Excellence with Equity, Why and How

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Sure as Sunlight

There is a child here in your caring who may someday cure all cancer but you’ve got to lay the groundwork so that it can come to pass.

She is a child who has not blossomed so you cannot see her brilliance but as sure as there is sunlight she is here now in your class.

I cannot tell you what her name is nor her height, nor weight, nor color, only that she is potentially a history-making lass.
ALL AGES AND STAGES ARE IMPORTANT!

Birth to 3: 80% of brain development!
Ages 3 to 5: pre-school socialization and school-readiness skills

Ages 5 to 9: school socialization, learning to read and do basic arithmetic
Ages 9 to 14: reading to learn; trying on identities and imagining possible future selves

14 to 18: settling on an academic and pre-career pathway
18 to 22: transitioning from adolescence into the adult world

22 to 30: finding a career track, adult routines and separating from parents
Why are we here?

Obligations to:

- The past
- The present
- The future
Passing the Torch

My flesh is weak,
My soul is tired,
I pass the torch to you.

Inside this flame
Live many dreams
Now you must see them through.

Poem

Sacred Words of a Great Grandfather, 1974.
(Nana’s stepfather, Jake Freeman, born 1880)

When I was in my twenties
Like you,
There was a lot’a things
They wouldn’t let a black man do.
Now that things have changed,
My life is nearly over.
But I’m not sad about it.

Your soul and mine are one.
And we’re still gonna make it.
I want the best for you;
And I want you
To want the best for yourself.

Don’t stop tryin’.
Don’t stop believin’ in yourself.
Don’t stop scratchin’ and clawin’
And pullin’ and sweat’n
And above all
Don’t stop
Don’t stop rememberin’—
That I love you.
September 16, 2017

Whose dreams is your life fulfilling? Who passed the torch to you?
Semantics of the Goal: Excellence with Equity

Which of the statements below do you think would attract the most support in your community?

1. Our community is determined to close the racial achievement gap.

2. Our community is determined to achieve excellence with equity.

3. Our community is determined to achieve excellence with racial equity.
Which of these statements for framing the achievement gap challenge do you think would attract the most support in your community? (Percentage of 2016 CAG participants giving each response. N=2015)

1. Our community is determined to close the racial achievement gap.
2. Our community is determined to achieve educational excellence with equity.
3. Our community is determined to achieve education excellence with racial equity.

A way to express the outcome goal vis-à-vis marketable skills
Moving to Excellence with Equity vis-à-vis Marketable Skills

Horizontal Axis represents Marketable Skills

Group (1)
Moving to Excellence with Equity vis-à-vis Marketable Skills

Horizontal Axis represents Marketable Skills

Group (1)  Group (2)

Moving to Excellence with Equity vis-à-vis Marketable Skills

(1) (2) (3) = Group Proportional Equality with Excellence

Groups 1 & 2 Equally Represented

Horizontal Axis represents Marketable Skills
Excellence with equity in *processes* and *opportunities*, not just in *goals* for marketable outcomes?*

- **REGARDING RESPECT & DIGNITY:** Cultivate mutual respect and treatment with equal human dignity *across the entire school community*.

*Processes = ways things are done and how people are treated
Opportunities = access to human and material resources and benefits

Excellence with equity in *processes* and *opportunities*, not just in *goals* for marketable outcomes?*

- **REGARDING RESPECT & DIGNITY:** Cultivate mutual respect and treatment with equal human dignity *across the entire school community*.

- **REGARDING LEARNING:** Strive for excellence with equity in *opportunities to learn*, by endeavoring to provide highly effective teaching and learning options for students from *every* background and *all* skill levels.

*Processes = ways things are done and how people are treated
Opportunities = access to human and material resources and benefits
Facts with Implications

How many other nations have higher math problem solving scores than white American youth at age 15?
What percentage of the black-white and Hispanic-white reading score gaps between 17 year olds in the NAEP disappeared between 1971 and 1988?
True or false, 9-year old black and Hispanic children have higher math scores than those of white children from 30 years ago.
True or false: U.S. racial gaps in high school graduation rates have changed hardly at all over the past 30 years.
True or false: Recently, graduation rates have improved more for girls than for boys.

High School Graduation Rates by Race/Ethnicity and Gender

Is there an overall implication of the last several slides?
Progress toward excellence with equity is possible!

We need to raise achievement levels in every group while also narrowing gaps.

There is a socio-ecological system around every child that determines how they develop.
Friend’s Home

Playground
This child’s world is separated into disconnected spheres.

This child’s world is more coherent and integrated within what feels like a single sphere,
This child’s word is more coherent and integrated within what feels like a single sphere,

with a family-school partnership in support of social, emotional, and cognitive development: the whole child.

What happens in the places where the children are depends on decisions made where the children are not.
What happens in the places where the children are depends on decisions made where the children are not.
What happens in the places where the children are depends on decisions made where the children are not.
The entire system is permeated by beliefs and values that affect what (and who) gets prioritized.

Changing Kids’ Lived Experiences

across all of the settings in the social ecology is the way to change their developmental outcomes, including more than just test scores.

Do we know what those experiences are?

Would it help to know more? Can we find out?

The next few slides are examples from Tripod surveys.
### Parallel Status and Learning Measures for Success Skills and Mindsets

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<thead>
<tr>
<th>CLASSROOM LEARNING OUTCOMES</th>
<th>STATUS MEASURES</th>
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<tbody>
<tr>
<td><strong>Executive Functions and Conscientiousness</strong></td>
<td></td>
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<tr>
<td>▪ In this class, students learn to be more organized.</td>
<td>▪ I am the type of person who is well organized.</td>
</tr>
<tr>
<td>▪ In this class, students learn to keep trying when work becomes difficult.</td>
<td>▪ I am the type of person who keeps trying even when I feel like giving up.</td>
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<tr>
<td>▪ In this class, students learn to become better at using time wisely.</td>
<td>▪ I am the type of person who uses time wisely.</td>
</tr>
<tr>
<td>▪ In this class, students learn to focus more on the quality of their work.</td>
<td>▪ I am the type of person who focuses on the quality of my work.</td>
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<td><strong>Growth Mindset/Efficacy</strong></td>
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<td>▪ In this class, students learn to believe that they can get smarter.</td>
<td>▪ Even if the work in this class is hard, I can learn it.</td>
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<tr>
<td>▪ I’m sure I can do almost all of the work in this class if I don’t give up.</td>
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<td>▪ Because of my teacher, I think more about going to college.</td>
<td>▪ I have a clear purpose in my life—I know the types of things I want to achieve.</td>
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<tr>
<td>▪ Because of my teacher, I think more about what I will do after high school.</td>
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Measuring Teaching Using the Tripod 7Cs™
For Feedback to Educators

The Tripod 7Cs™
Interpersonal Support

1. Care
   e.g., My teacher seems to know if something is bothering me.
   My teacher in this class makes me feel that s/he really cares about me.

2. Confer
   e.g., My teacher gives us time to explain our ideas.
   My teacher wants us to share our thoughts.
Curricular Support

3. Captivate
e.g., My teacher makes lessons interesting.
[Neg.] This class does not keep my attention—I get bored.

4. Clarify
e.g., My teacher explains difficult lessons clearly.
The comments I get on assignments help me understand how to improve.
If you don’t understand something, my teacher explains it another way.

5. Consolidate
e.g., My teacher takes time to summarize what we learn each day.

Press

6. Challenge
e.g., My teacher asks students to explain more about the answers they give.

7. Classroom Management
e.g., My teacher doesn’t let students give up when the work gets hard.
Teacher-Level Analysis

Surveys are organized to help focus goal-setting discussions and decisions about professional development. These visualizations (below) represent two classrooms.

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Teacher-Level Analysis

Surveys are organized to help focus goal-setting discussions and decisions about professional development.

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7Cs components

Clarity

I have multiple good explanations, when you are confused, I will help you understand.

1. [Disagree With]** When s/he is teaching us, my teacher thinks we understand even when we don’t.

2. If you don’t understand something, my teacher explains it another way.

3. My teacher knows when the class understands, and when we do not.

4. My teacher has several good ways to explain each topic that we cover in this class.
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Barbers, Beauticians & Other Retailers

Housing Developments

PARENT CHILD
“Any fool can count the seeds in an apple, but only God can count the apples in one seed.”

Reverend Robert Schuller, Sr.