Our Push Toward Access, Advocacy and Equity Peninsula School

ECET2ME

2017

Access and Equity Principle

An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.

(NCTM, 2014)

Our school....

- Pk-8 School
- ~200 students
- +50% Free and reduced lunch
- Music, Art, P.E. personnel shared with other schools
- Member of RSU 24, recent past merged and unmerged with Ellsworth area schools

As a rule....

Many parents and community members express openly that they are “not mathematical. “

It is currently acceptable in the community to be “not good in math.”

We still have families who do not expect their children to ever graduate from high school...

Where we were...seat time meant success.

- grade levels with some full retentions
- traditional grading system
  - A 93-100
  - B 85-92
  - C 77-84
  - D 70-76
  - F Below 70
- Honor Roll
- Individual Grading Systems in each class
- The end of the term meant that everything had to be DONE~ the score was final.

And now...

- ★ Rubric Scoring- working toward having them calibrated across the district
  - performance indicators clearly defined
  - expected behavior and executive function skills defined and measured
  - Lots of Formative and end of learning summative assessments are the norm
- ★ we are completely un-graded
- ★ programs aligned to CCSS standards
- ★ proficiency levels frequently reported and used to determine course placement
- ★ We celebrate progress and proficiencies

Our Biggest Shift....still in progress....

Helping teachers, students and families develop growth mindsets!

Aiming High

*Algebra 1 is a gateway course!

*Parent and community expectations were low historically.

*Proficiency-Based programming created opportunities for our district.

*We had to make it cool to reach up!

Our Ultimate Goals...

1. We want our students to know that they are capable.
2. We want our students to have choices.
3. We want our students to have access.
4. We want our community to expect more of their children.

Unfounded Predictions Are Inequitable

Equity means “being unable to predict students’ mathematics achievement and participation based solely upon characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language” (Gutiérrez, 2007, p. 41).

Equity and Social Justice

A social justice stance requires a systemic approach that includes fair and equitable teaching practices, high expectations for all students, access to rich, rigorous, and relevant mathematics, and strong family/ community relationships to promote positive mathematics learning and achievement.

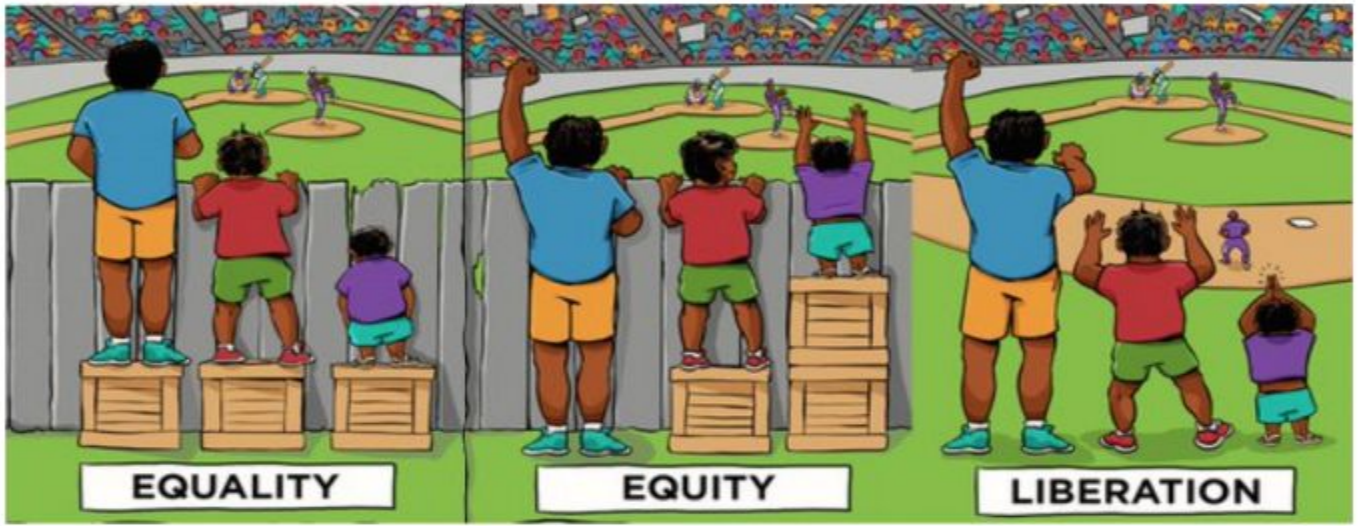
(NCSM and TODOS Position Statement, 2016, p. 1)

Equality versus Equity

- **Equality** explores quantitative differences while **equity** addresses qualitative issues (Secada,1989, 2003).

- **Equity** is reached in classrooms ---
  - when teachers are aware of the different learning styles of their students and teach in modes that cater to the diversity of the student population,
  - when teachers show genuine interest in the students and go beyond knowing their academic capabilities by establishing relationships with the children's parents and developing an understanding of the children's backgrounds, and
  - when the mathematics curriculum is written and presented in a manner that prepares citizens to work toward structural equality, equity, and cultural pluralism.

    (Secada, 1989)



http://www.storybasedstrategy.org/blog/the4thbox

How we did it...

1. Our schedule had to change to allow for flexible placements not based on grade level but instead on readiness and demonstrated proficiencies.
2. We started with online access for advanced math courses.
3. Provided access to other schools through the Tandberg system.
4. We publicly celebrate our progress and proficiencies.

	A					B					C				
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
7:45 - 8:30	Art	PE	RTI ELA/SS	RTI Math/Sci	RTI enrich	Lib/ Guid	RTI ELA/SS	PE	PE	RTI/ Enrich	Show Choir	Show Choir	Art	RTI ELA/Scie	RTI/ Enrich
8:30-9:45	ELA: Course II				Math: Algebra 1				SS: Ancient History				Science: Earth Science		
9:45 - 11:00	ELA: Course I				Math: Course I				SS: US/Maine History				Science: Life Science		
11-11:20	Lunch -														
11:20-11:40	Recess														
11:40-12:55	ELA: Course III				Math: Course II				SS: Ancient History				Science: Earth Science		
12:55 - 2:10	ELA: Course I				Math: Course I				SS: Medieval Hitory				Science: Physical Science		
2:10 - 2:55	Band	Lib/ Guid	Band	PE	Early Release	RTI Math/Sci	Gen Music	Art	Gen Music	Early Release	Lib/ guid	PE	PE	RTI Math/Sci	Early Release

Our teaching had to change…

We work to meet the learning needs of students by giving choices….

*Multiple opportunities to demonstrate learning and proficiency levels.
*Project Based Learning experiences where students write the rubrics and cover multiple content areas.
*Frequent formative feedback to students.
*Frequent Communication with families through emails, newsletters and meetings.
*Student choice in the classroom including manipulatives, seating, fidgets, wiggle cushions, stand-up desks, slant boards, white boards vs paper/pencil,
*The work is done when the student learns the material.

We are still learning and growing...