



Equity Indicators in School Improvement Policies and Practices: Examining Disparities in Opportunity to Learn

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Session Summary

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Session Highlights

Presentation by Amy Colton: Standards of Professional Learning

- » Professional learning is at the heart of school improvement. To lead in school improvement, we need to provide high quality professional learning. How can standards lead to improvement for all learners? Learning Forward's theory of action states that high quality standards for professional learning can lead to high quality professional learning. This leads to improvements in educator knowledge, skills, and beliefs, which lead to improvements in educator practice. In order to see consistent change in practice, educators must first change their knowledge, skills and beliefs. When these conditions are in place, we can begin to see accelerated, equitable and excellent outcomes for each and every student.
- » The Learning Forward Standards for Professional Learning are 11 different overlapping standards. These standards work in concert with one another and are supported by three frames: Rigorous content, transformational processes, and conditions for success. For schools and districts to see the full benefits of high-quality professional learning, attention must be paid to the content, the context, and the processes.
- » Foundations for standards: equity is both an outcome and an aspect of professional learning. The Learning Forward standards were designed with equity as the outcome of educator practices that respect and nurture all aspects of student identity rather than treat them as barriers of learning. By identifying equity as both an outcome and aspect of professional learning, teacher educators can explicitly focus on intentionally designing professional learning to achieve learning outcomes for all students..

Presentation by Kim Benton: Supporting Students in Poverty with High-Impact Instructional Practices

- » Collaboration and alignment across multiple layers of school systems matter. The High-Impact Instructional Practices Toolkit was designed to engage all layers: districts train teachers on high quality instructional strategies, principals create the conditions that support effective implementation, and teachers implement high-impact strategies with fidelity. In this way, collaboration and alignment leads to improved outcomes for all students and lessens the negative effects of poverty on learning.

- » This toolkit provides resources that benefit educators at all levels on the teaching continuum – novice, veteran, alternate route or pathway, and pre-service teachers. The resources are student centered strategies applicable to day-to-day work. Teachers can integrate the evidence-based strategies in classroom instruction across grade levels and content areas, and are cost neutral.
- » Five high impact instructional strategies (these are not new strategies, but evidence-based strategies which are combined in a way that is user friendly and easy to access)
 - Create conditions for learning
 - Build vocabulary, language, and verbal skills
 - Teach students to monitor their progress
 - Cultivate a nurturing environment
 - Embrace cultural responsiveness and family engagement
- » In addition to resources for teachers, the toolkit also includes guides for principals and district and state leaders. Ms. Benton suggests that schools and districts utilize the resources based on the identified priorities, rather than tackling every aspect at once. Educators and leaders can concentrate on those high-impact strategies and instructional actions that will deliver results based on interests and needs. The strategies and accompanying practice briefs are ideal for professional learning communities through which teachers reflect on current practice and design plans to implement strategies into daily instructional routines.

Shared Resources

- » [Professional Learning Standards, Learning Forward](#)
- » [Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit, Comprehensive Center Network](#)