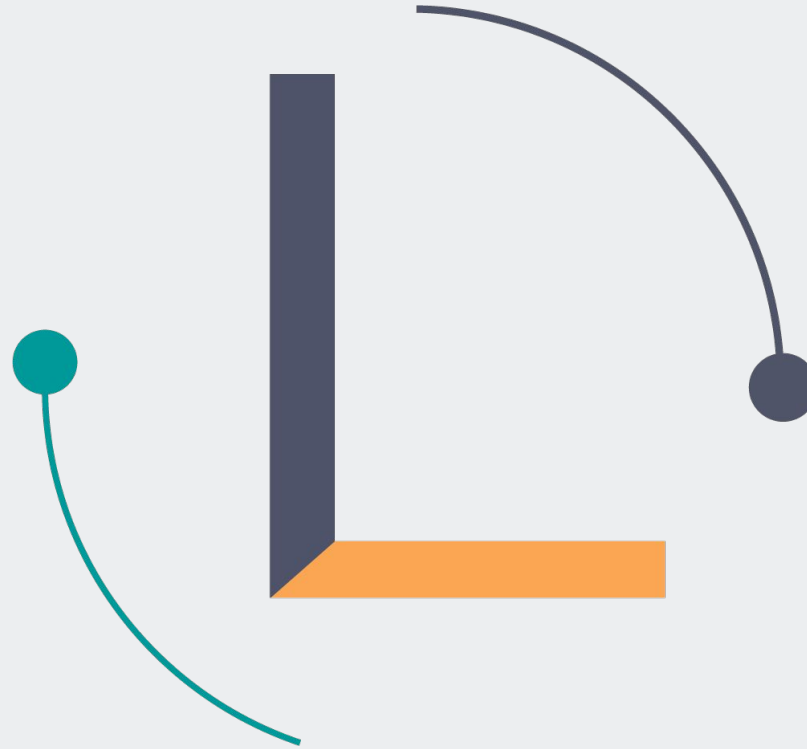




NCUST'S LEADERSHIP CERTIFICATE PROGRAM

COURSE ONE | SESSION TWO



National Center for Urban School Transformation
3910 University Avenue San Diego, CA 92105



619-594-7905



ncust.com



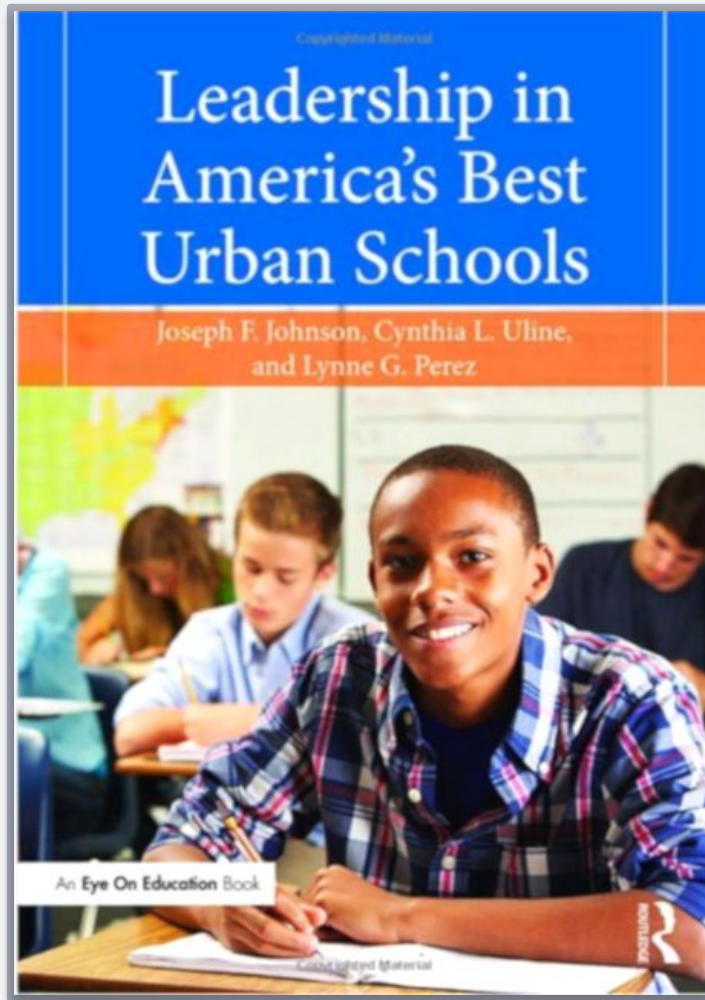
ncust@sdsu.edu

TODAY'S AGENDA





- Engage respectfully (professionally, culturally, socially, morally, emotionally, and intellectually)
- Expect to experience discomfort or cognitive dissonance
- Speak your truth
- Expect and accept “non closure,” diverse perspectives, experiences, and disagreements
- Provide space and time for everyone to be heard.
- Every voice needs to be heard.
- Offer a reason behind your thinking.



Creating an Imperative to Change



Instilling a Belief that Success can be Possible



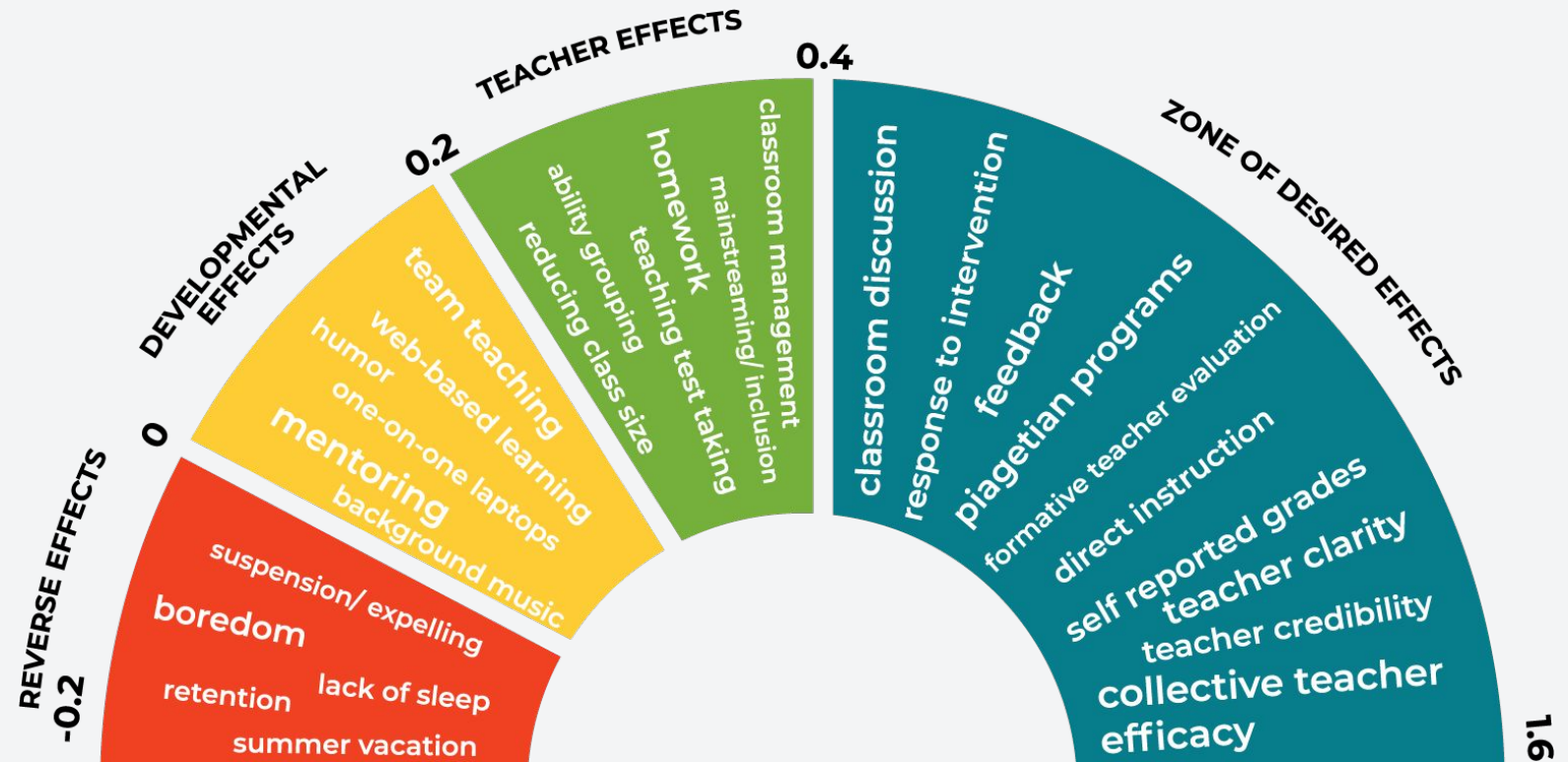
Clarifying Procedures, Roles and Responsibilities

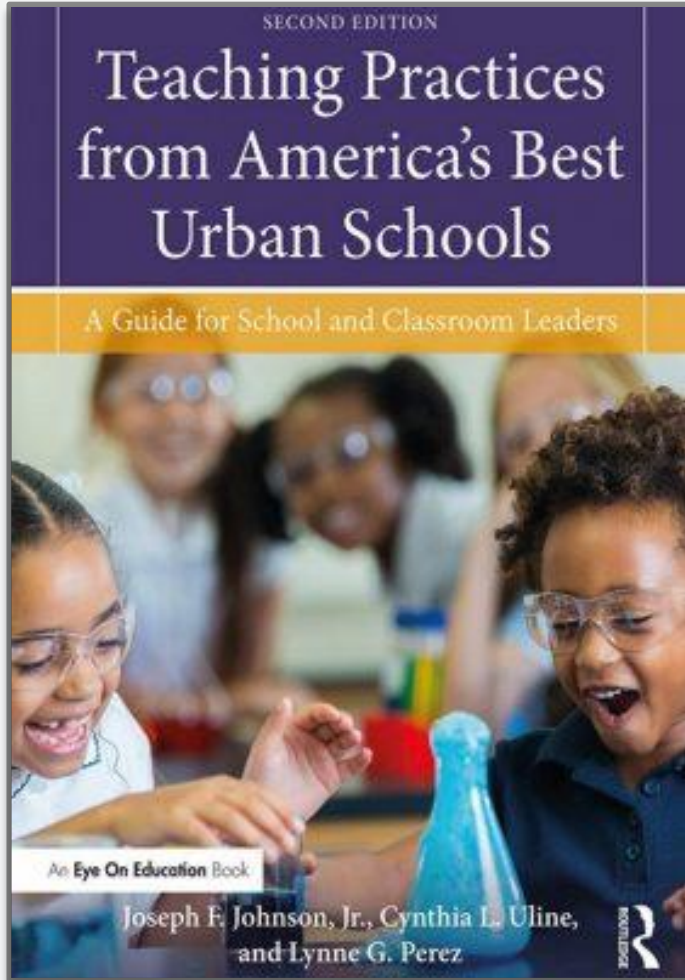


Building Sustainable Capacity

“Most of the feedback that students receive about their classroom work is from other students – and much of that feedback is wrong.”

John Hattie





Making Students Feel Valued And Capable



Focusing On Understanding and Mastery



Promoting Clarity



Ensuring Culturally, Socially, and Personally Responsive Teaching



Checking for Understanding, Providing Feedback, and Adapting



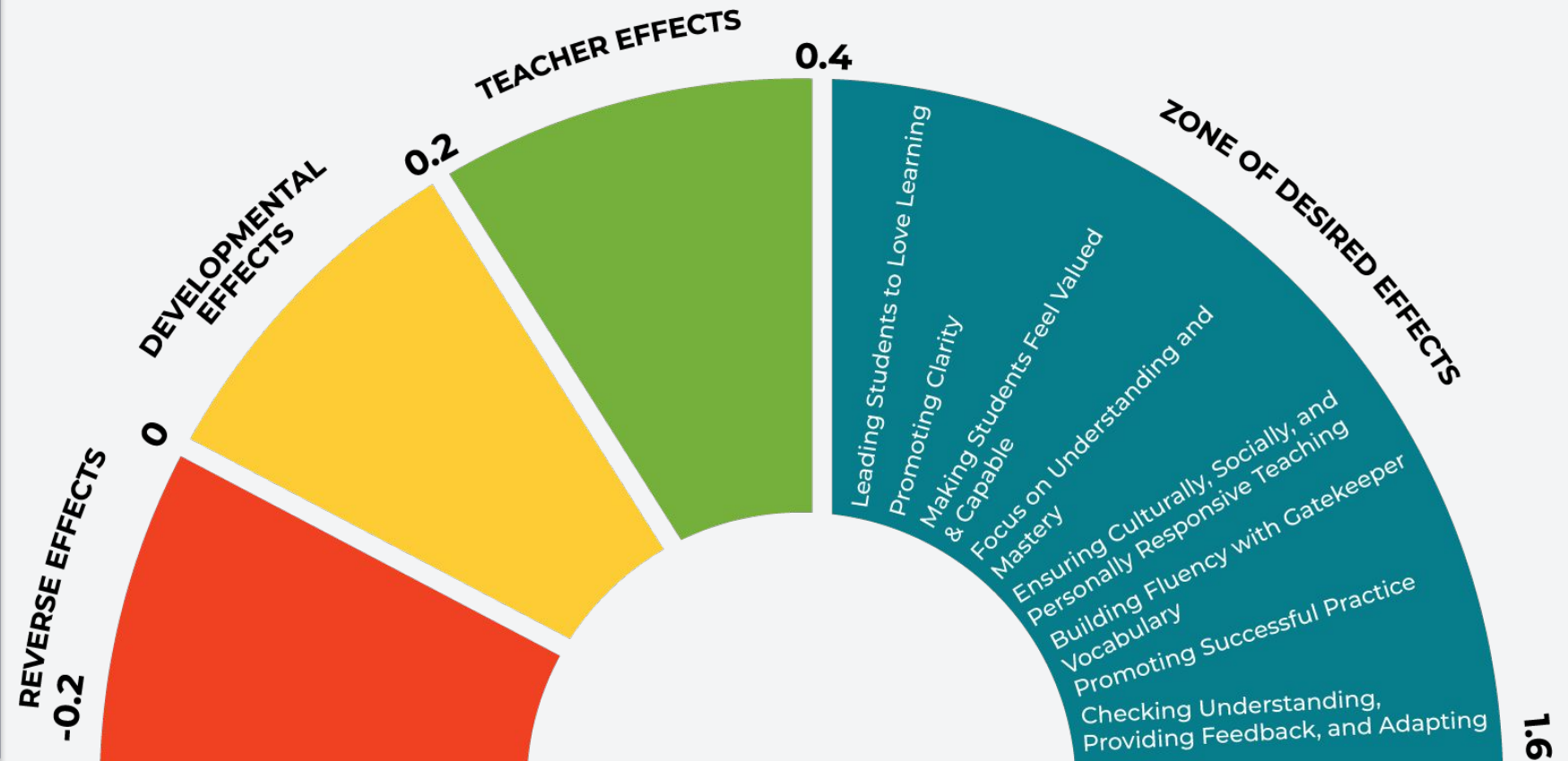
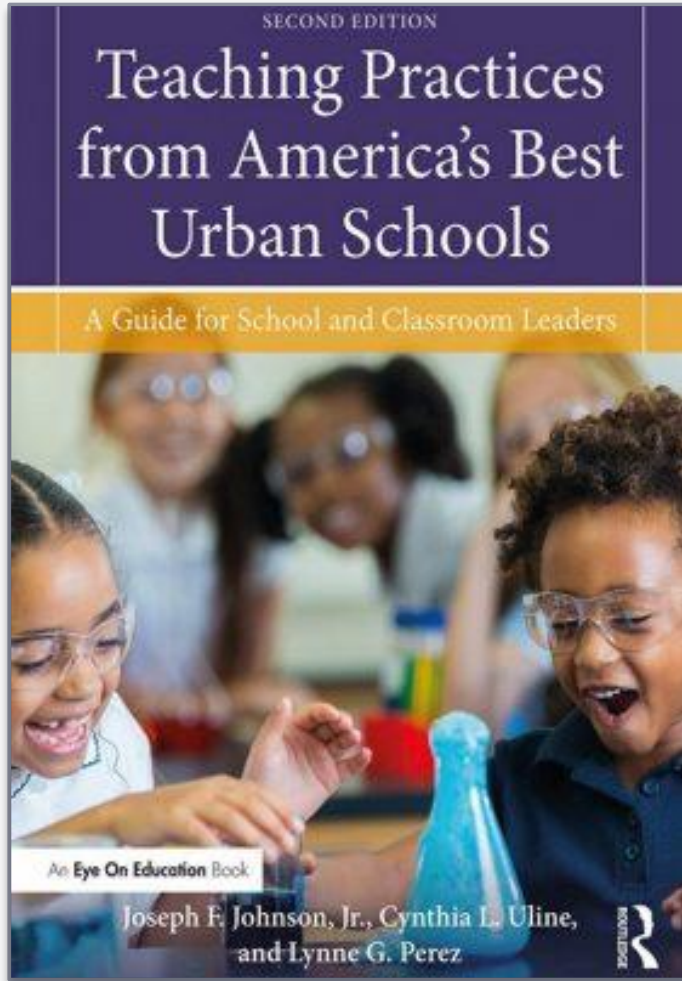
Building Fluency with Gatekeeper Vocabulary

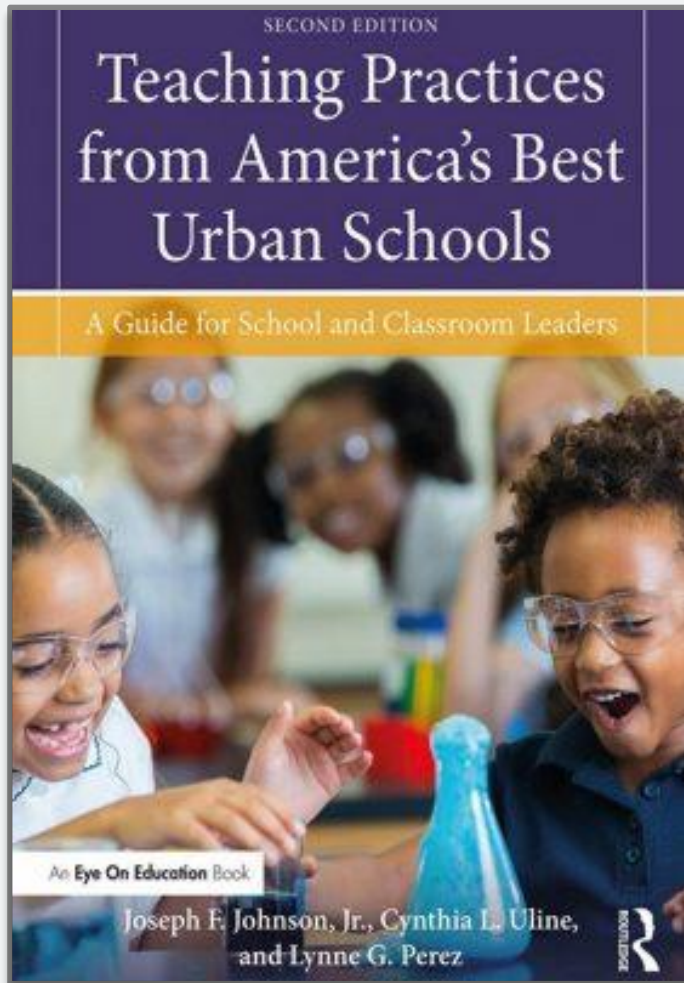


Promoting Successful Practice



Leading Students to Love Learning





Making Students Feel Valued And Capable



QUALITY INDICATORS

MAKING STUDENTS FEEL VALUED AND CAPABLE

WHAT IT IS

Teacher praises and acknowledges students, makes students feel valued, and helps students feel capable of learning rigorous content.

WHY IS IT IMPORTANT

Students are more likely to exert effort when they believe the teacher values them and believes they will succeed academically.

DRIVING QUESTION FOR TEACHERS

Would I feel valued in this class?

Would I feel capable in this class?

What can I do to ensure all my students feel valued and capable?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher promotes a sense of belonging and eagerness to engage by leading all students to believe their involvement and their success is sincerely desired. Teacher provides feedback in ways that motivate students to keep trying/learning. By praising positive behavior, the teacher leads students to think highly of themselves. The teacher presents challenging questions/tasks to students from various backgrounds in ways that lead students to believe they can learn rigorous content. The teacher models and expects students to emulate interactions that lead students to feel safe sharing what they think.	Students from various backgrounds and with varying academic skill levels feel confident sharing their ideas and participating in learning tasks, even when questions or tasks are challenging. Students rarely engage in negative attention-getting behavior because they are confident that the teacher values and appreciates them. Students feel comfortable being themselves because they perceive they can simultaneously be themselves and be strong students.	Posters, photos, and other classroom materials reflect the various cultures of the students served. Student's high-quality work is displayed in ways that make students proud. Positive expectations/ characteristics are posted (and frequently reinforced). The learning environment is clean, attractive, well maintained in ways that lead students to perceive that they are valued and appreciated.



A PERPETUAL QUESTION

MAKING STUDENTS FEEL VALUED AND CAPABLE



How can I get each and every one of my students to believe, “My teacher sincerely wants me to succeed in life and my teacher is confident that I can succeed”?

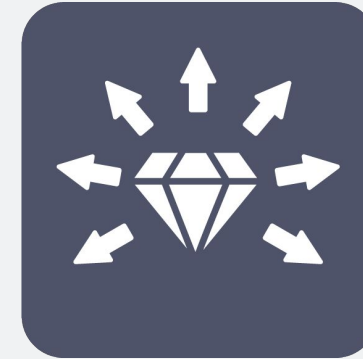


MAKING STUDENTS FEEL VALUED AND CAPABLE



In high-performing schools,
educators make students feel
valued and capable by...

**Modeling courtesy and respect
for each student**



Making
students feel
valued and
capable

SHELBY KUBISZ

Teacher

Rolando Park Elementary School

San Diego, California

2020 America's Best Schools Winner

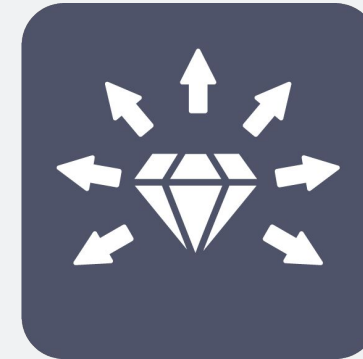


MAKING STUDENTS FEEL VALUED AND CAPABLE



In high-performing schools,
educators make students feel
valued and capable by...

**Building a strong sense of
community**



Making
students feel
valued and
capable

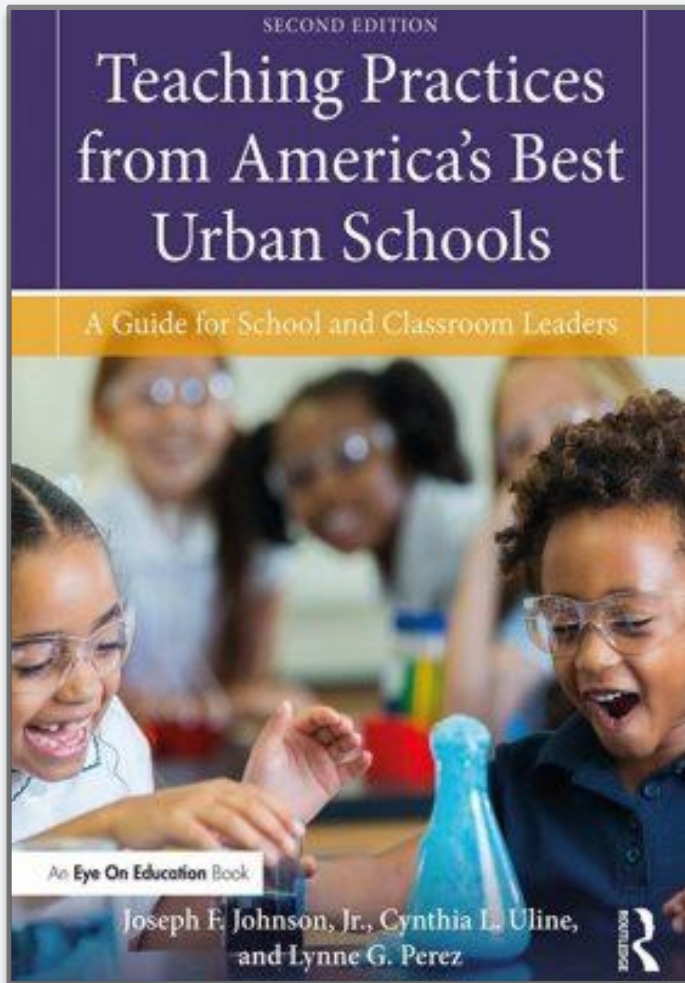
GREG GEORGE

Teacher

Mueller Charter School

Chula Vista, CA

2012, 2020 America's Best School Winner



Focusing On Understanding and Mastery



QUALITY INDICATORS

FOCUS ON UNDERSTANDING AND MASTERY



WHAT IT IS

The lesson will lead students to understand a specific concept. The teacher carefully attends to student responses and shapes instruction accordingly to ensure every student progresses toward mastery.

WHY IS IT IMPORTANT

Students are more likely to perceive themselves as capable learners if they see they are advancing toward mastery of a challenging concept or skill.

DRIVING QUESTION FOR TEACHERS

What do all my students need to see, do, hear, touch, and experience in order to understand and master this important concept?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher deliberately shapes questions and tasks to elicit student responses that signal understanding of learning intentions, then adapts teaching moves to maximize student attainment of success criteria. The teacher scaffolds questions and tasks in ways that lead all students toward greater depth of understanding of learning intentions. The teacher differentiates questions and tasks, so all students perceive they are being challenged while they also perceive they have enough support to successfully attain the success criteria. The teacher creates an environment that encourages all students participate, engage, think, discuss, contribute, and make academic progress.	Students from various backgrounds and with varying academic skill levels actively engage in tasks, conversations, and discussions. Student responses indicate that they are making meaning of lesson content and developing deep understanding of lesson objectives. Students from various backgrounds and with varying academic skill levels are engaged in higher-level thinking: describing, analyzing, comparing, explaining, or evaluating. Students can answer: "What are you learning? Why is that important?"	The lesson objective or learning intention is posted in a way that is visible to students in language that is accessible to students. The posted objective is consistent with lesson activities. Anchor charts or other learning tools (including manipulatives) are used to help students navigate the steps toward deeper levels of understanding of the lesson objective.



A PERPETUAL QUESTION

FOCUSING ON UNDERSTANDING AND MASTERY



How can I get each and every one of my students to believe, “My teacher wants me to understand this well enough to use it throughout my life and my teacher is wise enough and relentless enough to guide me so I will master it”?



In high-performing schools,
educators make students feel
valued and capable by...

**Scaffolding questions and tasks
in ways that lead all students
toward greater depth of
understanding of learning
intentions.**



Focusing On
Understanding
and Mastery

SHELBY KUBISZ

Teacher

Rolando Park Elementary School

San Diego, California

2020 America's Best Schools Winner



In high-performing schools, educators make students feel valued and capable by...

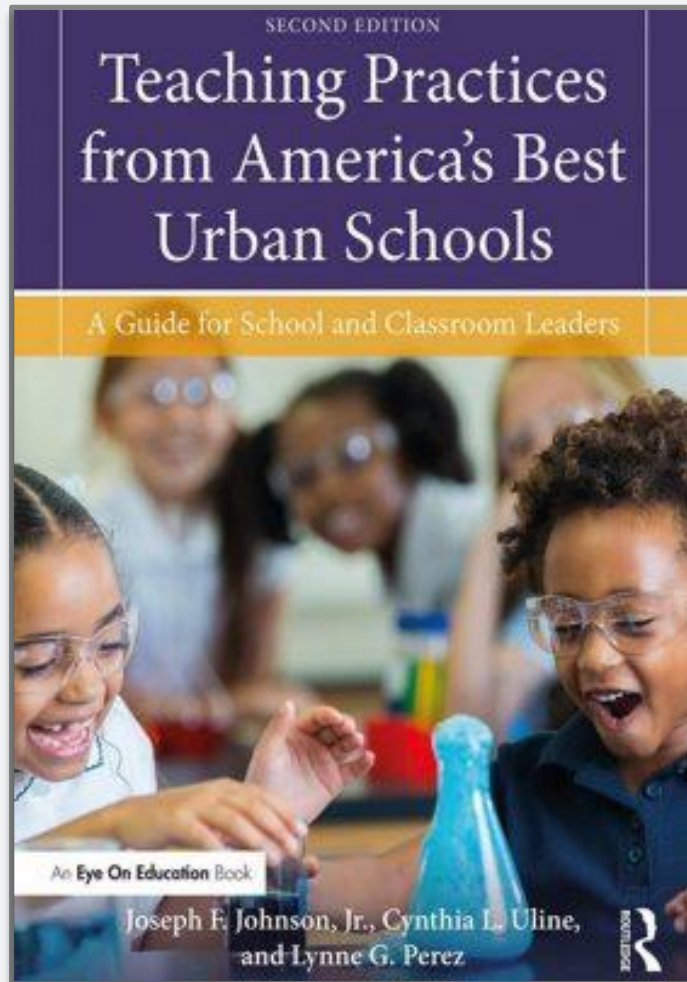
Deliberately shaping questions and tasks to elicit student responses that signal understanding of learning intentions, then adapts teaching moves to maximize student attainment of success criteria.



Focusing On Understanding and Mastery

ANNA BABAKHANIAN
Teacher

Horace Mann Elementary School
Glendale, California
2010, 2016, 2020, 2024
America's Best School Winner



Promoting Clarity



QUALITY INDICATORS

PROMOTING CLARITY

WHAT IT IS

The teacher has a clear learning outcome in mind, has organized the lesson to help all students achieve the outcome and helped students clearly understand key ideas.

WHY IS IT IMPORTANT

Students are empowered when they clearly understand what they are expected to learn and they understand what they need to do to succeed.

DRIVING QUESTION FOR TEACHERS

How can I get all my students to see a clear route to understanding what I want them to learn?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher sets clear learning intentions and success criteria based on standards. The teacher organizes the lesson to clarify what students have already learned, what they need to learn, and how they will make progress. The teacher specifies the conceptual “chunks” students need to understand to make sense of more complex concepts/skills. The teacher conveys complex ideas with words, images, objects, and interactions that make sense to students, regardless of language or cultural background or prior academic knowledge.	Students from various backgrounds and with varying academic skill levels perceive a logical path from what they already know to the lesson’s learning intentions. Students model the use of logical strategies to address complex problems. Students appear to know their learning target and how they are going to get there. (Assessment capable learners) Students can answer: “What are you learning? Why is that important?”	Anchor charts help students recall the logic associated with the sequence of steps necessary to address complex problems. Talk moves are displayed and accessible to students. (e.g., table tents, language frames, sentence starters, etc.) Manipulatives, diagrams, and other physical and visual tools are used to help students see and experience the logic necessary to address complex problems.



A PERPETUAL QUESTION

Promoting Clarity



How can I get each and every one of my students to think, “I understand precisely what my teacher wants me to learn and I see how my teacher is leading me toward understanding it”?



Promoting Clarity



In high-performing schools,
educators promote clarity by...

**Setting clear learning intentions and
success criteria based on standards.**

**Conveying complex ideas with
words, images, objects, and
interactions that make sense to
students, regardless of language or
cultural background or prior
academic knowledge.**





Promoting
Clarity

SONIA ESCOBAR

Teacher

Silver Wing Elementary School

Chula Vista, California

2020 America's Best School Winner



Promoting Clarity



In high-performing schools,
educators promote clarity by...

Organizing the lesson to clarify
what students have already
learned, what they need to learn,
and how they will make progress.

Specifying the conceptual
“chunks” students need to
understand to make sense of
more complex concepts/skills.





Promoting
Clarity

ANNA BABAKHANIAN

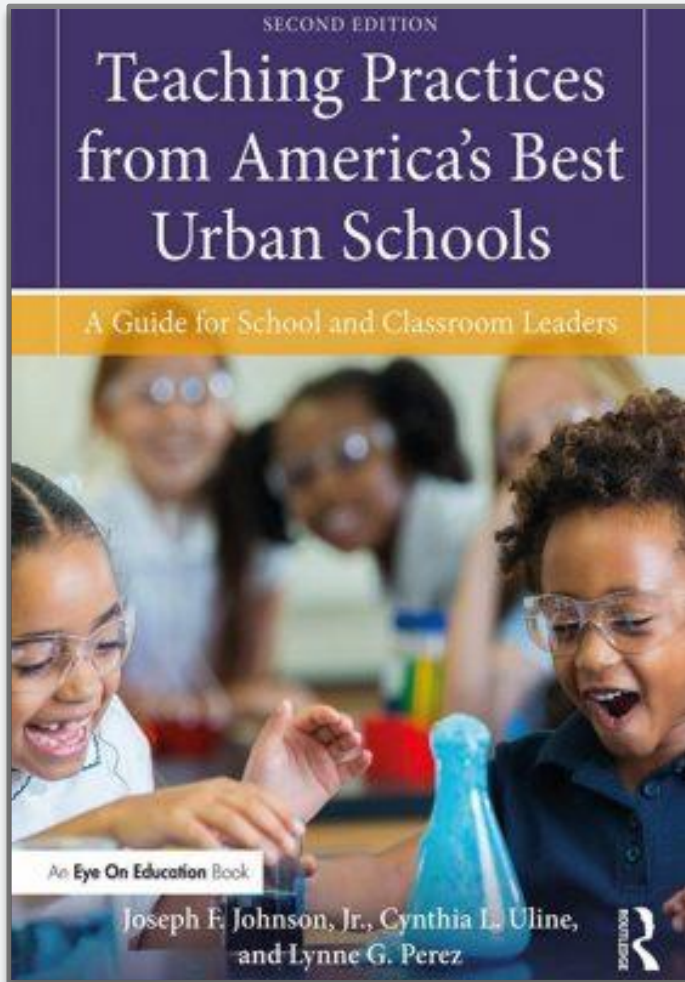
Teacher

Horace Mann Elementary School

Glendale, California

2010, 2016, 2020, 2024

America's Best School Winner



Ensuring Culturally, Socially, and Personally Responsive Teaching



QUALITY INDICATORS

ENSURING CULTURALLY, SOCIALLY, AND PERSONALLY RESPONSIVE TEACHING

WHAT IT IS

The teacher helps students see how unfamiliar lesson concepts connect with their cultural, social, and personal strengths and experiences.

WHY IS IT IMPORTANT

Students are more likely to engage in lessons and remember concepts when they see how concepts are relevant to their lives.

DRIVING QUESTION FOR TEACHERS

How can I help all my students see that this ‘new’ concept/ skill is connected to things they have already experienced, things they know well, or things they enjoy?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher sets clear learning intentions and success criteria and demonstrates an expectation that students from various backgrounds with varying academic skill levels will achieve them. The teacher utilizes literature, problems, examples, and tools that build upon students’ strengths, culture, interests, and prior knowledge. The teacher persistently monitors student participation and adjusts to ensure that students from various backgrounds and ability levels sustain high levels of engagement. The teacher encourages and reinforces students as they draw connections between their language, cultures, backgrounds, and interests and the lesson concepts/skills.	Students from various backgrounds and with varying academic skill levels are highly engaged in instructional activities (performing, discussing, creating, writing, and building) because they see the relevance of lesson activities to their lives. Students eagerly engage in learning activities because they see connections to their interests, cultures, backgrounds, language, and experiences. Students can answer: “Why is this important to you?”	Visuals throughout the room help students see the relevance of lesson objectives to their cultures, backgrounds, and interests. Roles for student collaborative conversations are understood and posted.



A PERPETUAL QUESTION

Ensuring Culturally, Socially, and Personally
Responsive Teaching



How can I get each and every one
of my students to think, “Oh! I get
this! I know about this! This makes
sense to me and my life”?



Ensuring Culturally, Socially, and Personally Responsive Teaching



In high-performing schools, educators ensure Ensuring Culturally, Socially, and Personally Responsive Teaching by...

Getting to know their students.
Taking time to learn about student's cultures, backgrounds, interests, and experiences. Remembering that each student's experiences are likely to be unique.



Ensuring Culturally,
Socially, and
Personally
Responsive
Teaching

CAREY PINEDA
TEACHER

R.F. Hazard Elementary School
Garden Grove, California
2020 America's Best Schools Winner



Ensuring Culturally, Socially, and Personally Responsive Teaching



In high-performing schools, educators ensure Ensuring Culturally, Socially, and Personally Responsive Teaching by...

Checking with students to ensure that the examples/strategies provided helped students understand key concepts.



Ensuring Culturally,
Socially, and
Personally
Responsive
Teaching

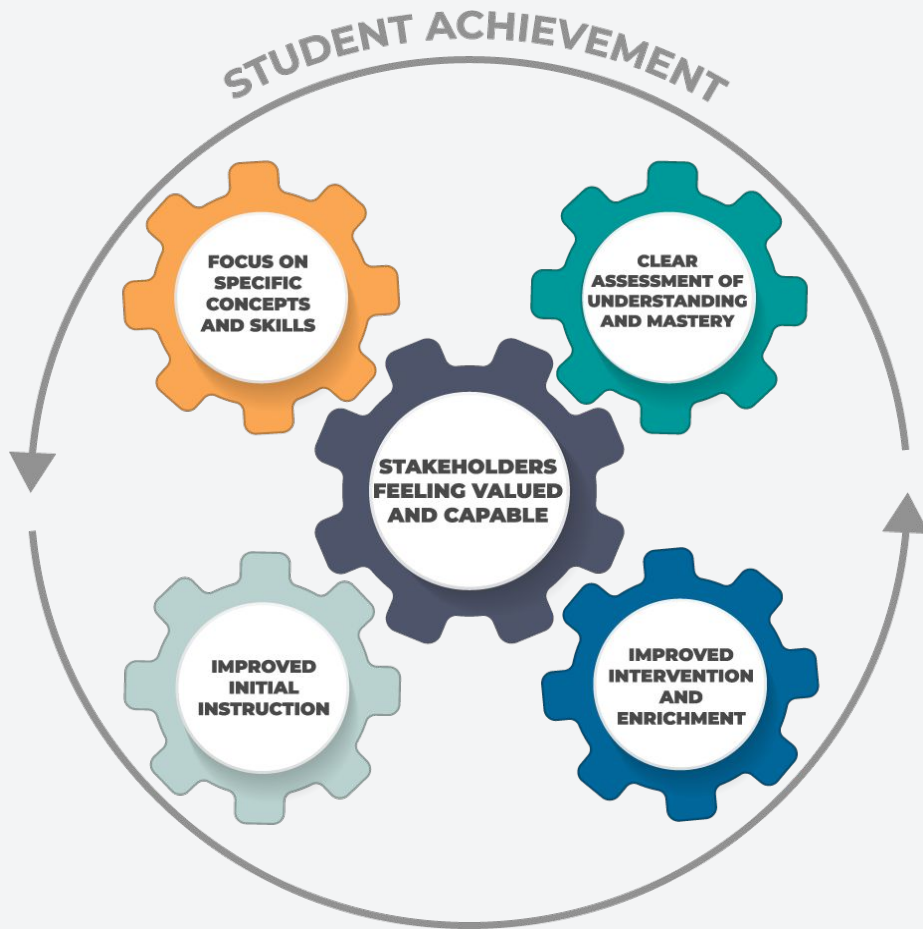
ADRIANA TOVAR

Teacher

Homer Hanna ECHS

Brownsville, Texas

2020, 2023 America's Best Schools Winner



What needs to be taught well if my EEP target is to be achieved?

How does instruction need to change and improve if my EEP target is to be achieved?

Which students/adults at your school will need to experience an abundantly safe and positive transformational culture to motivate them to engage at a level necessary to meet the EEP target?



EEP PROJECT PROPOSAL TEMPLATE



NOTE: Your Equity and Excellence Project (EEP) is iterative. We anticipate you will regularly refine this proposal in collaboration with your NCUST coach. Still, we ask you to write your most current understanding.

EEP Target/Goal (What exactly do you hope to accomplish through your EEP?)

SMARTER Components



SPECIFIC



MEASURABLE



ACHIEVABLE



RELEVANT



TIME-BOUND



EVALUATE



READJUST

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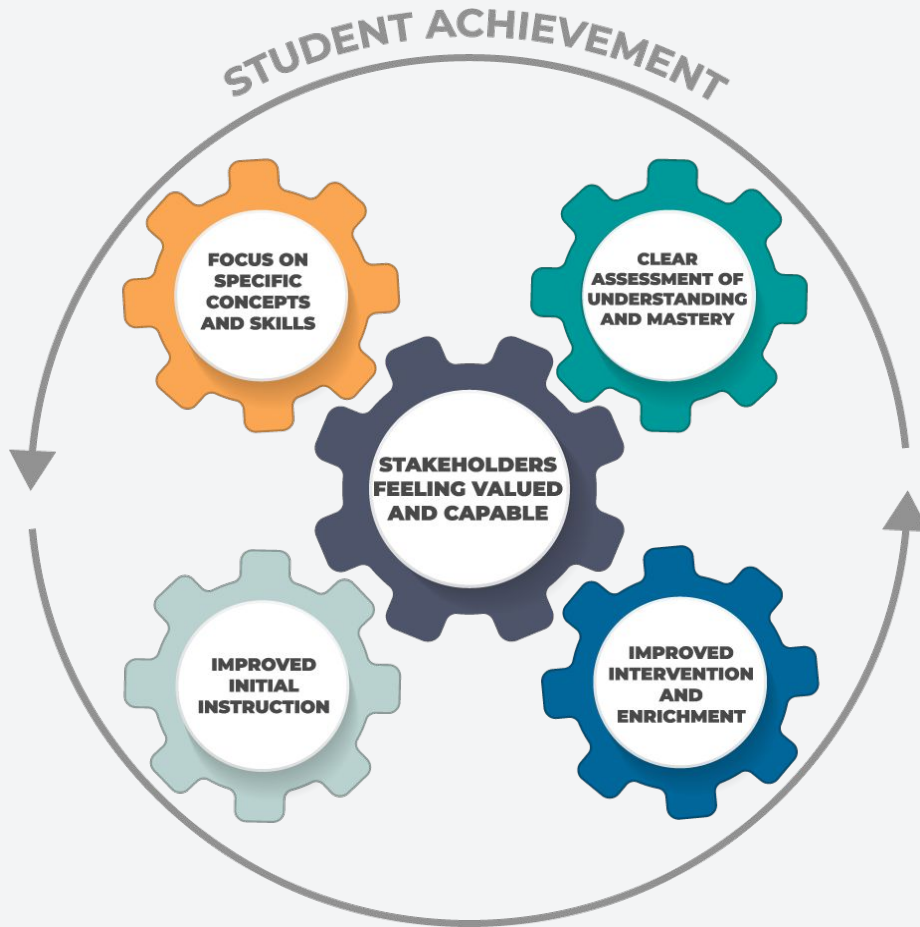
NEXT STEPS

MEET WITH YOUR NCUST COACH TO:
Refine your EEP target as needed, including identifying key challenges or issues you may experience.

EQUITY AND EXCELLENCE PROJECT

In groups, take turns discussing your thoughts about a potential Equity Certificate Program (EEP) goal or target.

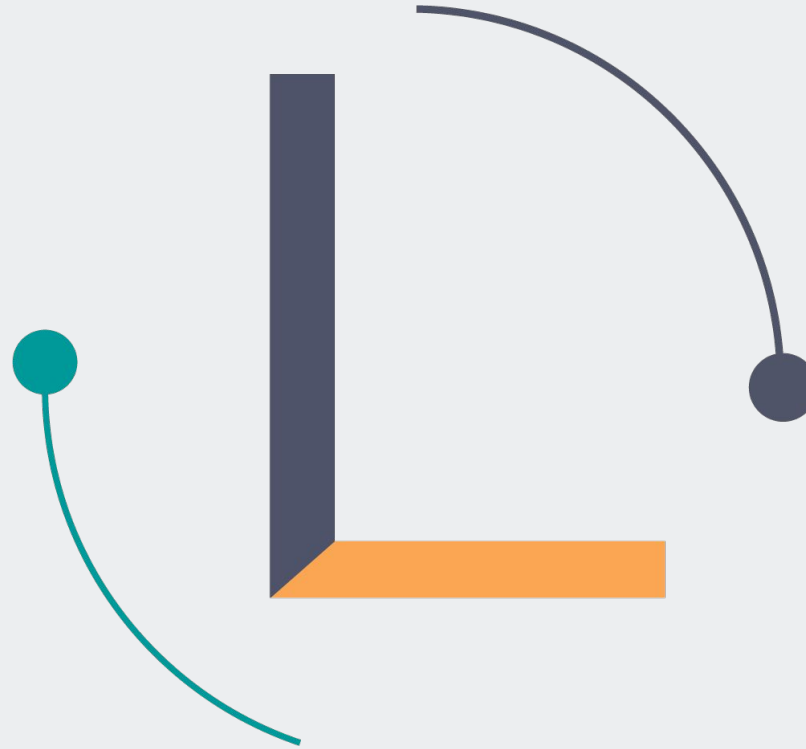
- What does your data (formal and informal) suggest about equity at your school? E.g., are there achievement gaps among student demographic groups?
- What are your thoughts about root causes related to this data?
- Do you have a particular goal in mind for your EEP?





SDSU

San Diego State
University



THANK YOU



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