Fully Realized: Personalized Learning is Educational Equity

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What is the difference between Equality and Equity?

How are these terms different and how do they apply to schools?

How equitable is your school or district?

What level of priority does it have or should it have in your district?
• **Equality** = Everyone has the same

• **Equity** = Everyone has what they need
What is Personalized Learning?
How does that show up in our classrooms?

What do you do to ensure that students learn to respect and value the differences within your classroom?
Who benefits most from Policy and Practices in your District?

In your classroom?
Instructional excellence is the norm, and each member of the instructional team is not just committed to professional mastery but also supported in a way that allows for its development and demonstration.

The kind of opportunity roadblocks that cause the ‘haves’ to receive more of what education has to offer and the ‘have-nots’ to receive less have been identified and eliminated. All doors are open to Opportunities to engage each student.

The Student body truly represents the diversity of Human experience and each member is being prepared to interact, survive and thrive as world citizens.
The culture, educational program, and support services are informed by and sensitive to the student body’s social and emotional needs such that each student is fully present and engaged.

The student body is motivated and supported to discover their passions and advance toward positive personal, familial, social, civil, and vocational goals and opportunities.
5. Engaged and Inspired Learners
   - Student voice and aspirations
   - Assessment-capable learners

4. Instructional Excellence
   - Gradual release of responsibility
   - Compensatory and adoptive practices
   - Professional Learning

3. Opportunity to Learn
   - Structural access to curriculum
   - Human and social capital

2. Social-Emotional Engagement
   - Cultural proficiency
   - Welcoming climate
   - Restorative practices
   - Attendance

1. Physical Integration
   - Race/Ethnicity, Ability, Gender, Class, Sexual Orientation: Broadening the lens
Level 1. Physical Integration

Separate is NOT Equal.

Why is integration an important part of equity?
Moving From Groups to Individual Identity
Level 2. Social-Emotional Engagement

Students don’t care how much you know, until they know how much you care.

Are there things that could be changed in your school or district to increase the feeling of welcome?
Invitational Teaching

• Intentionally Uninviting
  • Dismissive – Alienating – Harsh - Vindictive

• Unintentionally Uninviting
  • Negative – Communicates low expectations- Exhibits sense of efficacy - pessimistic

• Unintentionally Inviting
  • Energetic but unaware- enthusiastic by naïve – Positive but inconsistent – Communicates a Laisse-faire attitude

• Intentionally Inviting
  • Consistently positive – Communicates a growth mindset – Purposeful – Sensitive to student needs and takes appropriate action

Purkey and Stanley (1991)
Figure 1. Adverse Childhood Experiences (ACEs) Among Children Aged 0–17 Years, 2011–2012

- Experienced economic hardship often: 25.7%
- Lived with a parent who was divorced or separated after the child was born: 20.1%
- Lived with someone who had a problem with alcohol or drugs: 10.7%
- Was a victim of violence or witnessed violence in the neighborhood: 8.6%
- Lived with someone who was mentally ill, suicidal, or severely depressed for more than a couple of weeks: 8.6%
- Saw parents or any other adults in the home slap, hit, kick, punch, or beat each other up: 7.3%
- Lived with a parent who served time in jail after the child was born: 6.9%
- Was ever treated or judged unfairly because of his or her race or ethnic group: 4.1%
- Lived with a parent who died: 3.1%
- Experienced two or more ACEs: 22.8%

*Reported that it was somewhat or very often hard to get by on the family’s income, i.e., it was hard to cover the basics like food or housing.

Level 3. Opportunity to Learn

Do students have ‘Separate journeys through the same school’ under your care?

Pygmalion Effect – (Rosenthal & Jacobson, 1968)

Student performance was influenced by their teachers’ belief about them as learners.
How you teach matters!
Analyze your DATA!

Whole Group instruction only/
Permanent homogenous grouping

• Lower teacher estimates
• Less rigorous instruction

Whole Group Instruction with Heterogeneous small groups/

Whole group instruction with a combination of homogenous and heterogeneous groups

• Higher teacher estimates
• More time in higher level instruction
More than the classroom:

- Parenting
- Communicating
- Volunteering
- Learning at home
- Decision making
- Collaborating with the community
Level 4. Instructional Excellence

What does instructional excellence mean to you?

In equitable schools, leaders make certain that every system is aligned to support teaching and learning; those that interfere have to go.
Teacher/Student Responsibility

Is there a shared language and understanding of instructional excellence?

What are your grading policies?

What types of professional learning are provided for teachers?

Are teachers engaged in the design and implementation of their professional learning?

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The Gradual Release Model

**Teacher Responsibility**

- **FOCUS LESSON Modeled Instruction**
  - I do it *(you watch)*

- **Shared Instruction**
  - We do it *(together)*

- **Guided Practice**
  - You do it *(I watch/guide)*

- **Independent Practice**
  - You do it alone *(Reflect)*

**Student Responsibility**

*Figure 1: The Gradual Release Model*
It Starts with You!

• Pre-assessing students and aligning learning to identified gaps

• Independent projects that demonstrates their “personalized” learning plan

• Tiered assignments such that students demonstrate learning in different ways

• Flexible grouping for collaboration that is different from those groups that met with the teacher

• Learning center stations that smaller groups of students are working on content collaboratively.
Level 6. Engaged and Inspired Learners

Students taking responsibility for their futures!

What role do aspirations play in building equity?

Why is it important for students to have goals?

What can adults in a school do to support students’ growth mindset?
I know who I am, I know where I am going, and school is a part of my plan to get there!
Ultimately, equity must be measured in the learning, not the teaching.
From Acquisition to Action

Embedding Equity plan within instructional excellence!

Building Equity Review:
What are your responses?
What are your student responses?
What do you need to do about it?
To extend the conversation about equity for all students and to provide educators with a comprehensive model for evaluating their current systems while providing a blueprint for improvement.

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