

Finding Common Ground to Reach All Students



Webinar
November 16, 2023

If you can see the
slide, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Let's get started



Paul Fleming

Chief Learning Officer

Learning Forward



Participants will...

- Understand the value and importance of separating the rhetoric from the critical work of supporting all students for success.
- Learn about specific school- and system-level strategies and resources that resonate with educators, policymakers, and community members to advance success for all students.
- Share questions and ideas among a community of learners.

Finding common ground

- 86% of Americans and 87% of parents across the political spectrum feel lessons about the history of racism **prepare children to build a better future.**
- Supermajorities of Americans and parents (86%) agree, **classrooms should be places for learning, not political battlegrounds.**



Finding common ground

- When it comes to K–12 schools, parents are most worried about issues impacting **safety, bullying, and preparing children for success**; they feel that elected officials should focus on issues touching on these topics instead of governing which topics can be taught in the classroom. More specifically, when asked to pick their top two worries about K–12 schools from a list of 11 concerns, parents reported being most concerned about **bullying and mental health (30%)**, **gun violence (29%)**, and **young people not being prepared for success in life (25%)**.*

* These are the findings of an Ipsos poll conducted between August 19–22, 2022 on behalf of [ParentsTogether](#).



Panel discussion



Monica Minor Gant

Associate Secretary of
Academic Support

Delaware Department
of Education

Dover, DE



A. Russell Hughes

Superintendent

Walton County
School District

DeFuniak Springs, FL



Fenesha Hubbard

Professional
Development Leader

NWEA

Chicago, IL



LEARNING FORWARD WEBINAR SERIES

Finding Common Ground to Reach ALL Students

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Culturally Responsive

Culturally Responsive Education

DDOE defines Culturally Responsive as intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning, leading to:

Academic Achievement

- There must be evidenced belief that all students are capable of academic success
- There must be evidenced support for academic achievement for all students

Cultural Competence

- There must be affirmation of students' cultural identities
- There must be opportunities for students to develop understanding of and respect for others' culture

Socio-Political Consciousness

- There must be a willingness to engage students in recognizing, understanding, and critiquing social inequities

DDOE Core Beliefs

Vision and Mission

Our Vision

Every learner ready for success in college, career and life

Our Mission

To empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services

Our Priorities

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning



Systems Coherence

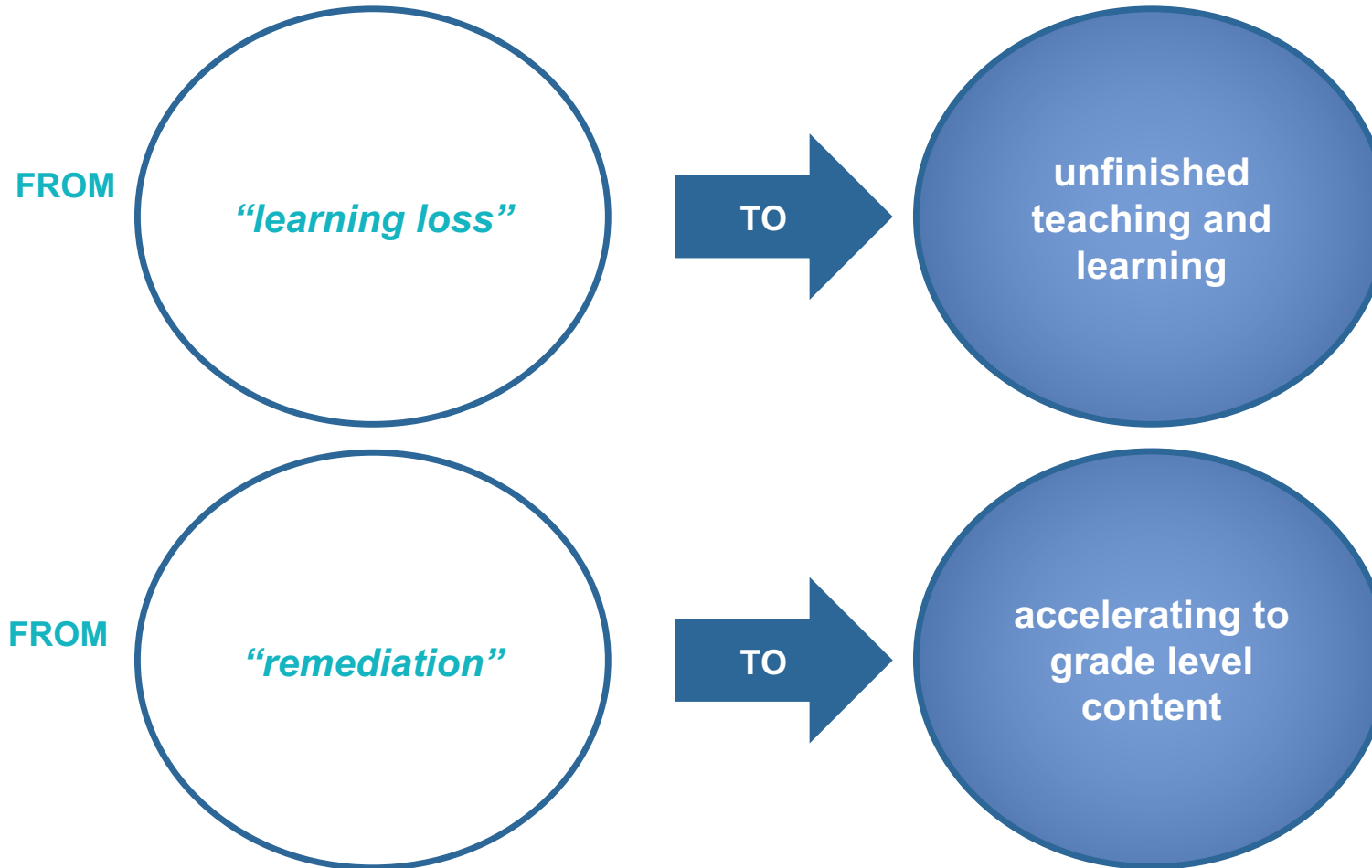
Delaware's Instructional Vision

Every student across the state of Delaware leaves school ready for success in college, career, and life.

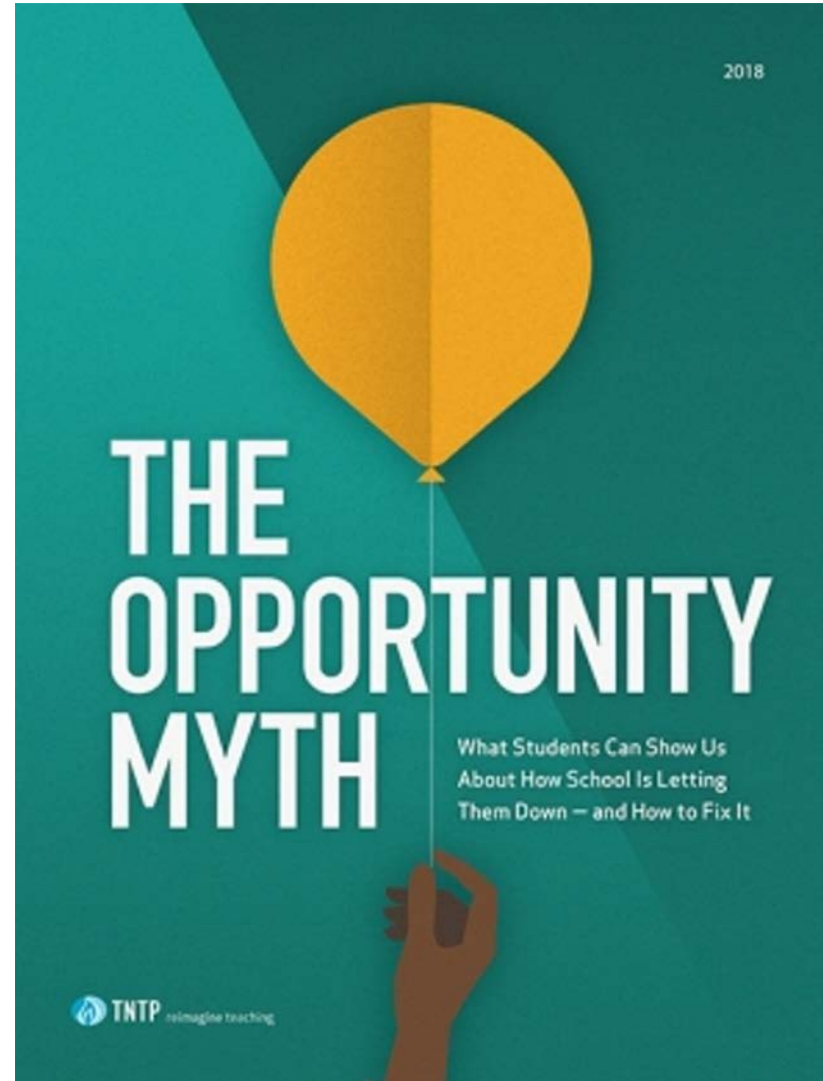
Teachers provide students with high-quality, standards-aligned instruction everyday.

District and school leaders provide teachers with standards-aligned instructional materials and professional learning.

Growth Mindset



Culturally Responsive





Support for Diverse Learners

The DDOE has released guidance and tools to support educators in ensuring that they are using the embedded supports in their HQIM to address students' diverse learning needs.

- **MTSS Framework and Guides**: A multi-tiered system of support designed to be responsive to the needs of the whole child and provide opportunities for every student to reach his or her full potential in an inclusive and equitable learning environment.
- **Tier 1 Planning Guide**: Guide outlining best practices for providing Tier 1 instruction to all students to support academic plans aligned to high-quality instructional materials for the 2021-2022 school year.
- **DELaware Design for High-Quality English Learner Education**: A guide outlining Delaware's guiding principles for English learner education, including providing rigorous grade level opportunities to learn.



#DelawareDelivers

DELIVERS

- Strategy to Accelerate Learning informed by **four core actions**:
 - HQIM
 - Professional learning
 - Data to address unfinished learning
 - Structures to support learning acceleration
- Learning acceleration support and resources for students, educators, families, and system leaders
- Approach to learning recovery grounded in our instructional vision that ***every student across the state of Delaware leaves school ready for college, career, and life***

Four Core Actions

- 1 Adopt and use [high-quality instructional materials](#) (HQIM)
- 2 Provide educators with the [professional learning](#) needed to provide Tier 1 instruction to all students
- 3 Leverage data to diagnose unfinished learning and provide necessary support to all students
- 4 Create support structures to accelerate student learning



Key Components

CORE ACTION 1: ADOPT AND USE HQIM

High-Quality Instructional Materials & Content:

Creates coherence, offers consistency across all learning environments, and supports student voice and social-emotional health. The predictable structure of coherent, consistent instructional materials and content are foundational for teachers and students alike.

CORE ACTION 2: PROVIDE PROFESSIONAL LEARNING

Professional Learning for Teachers & School Leaders:

The traditional structures in which educators learn must be adapted to support teaching and learning. Content-specific professional learning that accelerates all students' learning must support education as they build knowledge and skills while ensuring their own sense of self-efficacy and social-emotional health and learning.

CORE ACTION 3: LEVERAGE DATA TO ADDRESS UNFINISHED LEARNING

Diagnosing Unfinished Teaching & Learning:

Due to a disrupted school year, unfinished teaching & learning may impact students' progress towards mastery of grade-level content. Determining the content that may not have been taught is critical to moving to grade-level content as quickly as possible. Leveraging data from multiple sources provides insight into what students know, what they don't know, and addresses misconceptions about what students and teachers think they know.

Ensuring Equitable Instruction:

Leaders and teachers must continue to assess the extent to which the academic and social-emotional needs of historically marginalized student groups are addressed and ensure all students have equitable access and success in their learning opportunities. Special attention must be paid to the Class of 2021 to ensure students graduate with postsecondary plans.

CORE ACTION 4: CREATE SUPPORT STRUCTURES

System Considerations:

Integrates data, technology, and infrastructure to reexamine traditional school systems and structures. Systems considerations integrate the whole child needs with academic needs.

Planning for Acceleration:

When planning for the summer, next school year, and the following school year, "meeting students where they are" will not be enough. A mindset of "acceleration not remediation" is needed so that students are met with grade-level expectations while also addressing students' social emotional needs.

Delaware's Instructional Vision

Every student across the state of Delaware leaves school ready for success in college, career, and life.

Teachers provide students with high-quality, standards-aligned instruction everyday.

District and school leaders provide teachers with standards-aligned instructional materials and professional learning.



Accelerate Learning RFP Components

Acceleration Support for Educators

- Component A: PL for educators to provide acceleration support to students to support their successful access to grade-level content
- Component B: PL for school and district leaders on creating academic plans to accelerate student learning



Online Text Repository

- Provide an eBook library aligned to DE's adopted HQIM
- Provide a wide variety of pleasure-reading texts for students and families

Acceleration Support for Students

- Component A: High-dosage tutoring
- Component B: High-Quality digital math instruction

Find a Vendor

The Delaware Vendor Guide is a vetted list of high-quality service providers that support schools and school systems in ensuring that all students are leaving school ready for success in college, career, and life. [View additional professional learning resources.](#)

Educator Services

- Acceleration Support for Leaders (1)
- Acceleration Support for Teachers (2)
- High-Quality Instructional Materials Professional Learning (9)
- Science of Reading Professional Learning (7)

Student Services

- Digital Math Supports (2)
- High-Dosage Tutoring (2)
- Online Text Repository (2)

High-Quality Instructional Materials

HQIM Phases

- Adoption (5)
- Initial PL (6)
- Ongoing PL (7)
- Systems support (7)



Achievement Network (ANet)



Amplify



Delaware Mathematics Coalition

Demo partner



Leading Educators



Neuhaus Education

High-Quality Professional Learning

DDOE LED INITIATIVES



DELIVERS
WHO TO CONTACT?
reimaginingpl@doe.k12.de.us
or visit our [website](#)

For additional details on any of these initiatives, view our [Supporting HQIM Adoption and Implementation overview](#).

Digital DE

Digital DE

Digital DE serves as Delaware's online hub for best-in-class instructional, professional development, and family resources for this academic year and beyond. This site is accessible, searchable, and free. Digital DE streamlines access to a variety of digital and online resources to better support educators with instruction in all learning environments. When selecting resources, please work with your district or charter to determine supports that are aligned with your locally established instructional vision.



High-Quality Instructional Materials



Instructional Resources



Professional Learning



Supporting Remote Learning



Assessment



Supporting the Whole Child



Family Resources



Summer Acceleration



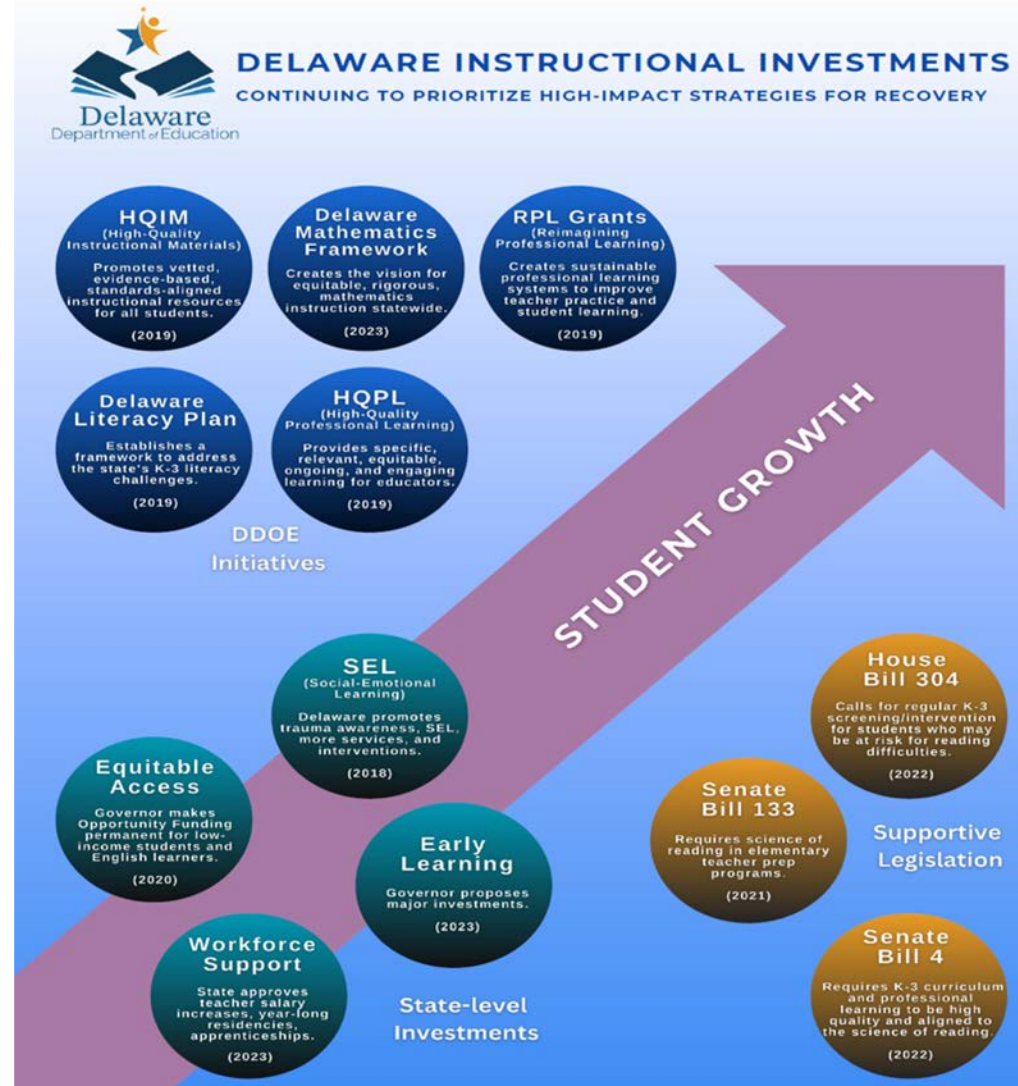
Searchable Index



<https://education.delaware.gov/digital-de/>

DELIVERS

Focus on High-Impact Strategies

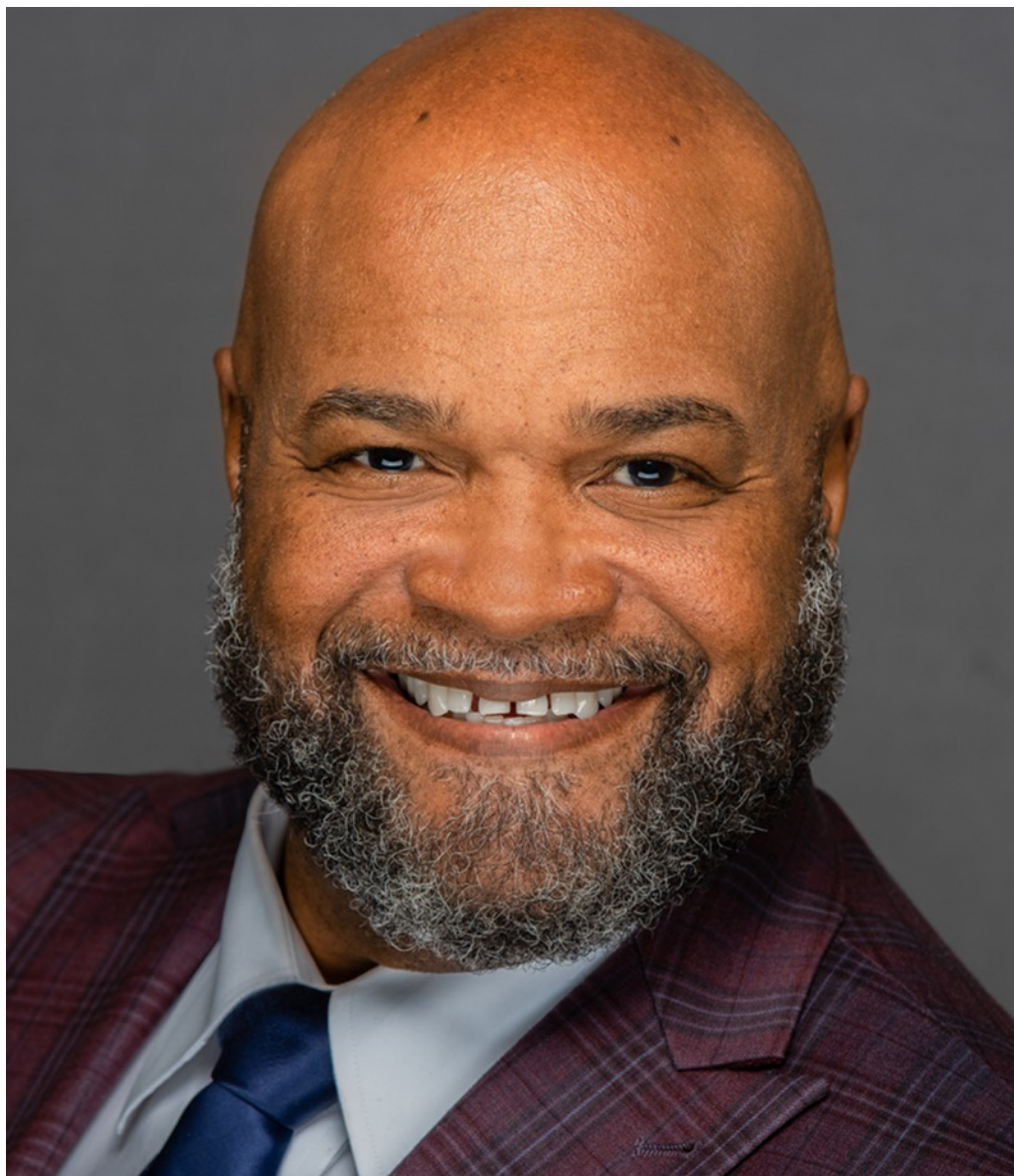


Questions?



Delaware Department of Education Academic Support Team

Monica Gant, Ph.D., Associate Secretary
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A. RUSSELL HUGHES

Elected Superintendent of Walton
County School District, FL



WALTON COUNTY
SCHOOL DISTRICT

From #35 to #3

in the state of Florida

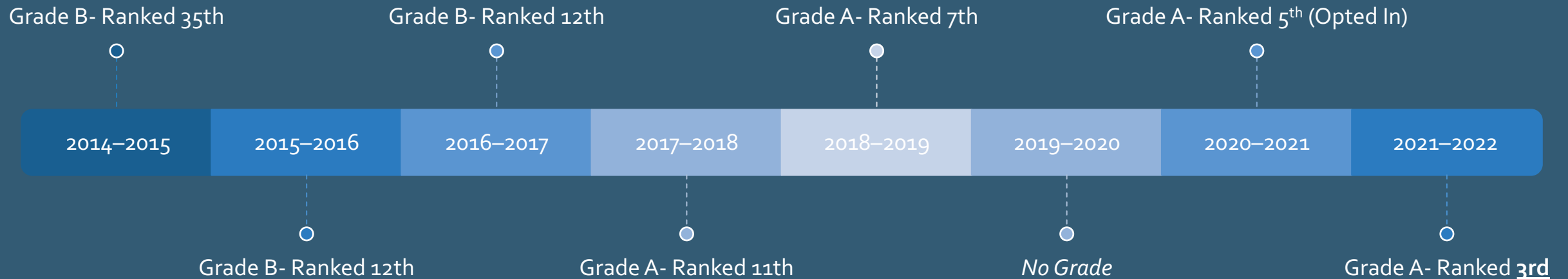
WCSD MISSION & VISION

- **Vision** – Walton County School District will improve our State ranking in student achievement or district grades by one or more ranking positions in either category until we reach #1.
- **Mission** – Preparing the whole child for a life of success.

WCSD BELIEFS

- Public education is the foundation of our democracy, and **all** students have the right to a high-quality public education.
- **All** students—regardless of race, ethnicity, or socioeconomic status—are learners and can graduate prepared for college, career, and life.
- High-quality, effective teaching lies in the center of improved student learning.
- Increased performance results from high expectations of students, staff, parents, and community.
- Securing and allocating adequate resources according to student needs of **each child** is a critical responsibility.

DISTRICT GRADE PERFORMANCE HISTORY



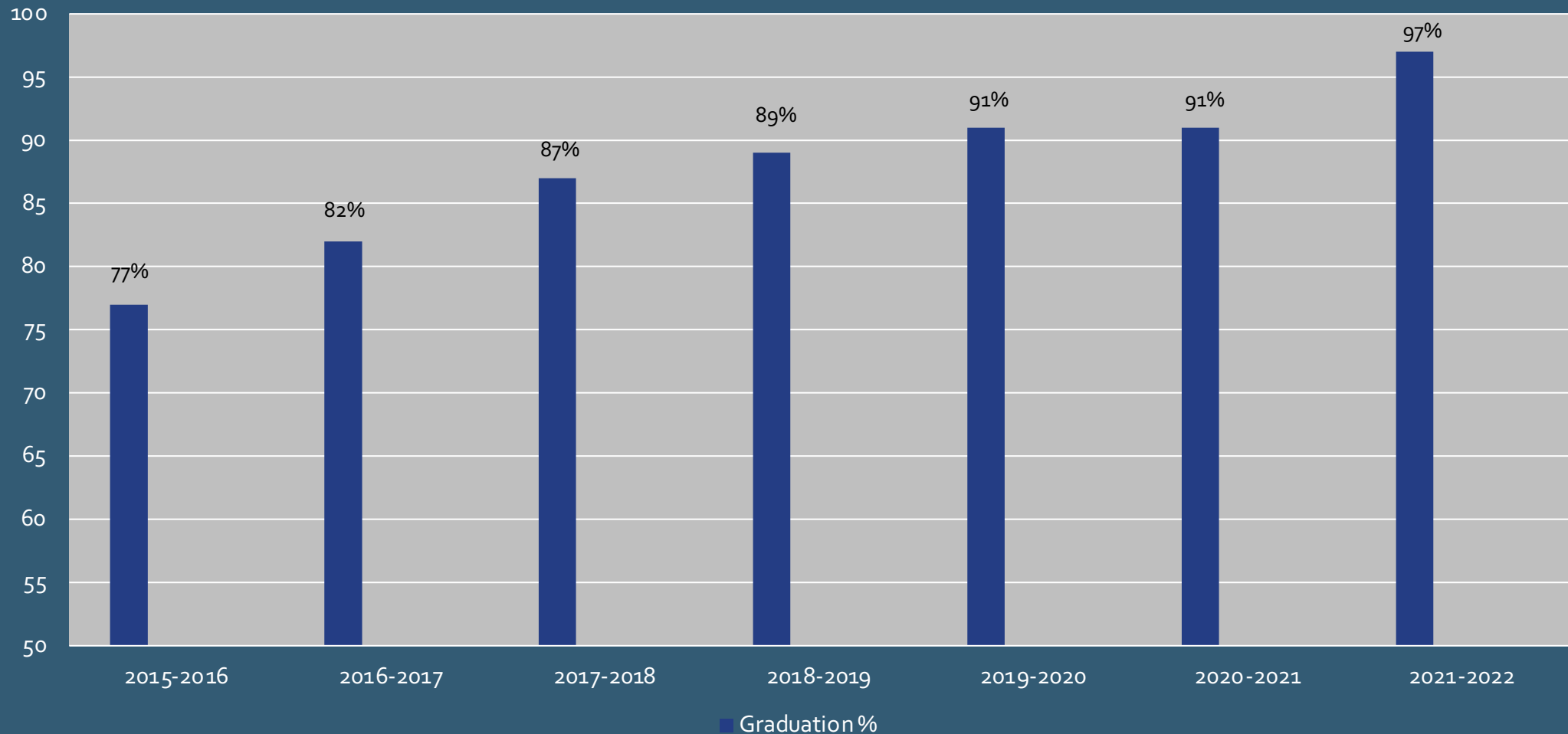
SCHOOL GRADE HISTORY

- 2014-2015 – 4 C schools
- 2016-2017 - 2 C schools; 1 D school – lowest 300
- 2017-2018 – 3 C schools
- 2018-2019 – 1 C school
- 2019-2020 – No grade
- 2020-2021 – 1 C school
- 2021-2022 – 0



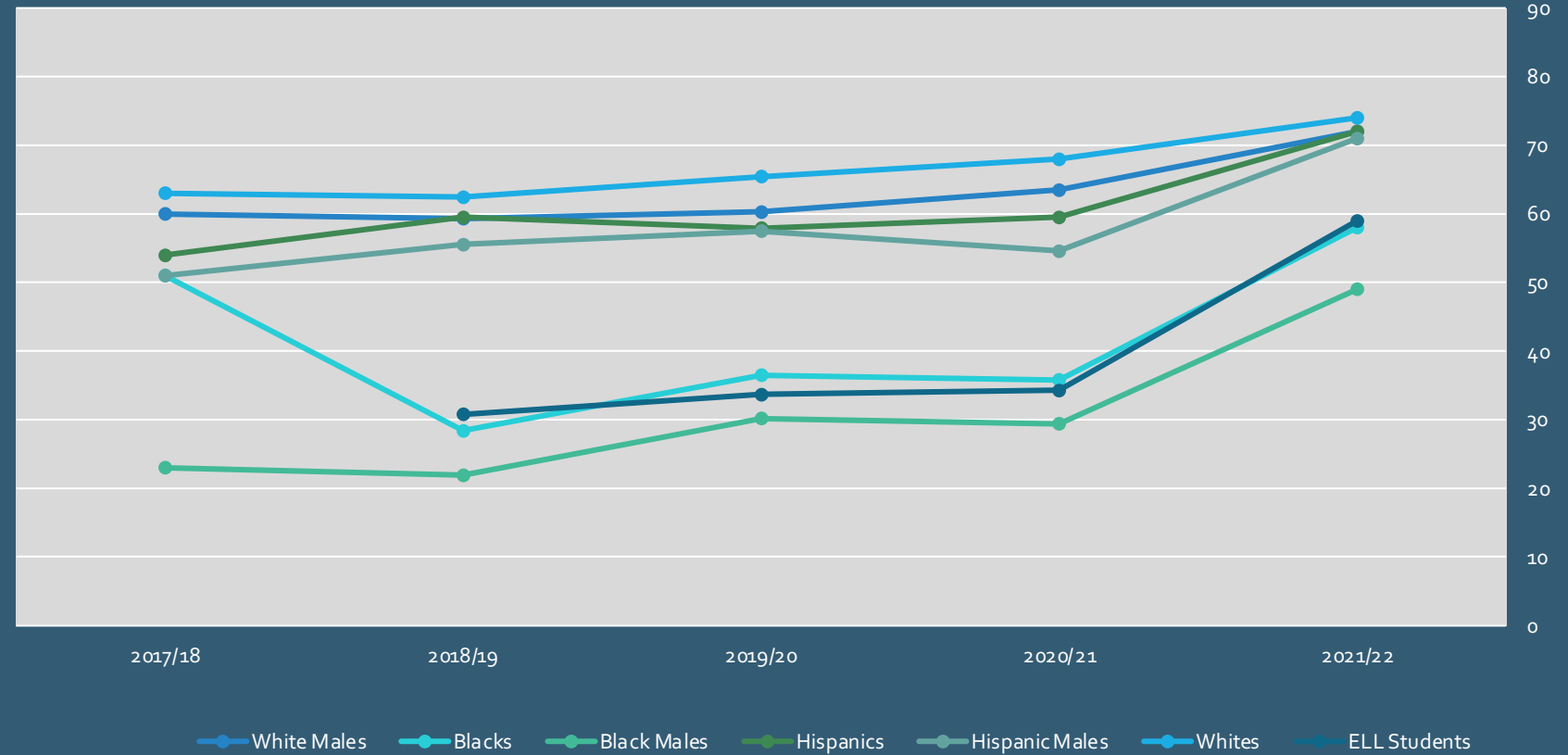
**WALTON COUNTY
SCHOOL DISTRICT**

WALTON COUNTY SCHOOL DISTRICT GRADUATION RATE HISTORY



Level 3 Course Enrollment

- Granulated Data (The Difference Maker)
- Which ONES are not being successful?
- What do they look like?
- There are no acceptable rate(s) of casualties



<u>Level 3 Courses</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>	<u>2021/22</u>
Whites	63	62.46	65.44	68	74
White Males	60	59.3	60.3	63.5	72
Blacks	51	28.42	36.5	35.8	58
Black Males	23	21.93	30.2	29.4	49
Hispanics	54	59.52	57.9	59.5	72
Hispanic Males	51	55.56	57.5	54.6	71
ELL Students		30.77	33.7	34.3	59

ANOMALY TO GREAT SYNERGY

- First African American Principal & Superintendent in Walton County
- A+ School District four Consecutive years (1st time ever!)
- Great schools = Reason more people are moving to this area (Walton Co. is the 6th fastest-growing county in the nation)

FROM THE DISTRICT TO THE CLASSROOM

- Manufacturing Day
- VIEW
- Feeder Pattern
- Vision Days
- Monthly Union Meetings
- Monthly Video Updates
- Get It Right Day
- 9-Week Meetings
- Teacher Report Cards
- We Go to the Schools!



THE WALTON COUNTY WAY!



Excellence

Professionalism

Innovation

Collaboration

CONTACT INFORMATION

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Walton County School District, Florida

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Office: 850-892-1100 ext. 1302



Finding Common Ground to Reach All Students



Fenesha Hubbard

NWEA Professional Development Leader, Author



OUR MISSION

Partnering to help all kids learn[®]

We help kids get what they need in the classroom, so they can pursue their passions, shape their future, and realize their potential.

I am...

- + Fenesha Hubbard
- + 21 years as Educator
- + 6th – 8th Grade Math Teacher
- + Math Instructional Coach
- + Math Professional Development (PD) Specialist
- + PD Delivery Consultant + Coach
- + PD Content Designer
- + Equity Empowered Educator





NWEA Research in USA Schools

Before Pandemic:

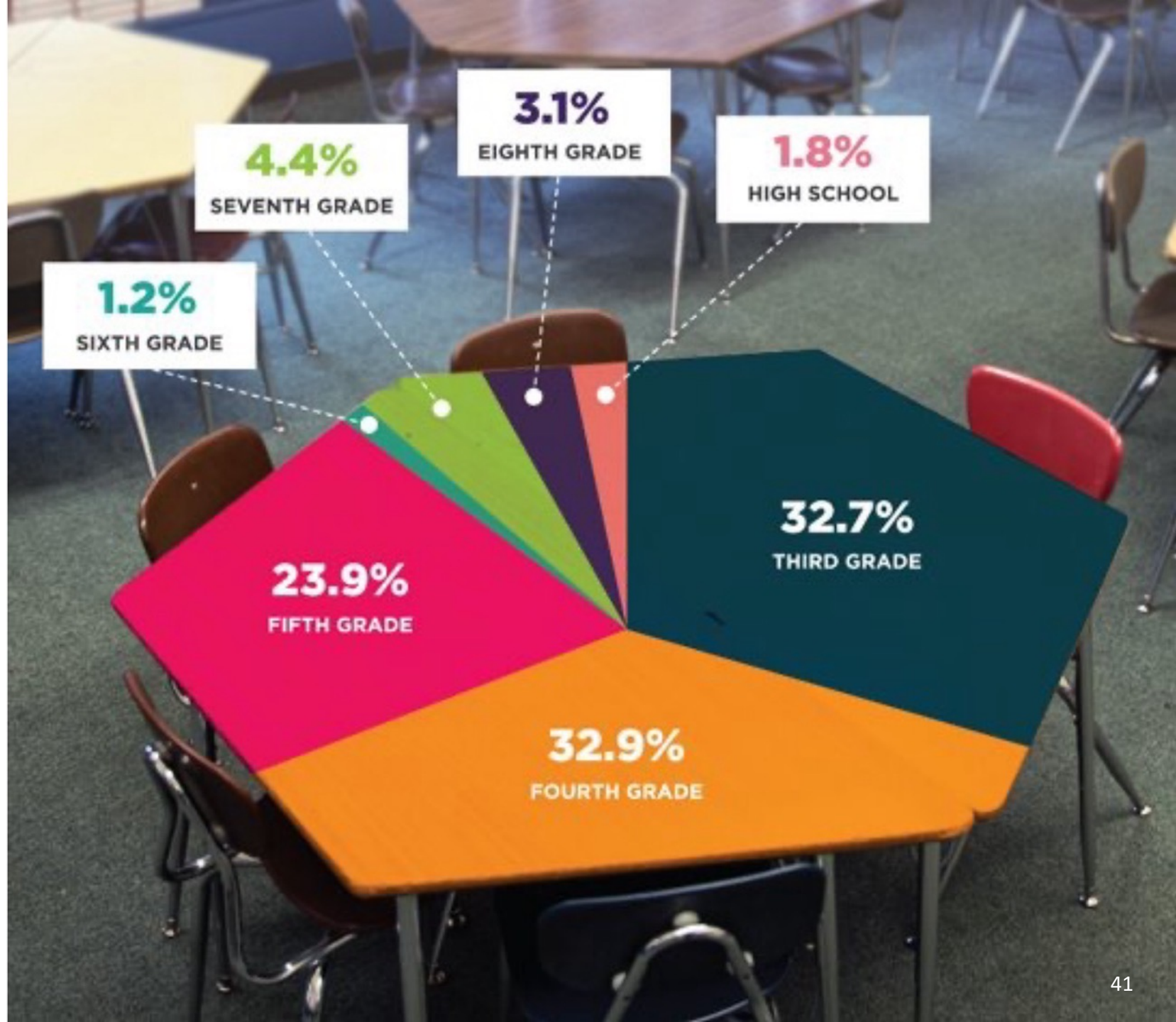
The typical instructional levels in a fifth-grade classroom could span more than seven grade levels.

Current Reality:

The average student will require **4.1 months** of additional schooling to catch up to pre-COVID levels in **reading** and **4.5 months** in **math**.

Before Pandemic: MAP® Growth™ data analyzed by Karen E. Rambo-Hernandez, Scott J. Peters, Matthew C. Makel, and Jonathan A. Plucker for NWEA, 2020.

Current Reality: Lewis, K. & Kuhfeld, M. (2023). Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery. NWEA.



Academic Identity

The dispositions and beliefs that make up a person's relationship with teaching, learning, and educational topics or subjects*

Exploring your academic identity:

1. How you felt about school
2. What it meant to be successful
3. Types of grades you received
4. Other people's perceptions of your capabilities
5. Memorable experiences, good or bad



Self-Assessment

- + Got It
 - I understand the topic
 - I can explain the topic to someone else
- + Need It
 - I think I understand the topic
 - I could use scaffolding with the topic



Say Something

“ Culturally responsive teachers have unequivocal faith in the human dignity and intellectual capabilities of their students. . . **Academic success is a nonnegotiable goal** for everyone and the responsibility of all participants in the teaching-learning process.

Geneva Gay, *Culturally Responsive Teaching*

Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New York: Teachers College Press, 2018), 52–53.



Imagine the Possibilities

Educators

- + . . . there's no single answer that will solve all of our future problems. There's no magic bullet. Instead there are thousands of answers— at least. You can be one of them if you choose to be.

— Octavia E. Butler

Learners

- + “The six entry points support moving all students forward that they may have a quality of life in the future that spells success and not failure based on the assumptions, attitudes, and biases of the general public or society.”

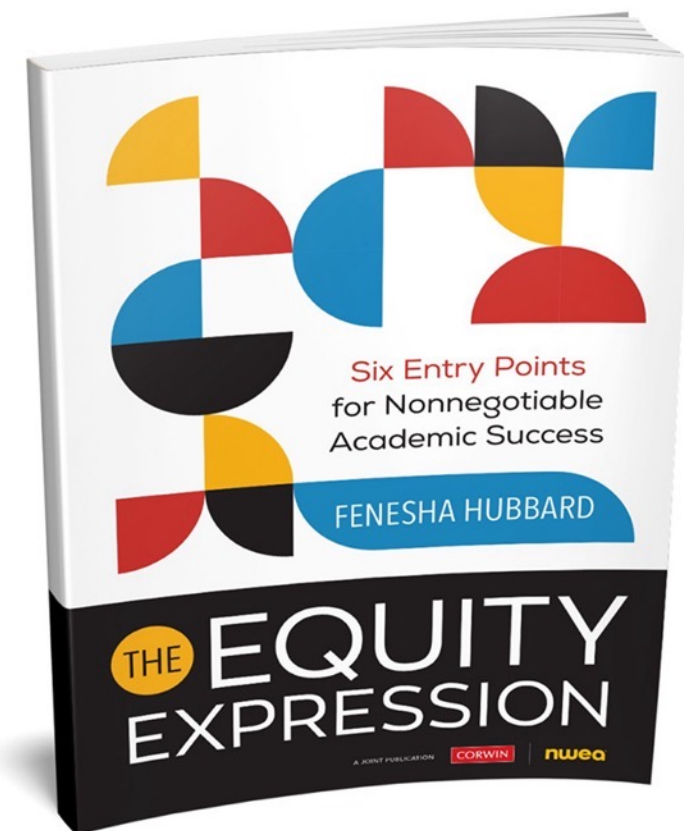
— Mitzi Mack, Librarian



Call to Action

Professional Learning Offerings

1. Leveraging Data for Equity
2. Equity-Focused Data Frames
3. Equitable Instructional Practices
4. Equity Foundations
5. Exploring Mindsets and Authentic Relationships
6. Equity in Action: Processes



Fenesha Hubbard

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Discussion and Questions



Let us hear from you

**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.com/r/R2LN3VW>



2023

Learning Forward's Annual Conference

Evidence into Action



December 3 – 6, 2023

Washington, DC

#LearnFwd23



Mark your calendars

Feb. 13 – March 5, 2024

[Powerful Practice for Professional Learning](#)

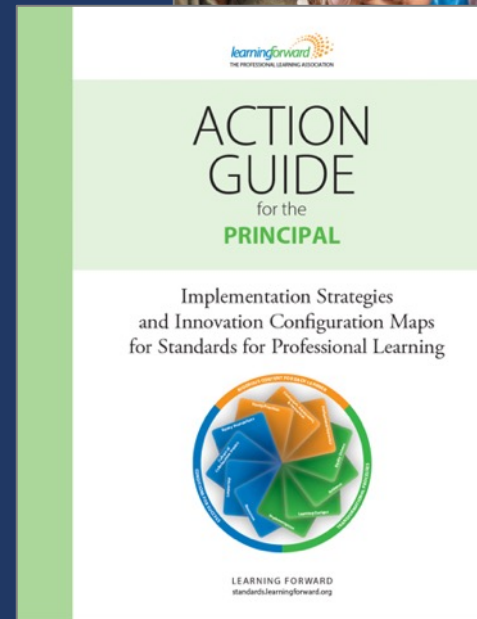
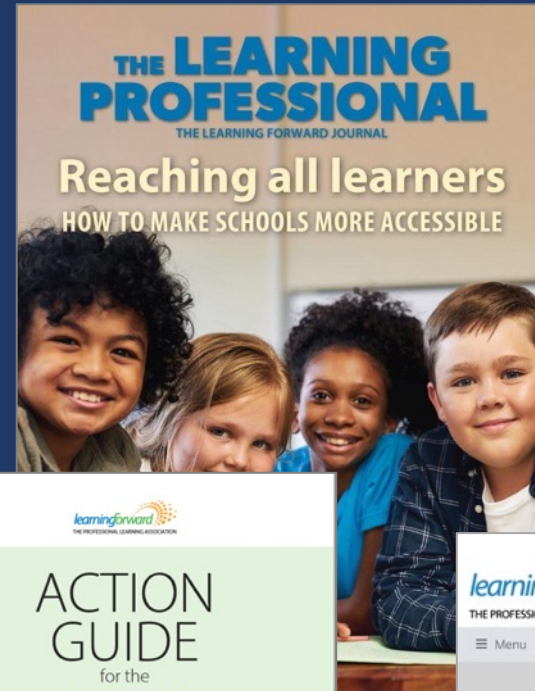
Feb. 19 – March 6, 2024

[Implementing a Coaching Cycle](#)

Online resources

Look for follow-up resources, including a recording of this webinar and slides:

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the [Action Guide for Principals](#)
- [Coaching Resources](#)



Thank you!

