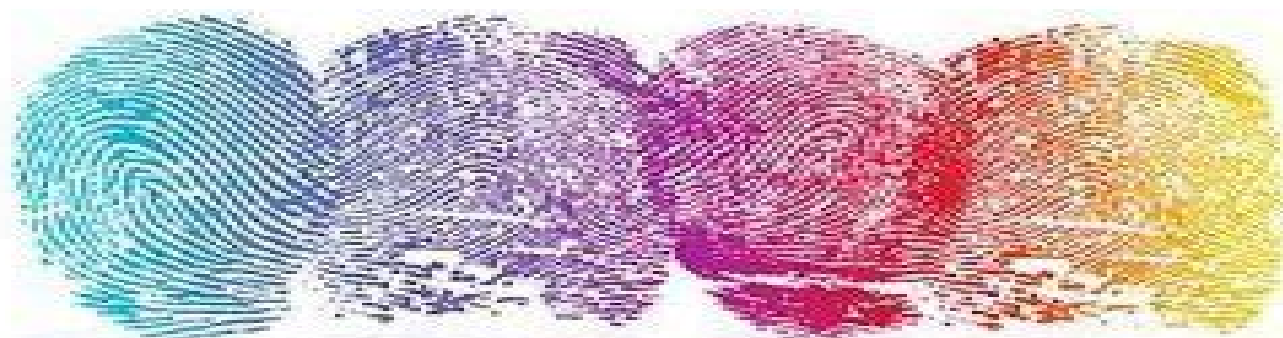


# GROWING INTO EQUITY

Professional Learning  
and Personalization in  
High-Achieving Schools



SONIA CAUS GLEASON  
NANCY GERZON

Foreword by  
Stephanie Hirsh and Joellen Kilian

A Joint Publication



WestEd



# Growing Into Equity Professional Learning And Personalization In High Achieving Schools

**Sonia Caus Gleason, Nancy Gerzon**



## **Growing Into Equity Professional Learning And Personalization In High Achieving Schools:**

**Growing Into Equity** Sonia Caus Gleason, Nancy Gerzon, 2016 This text explores how educators at four schools learn facilitate learning and systemically grow into equity while personalizing instruction It explores the professional learning leadership and systems that enable this to happen *Growing Into Equity* Sonia Caus Gleason, Nancy Gerzon, 2013

**Growing Into Equity** Sonia Caus Gleason, Nancy Gerzon, 2013-07-09 High achieving students and teachers winning strategies from Title I schools What makes a Title I school high achieving and what can we all learn from that experience Professional learning and leadership that supports personalized instruction makes the difference as captured in the ground breaking research of authors Sonia Caus Gleason and Nancy Gerzon This illuminating book shows how four outstanding schools are making individualized learning a reality for every teacher and student The common thread is the commitment to equity every student achieving Readers will find Guidance on identifying obstacles to equity within your school Background that builds a case for personalized learning Four case studies that show the lived values professional learning practices leadership and systems that have helped schools transform learning How to s and templates for creating a team based professional development program that expands individualized instruction in every classroom Discover new approaches for individual team and whole school professional learning that support personalized learning drawn from schools that are leaders in overcoming challenges and creating opportunities Equity is not an afterthought to high achievement Gleason and Gerzon s new book on outstanding equity driven practice in four very different schools shows that if you want to raise the bar you have to start by narrowing the gap Andy Hargreaves Thomas More Brennan Chair in Education Boston College

*Professional Learning Communities at Work® and High-Reliability Schools* Robert Eaker, Robert J. Marzano, 2020-02-18 Dramatically improve schooling by harnessing the collective power of the High Reliability Schools™ HRS model and the PLC at Work process Featuring some of America s best educators this anthology includes information insights and practical suggestions for both PLCs and HRS The overarching purpose is to demonstrate how these two approaches taken together complement each other and support educators in their efforts to create a culture of continuous improvement Use this resource to ensure a guaranteed and viable curriculum Study the HRS and PLC practices with guidance from numerous practitioners and experts developing good teachers into great teachers through a culture of accountability Learn how to keep your school focused on the right work in order to achieve learning for all through a continuous improvement process Understand how the HRS model can improve success with the PLC process and how the PLC at Work process is the cornerstone of a high reliability school Explore the ways in which strong leaders can model and improve the why and how of PLC at Work through a collaborative culture Explore the five levels of the HRS model and then learn how to relate each level to PLC at Work process to improve education in your school or district Contents Introduction Professional Learning Communities at Work and High Reliability Schools Merging Best Practices for School Improvement by Robert J Marzano and

Robert Eaker Part I The Five Levels A Safe Supportive and Collaborative Culture 1 Culture Building in a High Reliability School by Mario Acosta 2 Frames of Mind and Tools for Success Organizational Culture in a PLC by Anthony Muhammad Effective Teaching in Every Classroom 3 Six Steps for Effective Teaching in Every Classroom by Toby Boss 4 Effective Teaching in a Professional Learning Community by William M Ferriter A Guaranteed and Viable Curriculum 5 Six Action Steps for a Guaranteed and Viable Curriculum by Jan K Hoegh 6 PLC HRS and a Guaranteed and Viable Curriculum by Heather Friziellie and Julie A Schmidt Standards Referenced Reporting 7 A Multiyear Plan for Standards Referenced Reporting by Tammy Heflebower 8 Grading and Reporting for Learning in a PLC by Eric Twadell Competency Based Education 9 Personalized Competency Based Education by Mike Ruyle 10 Preparation for Tomorrow A Competency Based Focus and PLCs by Mike Mattos Part II Professional Learning Communities High Reliability Organizations and School Leadership 11 High Reliability Leadership by Philip B Warrick 12 Leadership in a PLC Coherence and Culture by Timothy D Kanold Part III Professional Learning Communities High Reliability Organizations and District Leadership 13 Leadership in High Reliability School Districts by Cameron L Rains 14 Leadership in a High Performing PLC by Marc Johnson

**The Principal's Guide to School Budgeting** Richard D. Sorenson, Lloyd M. Goldsmith, 2017-12-12 Developing budgets that meet economic constraints and instructional expectations is challenging This valuable resource is for administrators who want to enhance their instructional technical and managerial skills as visionaries planning coordinators and budgeting managers

A Culturally Proficient Response to the Common Core Delores B. Lindsey, Karen M. Kearney, Delia Estrada, Raymond D. Terrell, Randall B. Lindsey, 2014-12-04 Lead a Common Core implementation that closes achievement gaps Will your Common Core implementation promote equity access and inclusion This illuminating book shows how central Common Core tenets rigor meaningful curricula and assessment and higher order thinking can become educational realities for every child in your school or district Written by a team of respected authors known for guiding schools and districts towards cultural proficiency this resource enables readers to Understand how underlying beliefs related to historically underserved students may create roadblocks to effective instruction Create a school culture where diversity is valued including developing relevant professional learning Compile and analyze meaningful data that enables faculty to better reach students from all backgrounds Advance the goal of college and career readiness for all learners With a compelling call to action and practical strategies this timely book points the way to a Common Core implementation that benefits every student The authors have ensured that the use of cultural proficiency by educators provides the Common Core State Standards with the step towards the place where equity and access are realized for all learners Equity and access two of the pillars of equity in education are essential if meeting individual student needs are truly to occur Dr Kenneth R Magdaleno Associate Professor Kremen School of Education Fresno State CA This resource gives not only theory and rationale for this important change in thinking but also the guided steps to collaborate and reflect as part of the change process Dr Carol Van Vooren Assistant

Professor California State University San Marcos

### **Transformational Leadership for Rapid School Improvement**

Kevin Perks, 2024 The burden to lead education improvement efforts in local communities should not fall solely on the shoulders of district and school leaders Nor should they have to reinvent the wheel at every turn This book is designed to be a valuable resource for education leaders who are charged with rapidly improving their schools and districts In these pages readers will find guidance support and resources across a range of topics and issues that they are likely dealing with including guidance on how to be an improvement leader how to support teacher and staff development how to ensure high quality instruction is taking place and how to foster a positive and inclusive culture for improvement Although this book does seek to address every challenge or topic that a district or school leader is likely to face it addresses many issues leaders are or will soon be wrestling with

### **Progressing Students' Language Day by Day**

Alison L. Bailey, Margaret Heritage, 2018-07-26 Because content and language learning go hand in hand New content standards integrate content and language in ways prior standards have never done That s why it s so critically important that teachers attend to both content and language development when introducing new subject matter especially for English learners Here s your opportunity to get started tomorrow and every day thereafter Alison Bailey and Margaret Heritage s all new Progressing Students Language Day by Day What s so utterly ground breaking about this book is Bailey and Heritage s Dynamic Language Learning Progression DLLP process research based tools for obtaining much deeper insight into a student s language progress then for identifying the most appropriate instructional steps to elevate language proficiency and content knowledge Step by step Bailey and Heritage describe how to Engage with students to advance their development of sophisticated high leverage language features for explaining content Use the DLLP approach to formative assessment then plan your teaching in response to assessment evidence Examine words sentences and discourse the three dimensions of language that are part of the DLLP process for cultivating language development Discover how leadership support and communities of practice CoPs can facilitate a successful and sustainable implementation of the DLLP process Listen more closely and uncover new ways to advance content learning with Progressing Students Language Day by Day directly by your side Alison Bailey and Margaret Heritage open our eyes to the often invisible and context specific language demands embedded in content learning

Understanding the ubiquitous and highly influential role of language in learning takes time and effort but leads to transformative practice Progressing Students Language Learning Day by Day offers an insightful and concrete framework to begin this transformation Paola Uccelli Professor of Education Harvard University

### **Culturally Proficient Inclusive**

**Schools** Delores B. Lindsey, Jacqueline S. Thousand, Cynthia L. Jew, Lori R. Piowlski, 2017-05-25 As schools become more diverse with students of differing abilities and needs this self reflective and action oriented guide helps create and support more inclusive schools and classrooms that intentionally educate all students

*Building Resilient Education Models Post Crisis* Gray, Sancha, Purpuri, Leah, 2024-08-22 In the wake of recent global crises the reconstruction of education models

remains urgent Education system resilience for sustainable development and societal well being emerges as educational institutions aim to reimagine their current models Building resilient education models involves infrastructure fortification while fostering adaptability and inclusivity within learning environments By harnessing technological advancements embracing innovative pedagogies and prioritizing equitable access to education communities can effectively recover from crises Building Resilient Education Models Post Crisis explores strategies for education resilience across institutions It provides various models in education technology transformation and inclusive classroom practices This book covers topics such as diversity and inclusion education sociology and crisis management and is a useful resource for education professionals professors teachers psychologists business owners academicians and researchers

*Culturally Proficient Leadership* Raymond D. Terrell, Eloise K. Terrell, Randall B. Lindsey, Delores B. Lindsey, 2018-05-23 Becoming a culturally proficient leader requires the kind of courage clarity and insight that can only come from looking inward first It s a personal learning journey of will and skill and if you re up to the challenge one that will change how you see your school your students and yourself as you build your own cultural competence Consider this second edition of *Culturally Proficient Leadership* your personal road map for navigating that journey Each chapter of *Culturally Proficient Leadership* invites you to put your experiences up front and challenges you to reframe your story based on multiple viewpoints now notably with the addition of new coauthors Delores Lindsey and Eloise Kemp Terrell who have their own remarkable stories and insight to share Overall all four authors will help you answer the critical question Is what we say what we do utilizing the tools of Cultural Proficiency to engage in Reflections and Cultural Interviews to explore what you learn about those who are culturally different from you develop a Cultural Autobiography to provide a picture of the cultural memberships that have influenced who you are as a person use the Cultural Proficiency Continuum to examine your progress as a leader in serving your students and communities prepare an intentional Leadership Plan that summarizes your journey from Cultural Precompetence to Cultural Proficiency The central inside out premise of Cultural Proficiency is that engaging in deep introspection around one s personal beliefs values and behaviors in response to human differences is the first step toward systemic educational reform We invite you to embark on this journey of self awareness of moral courage and of the life affirming power of human diversity I believe deeply that we cannot solve the challenges of our time unless we solve them together unless we perfect our union by understanding that we may have different stories but we hold common hopes that we may not look the same and may not come from the same place but we all want to move in the same direction toward a better future for our children and our grandchildren Barack Obama Los Angeles Times 2008

**Keeping It Real and Relevant** Ignacio Lopez, 2017-08-23 How can we ensure that all students regardless of cultural background or socioeconomic status are granted equitable opportunities to succeed in the classroom and beyond In *Keeping It Real and Relevant Building Authentic Relationships in Your Diverse Classroom* author and veteran educator Ignacio Lopez offers hard won lessons that educators at all levels can

apply to teaching assessing counseling and designing interventions for learners from all walks of life These insights are all rooted in the same core principle building deep and meaningful relationships with students is the key driver of their success In addition to examining the pivotal role of relationship building among teachers and students in preparing the latter to perform at the highest level this book offers Real life examples of challenging classroom situations each with a detailed breakdown of how they were peacefully and non punitively resolved Strategies for designing learning environments suited to the individual needs of students and reflective of their cultural backgrounds Ideas for scaffolding students as they experience and internalize epiphanies about what works and what doesn t both academically and behaviorally and Activities and reflection questions for use in professional development Many teachers find balancing the needs of increasingly diverse classrooms made up of learners from increasingly diverse backgrounds to be a difficult and often thankless task and one that takes precious time away from instructional planning Here Lopez outlines simple but ingenious steps for addressing these needs holistically in a way that takes no extra time yet amply enhances the learning experience for students Clear practical and much needed Keeping It Real and Relevant is the ultimate blueprint for creating a harmonious and successful classroom for kids of all colors creeds and cultures

**Cultural Proficiency** Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D.

Terrell, Delores B. Lindsey, 2018-08-02 This is a book for everyone who teaches Whether you are responsible for your organization s training and development you are providing basic education in an elementary school or you are creating workshops for professional development this book will help you manage the dynamics of difference necessary to create an environment where all students can learn Use this book as a workbook for small groups or as a guide for improving the cultural competence of your teaching This book is a riveting and unparalleled resource for all educational merchants of hope The insights learning strategies and professional development structures in this edition illuminate a path for all leaders to successfully commit to the journey of being equity champions Dr Erick E Witherspoon National Director of Equity Professional Development Services Generation Ready There is no greater honor than to have one s professional work become the inspiration for a new way of thinking and transformative literature and action that change the world for schools and the children and youth they serve I am grateful that the ideas have been so skillfully brought to scale by these authors Dr Terry L Cross MSW Founder and Senior Advisor National Indian Child Welfare Association

**Core Practices for Project-Based Learning** Pam Grossman, Zachary Herrmann, Sarah Schneider Kavanagh, Christopher G. Pupik Dean, 2022-10-18 Core Practices for Project Based Learning offers a framework and essential set of strategies for successfully implementing project based learning PBL in the classroom Centering on teaching practice this work moves beyond project planning to focus on the complex instructional demands of the student centered PBL approach Pam Grossman and her colleagues draw on their research with teachers educational leaders and curriculum designers to identify the instructional goals practices and mindsets that enable educators to effectively facilitate deep learning in PBL environments The authors first define the four

primary teaching goals of the PBL model supporting subject area learning engaging students in authentic work encouraging student collaboration and agency and building an iterative culture where students are always prototyping reflecting and trying again Grossman and her coauthors then equip educators with ten key practices that serve these goals These practices include methods to elicit higher order thinking to engage students in disciplinary and interdisciplinary practice and mentor student decision making The authors guide educators from a clear starting place through a series of concrete manageable steps that apply whether they are initiating PBL or working to improve existing PBL implementation Extended case studies illustrate the use of the core practices in real world situations Core Practices for Project Based Learning is an invaluable resource to help educators realize their instructional vision and create meaningful student experiences Equity-Focused Schools Carry All Students to High Levels WestEd,2014 Despite decades of experience supporting efforts from local to state levels to improve learning for underserved students Sonia Caus Gleason and WestEd s Nancy Gerzon could not point to examples of entire schools accomplishing what they believed was possible high poverty public schools personalizing learning for all students to consistently reach high achievement They began asking colleagues to identify exemplary schools that met their dual criteria of high poverty and high achievement A typical response I don t know any but tell me when you find them Gleason and Gerzon persisted eventually selecting four schools to study in depth The schools actually exceeded our expectations says Gerzon a WestEd Senior Program Research Associate The sophistication and intensity with which they personalize learning for students and staff goes well beyond what we thought we d see She and Gleason capture what they learned from these four exemplary schools in a new book Growing Into Equity Professional Learning and Personalization This article was first published in WestEd s R D Alert Vol 15 No 1 2014 **Leadership for Equity and Excellence** James Joseph Scheurich,Linda Skrla,2003-03-21 It brings into focus the many aspects of equity and equality in one source It makes an excellent base for some meaningful discussion of these issues by those working with aspiring educator leaders as well as those already in the field Deborah A Drugan Principal General John J Stefanik Elementary School Chicopee MA When true equity prevails all students can be successful students Do you dream of success for every student Do you dream of raising achievement for each and every child to meet the requirements of the No Child Left Behind Act Historically underserved students children of color children from low income families English language learners all deserve to live this dream Creating an equitable learning environment in which all students thrive is possible with this guide you can turn dreams into reality for your school Leadership for Equity and Excellence encourages school leaders and teachers to develop creative strategies for student advancement using tools such as accountability equity audits and proactive redundancy Scheurich and Skrla demonstrate how deeply held beliefs manifest as biases preventing educators from unlocking their students potential The authors also examine the U S education achievement gap and suggest several concepts for overcoming this gap such as Eliminating can t from your vocabulary Using creativity perseverance and persistence Envisioning educators as civil rights



workers Moving beyond harmful but entrenched biases Understanding the cultures and backgrounds of each student Children of color excelling in school children from low income homes thriving academically classrooms communities and even a nation of people becoming truly equal this is the living dream of today s educators **Excellence Through Equity** Alan M. Blankstein, Pedro Noguera, Lorena Kelly, 2016-02-26 Excellence Through Equity is an inspiring look at how real world educators are creating schools where all students are able to thrive In these schools educators understand that equity is not about treating all children the same They are deeply committed to ensuring that each student receives what he or she individually needs to develop their full potential and succeed To help educators with what can at times be a difficult and challenging journey Blankstein and Noguera frame the book with five guiding principles of Courageous Leadership Getting to your core Making organizational meaning Ensuring constancy and consistency of purpose Facing the facts and your fears Building sustainable relationships They further emphasize that the practices are grounded in three important areas of research that are too often disregarded 1 child development 2 neuroscience and 3 environmental influences on child development and learning You ll hear from Carol Corbett Burris Michael Fullan Marcus J Newsome Paul Reville Susan Szachowicz and other bold practitioners and visionary thinkers who share compelling and actionable ideas strategies and experiences for closing the achievement gap in your classrooms and school Ensuring that all students receive an education that cultivates their talents and potential is in all our common interest As Andy Hargreaves writes in the coda The opportunity for all Americans is to articulate and believe in an inspiring vision of educational change that is about what the next generation of America and Americans should become not about a target or ranking that the nation should attain

**Equity, From the Boardroom to the Classroom** Patrick Rice, 2019-02-15 Equity from the Boardroom to the Classroom discusses the need for districts to become Professional Learning Organizations PLOs which links the board s role to Professional Learning Communities In order to promote equity it is vital that school boards build a culture in which all stakeholders contribute individually and collectively to accomplish district objectives To foster a collaborative culture boards must display thermostat leadership as opposed to thermometer leadership Thermostat leadership is practiced when the board is actively involved in setting maintaining or adjusting district culture in order to ensure alignment with district priorities which PLOs promote Comparatively thermometer leadership is used when a board governs by a laissez faire approach and seeks to mandate a specific culture without becoming actively involved The latter approach enable boards to be misinformed about its strategic initiatives Research is clear No school reform aimed at improving student learning will be successful without strong leadership and support from the school board PLOs are a must for districts that desire to build a positive culture and seek to increase student achievement by way of a systemic process grounded in collaboration Without leadership support and collaboration led by the school board it is doubtful that any school reform will be successful regardless of how effective the reform may appear to be **When Treating All the Kids the SAME Is the REAL**

**Problem** Kendra Johnson,Lisa Williams,2014-10-30 What does it take to provide each student with equitable access to daily quality instruction Our public schools have undergone significant demographic change At the same time we have abundant evidence that our schools haven t effectively served children of color children from low income families and other marginalized student groups This solution oriented guide for school leaders helps create a high quality culturally responsive learning environment for all students You ll learn deliberate data driven actions critical to 21st Century success Written by instructional leaders who understand the challenges of equity driven reform this guide helps school leaders Understand the root cause of the racial achievement gap Take concrete actions to transform the educational process Use daily real time data to determine effective teaching and learning practices Provides leaders with an original framework to achieve their instructional vision for equity Eliminate gaps in student outcomes by eliminating instructional gaps between educators and their students Including practical implementation strategies and tools reflective discussion questions and powerful vignettes this transformative book helps school leaders take concrete steps to accelerate the achievement of underserved students For those who are unsure where to begin the process or lack a context for why they need to undergo the transformation of changing their instructional practices to align with the need to respond to America s changing public school population the contents are arranged in a manner to provide the necessary support to guide the audience through the process Dr Kandice W Taylor Principal Baltimore County Public Schools MD This book provides school leaders with practical tools and a practical model to implement drastic change in any school climate The PACE Framework perfectly outlines strategies and activities to implement an effective quality first instruction program at schools that serve students who are normally underserved School leaders and district leaders who serve as change agents in multi faceted school communities can use this book I highly recommend it for any school leader needing a framework to shift the culture instructional practices the mindset of staff and community members alike Tara A Minter Principal Rosa L Parks Elementary School Hyattsville MD Reach the Highest Standard in Professional Learning: Outcomes Delores B. Lindsey,Randall B. Lindsey,Shirley M. Hord,Valerie von Frank,2015-06-18 Professional development that increases educator effectiveness and student success This volume gives teachers and administrators a detailed roadmap for implementing the Outcomes standard Deepen you knowledge of this standard with An original essay by Delores B Lindsey and Randall B Lindsey on using the lens of Cultural Proficiency to highlight the theme of educational equity that is embedded in the standard Practical tools that guide leaders in finding coherence between performance standards for educators and curriculum standards for students A powerful case study to illustrate how the standard was enacted across a major urban school district With this book educators will reach new heights in professional growth and students will reap the benefits

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## Growing Into Equity Professional Learning And Personalization In High Achieving Schools Introduction

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