Improving Learning Conditions in Schools for Standard English Learners

<table>
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<tr>
<th>To:</th>
<th>School leaders and parents</th>
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<tr>
<td>Presenter:</td>
<td>Jared R. Lancer, Ed.D.</td>
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<tr>
<td>Date:</td>
<td>March 2019</td>
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Central question

• What will it take to create high quality, sustainable learning in public schools for African American, Mexican American and other diverse student populations with verifiable evidence?
Creating sustainable learning in public schools requires moral and ethical leadership from all stakeholders. This presentation provides suggestions that school leaders, members of district/school governance structures and parents can take to improve the learning conditions in schools for Standard English Learners and all children. Presentation content is based on first-hand knowledge and experience improving learning outcomes in districts and schools across the country.
Problem of Practice
professional development coordinator

Source: Diamond, Randolph & Spillane, 2004

Teacher deficit perspective low income students of color

Teacher beliefs about students and sense of responsibility deeply coupled
Problem of Practice: differing context
school improvement consultant

Connecticut

Unrelated teaching
- High performing
- Rural/suburban
- Majority white students
- 80-90% meet standard
Problem of practice

Most children cannot read at grade level.

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<tr>
<th>NAEP</th>
<th>2015: 12th Grade Reading</th>
<th>2017: 8th Grade Reading</th>
<th>2017: 4th Grade Reading</th>
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<tr>
<td>Nation</td>
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**Finding 1: Cognitive alignment**

**Project Prof. Science: 3 yrs, 40 urban schools**

- **Needs Assessment**
  - **Learner Schema**
  - **Model**
  - **Worked Example**
  - **Parts whole chunk**
  - **Self-Regulation**
  - **Perform Feedback**
  - **Elaborate**
  - **Organize**

- **Institutes-Courses**
  - **Coaching Feedback**
  - **Teacher Trainers as Models**
  - **Capstone project**


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3/6/2019

Jared R. Lancer
Finding 2: Constructivism alignment
Sustainable - 15 schools

Social group

Design Solution

School Problem

Collective Responsibility

Problem Solving

Inquiry Dialogue

Self-organizing

Mission/Policy/Data

Participation

Decision making

Networks

Finding 3: Sociocultural alignment
Transformative Whole School, 2 urban schools

Observation: low performing schools

- Lack clear purpose
- Compliance reaction
- Standards as curriculum
- Lack approach to teaching
- Unrelated learning/teaching

Incoherence
Observation: excellent schools

Consistency & Continuity: Shared Purpose & Perspective

- Purpose/mutual respect
- Perspective on learning
- Staff run schools
- Approach to teaching
- Knowledge of learners

Lancer 2012-2015: 6 schools; 3 years; 15 school visits
5 Lens Data Team

1. Teaching in Learning Segment  
   {Curriculum}

2. Method of Teaching  {Instruction}

3. Groups of Learners  {Environment}

4. Knowledge of Learner  {Child}

5. Strategies Tried/Learner Responses  {Formative Classroom Data}

3/6/2019 Jared R. Lancer
Framework for school leaders

- Coherence
- Leadership
- Pedagogy
- Continuous adjustment
- Purpose
- Learning Experiences
- Problem solving
- Perspective on learning

EVIDENCE
School leaders for SELs

- Developing a clear and shared perspective.
- Culture of inquiry and evidence
- Structures that value children-processing.
- What’s working and not working - dialogue.
- Showing respect in the learning process
- Showing continuous learning.
Parents - The child’s first teacher

• Trust and love.
• Portfolio.
• Inquiries about children.
• Progress and experiences.
• Process and evaluation.
• Question.
District and School Governance

- Clear perspective, purpose, and protocols align
- Evidence and multiple measures.
- Evaluation - impact, effectiveness, research
- Advocacy on behalf of children and families.
- Teacher collaboration initiatives/problems
- Respect children and families