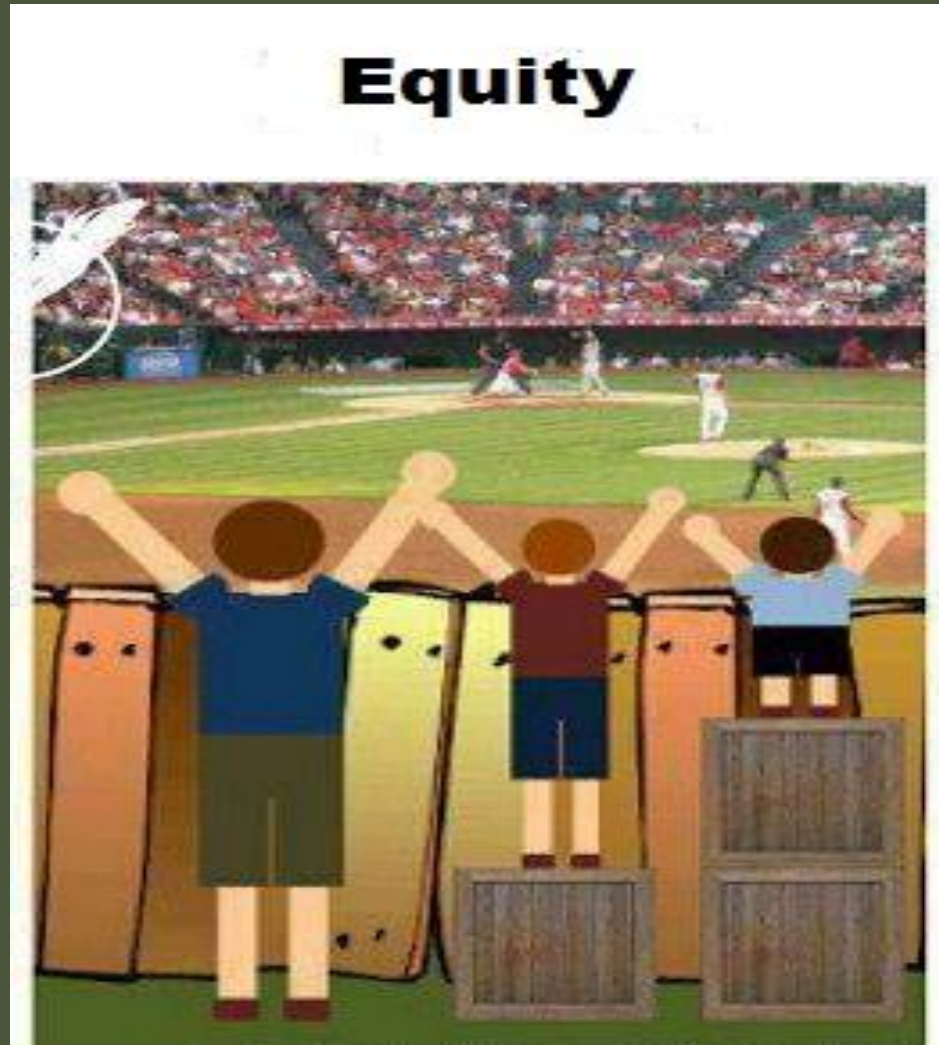


What is the Goal?

Equality



What is the Goal?



Equality



Equity



What is the Goal?



CRT strategies will remove the fence!

What is the Goal?

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Equity is....

- ❑ Raising the achievement of **ALL students**
- ❑ **Narrowing the gaps** between the highest and lowest performing students
- ❑ **Eliminating the predictability** and disproportionality of which student groups occupy the highest and lowest achievement categories

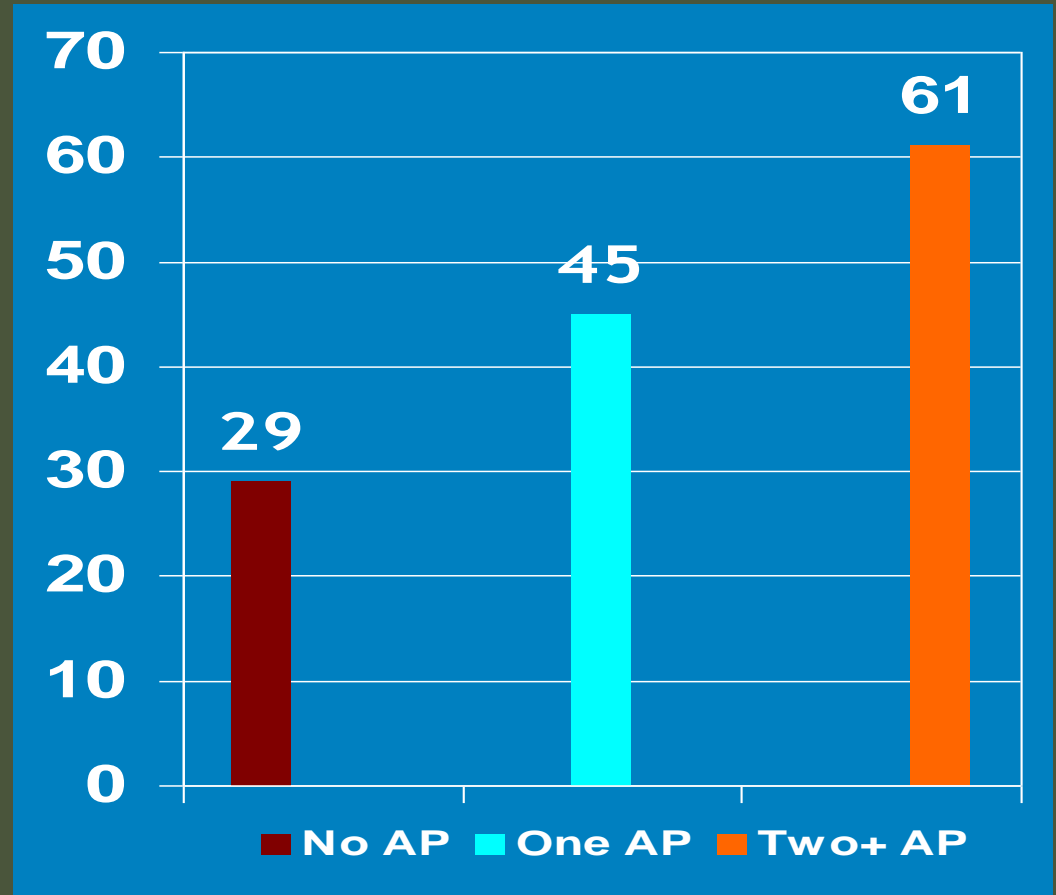
Pacific Educational Group January 2006

- ❑ Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them **a high predictability of success** in their next phase of life

Mike Neece – AVID Director of Systemic Initiatives

AP and College Success

Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four years or less.



Source: Camara, Wayne. College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19)*. New York, NY: College Board.

Impact of AP on 5-Year College Graduation Rates

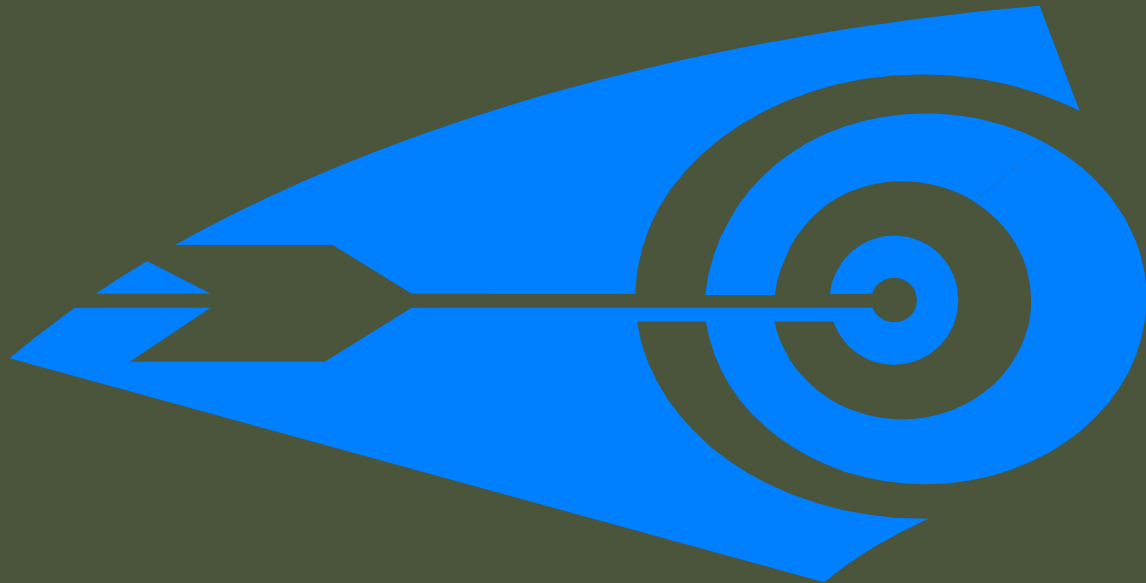


Student Group	AP Exam Grade of 3, 4, 5	AP Exam Grade of 1, 2	Took AP course, but not exam
African-American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)

Equity IS NOT Equal

Equity is moving students from a
different place
to a common place



Does All Mean ALL

- ▣ If not, what is your acceptable level of casualties?

Essential Question

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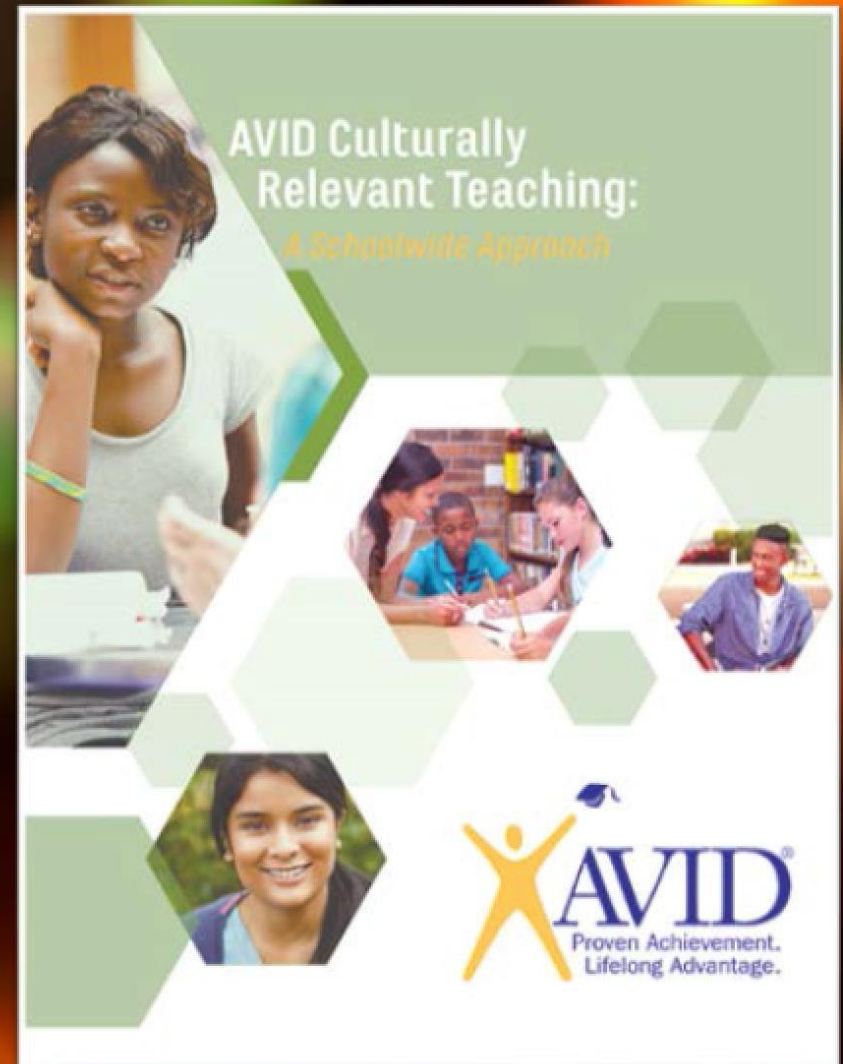
As a closing reflection ...

- ❑ What is one thing I/we need to start doing?
- ❑ What is one thing I/we need to stop doing?
- ❑ When you think about academic achievement in my school/district, what keeps you up at night?

Thank You!

- ▶ More Info
- ▶ CRT Strand/Book
- ▶ Additional Resources

www.AVID.org



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Patrick Briggs

Twitter: @pbriggs728

Email: pbriggs@avid.org

CRT

Twitter: @CRTNation

AVID

Twitter: @AVID4College

