

TOOL KIT

Designed for Participants in the ...



Cure for the Common Classroom: "We Tried Everything... and It Worked"

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"We can, whenever and wherever choose, successfully teach all children whose education is of interest to us. We already know... more than we need in order to do this. Whether we do it or not, must finally depend on how we feel... about the fact that we haven't so far." *Dr. Ron Edmonds*

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REFERENCES

- **Effective Teaching and Learning with Culture-Rich After-School and Out-of-School Populations**

Culture

Culture is defined in the *American Heritage Dictionary* as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought... characteristic of a community or population.”

Defined, more universally, for the full complement of ethnic populations as “the sum total of the languages, mores, music, art, foods, styles, religions, child-rearing, rituals, achievements, contributions, struggles, faith, and other patterns of behavior and interpretations of reality,” **culture** both defines the full range of ethnic group values and illuminates its salient themes. Most central to most ethnic groups, and without which “cultural themes” are impossible to sustain, are the expressions of faith in their God; education as the currency of achievement; and the organizations and institutions that hold communities together.

This one, busy, and inevitable intersection serves as a vortex for looking backward into history and the apex for looking forward across the frontiers of innovation, and the imminent demands to preserve the rich heritage of each “cultural” group and develop the next generation of leaders in every field.

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2014

"The Universal Power of Parents and Families Workshop"

These few ideas here have been tried and tested and proven true by Parent Student Teacher Associations, PTA's, Local School Site Councils, Parent Education Specialists and Parents and Families of diverse ethnic and cultural backgrounds, especially for school-age children.

Every family functions as a
HOME LEARNING ENVIRONMENT,
regardless of its structure, economic level, ethnic or cultural
background. Consequently, every family has the potential to
support and improve the academic achievement of its children
in concert with the schools and community.

A HOME LEARNING ENVIRONMENT ...

1. Establishes a Daily Family Routine.
2. Monitors Out-of-School Activities.
3. Demonstrates that it Values Learning and Hard Work.
4. Expresses High, but Realistic Expectations, Consistently.
5. Encourages the Child/Student and Enable them to cope
with success as well as failure and peer pressure.
6. Encourages Reading, Writing, Discussions and Questions.
7. Uses Resources in the School, Community and the Internet.

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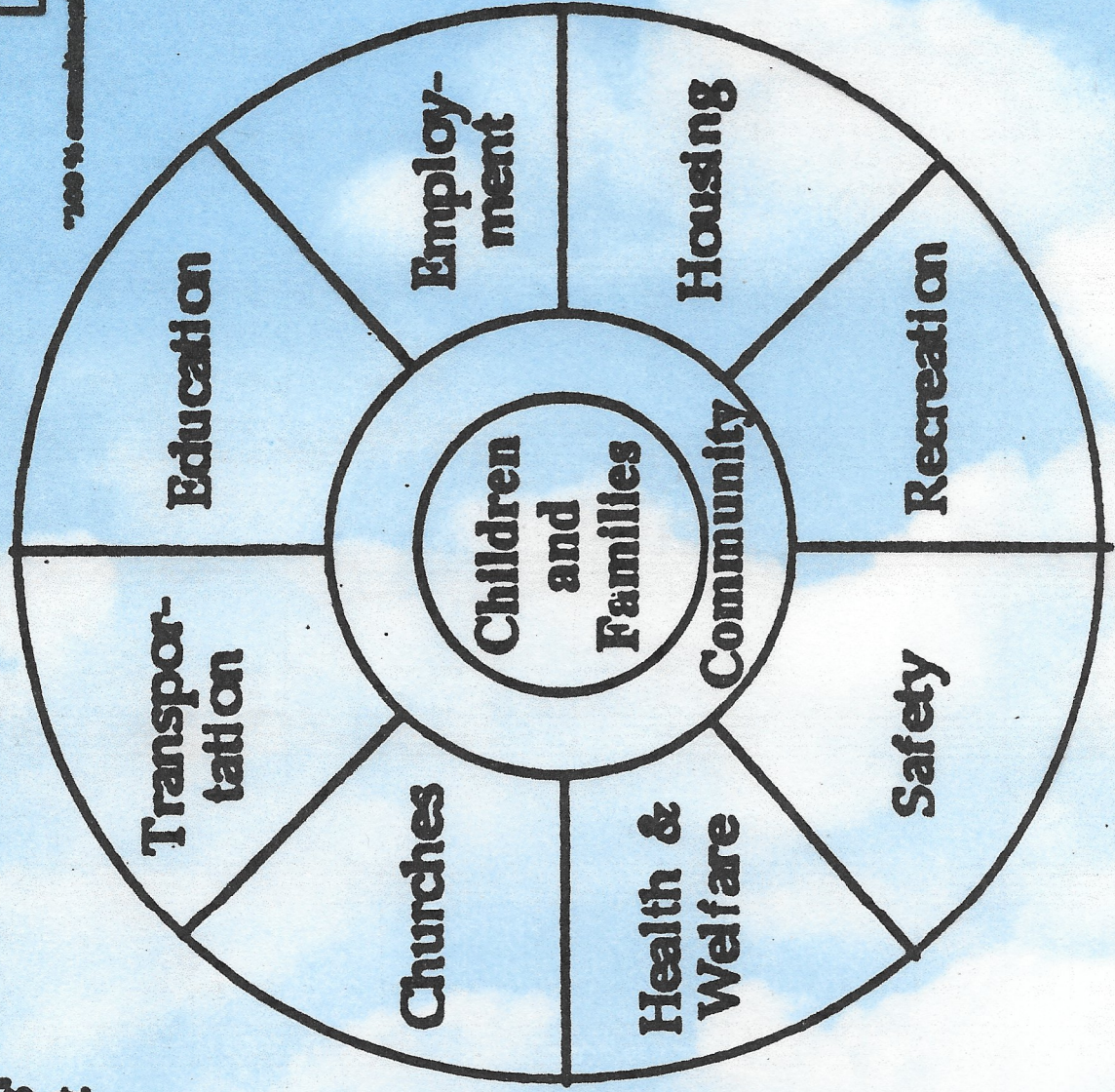
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TABLE 9.1

A Comparison of the Quality of Success-Producing Patterns in Homes of High Achievers and Low Achievers

High Achievers	Low Achievers
1. Frequent school contact initiated by parent	Infrequent school contact initiated by parent
2. Child has had some stimulating, supportive school teachers	Child has had no stimulating, supportive school teachers
3. Parents psychologically and emotionally calm with child	Parents in psychological and emotional upheaval with child
4. Students psychologically and emotionally calm with parents	Students less psychologically and emotionally calm with parents
5. Parents expect to play major role in child's schooling	Parents have lower expectation of playing role in child's schooling
6. Parents expect child to play major role in child's schooling	Parents have lower expectation of child's role in child's schooling
7. Parents expect child to get post-secondary training	Parents have lower expectation that child will get postsecondary training
8. Parents have explicit achievement-centered rules and norms	Parents have less explicit achievement-centered rules and norms
9. Students show long-term acceptance of norms as legitimate	Students have less long-term acceptance of norms
10. Parents establish clear, specific role boundaries and status structures with parents as dominant authority	Parents establish more blurred role boundaries and status structures
11. Siblings interact as organized subgroup	Siblings are a less structured, interactive subgroup
12. Conflict between family members is infrequent	Conflict between some family members is frequent
13. Parents frequently engage in deliberate achievement-training activities	Parents seldom engage in deliberate achievement-training activities
14. Parents frequently engage in implicit achievement-training activities	Parents engage less frequently in implicit achievement-training
15. Parents exercise firm, consistent monitoring and rules enforcement	Parents have inconsistent standards and exercise less monitoring of child's time and space
16. Parents provide liberal nurturance and support	Parents are less liberal with nurturance and support
17. Parents defer to child's knowledge in intellectual matters	Parents do not defer to child in intellectual matters

Families' Support Circle



Five key elements for all service delivery systems to assist families to accomplish the 100% high school completion goal:

1. Family involvement in support of the child's success.
2. Family-centered and collaborative agency, community and business environments that support families.
3. Clear, consistent expectations for youth - expectations that cross time, agencies, programs and work places.
4. Youth and family accountability, program accountability and system accountability.
5. Continuity of a caring adult for each young person.

Correlates of Effective 21st CCLC Programs

1. **Provide a clear and focused mission**
 - o Focus on mastery of basic core subjects.
 - o Provide rigorous & relevant curriculum.
 - o Ensure teacher quality.

2. **Communicate high expectations**
 - o Define expectations with students, teachers, families, and all school and program staff.
 - o Encourage students to strive for excellence (development model).
 - o Abandon deficit model and negative perception of student abilities.

3. **Focus curriculum on core subjects using culturally relevant practices**
 - o Optimize time-on-task and share experience with team members.
 - o Communicate high standards (content, performance, and opportunity-to-learn).
 - o Demonstrate respect for and incorporate student/family cultures' assets.

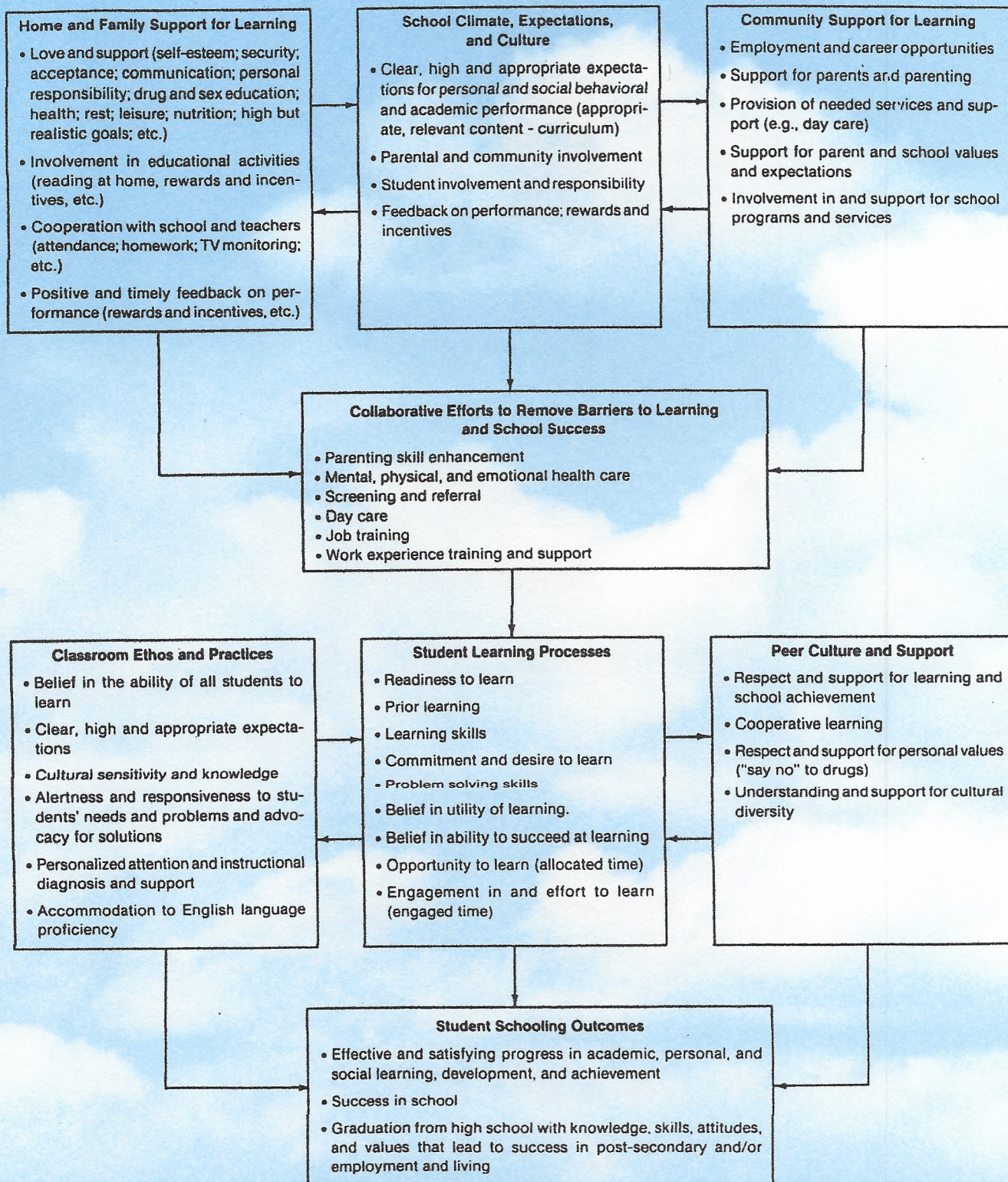
4. **Provide safe and orderly climate**
 - o Implement consistent behavior expectations for all students and staff.
 - o Identify and address barriers to a safe campus/program.
 - o Devise process for prompt and just resolution of conflicts/classroom management issues.

5. **Project Director serves as instructional leader**
 - o Inspire and support competent, well-prepared, and caring 21st CCLC professionals.
 - o Value learning goals versus performance goals.
 - o Address the need for continuous professional development.

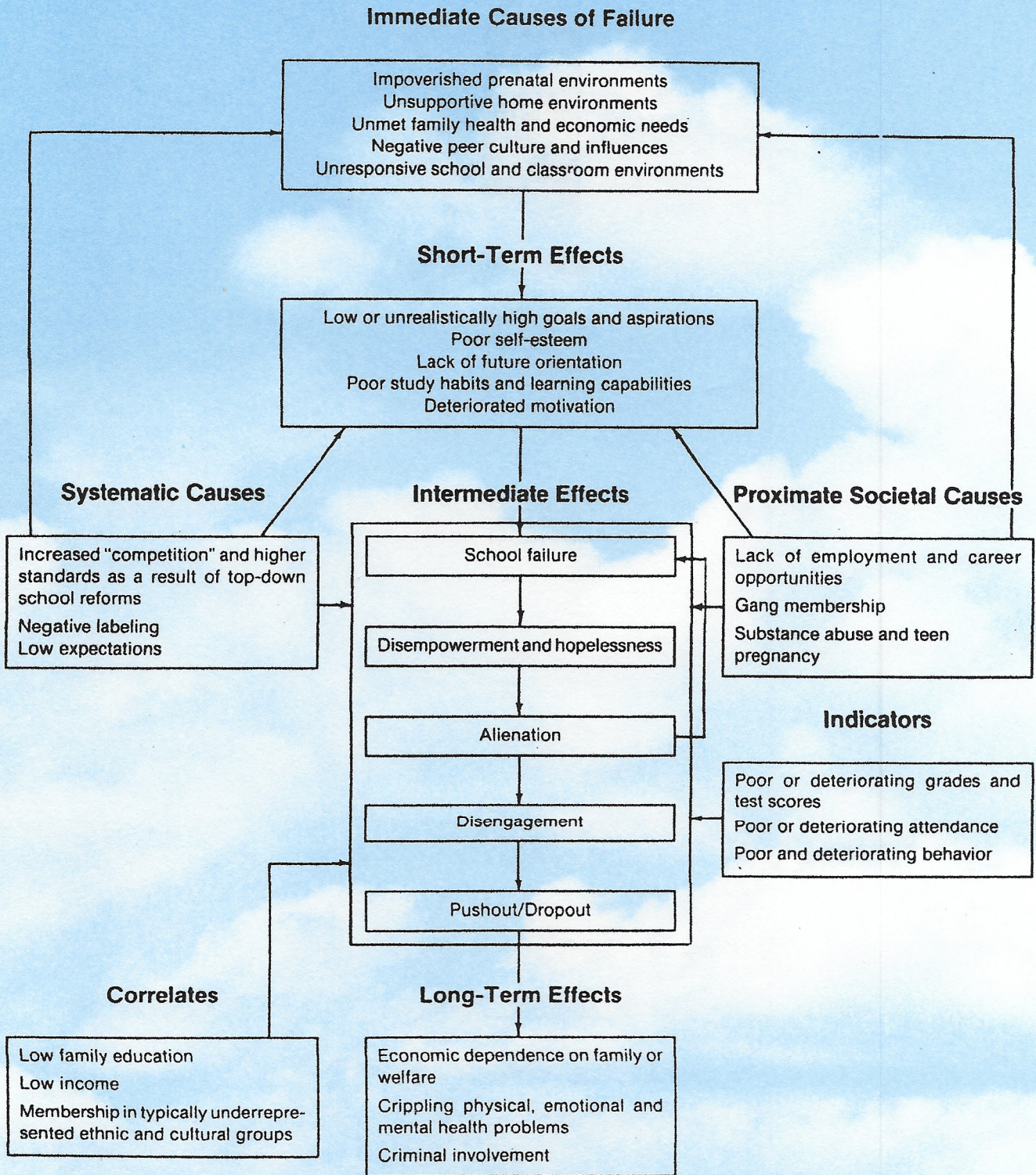
6. **Monitor student progress and performance frequently**
(assessing, incorporating feedback, data-based decision making, etc.)
 - o Provide formative assessment and test preparation strategies.
 - o Share results with students, families, district, partners, and stakeholders.
 - o Communicate regularly with the school's teachers and staff regarding student needs.

7. **Engage families meaningfully**
 - o Develop quality home-school relations with an emphasis on "active listening."
 - o Teach families how to support their children's school achievement.
 - o Welcome and invite family input.
 - o Educate and empower families to assume their role as "stakeholders."

MODEL OF FACTORS OF SUCCESS FOR URBAN PUBLIC SCHOOL STUDENTS



MODEL OF FACTORS OF FAILURE FOR URBAN PUBLIC SCHOOL STUDENTS





I.R.I.S.E.

Virtues of Maat Rights & Responsibilities Grid

Developed by the leadership and staff
Leonard R. Flynn Elementary School - SFUSD



The Seven Virtues of Maat

Egyptian Hieroglyph	Virtues of Maat	Rights	Responsibilities	Action
	Propriety To do the right thing at the right time	To get an excellent education	To listen to teachers and complete assignments	
	Truth To speak from the heart	To learn about truth	To be honest	
	Justice To be fair and just	To be treated with justice	To treat others fairly	
	Balance To do what you need to do to be successful	To learn what is needed for success	To make an effort in all subjects	
	Order To put things in the right order	To be in a safe and orderly school	To help the school be safe and orderly	
	Harmony To feel happy with others	To have friends and be happy	To be helpful and friendly to others	
	Reciprocity To receive what you give	To get help and recognition	To give what you want to receive	

Writing for Democracy

Before newspapers go completely out of style, there is one element of their legacy that is richer than Fort Knox and more accessible than popcorn at the ball park: The Editorial Page.

For African American children, and children with the greatest need, who suffer disproportionately in low school performance, especially in reading and mathematics, we appeal to a simple practice that accelerates literacy and accomplishes it with help from the National Black Press: **“Writing to Read.”**

Using the editorial page, found in every newspaper, we can attest to several salient features:

Editorials express an opinion and issues critical to the writer that can be evaluated and discussed:

- *Noteworthy contemporary issues in a given local, regional or national community;
- *Thoughtfully crafted expressions with muted or passionate candor, even acceptable outrage;
- *Common and plentiful letters of concern or applause; and
- *More or less effectively persuasive use of language examples.

Most importantly, **“letters to the editor”** are usually reflecting important local issues, grammatically correct, and balanced by an equally passionate, well-conceived, opposing view. This contrast of **“reasons why”** and **“reasons why not”** distinguishes itself from other writing not only because it is dynamic, but because it is one of the greatest demonstrations of **democracy** that we have access to.

It can be argued that **“democracy,”** as it was conceived historically, is not evident in the economy, sports, film, television news, or reality shows. That, in fact, newspapers, in the ways that they select topics and present opposing views may be controversial. Still, as examples of presenting both sides of an issue, the editorial page and especially **“letters to the editor”** offer a glimpse of democracy and suits our purpose here: to teach people, especially young people, the advantages of language literacy.

As young people mature and exchange **“learning to read”** for **“reading to learn”** much can be done to enhance literacy skills with these teaching and learning ideas:

1. Select letters to the editor in an African American newspaper that are succinct, contemporary, intentional, and leverage people's biases so as to evoke the opposing counter-argument.
2. Invite learners to copy, in their own hand, two short letters to the editor onto the worksheet.
3. Invite the learners to then type the letters to the editor into a word processing document.
4. Invite the learners to write or type an analysis of the argument and point out the strengths and weaknesses of both sides of the issue.
5. Invite the learners to present their analysis to an audience and receive their applause.

This simple, **30-45 minute writing exercise** accomplishes several objectives:

- *Expansion of circulation and readership of Black newspapers, especially through schools.
- *The learner experiences more **“applied language skills”** and boosts reading of diverse materials.
- *The learner gets exposed to ideas that are important to people in their community.
- *The learner expands his/her vocabulary, with words, correctly spelled, and properly used in context.
- *The learner practices thinking and writing; evaluates opposing views with objective criteria.
- *The learners' requisite cultural and contextual evaluation and analysis boosts critical thinking.
- *The learner acquires, develops, and practices **“presentation skills,”** useful in every career field.
- *The exercise is flexible, portable, and is not confined to school hours only, or any single language.

*Cure for the Common Classroom Professional Development (CCC) says,
“Youth Development Program Management is Grounded in Good Staff.
Good staff are a product of preparation, confidence, expectations and relationships.”*

***CURE for the
COMMON CLASSROOM
Educator Training “In a Nutshell”***

***Exploring “What Works”
Effective Strategies for Children
with the Greatest Need***

**Specially prepared for the
Faculty and Staff
Rosa Parks Elementary
Portland, Oregon
June. 2015 Draft**

“Cure for the Common Classroom Professional Development”
Formerly “IRISE” Training
Michael “Chappie” Grice – mcg@nothingbutquality.com

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CCC Training in a Nutshell

CCC Training is a “culture-rich” language and mathematics development initiative that works to develop more effective teachers for urban classrooms. The initiative targets classrooms with underachieving students and low-performing schools. A sample of project research data is presented below. Consistent and significant performance results in reading and mathematics were reported for all students including **ethnic minority** students via culturally relevant pedagogy and “Effective Schools” research - in grades two through eight from 2000 – 2008 when the project, originally funded with Consent Degree funds in San Francisco, ended.

CCC Training is anchored by three goals:

- To build community
- To assure quality
- To identify and resolve problems

CCC Training relies on three “Key Strategies”

- I. Rigorous and relevant curriculum**
- II. Engaging learning environment**
- III. High quality relationships**

The teachers in the CCC Training understand two main criteria for success: You must **“love the children”** and you must **“know your stuff.”**

To **“Love the children”** means the teacher:

- Loves his/her work;
- Believes that the children can achieve/learn anything - under the right circumstances; and works to create those circumstances;
- Strives to improve by individual exploration of best practices research and collaborative teacher training; and
- Communicates this love, belief, and striving to students, fellow educators and especially parents and family.

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To “**Know your stuff**” means the teacher:

- Understands the research behind the “Key Strategies;”
- Respects and makes use of other cultures’ assets;
- Constructs rigorous and relevant learning activities that bridge learning styles, performance objectives and existing state and local standards; and
- Values properly designed measures of assessment in conjunction with standardized tests.

The CCC Training “Cornerstones” represent a sophisticated model for classroom management and building community within the classroom. In a context of a safe and engaging learning space, CCC training invokes “research-based” constructs and culturally-sound pedagogical concepts that essentially rely on Effective Schools research and an authentic “All children can learn” dynamic.

The “**Virtues of Maat**” (Truth, Justice, Propriety, Reciprocity, Balance, Harmony, and Order) provide an excellent **system for improving classroom management**. Teachers hasten to report that the “infusion of responsibility” so reduces discipline problems that they discover up to 20 minutes more per hour of effective instructional time. Of course, there are a number of convergent pedagogical strategies which comprise a “culture-rich” approach, but they can be acquired in a relatively short period of time and result in a more rewarding teaching experience as well as better citizens and higher test scores.

The pedagogical constructs, “how we teach,” are grounded in culture and fortified by research so that as we celebrate every culture in the classroom, we also affirm the voices of the families who have entrusted their children to our teachers. The students welcome using *rituals, recitation, rhythm*, etc., and respond positively to “call and response” techniques as a teaching/learning paradigm.

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CCC Training supports its teachers with materials, supplies, experiences, classroom visits and feedback in both individual and small group settings. We attempt to make clear to teachers **"Why and How" this model works** while asking them to improve it by devising better, more diverse, and more powerful means of executing the "Three Key Strategies."

CCC Training is not resting on five years of successful implementation, but is striving to collaborate with universities, institutions, foundations, corporations, and innovators to support comprehensive school reform demonstrations and supplement its success with the reliable research and experience that continues to come to surface in outstanding schools.

CCC Training schedules frequent professional development sessions for teachers and principals to share and to learn from one another. The current leadership and professional development agenda will focus on:

- Introduction/Implementation of the "Protocols" - a classroom management system based on the "Virtues of Maat" -
- "Writing" as a vehicle for building the capacity to read -
- Applied mathematics to strengthen problem-solving -
- Arts education to enhance critical thinking -
- Action research to document/replicate **local** "best practices"

These ideas have positive implications for all teachers who encounter children from different cultures. They have proven especially helpful in improving the test performance of African American and Latino students. They hold key implications for the sustaining the efforts of seasoned teachers and developing the talents of new and emerging teachers.

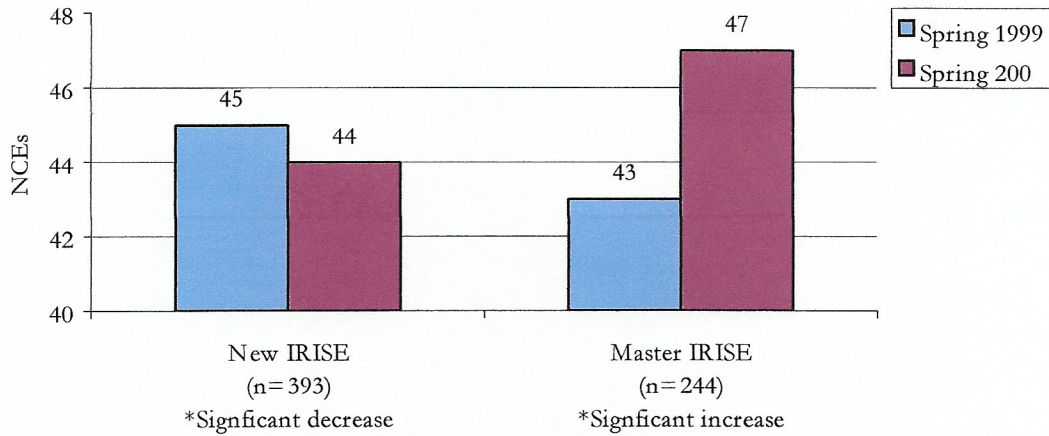
The overriding objective is to amplify and support the implementation of urban public school districts' strategic plan in collaboration with existing and emerging teacher development and comprehensive school reform

Below are research results from the identical model "I.R.I.S.E." implemented in the San Francisco Unified School District, 1996-2008.

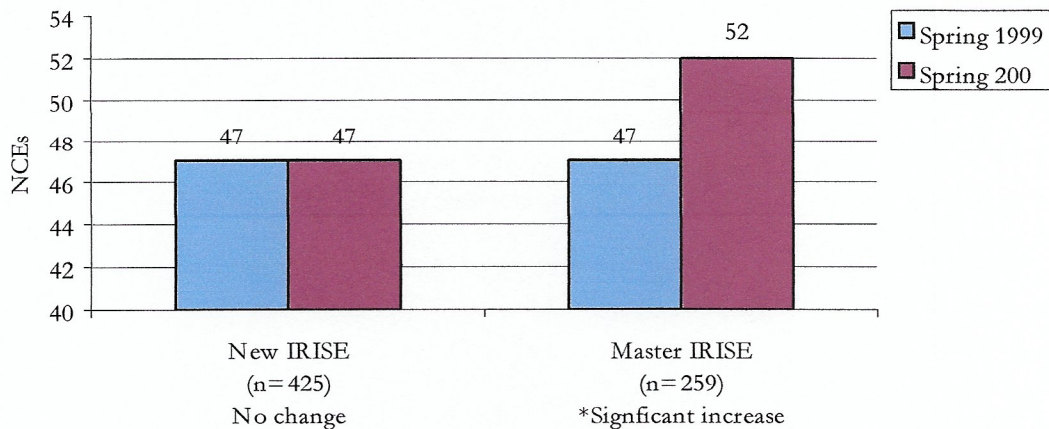
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**Chart 1. All Elementary IRISE Students’ Reading Scores:
 New IRISE Teachers vs. Master IRISE-Trained Teachers’ Classrooms.**



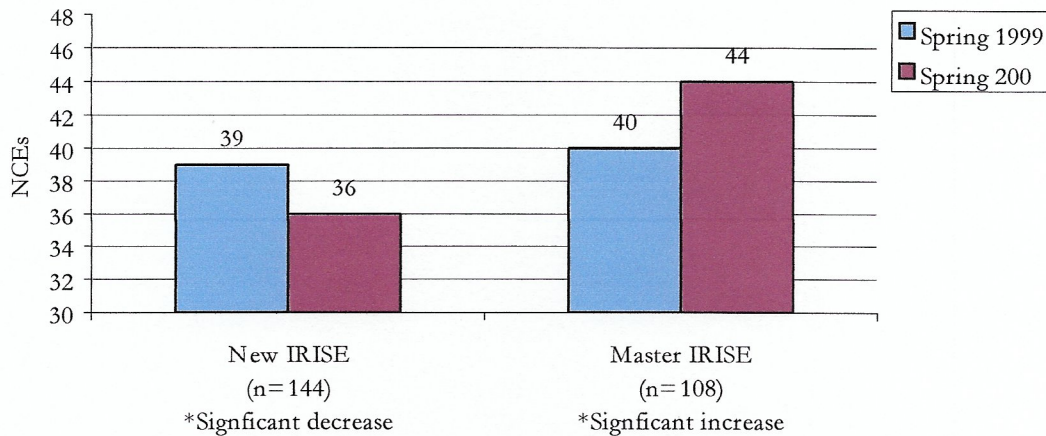
**CHART 2. ALL TEACHERS’ ELEMENTARY STUDENTS’ MATH SCORES: NEW
 IRISE TEACHERS VS. MASTER IRISE-TRAINED TEACHERS’ CLASSROOMS**



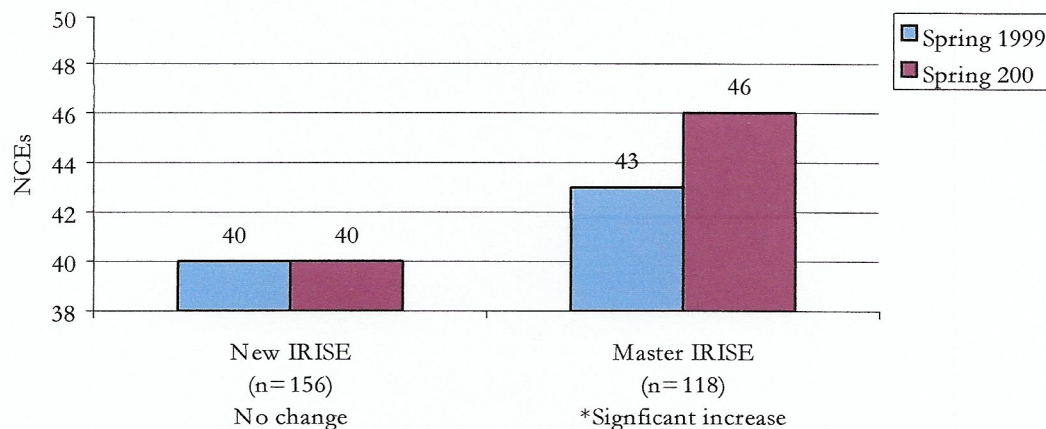
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**CHART 3. AFRICAN AMERICAN IRISE STUDENTS’ READING SCORES:
 NEW IRISE TEACHERS VS. MASTER IRISE-TRAINED TEACHERS’ CLASSROOMS**



**CHART 4. AFRICAN AMERICAN IRISE STUDENTS’ MATH SCORES
 NEW IRISE TEACHERS VS. MASTER IRISE-TRAINED TEACHERS’ CLASSROOMS**



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