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Transformational Leadership for Access, Engagement, and Empowerment

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UNIVERSALACHIEVEMENT

Transformational Leadership for Access, Engagement, & Empowerment

Presented by Chris Colgren, Ph.D.



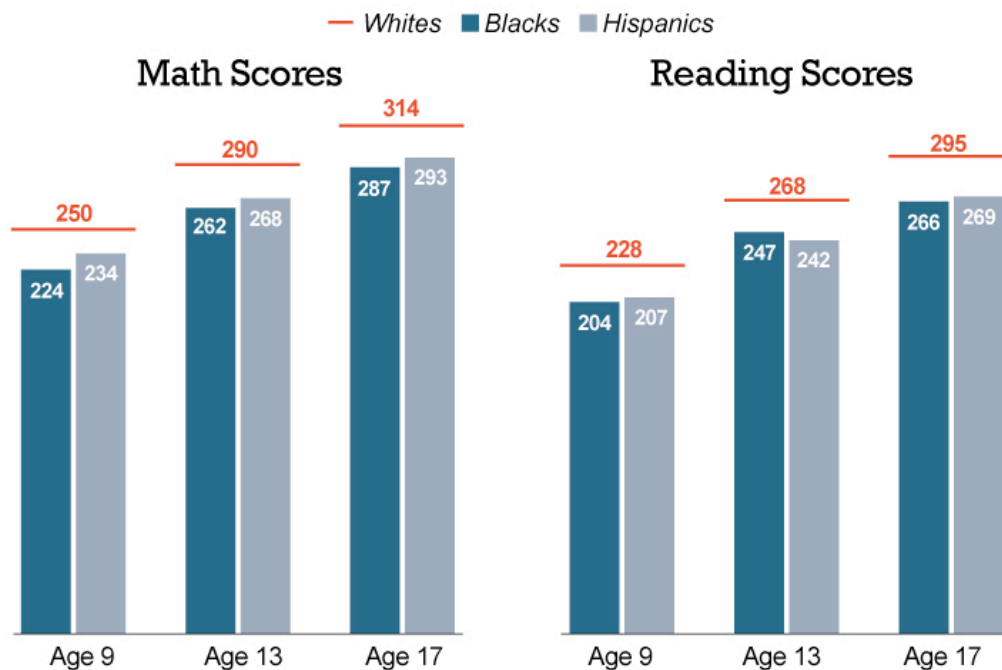
Peter Drucker believed that all organizations should regularly ask & answer two questions:

What business are we in?
and
How's business?

FACT:**Test scores reveal an achievement gap between whites and minorities**

There is significant disparity in test scores between whites and their black and Hispanic peers. Whites perform better on NAEP tests regardless of student age, and the gaps don't necessarily narrow as students get older.

NAEP READING AND MATH ACHIEVEMENT SCORES IN 2008, BY RACE



Source: U.S. Department of Education, National Assessment of Educational Progress, 2009.

Why do we have an
Achievement Gap?

Not all of our students are performing at high levels of academic proficiency.

Not all of our children are achieving their full potential in school or life.

It is time for educational change...
but how will we go about change?

Two Types of Change

Transactional Change	Transformational Change
<p data-bbox="262 613 976 673"><i>Works within existing culture</i></p> <p data-bbox="212 727 1031 1138">Change to current practice with the intent of making the existing system operate more efficiently (but does not result in change to underlying assumptions about teaching and learning)</p> <p data-bbox="222 1192 1020 1463">Logistical changes that do not require new or different ways of thinking about students' opportunities to learn</p>	<p data-bbox="1163 613 1793 673"><i>Strives to change culture</i></p> <p data-bbox="1098 727 1860 1068">Change that challenges underlying assumptions about teaching and learning through the adoption of new beliefs, strategies, and/or processes</p> <p data-bbox="1062 1122 1896 1463">Changes in thoughts and behaviors among teachers and students that results in increased learning through improved opportunities and experiences</p>

Do not assume that
a **transactional change**
in policy or practice
will result in
transformational change
in teaching and learning

Consider the following example...

We know that students who complete AP courses attain higher scores on the ACT than students who complete less rigorous coursework.

We also know that low-income students and children of color are statistically underrepresented in AP courses.

So...

Schools across the nation have changed policies in order to increase participation in AP courses

but...

achievement gaps have remained static.

Why?

Understanding why Transactional Change failed

- Mean differences in ACT scores between student groups indicate that White students derive a greater benefit from participating in AP courses than African American and Latino students

Mean differences between students who participated in AP courses and those who did not (compared by race)

	Black	Latino	White
English	5.70	5.63	7.61
Mathematics	5.58	6.63	8.63
Science	4.46	4.69	6.16
Reading	4.40	4.89	5.91

Understanding why Transactional Change failed

- Mean differences in ACT scores between student groups indicate that non low-income students derive a greater benefit from participating in AP courses than low-income students

Mean differences between students who participated in AP courses and those who did not (compared by socioeconomic status)

	Low-Income	Non Low-Income
English	5.63	7.44
Mathematics	6.77	8.59
Science	5.05	6.03
Reading	4.57	5.84

Based upon these findings,
what can be said about the need for
transformational change in our schools?

A Model for Transformational Change in Education

- Transform **curriculum** to provide **access** to learning
- Transform **instruction** to provide **engagement** for learning
- Transform **school culture** to provide **empowerment** through learning

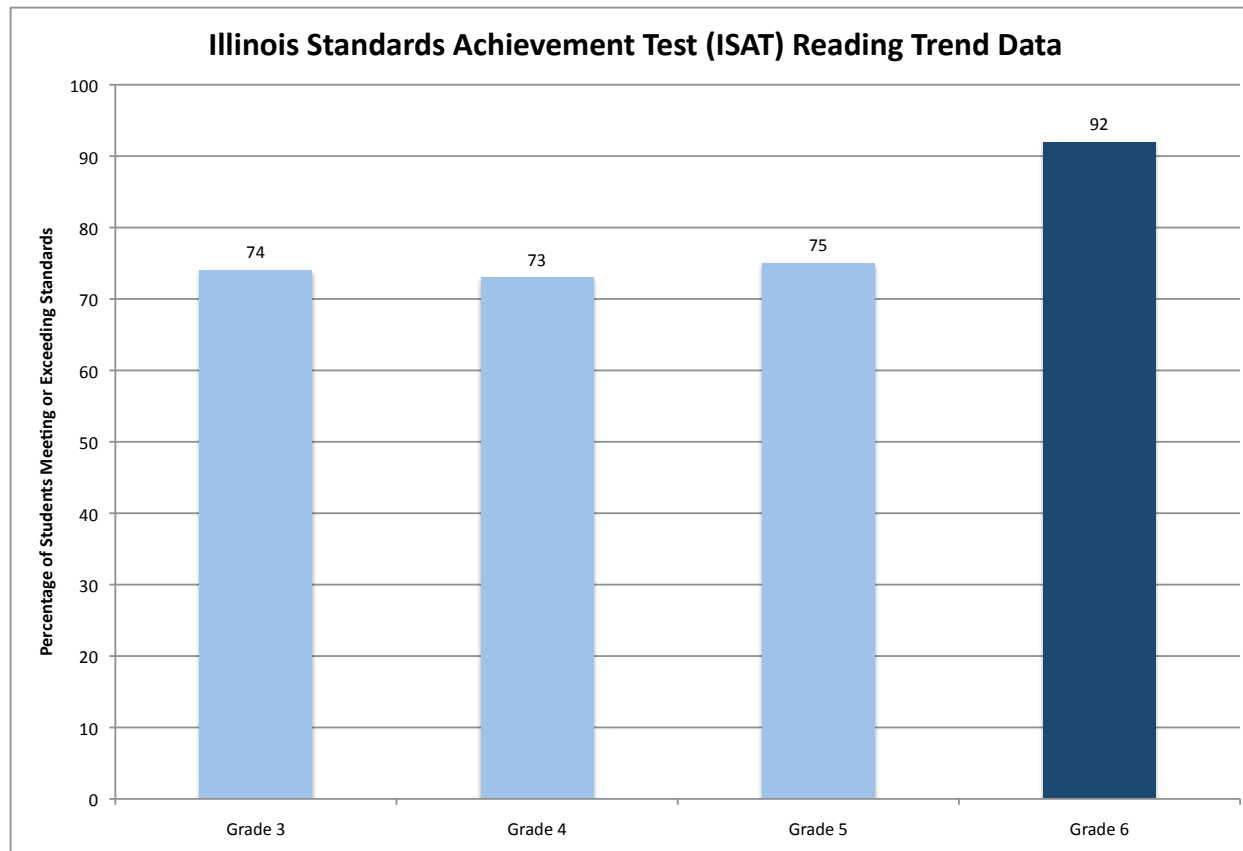


Transformational change requires
educators to focus on improving
systems AND culture

When systemic and cultural
changes are applied to the areas
that matter most in terms of
teaching and learning,
impressive results will follow

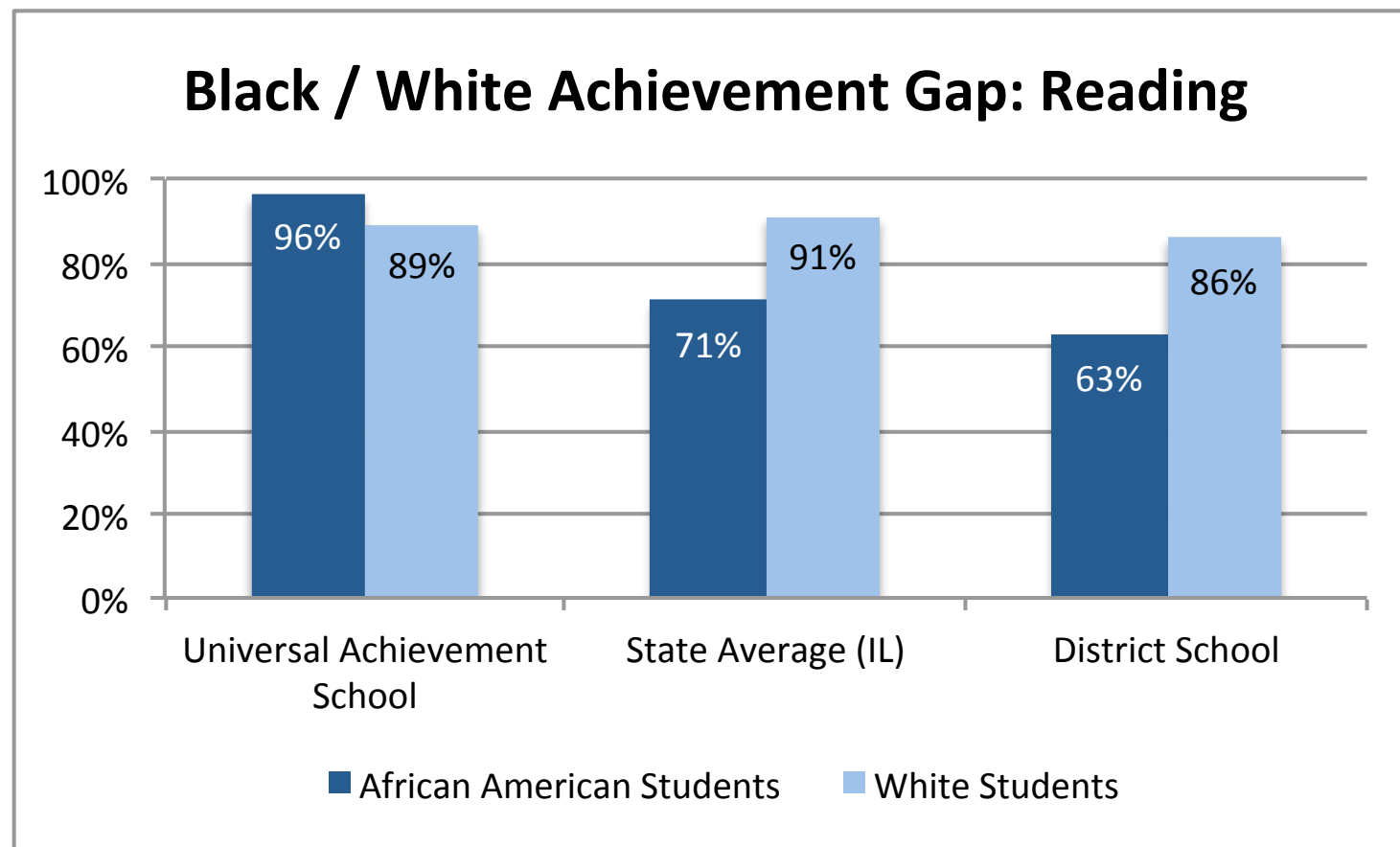
Results

- Students at an Illinois middle school demonstrated significant improvement in academic achievement following entry into a program committed to *Universal Achievement*



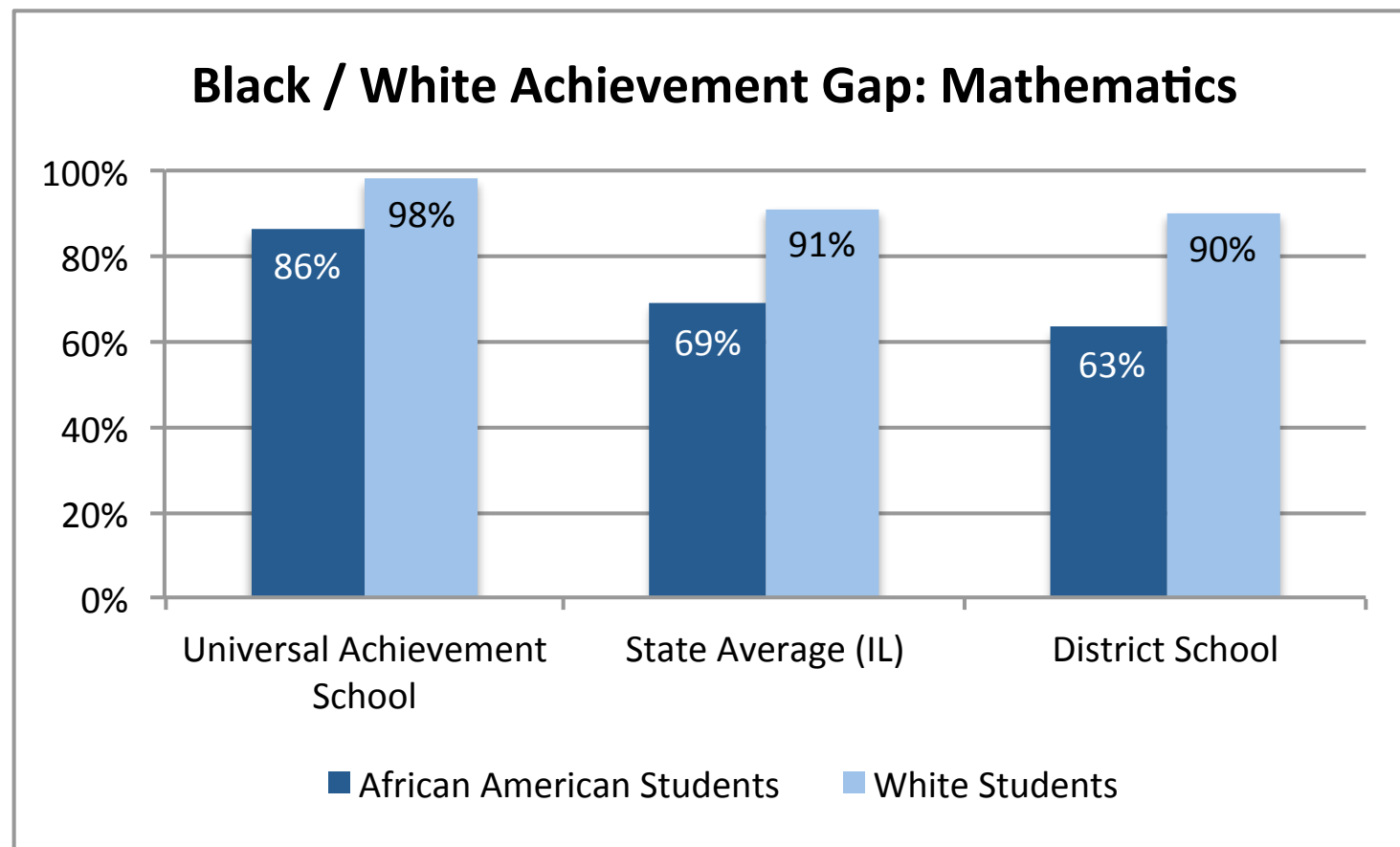
Results (cont.)

- The achievement of African American students attending the *Universal Achievement* school demonstrated achievement gap-eliminating potential



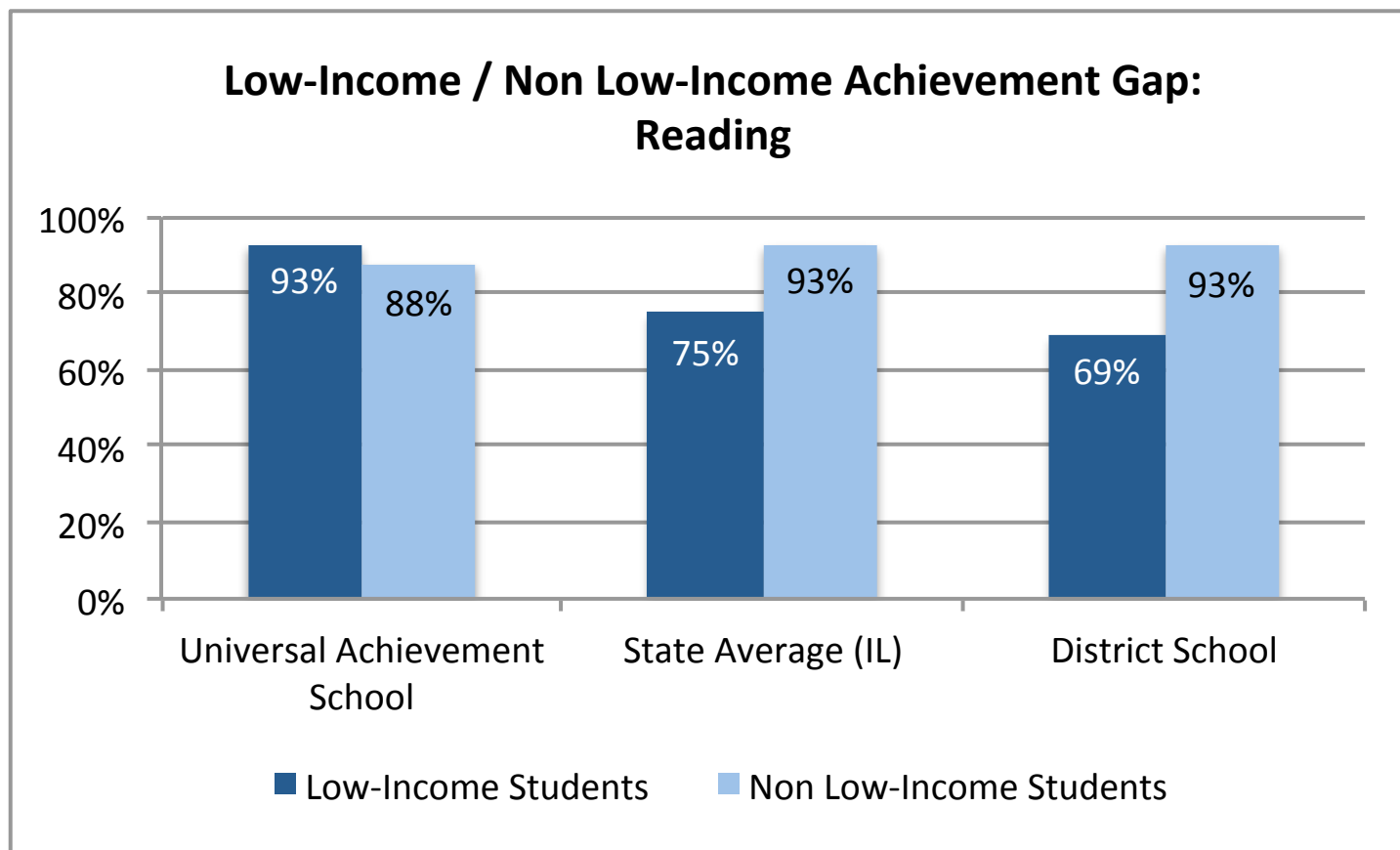
Results (cont.)

- The achievement of African American students attending the *Universal Achievement* school demonstrated achievement gap-eliminating potential



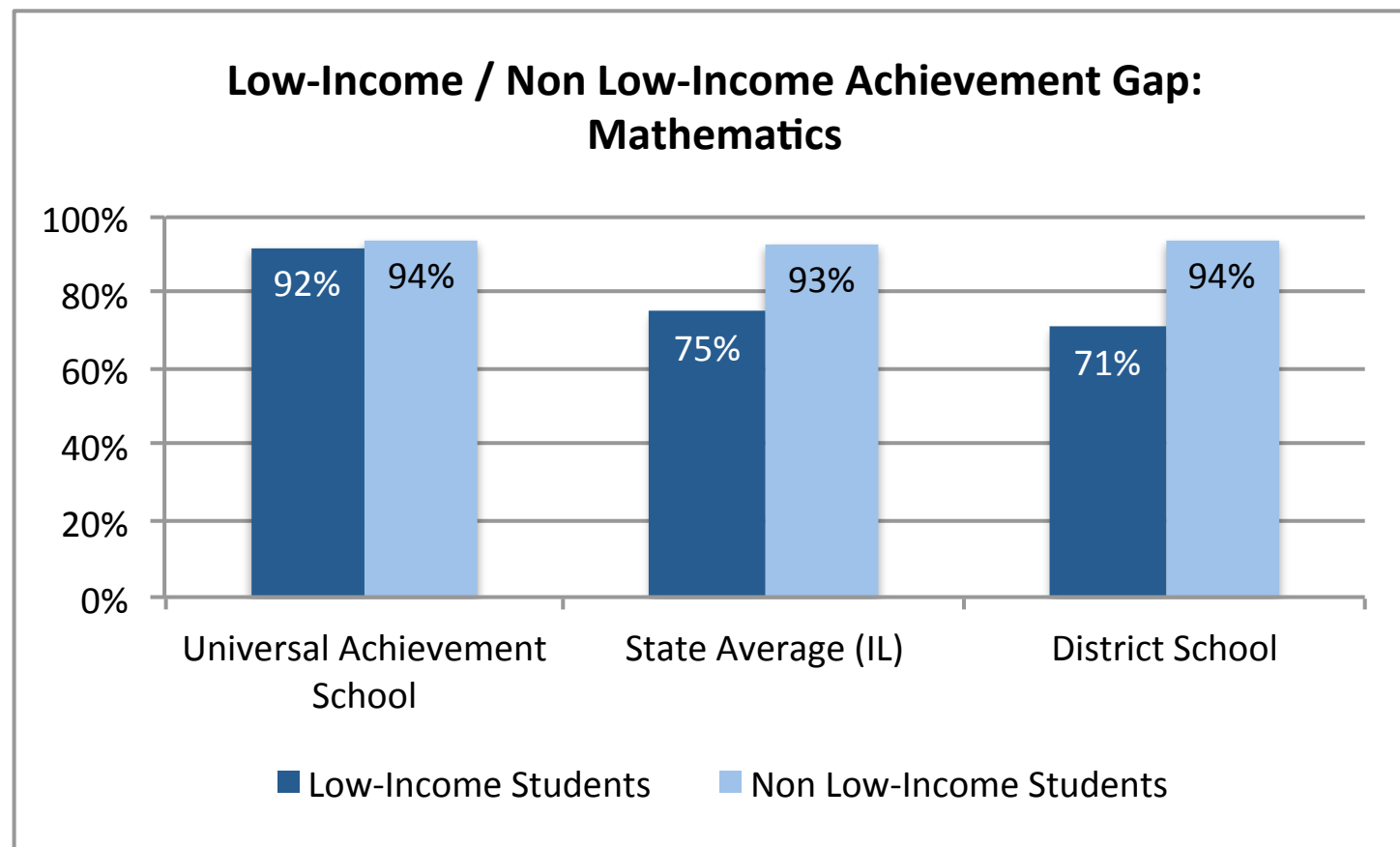
Results (cont.)

- Similarly, the achievement of low-income students at the *Universal Achievement* school demonstrated potential to eliminate this gap



Results (cont.)

- Similarly, the achievement of low-income students at the *Universal Achievement* school demonstrated potential to eliminate this gap

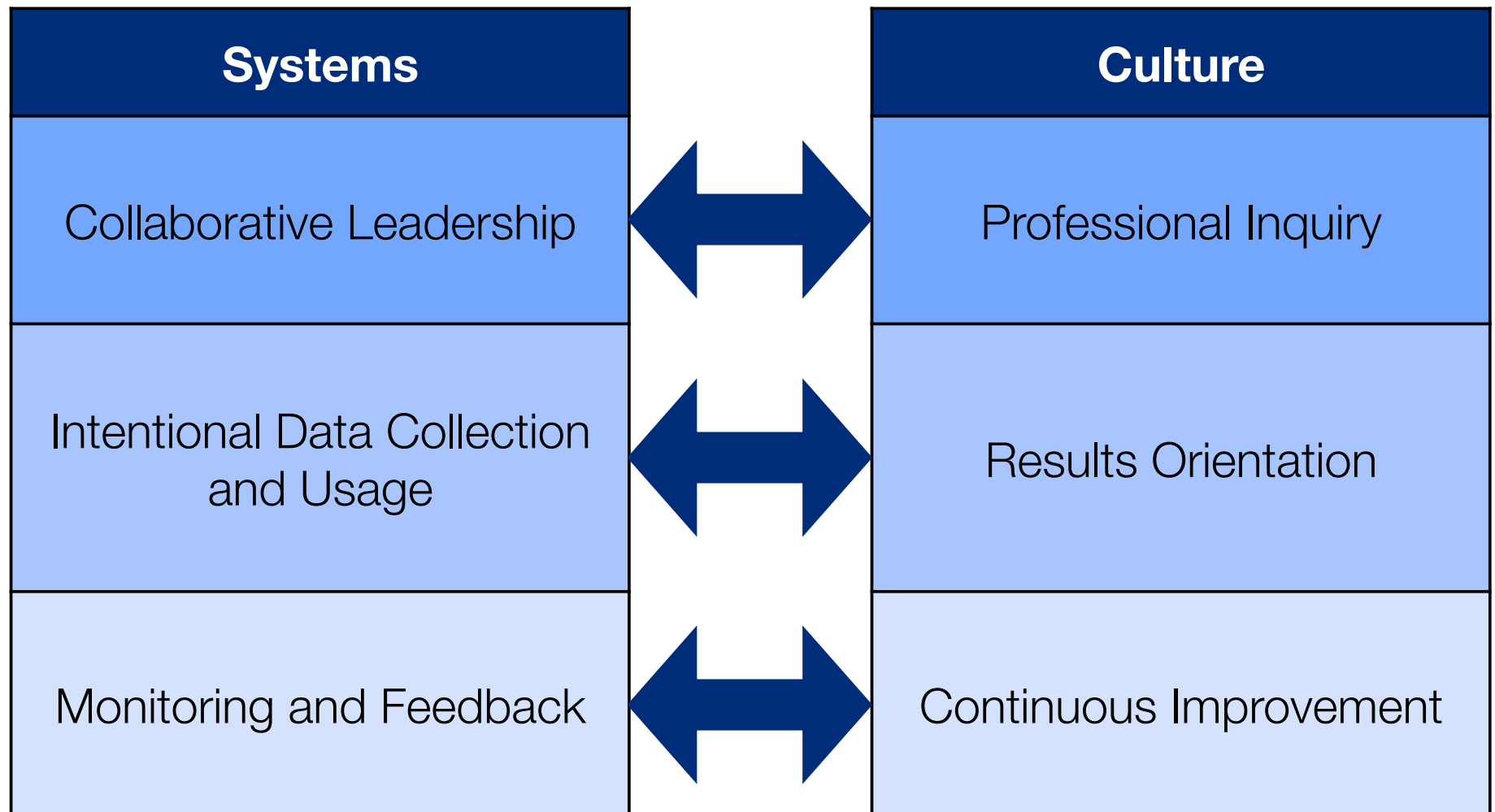


How can educators implement
and sustain this type of
transformational change?

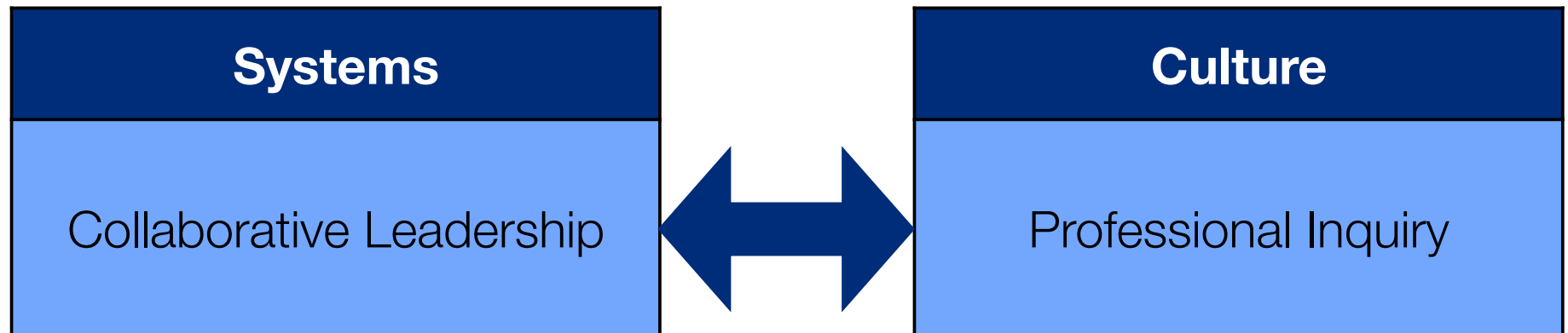
School districts and individual schools are comprised of **systems** and **cultures**, which shape the development of curriculum, delivery of instruction, and establishment of the learning environment

With the right **systems** are in place, the **culture** can develop in a manner that supports transformational change

Leading Transformational Change

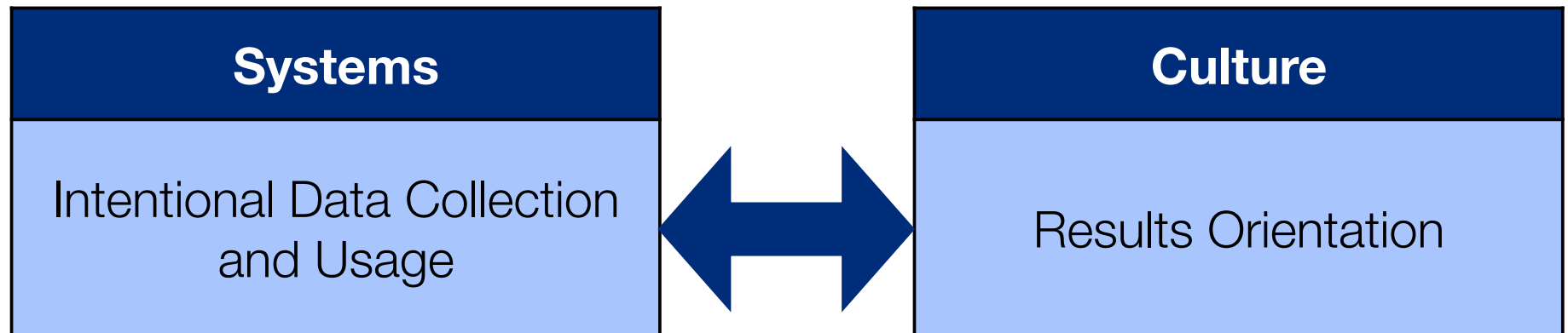


Leading Transformational Change



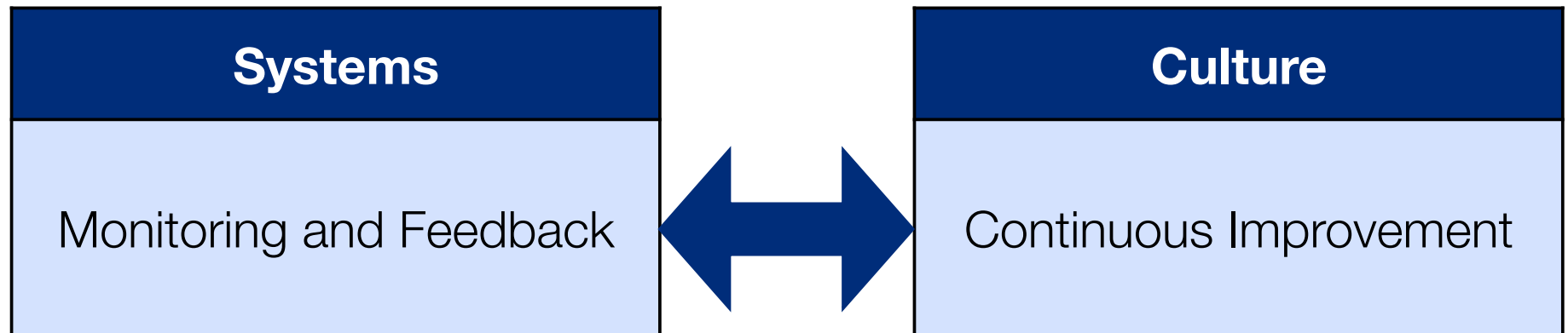
With strong collaborative teams in place,
educators can begin asking the
transformational questions that will
lead to effective change

Leading Transformational Change



These **Transformational questions** lead
to the establishment of
transformational goals guided and
evaluated by meaningful data

Leading Transformational Change



Transformational goals are monitored through ongoing data collection and the feedback provided leads to further inquiry aimed at continuous improvement

A Model for Transformational Change in Education

- Transform **curriculum** to provide **access** to learning
- Transform **instruction** to provide **engagement** for learning
- Transform **school culture** to provide **empowerment** through learning



ACCESS_{to}LEARNING

Curriculum: What We Teach



TRANSFORMATIONAL**QUESTION**

What type of **learning opportunities**
do students have **access** to?

Are learning opportunities
equitable for all students?

Are learning opportunities
meaningful for all students?

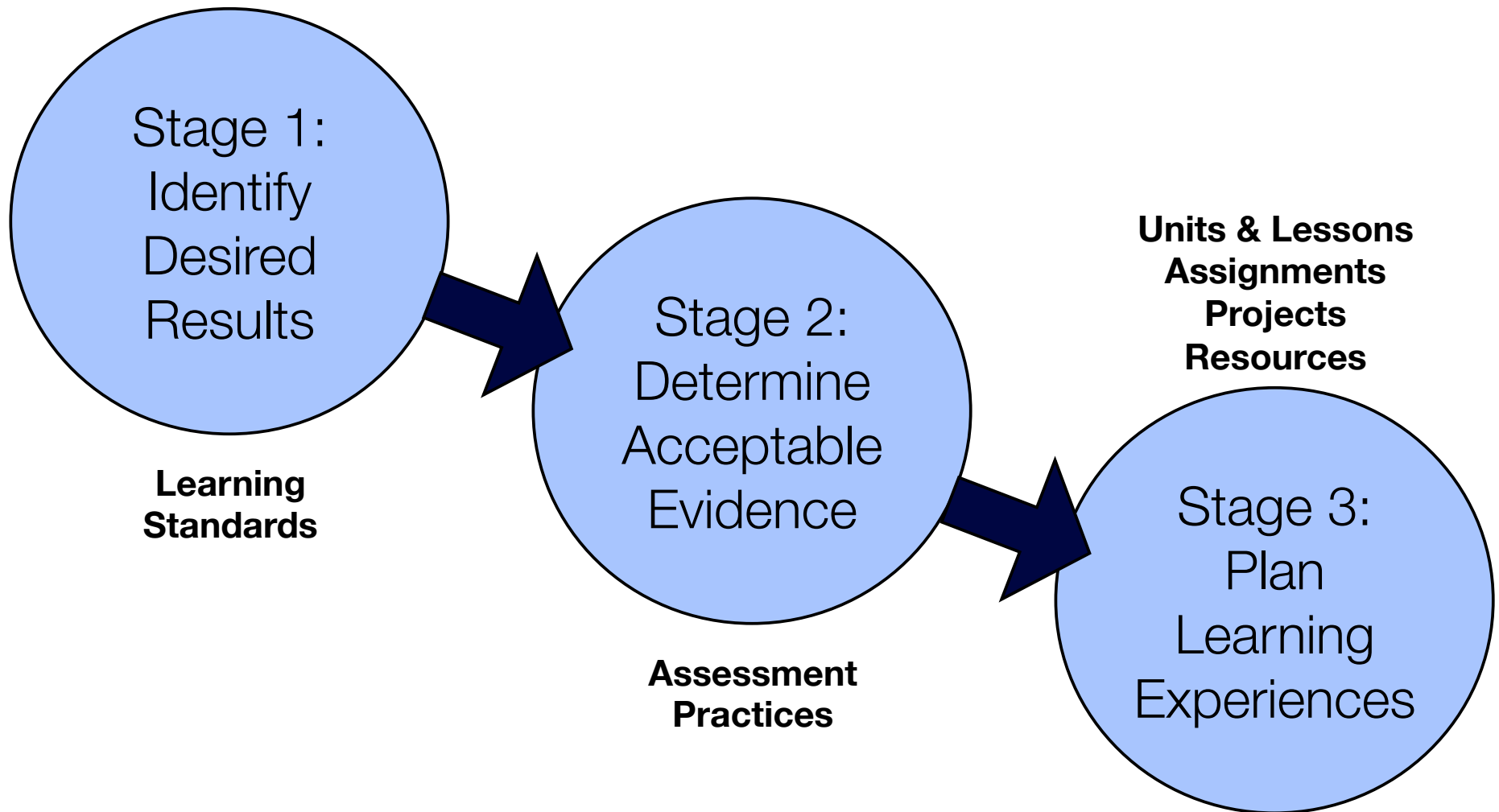
What currently guides what we teach?

What should guide what we teach?

TRANSFORMATIONAL**GOAL**

Shift curricular planning from an activity-based orientation to a **standards-based orientation** so all students receive access to **meaningful knowledge & skills**

Transform Curriculum through Backward Design



Standards-Based Curriculum Planning Questions

- **Identify Desired Results**

- What does the standard expect students to know? (knowledge)
- What does the standard expect students to be able to do? (skills)
- What are the incremental steps to reach the cognitive level of the standard?

- **Determine Acceptable Evidence**

- What tools will be used to determine whether or not students have mastered the standard?
- How will formative assessment data be gathered along the way?
- How will effective feedback be provided so students can improve?

- **Plan Learning Experiences**

- How can we scaffold this learning? (Which learning targets will be first?)
- What tools (e.g., graphic organizer) will be helpful?
- What questions will help guide students?
- Which resources (e.g., texts, videos, materials) will be used?

Deconstructing the Common Core State Standards

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [DOK 2]

ESSENTIAL VOCABULARY (knowledge): Compare/Contrast , Plot, Myth, Traditional literature, Theme, Topic, Culture, **Treatment, Patterns of events**

LEARNING TARGETS (skills):

In stories, myths, and traditional literature from different culture...

- Compare / contrast characters, setting, plot and theme of stories written by the same author with the same or similar characters [DOK 2]
- **Determine a similar theme or topic** [DOK 2]
- **Determine the pattern of events (e.g., The Quest, Rags to Riches, The Choice)** [DOK 2]
- **Compare/contrast the patterns of events** [DOK 2]
- **Explain how the author uses story elements (e.g., characters, setting and events) to develop the theme or topic** [DOK 2]
- **Compare / contrast how authors use story elements to develop a similar theme or topic** [DOK 2]

ENGAGEMENTforLEARNING

Instruction: How We Teach



TRANSFORMATIONAL**QUESTION**

Are students **engaged**,
or merely **compliant**?

We are able to identify whether or not students are **behaviorally compliant** at school, but...

Are students
cognitively & emotionally
invested at school?

What does it take to be **engaged**?

TRANSFORMATIONAL**GOAL**

Shift instructional focus from
behavioral compliance to
**cognitive and affective
engagement**

Students are more likely to remain engaged when they are **active participants** in their learning

Why don't our students **collaborate** more?

What would happen if they did?

How can we make sure they do?

Collaborative Learning promotes Active Participation

- Collaborative Learning plays an important role in maintaining active participation
 - Students should spend at least 50 percent of their time in school collaborating
- Collaboration is NOT independent work assigned to a group of students
- Effective Collaborative Learning:
 - Remains connected to the learning previously modeled and scaffolded
 - Includes both individual and group accountability
 - Students should all have clearly defined individual roles and responsibilities in relation to the group's overall purpose and/or goal(s)
 - Promotes interpersonal and small group skills
 - Students should be held accountable for their interactions with others

Other Strategies that Promote Active Participation

- It is critical that **all** students remain active participants while learning
 - In traditional classrooms, the highest-performing, most assertive, and most English-proficient students are most likely to volunteer in class
- Instructional strategies to ensure all students participate include:
 - Choral Responses (all students respond orally in unison)
 - Partner Responses (students share their thinking with a designated partner)
 - Increasing Wait Time after Questions (allows students to continue thinking)
 - Cold Calling (randomly selecting students to respond rather than volunteers)
 - Scaffolding Instruction so students cannot Opt Out of Responding (teachers should not accept unvalidated responses or “I don’t know” responses)
 - If students struggle to respond, the sequence must still end with them
 - Quick Writes (students write for three to five minutes on a topic/question)
 - Traditional lectures can become Interactive Lectures with quick writing

Students are more likely to remain engaged when their learning is **appropriately challenging**

Appropriately Challenging Instruction is Engaging

- To remain engaged, students must feel they are:
 - **Challenged**
 - **Supported**
- Providing the appropriate **balance of challenge and support** requires:
 - Attention to **Rigor**
 - A willingness to **Differentiate Instruction** based upon student readiness



What is Rigor?

- **Rigor** refers to the kind and level of **thinking** required of students to successfully engage in and solve a task
- Rigor is about **complexity of thought**, not difficulty
 - Solving $486 + 537$ is more difficult than solving $4 + 4$, but no more rigorous
- Rigor is not solely about the verbs (but rather what comes after the verb)
 - Consider the following examples:
 - **Describe** *three characteristics of metamorphic rocks*
 - **Describe** *the difference between metamorphic and igneous rocks*
 - **Describe** *a model you might use to represent the relationships that exist within the rock cycle*
- The rigor of instruction should match the rigor of the curriculum (e.g., standard)

Differentiating Instruction to Challenge & Support

- To ensure that all students remain appropriately challenged within the classroom, instruction must be **differentiated** based upon **individual levels of readiness**
 - Because individual levels of readiness vary amongst students over time and context, educators must provide appropriate support based upon the current needs of individual students
- Effective **Instructional Differentiation**:
 - Enables students to operate within their “zones of proximal development”
 - Attends to rigorous learning standards (for both support and enrichment)
- Differentiating instruction leads educators to prioritize **guided instruction**

Students are more likely to remain engaged
when their learning is **culturally relevant**

Culturally Responsive Instruction is Engaging

- Implement **culturally responsive** instruction and assessment practices (rather than solely relying upon the teacher's preferred method of delivery)
 - Culture includes the learned behaviors, orientations, interpersonal patterns, beliefs, values, and underlying assumptions that are prevalent amongst the members of a society
 - The American interpretation of schooling has been derived almost exclusively from the classical and popular cultural formations of the dominant society and since its inception, schooling has been viewed as means of acclimating students to this traditional construct
 - Culturally competent educators recognize the connection between culture and learning and consistently demonstrate an awareness and sensitivity of the cultural knowledge, beliefs, and practices that students bring into the classroom

Culturally Responsive Instruction

- **Culturally Responsive Instructional Delivery:**

- Reflects an awareness and sensitivity of the students in the classroom
- Explores and legitimizes the cultures of all students
- Presents the culture of students and the culture of dominant society as complimentary rather than oppositional
- Provides flexibility in the teacher's mode of presentation
- Differentiates instruction based upon students' learning styles
 - Allows for students' preferred methods of delivery when appropriate
- Differentiates instruction based upon students' interests
- Involves scaffolding instruction so all students acquire the necessary knowledge and skills to succeed in school and life
- Accepts the diverse knowledge that students bring to the classroom and challenges traditional ideas of "correctness" in favor of justifying responses

Culturally Responsive Assessment

- **Culturally Responsive Assessment:**

- Represents an accurate measure of academic learning, rather than an evaluation of the student's knowledge of the dominant culture
- Provides flexibility in the mode of assessment (e.g., Choice Boards)
- Allows for students' preferred methods of delivery when appropriate
- Provides clearly defined evaluation criteria
- Provides timely and meaningful feedback

EMPOWERMENT through LEARNING

School Culture: What We Believe



EMPOWERMENT through LEARNING

TRANSFORMATIONAL QUESTION

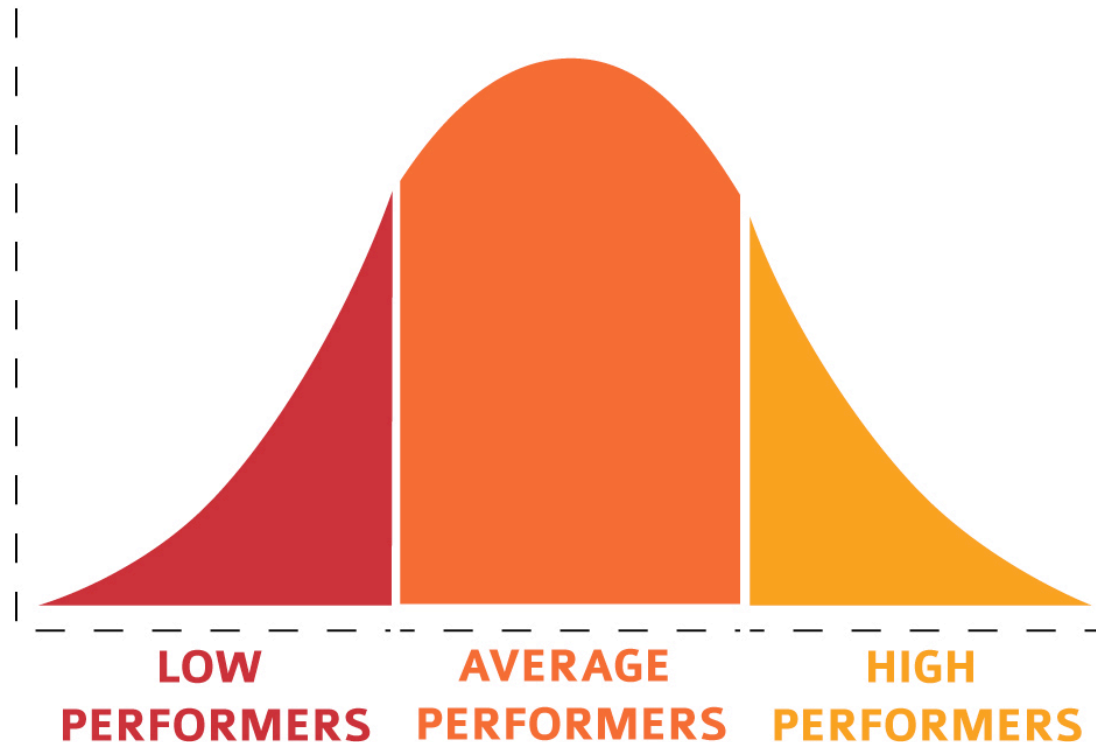
What do **teachers** and **students**
believe about their capacity to be
successful at school and in life?

EMPOWERMENT through LEARNING

Do teachers **believe** that all
their students can learn?

The Traditional “Bell Curve” Model of Education

- Outdated assumptions of learning and schooling lend support to a model of education based upon the Bell Curve, which suggests:
 - Most students are very average
 - In order for some students to succeed, others need to fail



EMPOWERMENT through LEARNING

TRANSFORMATIONAL GOAL

Shift from a competitive learning environment, in which some students succeed and others fail, to a cooperative learning environment in which **all children achieve at high levels**

EMPOWERMENTthroughLEARNING

What if we viewed
children differently?

EMPOWERMENT through LEARNING

Viewing Children Differently

Negative / Abnormal	Positive / Normal
Hyperactive	Energetic
Impulsive	Spontaneous
Distractible	Creative
Daydreamer	Imaginative
Inattentive	Global Thinker / Wide Focus
Unpredictable	Flexible
Argumentative	Independent
Stubborn / Irritable	Committed / Sensitive
Aggressive	Assertive
Attention Deficit Disorder	Unique

EMPOWERMENT through LEARNING

What if we responded to
children differently?

What if we focused as much
time and energy into solving
the **problems** that children
encounter at school as we do
addressing the **behaviors** that
they exhibit when frustrated?

Responding to Children Differently

- Good teaching is the ability to remain **responsive** to **student needs**
 - In a classroom, this requires balancing **individual** needs with **group** needs
 - It also suggests that treating every student the same way is not the answer
- Students who exhibit challenging behaviors need **skills**, not **motivation**
 - These students are frequently labeled as attention-seeking, manipulative, coercive, limit-testing, and unmotivated
 - As a result, educators often rely on reward and punishment procedures
 - In reality, they are missing the **skills** necessary to respond **adaptively**
- To remain responsive, educators must work **collaboratively** with the child to:
 - Gather information and achieve an understanding of the student's concern
 - Define the problem by entering the concern of the second party (e.g., adult)
 - Brainstorm solutions that are realistic and mutually satisfactory

EMPOWERMENT through LEARNING

How much time do we spend
reflecting on our performance?

How much time do we spend
listening to our students?

EMPOWERMENT through LEARNING

Understanding Yourself and Your Students

- Educators must regularly engage in **critical self reflection**
 - Who am I? Why do I teach?
 - Whom do I teach? How might my cultural background and experiences impact my students' performance in class?
- Educators must practice **empathetic listening**
 - *"Empathic listening gets inside another person's frame of reference. You look out through it, you see the world the way they see the world, you understand their paradigm, you understand how they feel." (Stephen Covey, 2004, p. 240).*
 - **Seek first to understand**, rather than seek first to be understood
 - Recognize the distinction between **empathy** and **sympathy**
 - Whereas empathy **empowers**, sympathy often **enables**

EMPOWERMENT through LEARNING

Do students **believe** that they can learn?

Empowering Students

- Teach students to adopt a **Growth Mindset** (rather than a fixed mindset)
- Provide praise that affirms **effort** and **strategy** (rather than fixed abilities)
- Provide effective **feedback** (rather than evaluation or advice)
- Establish effective **student / teacher relationships**
 - Warm demander pedagogy provides an effective balance between the nurturing support and strict discipline that students need to succeed
 - To portray “warmth,” educators demonstrate a genuine care for students as unique, important, and talented individuals
 - A strong belief in the potential of each child, in turn, inspires educators to demand excellence from the children they serve
- Provide opportunities for students to understand themselves as learners
 - **Feedback, Student Goal Setting, & Reflection**

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