

# A Vision For Closing Achievement Gaps



**Missouri Association  
of  
Secondary School Principals**

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November 17, 2019

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# Why a Vision Matters



- Provides a sharpness of clarity
- Where are we going?
- How will we get there?
- Is everyone on the same page?
- How do we avoid past mistakes?

Lets Get to Work!



# Achievement Gap to Education Debt

(Ladson-Billings, 2006)



Historical  
Debt



Economic  
Debt



Sociopolitical  
Debt



Moral  
Debt



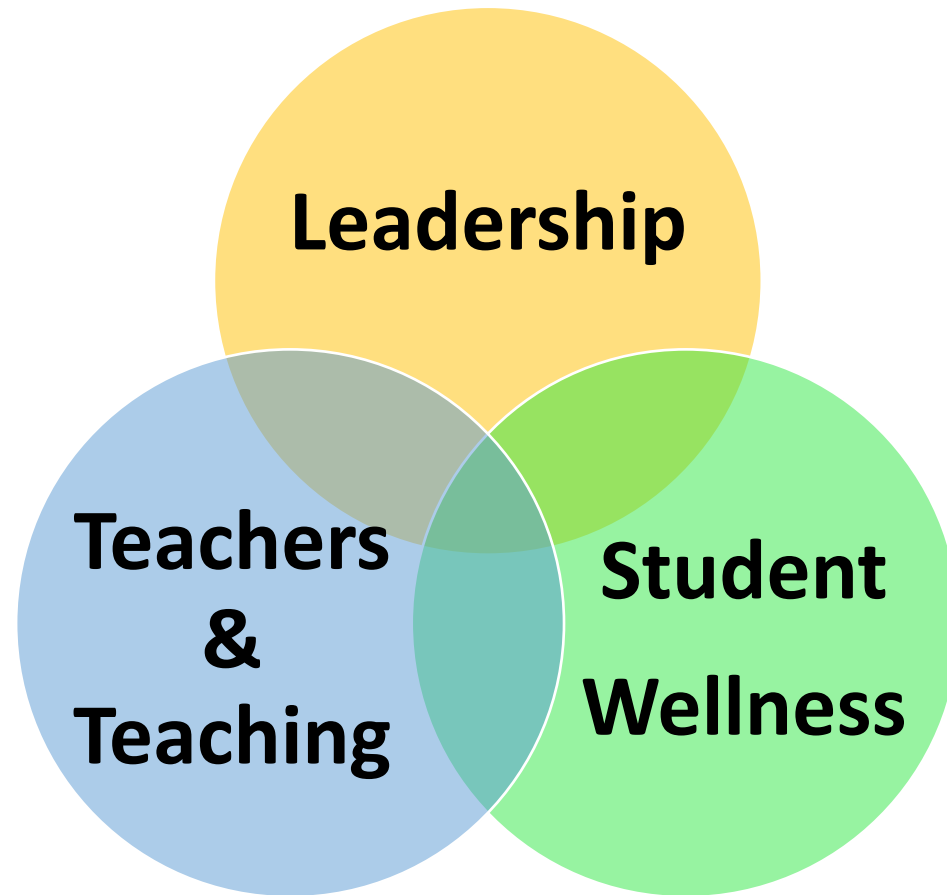
# Gaps in Schools are Reflective of Gaps in Society

## Gaps exists in:

- Housing
- Access to medical care
- Safe neighborhoods
- Clean air & water
- Healthy foods
- Income & wealth
- Support for mental health
- **Empathy gaps**
- **Expectation gaps**
- **Rigor gaps**
- **Relationship gaps**

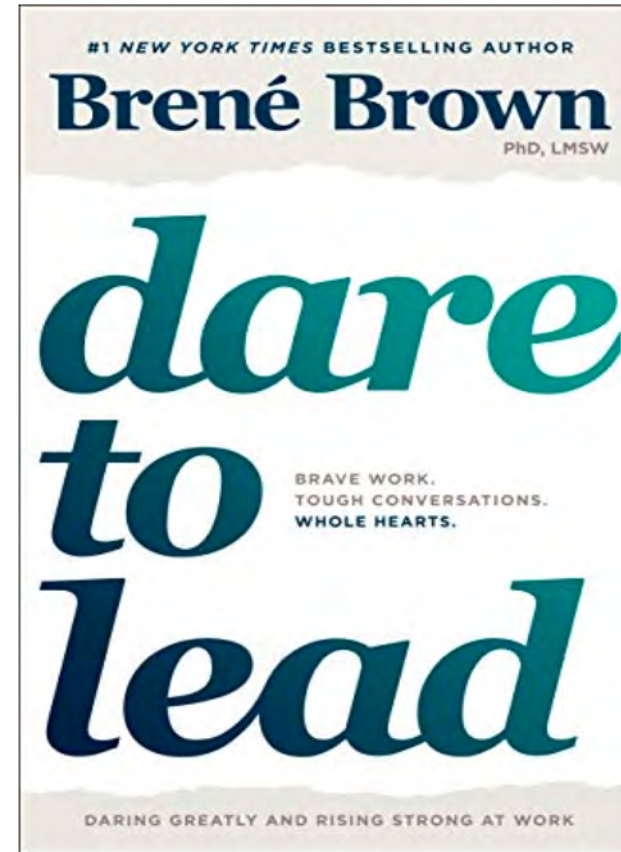


# Trifecta For Eliminating Gaps



# Who is daring to lead ?...

“Too many people are opting out of vital conversations about diversity and inclusivity because they fear looking wrong, saying something wrong, or being wrong. **Choosing our comfort over hard conversations is the epitome of privilege, and it corrodes trust and moves us away from meaningful and lasting change”**



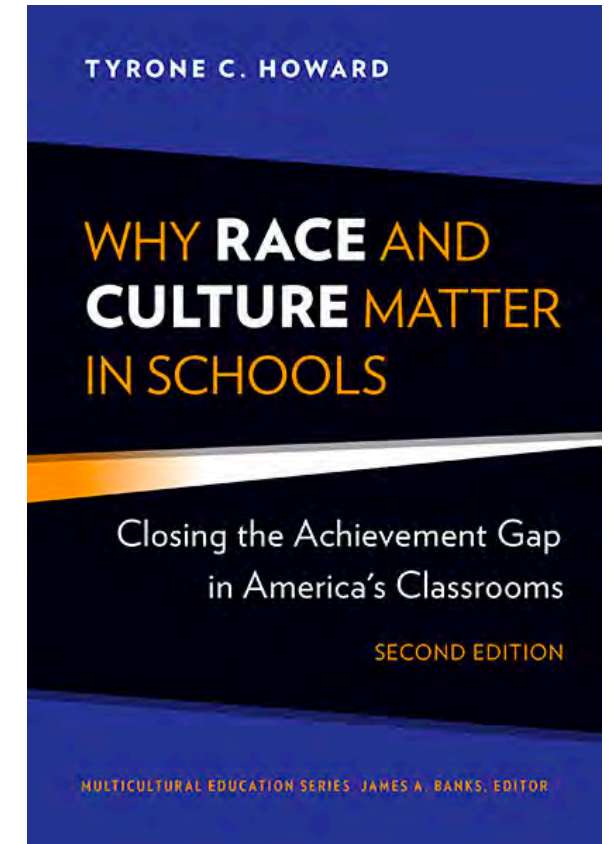
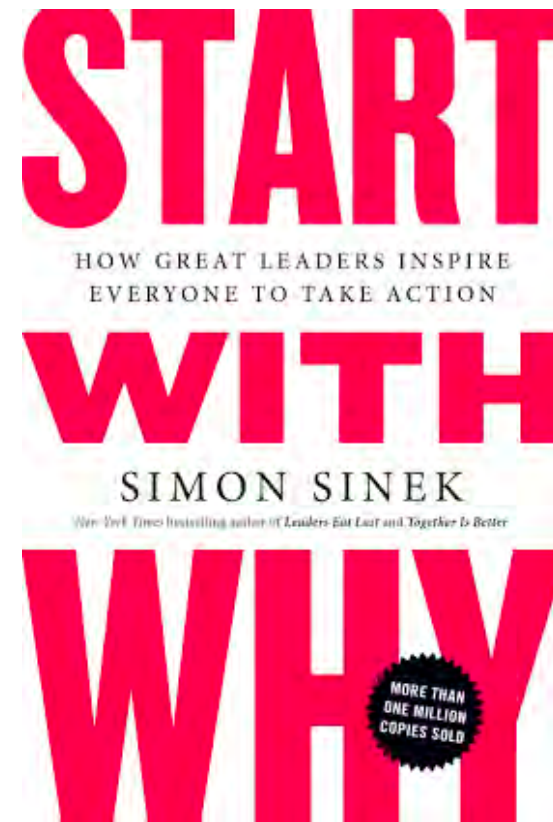
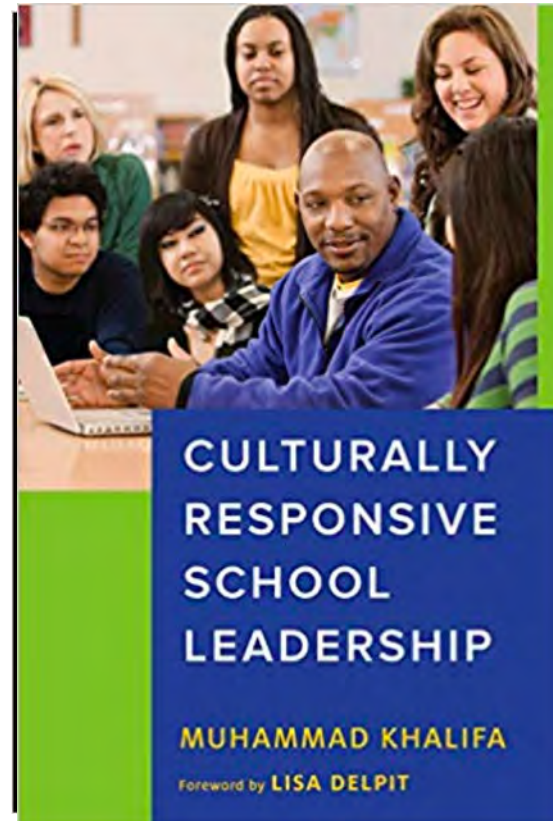
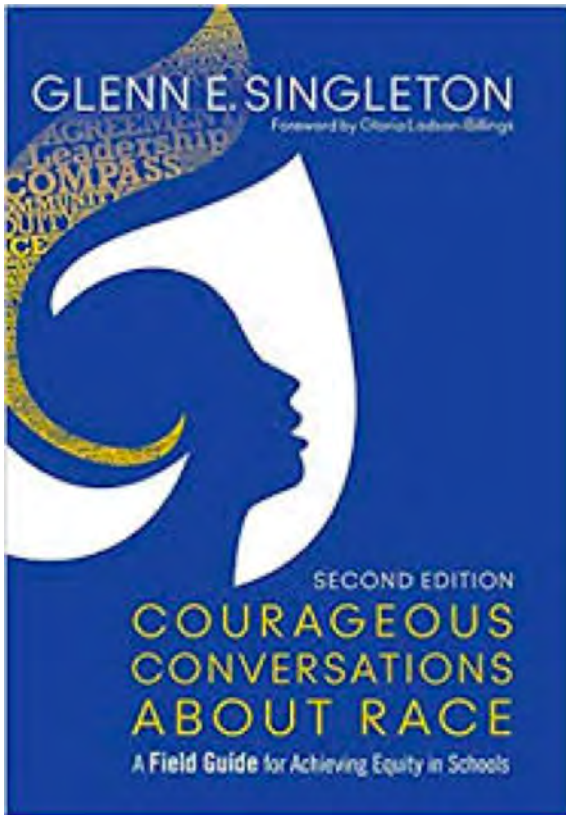


## What Do We Know About Effective Culture?

Twelve Norms of School Culture Where People and Programs Improve

Collegiality	Appreciation and recognition
Experimentation	Caring, celebration, humor
High expectations	Involvement in decision making
Trust and confidence	Protection of what's important
Tangible support	Traditions
Reaching out to the knowledge bases	Honest, open communication

# Good Reads for Leaders



# What Must Teachers Do?

## Know

- All students have the capacity to learn!
- Teachers can and do make a difference.

## Care

- Deeply about all students.
- With high expectations & rigor.

## Act

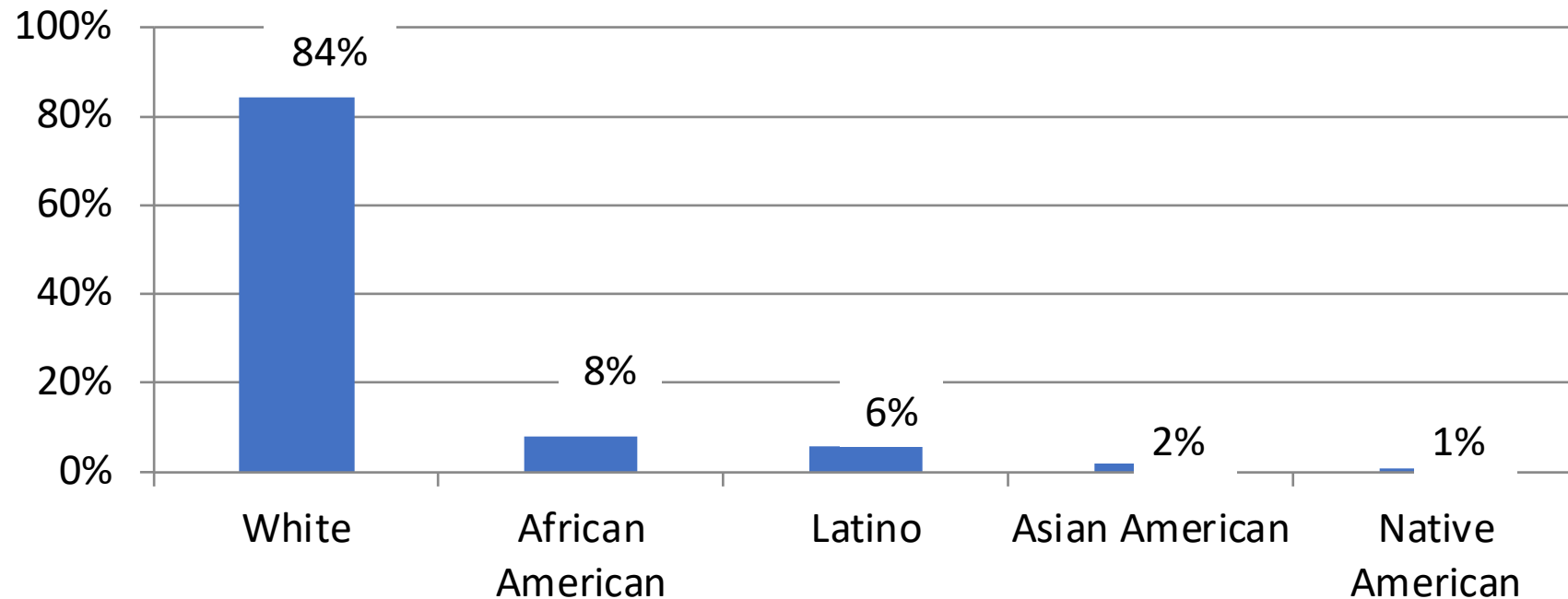
- With a sense of purpose
- As if this were your kin!

# A Changing (?) Nation of Teachers

*(U.S. Dept. of Education, 2018)*

**In 2017-2018, teachers:**

**100% middle class    75% women    90% monolingual**

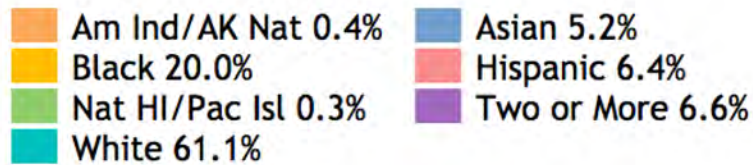
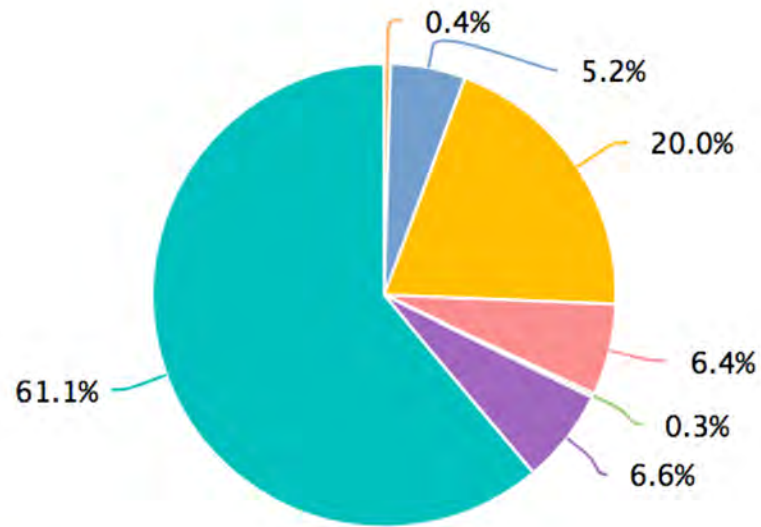


**In 2018, 35% of schools had ZERO teachers of color.**

# Columbia, MO GATE & Discipline Data 2017-2018

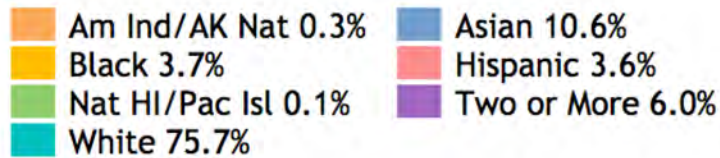
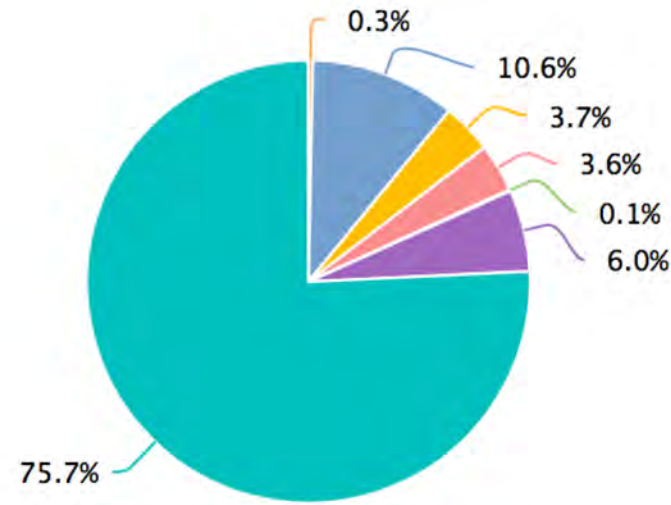
## District Enrollment

n=17,609



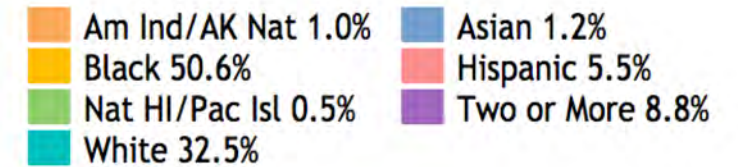
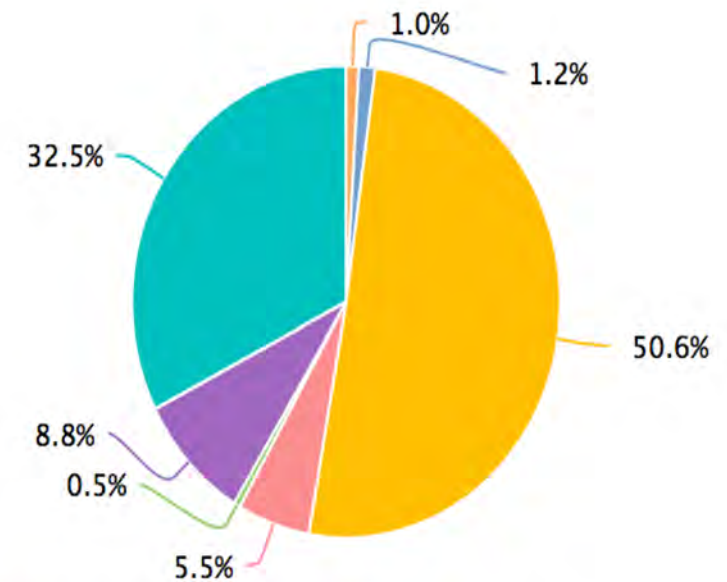
## Gifted & Talented Enrollment

n=1,855

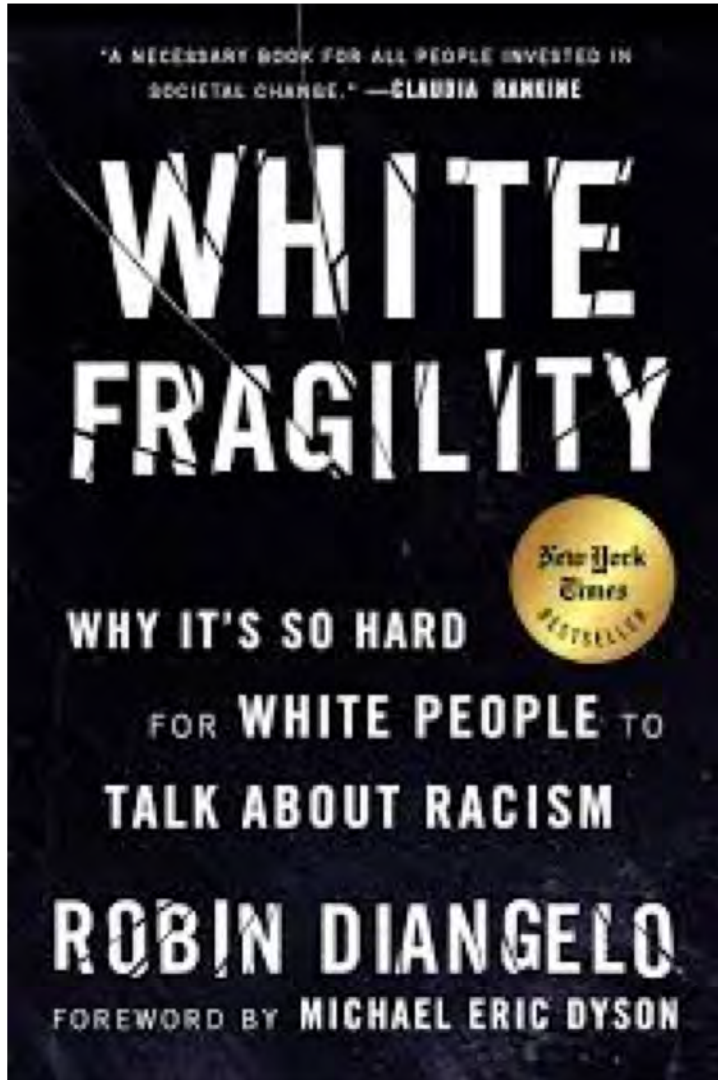


## Out-of-School Suspensions

n=822



# Be mindful of “White Fragility”



- A state in which even a minimum amount of racial stress becomes **intolerable, and uncomfortable** triggering a range of defensive moves.
- Many whites are infrequently challenged & have less of a tolerance for race based stress, and become **defensive, guilty, hostile or fearful (and tearful)** when confronted. Hence, the term “White fragility”

# A Pedagogy of Poverty

- Giving information
- Asking yes/no questions
- Giving constant directions
- Giving low level tasks
- Showing DVD/Videos
- Low level busy work
- Excessive testing
- Obsessed w/control
- Assigning homework
- Constant ditto sheets
- Settling disputes
- Punishing for minor issues
- Going over tests
- Teaching to the test
- Grading papers
- Busy work

M. Haberman. "The Pedagogy of Poverty vs. Good Teaching" Phi Delta Kappan 1991. 290-294.

# A Pedagogy of Plenty

- Authentic tasks
- Meaning-driven curriculum
- Literacy-rich environment
- Quality resources
- Connecting school with home, culture and community
- Problem-focused learning
- Cognitive and metacognition in the context of purposeful activities
- Collaborative work on issues of deep concern to the students
- Varied social configuration
- Engagement in substantive dialogue, discussion, debate about the substance of content
- Making meaning

**Helen Hodges. "Overcoming a Pedagogy of Poverty" R. Cole, Ed. More Strategies for Educating Everybody's Children, ASCD, 2001, p.1-9.**



wellness  
matters

A stylized green apple logo is positioned to the right of the text. It features a curved line for the body of the apple, a short stem at the top, and two leaves. The logo is rendered in a light green color.

# Adolescents and Mental Health

According to Health and Human Services, approximately **2 million adolescents** report experiencing depression that impairs their daily functioning

Approximately 30% of girls and 20% of boys, or **6.2 million teens** report having an anxiety disorder according to the National Institute of Mental Health.

Approximately **17 million youth** suffer from some type of mental health challenge (Child Mind Institute, 2017)



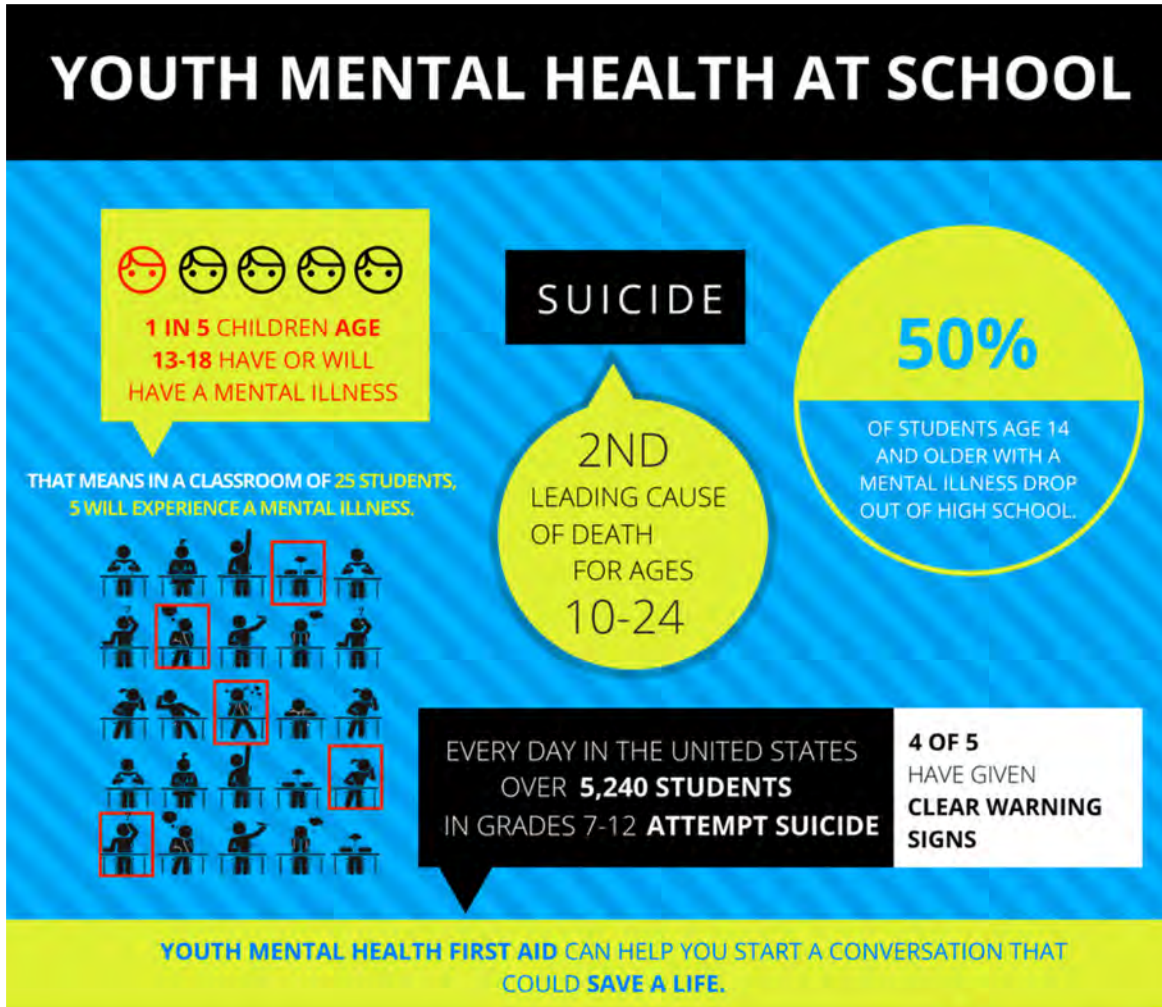


# Adverse Childhood Experiences

(Felitti et al., 1998)

- Physical/Emotional/Sexual Abuse
- Physical/Emotional Neglect
- Parental Mental Illness
- Substance Dependence
- Parental Incarceration
- Parental Separation/Divorce
- Parental Domestic Violence

# What We Need!



- More mental health support in schools!
- More mental health support in schools!
- More mental health support in schools!

FOREWORD BY H. RICHARD MILNER IV

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**ALL  
STUDENTS  
MUST  
Thrive**

TRANSFORMING SCHOOLS TO COMBAT  
TOXIC STRESSORS AND CULTIVATE  
CRITICAL WELLNESS

 International Center for  
Leadership in Education

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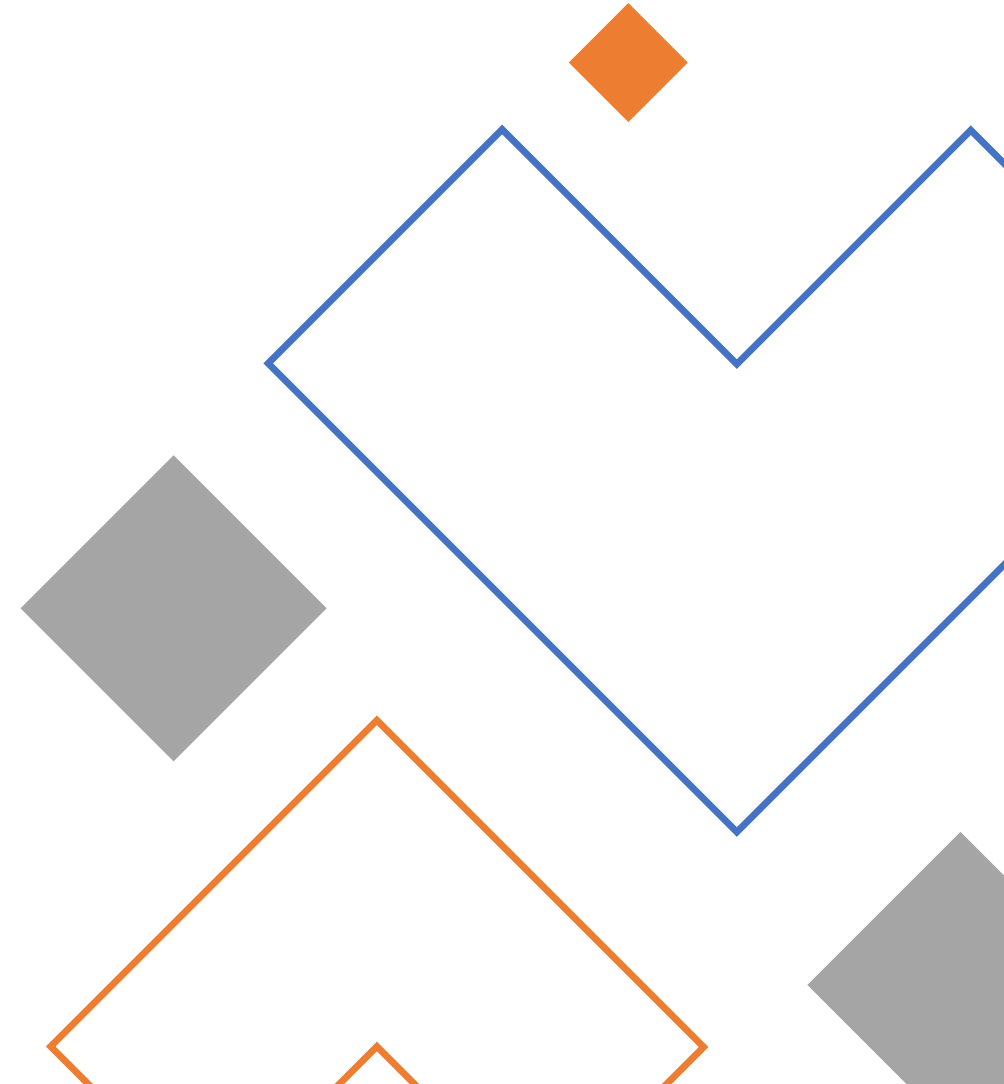
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# THANK YOU !

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