Curriculum in Context
Equity, Access, and Achievement for ALL

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A message from the editor

Last month I had the opportunity to speak at Seattle Central about the impact of IDEA, a law that can trace its roots to the civil rights movement and the U.S. Supreme Court decision in *Brown v. Board of Education* (1954). During the civil rights movement, the prevailing definition of equity and access was challenged to end racial segregation. In the early 1970s additional court cases led to the passing of the *Education for All Handicapped Children Act* (Public Law 94-142) in 1975—an act that redefined equity and access for students with disabilities. In the 21st century, equality has a much deeper meaning. Not only do we think about gender, race, ethnicity, and disability but poverty and sexual orientation. No longer is it enough to ensure that all students have equal access to an education. It is our duty as educators to ensure that all students have the necessary tools and supports to achieve.

Article IX of the Washington State Constitution states, “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” The theme for this edition of Curriculum in Context is *Equity, Access, and Achievement for All*. From differentiation of instruction to infusing jazz to engage students in history lessons, the words, equity, access, and achievement take on a life of their own. Each of us views the world through our life experiences. As you read this edition, I challenge you to consider your preconceived ideas about equity, access, and achievement and to think about how you might apply the ideas presented in this journal to your practice—whether it is in the classroom, district, or state level.

In keeping with the theme of equity and access, our next journal will focus on supporting culturally and linguistically diverse (CLD) learners. We encourage you to submit your articles and book reviews. We are looking for teachers, administrators, and faculty, as well as organizations that support culturally and linguistically diverse learners to write articles detailing how to support CLD learners of all ages. We want to hear from you.

Sue Ann Bube, Ed.D. is the director for The Center for Change in Transition Services and adjunct professor at Seattle University. Over the past 20 years, Sue has been a classroom teacher in the areas of mathematics and special education and has successfully started a non-profit for patients with mitochondrial disorders. In 2008, Sue became a National Board Certified Teacher as an Exceptional Needs Specialist.
Each Fall I anxiously look forward to the upcoming school year. It is a time of anticipation and excitement for students, families, and staff. We all start fresh, move forward with successes, and make adjustments in areas that need change. As educators prepare, plan, and get schools ready, it is the perfect opportunity to set goals and make a difference for all learners. My own preparation includes a reminder of the call to action from Dr. Noguera.

Dr. Pedro Noguera visited the Puget Sound region for a day of learning last May. Leaders from across the state gathered to hear his message, Excellence through Equity. He encouraged leadership to guide achievement for all students. Dr. Noguera shared daunting facts about the inequities within our school systems and he challenged each educator to make a difference for the students they serve. He built the case that equity is the most powerful means to lift all children to higher achievement and to benefit all society at large.

With Dr. Noguera’s call to action, it has become Washington State ASCD’s mission to use his tenets of educating the Whole Child to achieve and ensure equity. As an organization, ASCD must ensure that each student is safe, healthy, engaged, supported, and challenged.

The five tenets are:
1. EVERY student enters school healthy and learns about and practices a healthy lifestyle.
2. EVERY student learns in an environment that is physically and emotionally safe for students and adults.
3. EVERY student is actively engaged in learning and is connected to the school and broader community.
4. EVERY student has access to personalized learning and is supported by qualified, caring adults.
5. EVERY student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Schools and organizations implementing a Whole Child approach must use collaboration, coordination, and integration to ensure long-term success. More information about The Whole Child Initiative can be found at: http://www.ascd.org/programs/The-Whole-Child/Sustainable.aspx

As ASCD moves forward to serve students, reflect on these tenets within your own organization and develop a plan that has outcomes to promote learning for EVERY child, EVERY day in EVERY classroom. Last spring, Dr. Noguera challenged the educators present. He forced them to dig deep and reflect on their specific organizational practices. The multidisciplinary teams of staff, principals, and teachers took careful notes, examined local data, and asked the difficult questions: What comes next? What has been done since last May? What changed in central offices, in buildings, and in classrooms?

Did we just sit and not take the new learning back to impact our greatest asset, the clients for whom we work—our students?

As a new school year begins, I call on each of you to make a cognitive decision to begin with an action plan to support EVERY child, EVERY day in EVERY classroom. Look at the Whole Child Initiative and the five tenets and develop a plan. As you read this journal, ask yourself these questions:

“What will YOU do differently this year?”

“How will YOU lead to promote Equity through Access?”

“How will YOU integrate the five tenets of the Whole Child as YOU lead this year?”
Critical Thinking for All

by Rebecca Stobaugh and Sandra Love

Many of us grew up memorizing our state capitals in elementary school. The multitude of information accessible via technology has caused educators to reexamine the key skills and abilities that prepare students for post-secondary education and the workforce. With the prevalence of information, students must be able to think critically. Due to this need, Common Core and other revised content-area standards have been infused with requirements for critical thinking. However, as instruction increasingly includes higher-level learning tasks, differentiation is also needed to support and challenge all students adequately. Two strategies will be profiled that promote critical thinking and differentiation.

Need for Critical Thinking

After reviewing top-performing global educational systems, rigor was identified as a common element in successful educational systems (Ripley, 2013). High schools have been criticized for not adequately preparing students for the level of rigor they will encounter in college (Achieve, 2006). For students to make successful transitions to college, they must possess critical-thinking skills. In fact, research of college students and high-school seniors has shown that students’ levels of critical thinking were predictive of their grades or cumulative college grade-point averages (Facione, 1990a, 1990b; Sternberg, 2008; Torres, 1993). Critical-thinking skills and problem-solving skills have been identified as two crucial areas to fully prepare students for college and career readiness (MetLife, 2011).

Common Core and Critical Thinking

To prepare students better for college and career expectations, critical thinking was thoroughly embedded in the Common Core standards. The Common Core State Standards Initiative (CCSSI) website states, “The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful” (CCSSI, 2015a). CCSI moves the focus from content to skills. The standards identify key cognitive abilities necessary for success in college and the workforce. Requirements for high-level thinking are infused throughout the standards. Below are a few of the math and literacy CCSI standards that showcase the cognitive demand of the new standards:

- CCSS.ELA-Literacy.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCSSI, 2015c, CCSS.ELA-Literacy.RST.6-8.8 section).

Critical-thinking skills emerge as a key component throughout the Common Core standards for English Language Arts and Mathematics. Clearly, to master the Common Core standards, students must possess critical-thinking skills.

Critical Thinking and Differentiation

As schools integrate critical-thinking tasks, teachers must consider the varying learning requirements of students and the need for scaffolding. Thus, differentiation is necessary. Wormali (2006) stated, “Differentiated instruction is doing what’s fair for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn” (p. 3).

However, as teachers differentiate it is important to do so to ensure all students receive rigorous instruction. Tomlinson and Javius (2012) stated, “Classrooms that teach up function from the premise that student potential is like an iceberg—most of it is obscured from view—and that high trust, high expectations, and a high-support environment will reveal in time what’s hidden” (A Challenge Worth Taking section, para. 2). Instructional tasks should expose and build all students’ skills to think critically. One way teachers can differentiate instruction is based on a student’s readiness to learn (Tomlinson et al., 2003). Vygotsky (1978, 1986) asserted that an individual learns in his or her “zone of proximal development.” This term refers to the stage when a student can master content or skills with scaffolding or
Tiered assignments are parallel tasks at varied levels of complexity and depth though the essential learning is the same. The purpose of tiered assignments is to maximize learning so all students are challenged at appropriate levels of student readiness. Heacox (2001) stated, “Tiered assignments are intended to provide a better instructional match between students and their individual needs” (p. 91). Tiered assignments should provide enough challenge to encourage student learning without being too easy or difficult (Sylwester, 2003; Vygotsky, 1986).

Tiered-learning tasks accommodate students who are at various learning levels by building on their prior knowledge. There are many ways to tier assignments, but we will focus on the level of thinking or challenge level. The teacher then can adjust the content into two or three progressive levels based on depth and complexity. For example, three tiers might be Approaching Target, On Target, and Exceeding Target; two tiers might be Adapted Target and On Target. Based on the pre-assessment data, students could be assigned to groups with different tiered tasks, thus accommodating student readiness. The bottom tier might include reinforcement of content and more support while higher tiers would include students who already have basic understanding and need additional challenge. The groups for the tiered assignments should be flexible and should be changed as new concepts are introduced and additional pre-assessments occur.

**Step 2: Craft the tiers.** After reviewing the standards, create the first tiered tasks. Often it is easier to start by creating the basic task and then designing tasks that tier up from that level. As you create the first tiered tasks, make sure the base-level task is challenging with scaffolding support to help students meet standards. Then, determine how the lesson can increase in cognitive demand at each successive level. Sometimes, teachers think more challenging tasks require additional time and work from the students. Try to develop more challenging tasks for the higher levels, not ones that simply require additional time.

Higher-level tiers could be provided with different resources including more complex readings or several readings whereas lower tiers might be provided with more structure to support students’ thinking. Review the task sheets to make sure all tasks are equally interesting and engaging. See Figure 1 for a tiered-learning task example. Notice that while all levels are challenging, more support is given in the lower-level tiers.

**Decision-Making Strategy**

With the abundance of web-based technologies, an overwhelming amount of information is available to students. Students need strategies to help them analyze and evaluate information and make wise decisions. Effective decision-making skills prepare students for careers and life as they must consider choices and examine each carefully. Kohn (1993) stated, “The way a child learns how to make decisions is by making decisions…” (The Rationale section, para. 5). The decision-making strategy provides an opportunity for students to engage in real-world learning.

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**Tier I:**

Read the editorial on the school dress-code policy. With a partner complete the following:

A. Identify the author’s position on the school dress-code policy.
B. Using the graphic organizer, list the author’s claims along with the reasons and evidence provided.
C. In the last column of the organizer, describe whether the author’s reasons are sound and the evidence is relevant and sufficient for each claim.
D. Compare your findings with another pair of partners.

**Tier II:**

Read the editorial for banning cell phones.

A. In pairs, discuss strengths and weaknesses of the author’s claims and arguments.
B. Identify three instances where the author’s reasoning and evidence could be improved. Rewrite those sections.
C. Describe how your revisions improve the argument.

**Tier III:**

Write an editorial for the school newspaper about something that needs to be changed in our school. Be sure to include claims and evidence.

A. After writing, collaborate with another student by exchanging your editorials.
B. Critique your partner’s use of claims and evidence to support his or her arguments.
C. Revise your own editorial as necessary for a final, improved version.

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**Figure 1. Tiered-Learning Task Example**

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**Standard:** CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
world problem solving in a structured and supported manner. This strategy includes five steps.

**Step 1: Identify the question, situation, or dilemma.** Based on content standards, the teacher should design an open-ended question, situation, or dilemma where multiple answers could be accepted if justified. When possible, use real-world situations that connect with your students’ interests to increase student motivation. Advanced students could generate their own questions, situations, or dilemmas to demonstrate they can transfer their learning to new contexts. Below are some examples.

*Question Example:* Which one of the leaders we studied in class had the most impact on the world?

*Situation Example:* Hired as a NBA recruiter, you are to review the statistics of six prospects and select the one basketball player that you would recruit.

*Dilemma Example:* Working for a book company, you are to select one book that was first published more than 50 years ago but is not widely known and would be appealing to the young adult market today. Examine the literature options and prepare a persuasive presentation to convince the president of the company to select your book.

**Step 2: Develop the criteria to evaluate the solution.** Groups would brainstorm the criteria. This might require research to determine the appropriate criteria to use for the evaluation. To scaffold the support given to students, the teacher could provide some of the criteria or brainstorm potential criteria with the group. See Figure 2 for an example of a graphic organizer that could be used to support learners.

**Step 3: Brainstorm the possible alternatives.** Based on research, groups then identify between three to six options, hypotheses, or strategies that best fit the criteria. For groups needing additional support, the teacher may participate in the brainstorming process or provide a list of the alternatives for those groups to consider.

**Step 4: Evaluate each choice.** Groups then assess how well each alternative meets the criteria. Students can use the graphic organizer to record evidence or support for each alternative. Additionally, advanced groups might consider whether certain criteria should carry extra weight in the decision-making process due to their importance. After recording evidence for each choice, individually students can holistically rank which option is the best.

**Step 5: Ways to Assess.** To assess the learning, the teacher could review the graphic organizer. To extend the learning the teacher could provide various ways for students to demonstrate their learning by writing a persuasive essay, participating in a class debate, or developing a presentation supporting their rankings.

Teachers should be aware that some groups might need step-by-step instructions throughout the decision-making process. Other groups might understand the process after a brief explanation.

Critical thinking is an important skill for all students to possess in order to successfully transition from high school to college and the workforce. Standards have been realigned to raise critical thinking and processing to high levels. To support the variety of readiness levels in a classroom, teachers can design critical-thinking tasks with differentiated options. Tiered-learning tasks and the decision-making strategy are two instructional strategies that include differentiated options based on students’ readiness to learn. Critical-thinking tasks merged with differentiated options can help ensure achievement for all.

![Figure 2. Decision-Making Diagram Example.](image-url)

<table>
<thead>
<tr>
<th>Of the leaders we studied, which one had the most impact on the world?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-term Impact</strong></td>
</tr>
<tr>
<td>Mahatma Ghandi</td>
</tr>
<tr>
<td>Mother Theresa</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
</tr>
</tbody>
</table>

**References**


Torres, R. M. (1993). The cognitive ability and learning style of students enrolled in the College of Agriculture at Ohio State University. (Unpublished doctoral dissertation). Ohio State University, Columbus.


Dr. Rebecca Stobaugh is the author of three books: Assessing Critical Thinking in Middle and High Schools, Assessing Critical Thinking in Elementary Schools, and Real-World Learning Framework for Secondary Schools. Currently, she serves as an associate professor at Western Kentucky University.

Dr. Sandra Love is the Director of Education Insight and Research for Mentoring Minds, an educational publisher. A former elementary principal, her teaching career ranged from elementary to middle school to higher education. Dr. Love has authored numerous articles and developed several educational resources on critical thinking and instructional strategies.

Resources
Learn NC: http://www.learnnc.org/lp/multimedia/15815

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High-Poverty Schools of Distinction
Creating Success

Educational disparity does exist. International test results indicate an achievement gap that is better aligned with economic factors than with ethnic ones (Reardon, 2011). Children from low SES households are at an academic disadvantage, with the percentage of children in poverty at a school acting as a valid predictor of academic success or failure (Pagnani, Boulerice, & Tremblay, 1997). Pierre Bourdieu, a French sociologist, theorized that the disparity existed in part because of the failure of educational systems to recognize the need for a universal pedagogy that assumes no pre-education and addresses the needs of all learners (Bourdieu & Passeron, 2000). He believed the lack of a universal pedagogy arose from cultural capital accrued in the home being misrecognized as intelligence (Bourdieu, 1986). A recent look at three high-poverty School of Distinction Award Winners (Center for Educational Effectiveness) hints that we might be close to a universal pedagogy and that it is possible to create instructional systems that address the developmental cognitive and social needs of children from high-poverty homes (Olsten, 2015).

Effect of Poverty on Cognitive Development

Socioeconomic status (SES) predicts many cognitive outcomes for children as demonstrated in lower IQ scores, verbal ability, and achievement scores (Smith et al., 1997). The differences young children experience in cognitive stimulation and stress lead to “measurable functional and anatomical differences throughout the brain” which are observable on brain scans (Noble et al., 2005). They theorized that the two areas showing the greatest effects, language and executive function (prefrontal cortex), undergo the longest period of development and are thereby more influenced by the home environment and effects of poverty. Heckman (2008) notes that it is the brain systems which “sense, perceive, process, ‘interpret’, and ‘act on’ information” (p. 18) that are affected by sensory deprivation. Children deprived of sensory stimulation as infants continue to show cognitive and social impairments as adults.

Effect of Poverty on Linguistic Development

The brains of young children need novel experiences in order to grow. Studies find that parents of children raised in low-SES homes speak fewer words to their children, speak to them less often, and are less likely to support learning (Jensen, 2009). Hart and Risley (1995) were among the many who have sought to address the impacts of child poverty through preschool language intervention. What they found about the linguistic experiences of children in low-SES homes by age 5, before entering school, they labeled the “30 million word gap” (Hart & Risley, 2003).

In addition to the data on number of words, data were collected on the kinds of words parents spoke to their children. Results indicated that the amount of encouragement and prohibitions a child receives also differ by SES, as shown in Table 2.

Hart and Risley (1995) concluded that no intervention could make up the difference in 30 million words or a half million affirmations. In order to help low-SES children make up the gap, schools

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Working class</th>
<th>Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of words heard per hour</td>
<td>2,153</td>
<td>1,251</td>
<td>616</td>
</tr>
<tr>
<td>100 hour week/14 hour waking day</td>
<td>215,000</td>
<td>125,000</td>
<td>62,000</td>
</tr>
<tr>
<td>5,200 hour year</td>
<td>11.2 million</td>
<td>6.5 million</td>
<td>3.2 million</td>
</tr>
<tr>
<td>4 year accumulation (prior to going to school)</td>
<td>45 million</td>
<td>26 million</td>
<td>13 million</td>
</tr>
</tbody>
</table>

Table 1. Comparison by SES of the Number of Words Spoken to Children Before Entering School

need to address their experiences and not just their skill levels.

**Effect of Poverty on Social-Emotional Development**

In addition to cognitive development, poverty also significantly predicts psychiatric difficulties (Lipman & Offord, 1997). A poor child is more than three times as likely as a non-poor child to have a psychiatric disorder, conduct disorder, or emotional disorder—and the same low level of maternal education in poor families found to contribute to cognitive delays also is a predictor for emotional and behavioral problems (Lipman, Offord, & Boyle, 1994). The exposure to more chaotic living conditions is thought to cause some of these effects.

“Unpredictable, nonroutine, inconsistent, and noncontingent physical and social surroundings can interfere with a sense of mastery and lead to helplessness in the developing person” (Evans et al., 2005, p. 560). To test their hypothesis, Evans et al. conducted a cross-sectional and longitudinal study involving 339 children in Grades 3 through 5, following up with 223 of the same children in Grades 7 and 8. All the children were from rural upstate New York with 53% coming from low-income families. Chaos, learned helplessness, psychological distress, and self-regulatory behavior were evaluated using standardized protocols. Results showed that income predicted learned helplessness, self-reported psychological distress, and self-regulatory behavior difficulties. The required conditions for healthy socio-emotional growth were (a) consistency over time, (b) predictability, and (c) lack of interruption—which tend to not be present in low-income children. The difference in home environments not only hampers the emotional development of low-income children, but enhances the learning gap between them and children from more affluent, less chaotic homes.

**Resilience**

The Adverse Childhood Experience (ACE) research on resilience identifies factors that contribute to overcoming trauma. The original ACE study (Felitti et al., 1998) examined the relationship between adverse childhood experiences and health outcomes rather than academic outcomes, but the social factors which mediate childhood trauma and contribute to positive health outcomes are similar to those found in successful high-poverty schools: positivity (high student expectations), social support, and achievement (leading to greater feelings of efficacy). Anda et al. (2006) found that abuse, deprivation, and exposure to violence in childhood cause changes in a child’s developing brain that persist into adulthood. These changes affect not only learning, but also health and social well-being. In fact, ACE scores “serve as a measure of the cumulative childhood stress” caused by these experiences (Anda et al. 2006, p. 174) and that these stressors impair the development of brain structure and function in children. These effects are similar to those found in the studies described earlier on the impacts of poverty.

ACE studies have also produced a body of research about resiliency, the factors that mediate the impact of childhood trauma. The Washington State Family Policy Council has examined how community capacity to respond to crises through coordinated services that support healthy families and children impacts ACE scores in those communities (Longhi & Porter, 2010).

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Table 2. Comparison by SES of the Number of Affirmations Children Hear Before Entering School

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Working Class</th>
<th>Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of verbal affirmations per hour</td>
<td>32</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Number of verbal prohibitions per hour</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Ratio of encouragement to discouragement</td>
<td>6:1</td>
<td>2:1</td>
<td>1:2</td>
</tr>
<tr>
<td>5,200 hour year—encouragements</td>
<td>166,000</td>
<td>62,000</td>
<td>26,000</td>
</tr>
<tr>
<td>5,200 hour year—discouragements</td>
<td>26,000</td>
<td>36,000</td>
<td>57,000</td>
</tr>
<tr>
<td>4 year accumulation—encouragements</td>
<td>560,000</td>
<td>100,000</td>
<td>(125,000)</td>
</tr>
</tbody>
</table>

Leader Practices in High-Achieving, High-Poverty Schools

How can schools whose students arrive with neuro-cognitive developmental issues, linguistic challenges, and social-emotional issues create learning environments that create systems supporting academic success? What kind of supports need to be in place? Is there a pedagogy that teachers can use effectively to make a difference?

To explore what it takes to create success for students at high-poverty schools, three principals of Schools of Distinction with poverty rates equal to or greater than 70% were interviewed (Olsten, 2015). The Center for Educational Effectiveness (CEE) chooses Schools of Distinction based on 5 years of improvement in performance data. These schools which have demonstrated their long-term effectiveness are among the top 5% in the state within their grade bands (elementary, middle, or high school), as measured on the state assessments in literacy and math. Within this select group of high-performing schools, those with 70% or greater FRL (2013 data) were identified for participation in the study.

What the three schools were found to have in common contributing to the success of their high-poverty students, was a coherent and system-wide culture addressing behavioral as well as academic needs, that enabled the transformation of students’ behaviors and attitudes into those leading to academic success. Bourdieu’s theory of habitus does provide a construct that accounts for the success of these schools. Bourdieu explored the disparity in educational achievement between rich and poor, becoming well known for his research in educational sociology. The data produced by his research led him to propose that economic and social relations are reproduced from generation to generation through habitus, a term he created to describe internalized perceptions learned early in life that shape choice and behavior (Nash, 2000). School itself, in adopting the habitus (internalized values, structures, perceptions, and tastes) of the dominant culture, serves to reproduce social class.

All three schools adopted frameworks that required school-wide implementation, so that students introduced to the framework in first grade or kindergarten, have the framework practices reinforced in all subsequent grade levels. It is possible that these create the opportunity for students to learn a new habitus outside the home, one that provides a new scheme for envisioning their future, finding solutions to problems, and embracing academic culture.

In School 1, the framework was Charlotte Danielson’s, one of three instructional frameworks approved by the State of Washington for schools of concern. School 2 adopted the No Excuses University model and became part of that network, and School 3 was an AVID (Advancement Via Individual Determination) school. These three frameworks are compared in terms of habitus, executive function, and resilience theory as shown in Table 3 that follows. Habitus, according to Bourdieu, shapes the schemas of the child and allows for what is possible. Research on the effects of poverty and Adverse Childhood Experience demonstrates their effects on the developing child’s brain, specifically in the area of executive function which governs self-management, self-organization and problem solving, inhibitory response, self-motivation, and

<table>
<thead>
<tr>
<th>Framework</th>
<th>Habitus</th>
<th>Executive Function</th>
<th>Resilience</th>
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<tbody>
<tr>
<td>Charlotte Danielson (The Framework, n.d.)</td>
<td>High rigor (1.) High support (2.) Clear standards of conduct (2.) Teacher reflects on lessons/ student learning: metacognition (4.)</td>
<td>Connects current learning to past experience Students create concept maps Project assignments with menus allowing choice Focus on reasoning (3.) Questioning promotes metacognition (3.)</td>
<td>Students set own learning goals Differentiated instruction Students may adapt an aspect of the lesson to make it more meaningful to them</td>
</tr>
<tr>
<td>No Excuses University (Lopez, 2013)</td>
<td>Culture of universal achievement Teach in a way that prepares all children for college (beyond HS graduation) Promote college through symbolism (pennants, posters, school songs) Create social capital by partnering with local colleges</td>
<td>Teaches character Unified classroom management plan Model behavior and attitudes consistent with academic success Teach problem solving Use rubrics in assessment Teach specific writing technique (Six Trait)</td>
<td>Create collaborative relationships with parents and community that surround the students Students set academic goals Celebrate student success</td>
</tr>
<tr>
<td>AVID (n.d.) uses WICOR: Writing to learn Inquiry Collaboration Organization Reading</td>
<td>High rigor with support (scaffolding) Collaborative learning-constructivist approach Uses peer influence to create new ways of thinking Teach college ways of thinking and organizing</td>
<td>Directly teaches how to: Manage time Organize materials Manage resources Plan effectively to complete projects Set and achieve long term goals Manage self through reflection Cornell Note-Taking System teaches how to: Record notes Reflect on notes Ask questions; pursue further inquiry</td>
<td>Students taught questioning leading to empowerment and self-efficacy Focus on individual determination Peer involvement in collaboration</td>
</tr>
</tbody>
</table>

Table 3. The Frameworks of Danielson, No Excuses University, and AVID and How They Address Issues of Habitus, Executive Function, and Resilience
emotional control. ACE resilience research has shown that the presence of certain factors can help reverse the negative effects of trauma. Those factors are positivity, social connectedness, mastery and being part of a larger purpose. All three frameworks address the learning environment or culture of the school, the social-emotional development of the student, systems that support learning, and adopt a student-centered approach that allows for individual choice and responsibility in learning.

These schools, through implementing practices that consider motivations, behavior, social-emotional development, problem solving strategies, and school culture, have, it seems, created the universal pedagogy that Pierre Bourdieu found lacking. It’s interesting that the schools all used different frameworks but that each of these addressed areas of executive functioning, problem solving, social-emotional awareness and resilience. By adopting frameworks that educate all personnel at the school in ways of thinking, behaving, and being, they have effectively created a new habitus of success that students can incorporate as their own.

References


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Bullying: What is it? What can we do?

School safety is fundamental to school success. When talking about a multi-tiered system of supports, I often show the familiar pyramid, and then create a foundation of safety on which it sits. As noted in the ASCD Whole Child Approach, “Feeling safe at school translates into higher academic achievement, increased student well-being, and greater engagement” (The Whole Child, 2015, para 1). In fact, the AWSP Leadership Framework calls out school safety as its second criterion forming the foundation of principal evaluations (AWSP, 2014). There are any number of factors which impact a student’s sense of safety at school; one which very often rises to the top is school climate—and within school climate, there is bullying.

I often start trainings and presentations with a few caveats. The first one is a reminder that not all negative or socially unacceptable behavior is “bullying.” There are all manner of things which people say or do which might be interpreted as mean or hurtful. That alone does not constitute bullying. Likewise, “bullying” is not an epidemic. It is not raging out of control. Numbers, surveys, counts, and other data-gathering methods remain relatively constant. That is not to say that the numbers are good or acceptable; however, they do not constitute an epidemic.

Finally, “bullying” is not illegal. People are not arrested and they do not go to jail for bullying.

So if it is not illegal, not sweeping across the country, and not doing hurtful things, just what is bullying—and why should we care?

First things first: what is bullying? The Center for Disease Control and Prevention (CDC, 2014) recently asked that very question. They asked it after seeing and hearing a variety of similar but different definitions and uses for the word. They noted that the lack of a consistent definition of “bullying” negatively impacts our ability to understand the magnitude, scope, and impact of the problem. A consistent, standardized definition would greatly improve our general understandings and help inform efforts to address the behavior. After gathering a group of researchers and practitioners from the field, the CDC arrived at a uniform definition of bullying. Limiting their definition to the K-12 world:

Bullying is any unwanted aggressive behavior(s) by another youth or group of youths . . . that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. [bold text in original]. (CDC, 2014, p. 7)

There are several key components within this definition. The behaviors must be intentional or deliberate. They are not done by accident. They are negative and hurtful. These negative actions have been repeated or are highly likely to be repeated. There is a power imbalance involved. In some way or for some reason, the aggressor has some real or imagined control over the targeted student, and the targeted student feels, in some sense, powerless to defend against the aggression. An additional factor, which is often built into the equation, is a lack of empathy on the part of the more powerful aggressor.

Within Washington, as in many states, bullying is included with the state HIB regulations (see RCW, 28A.300.285). HIB is shorthand for “harassment, intimidation or bullying.” These three behaviors are closely related, but they are different. They are all acknowledged with the HIB definition as any act which physically harms a student or the student’s property, or which substantially interferes with the student’s education, which is so severe, persistent or pervasive that it creates an intimidating or threatening school environment, or which substantially disrupts the operation of the school, itself. It should also be noted that Washington was one of the first states to include cyberbullying in its definition of harassment, intimidation, and bullying. The definition speaks to electronic as well as written, verbal, or physical acts.

The behaviors themselves take many forms. They can be physical: think of the stereotypical picture of throwing someone
into a locker. They can be verbal: things like spreading rumors or posting negative comments on social media. They can also be relational: activities such as constantly avoiding someone or repeatedly leaving them out of conversations.

All of this leads directly to the second question: why should we care? We care because there is harm done. There is harm done to individuals and to the overall climate of the school. These questions and definitions speak directly to a young person’s ability to feel safe at school and function to his or her best ability.

Bullying is both a learned behavior and a community event. Young people learn to bully from others. Sometimes this happens within a family; sometimes it happens among others in a group. And, in one way or another, we are all involved. We all play a role in the bullying process. In talking about those roles, we avoid using terms like “bully” and “victim” which tend to apply labels to the youth which may be hard to overcome. “Once a bully, always a bully” perpetuates a stereotype.

Since bullying is a learned behavior, it can be unlearned. Rather than call someone the bully, it is better to talk about the aggressor or even the perpetrator. These then become behaviors which we can work on and change. Rather than call someone a poor, helpless victim, it is more helpful to think of them as a moving target. That way, we can learn how to avoid potentially hurtful situations or build skills to respond to the aggressor.

All of us play supporting roles around the negative behavior. We are bystanders who can overtly or quietly help the aggressor, or stand by and do nothing. Or we can actively support the target and become “upstanders.”

There is another reason to care. We have been looking specifically at bullying. As noted above, harassment, intimidation, and bullying are closely related, often overlapping with one leading to another. Bullying is not illegal; however, there is the potential that bullying activity might, in some instances, cross a boundary and become sexual harassment, assault, or some other potentially more serious behavior like a hate crime.

By way of example, the tradition of hazing comes to mind. Although the word is not included within our legislated definition of HIB, the act of hazing is included within the definition. It is also included within the CDC components of bullying. Not all forms of initiation into a club, team, class, or other group rise to the level of prohibited activity, hazing often involves alcohol, physical abuse, and sometimes sexual abuse. All are likely to cause physical, mental, or emotional harm, and may definitely cross legal boundaries.

So what are we doing about bullying? We are doing a lot. Are our efforts working? And yes, our efforts are having an impact. What else can we do? We can do more.

What are we doing? State law requires several actions by all school districts. Some of these include the requirement that all districts adopt the same HIB model policy and procedures. This is an unusual requirement of the state. In most cases, districts develop their own policies and procedures based on guidance and models from both the Office of the Superintendent of Public Instruction (OSPI) and the Washington State School Directors’ Association (WSSDA). However, for HIB models, the legislature created a group of stakeholders which was tasked with developing a model policy and procedures for all to adopt. Those model policy and procedures can be found on the OSPI and the WSSDA websites. In addition, districts are required to ensure they are available to their school communities.

Each school district is also required to identify an HIB contact person, a Compliance Officer, who would be that district’s expert to ensure that the policy and procedures were fully implemented. That person would act as the single point-of-contact for the community if questions or issues arose. The Compliance Officer would ensure that training on policy and procedures was annually provided for all staff and students. Districts must also decide on ways to report HIB incidents, and how to investigate those incidents which are so severe, persistent, or pervasive that they cannot be adequately handled locally.

Are our efforts working? Earlier, we noted that bullying is not an epidemic. State, national, and even international survey data report approximately the same numbers of bullying reports. These numbers vary somewhat from grade level to grade level, location to location, survey to survey, but they generally average about 20% of students reporting a bullying incident. That is not good! However, we also know that in Washington, the numbers of students disciplined for “bullying” has decreased over the last several years. In addition, results of the Healthy Youth Survey report that the vast majority of students feel fairly safe at school. That is very good!

What else can we do? It is of interest to note that the training requirement centers around policy and procedures. Best practice suggests implementation of effective practices to address bullying. Just as a book of baseball rules does not guarantee the skills needed to play the game, so too, policy and procedures do not necessarily guarantee that staff and students have developed the skills needed to address HIB behaviors.

There are additional actions which districts and schools can take to help address bullying behaviors. Topping the list: focus on the social environment. As we said above, bullying is a community event. A strong, supportive school climate is absolutely necessary for prevention, mitigation, and response to bullying. Recognize problematic behaviors. Consider a multi-tiered system of supports. Coordinate existing actions, curricula, and resources with an eye to bullying prevention. Know the physical hot spots around your building and campus. Add additional supervision, if necessary, and train your staff—your entire school community—to intervene immediately and appropriately.

I began this article by saying that I often start trainings and presentations with a few caveats. I often close with a piece of advice. It is one of the very bullying prevention-intervention techniques. It is both very easy and very difficult. It is also applicable to digital/cyber situations. It is this: talk to your kids. Talk and listen. Let them know you are there, available, non-judgmental. Let them know you take them seriously, especially if they have something serious to share. (Realize that ‘serious’ is relative.) Listen and do something if they report harassment, intimidation, or bullying. Then do something about it. That something might be observing, or privately talking to others, or creating teachable moments for the classroom. It might involve something more in-depth—like developing a safety
plan for a targeted student, or having a difficult conversation with another adult. But talk. Listen. Do something.

That is some of the most powerful work we can do to reduce bullying. It will go a long way in supporting a young person’s sense of safety and in providing a safe and secure learning environment for all.

For more information and resources on HIB, please visit our School Safety Center (http://www.k12.wa.us/Safetycenter) and the School Safety Center’s Bullying and Harassment (HIB) Toolkit (http://www.k12.wa.us/safetycenter/BullyingHarassment/default.aspx)

Resources
http://www.wholechileducation.org/about/safe
http://www.awsp.org/FrameworkCriteria
http://www.cdc.gov/ViolencePrevention/pub/yv_bullyingsurveillance.html
http://www.wssda.org

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Inclusion

The road to equality for children with disabilities has been a long, arduous one. Prior to the passing of the Education for All Handicapped Children Act (Public Law 94-142) only one in five U.S. children with disabilities attended public school (U.S. Dept. of Education, OSERS, 2005). Many states had laws excluding children with disabilities who were deaf, blind, or emotionally disturbed (U.S. Department of Education, OSERS, 2010). Today, more than 6.5 million youth ages 3 to 21 receive special education services in the United States (U.S. Dept. of Education, NCES, 2015). In fewer than 50 years, our nation has made great strides in providing students with disabilities access to high quality education.

In Washington State, approximately 13.4% of students ages 3 to 21 qualify for special education services (Office of the Superintendent of Public Instruction, 2015). With this significant percentage of the student population identified as students with special needs, it is important to ask, “Are these students being provided with an opportunity to access the same resources as their mainstream peers?” Oftentimes special education conjures up images of students who are removed from the general education classroom, exiled to a private, sanctioned classroom with limited access to their typically developing peers? Whether these pictures are true or not, it is no secret that equity, access, and achievement, are rare words used to describe special education; but they should be!

These misconceptions regarding special education are the result of a lack of education and awareness. They make it difficult for students with disabilities to achieve equity and access in the use of grade-level material.

Special needs children were given a voice in 1975 with the passing of the Education for All Handicapped Children Act. This Act, better known as the Individuals with Disabilities Education Improvement Act or IDEA for short, has been amended six times in the last 4 decades, with the most recent amendment in 2004. It gives children and youth with disabilities access to quality educational services and it ensures children with a disability the right to obtain the most appropriate education within the least restrictive environment (U.S. Department of Education, 2010).

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (Section 504, Rehabilitation Act of 1973, 29 U.S.C. 794(a))

IDEA has identified 14 categories under which a child is eligible for special education services. One of these, Emotional and Behavioral Disorders (EBD) includes the largest yet least understood groups, with the National Institute of Mental Health reporting that 10-15% of children are diagnosed globally (Kids Mental Health, 2015). These students may express aggressive behavior including hitting, kicking, biting, spitting, destruction of property, and/or elopement. EBD is a diagnosis that often evokes fear and avoidance in educators due to the problems that surround it.

However, there are ways to alleviate causal stressors for students with EBD who are integrated into the mainstream learning environment. Four classroom management concepts may be utilized to facilitate positive student-teacher interactions:

- Community.
- Expectations.
- Consequences.
- Communication.

Community or a shared classroom sets the tone for the school year creating a space where students input is essential to success. When students become involved, they often find their motivation and meet teacher expectations. Once students feel this sense of community, the cultural atmosphere changes, and the learning experience for everyone begins. By making simple modifications, an educator can transform an ordinary classroom into a learning community. Activities to achieve this include:

- Engaging students in team building exercises.
- Encouraging students to create a class mascot.
• Focusing on the positives with rewards! For example, request students give one piece of positive feedback to a peer in order to earn various classroom privileges.

• Holding a vote! The peer elected “Student of the Week” position of honor gives each person a chance to be selected, while granting each student an autonomous voice within the electoral process.

This positive type of behavior management is best accomplished when classroom expectations are clearly taught and reinforced. When students know what to anticipate, they can easily understand how to align their actions with acceptable behavior. Uniform expectations and respect promote student equality, and trigger intrinsic feelings of motivation. A few methods to promote student buy-in include:

• Creating charts: looks like, feels like, sounds like charts assist students in expressing their feelings through words not aggression.

• Defining appropriate behavior: explaining suitable behavior vs. unsuitable behavior can defuse nonsense before it starts.

• Allowing students to create the rules and consequences for each rule. It is easier to adhere to a penalty that was created as a class.

• Practicing the rules and expectations immediately.

• Demonstrating the right way vs. the wrong way to express feelings through behavior—actions matter.

Problem behavior may often be curtailed if there is consistent follow-through with these pre-determined consequences. However, carrying out consequences requires empathy. The following example provides a proper empathetic response with appropriate consequences, “I’m so sorry you chose not to finish your work during work time. Because you made that choice, you will need to stay inside during recess to finish.” Consequence plus empathy is essential to creating a sense of community. Following are a few suggestions on positive rule enforcement:

• Practice drain off. De-escalate the situation by focusing on the skills needed to “drain off” the intense feelings.

• Use a timeline. It can help to obtain and validate student’s perception of the chain of event(s).

• Practice good social skills. Teach new or alternative social skills to overcome the issue.

• Show empathy. Always express empathy before delivering a consequence.

Another essential factor in creating an atmosphere of access, equity, and achievement for students with disabilities involves continuous parent communication. Parents of children with disabilities often struggle with feelings of silent loneliness due to the problems that may accompany these disorders. However, there are ways teachers can keep the lines of communication open:

• A monthly newsletter.

• Parent volunteer opportunities.

• A weekly email interwoven with positive feedback.

• A daily data chart.

Though each front-line educator’s plate is always full, it is imperative to advocate for every student’s needs. Students with disabilities will shatter the limitations placed on them and meet expectations if given just a little support. As Hobbs (1982) stated,

The principles themselves seem—indeed are—simple enough: that young people have a tremendous desire to learn and to do well; that their feelings are intrinsically valid and quite as important as their thinking; that destructive and self-defeating behavior must be faced; that young people can help each other sort things out and arrive at good choices; that the world is rich in things to learn; that life is to be savored at each moment; and that decent, caring adults are absolutely essential in the lives of children if those children are to grow up strong in body, quick of mind, generous in spirit. (p. 61)

Students with disabilities will strive towards success if given a teacher who believes in them and opportunities to succeed. Equity, access, and achievement are not futile goals: rather they are noble ones. We should all create community, expectations, consequences, and effective communication in our nation’s classrooms. All children in Washington State deserve it.

References


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The Seven Rs: Learning Beyond Content

How a teacher facilitates learning has a dramatically more significant effect on student achievement than a teacher’s subject matter knowledge (Hattie, 2008). With the adoption of the Common Core State Standards, educators have been struggling to learn and cover the new content expectations. Meanwhile, increasing populations of students with disabilities, limited English proficiency, and those from low-income families are struggling to keep up. Although content must be understood and taught by teachers, it is time to re-evaluate our priorities. Now is the time to focus on the classroom conditions that support learning for all students: The Seven Rs (see Figure 1).

1. Relationships: Learn about your learners.

Education is a people business. Every piece of data reflects the learning of a student whose behaviors and development were influenced by relationships. Positive relationships should be fostered at all levels in a school, starting with the staff and extending through to parents and the community. The relationships that have the biggest impact on student achievement are developed within the classroom. Student-to-teacher relationships are among the highest of all teacher-domain factors that impact student achievement. Productive student-to-student relationships, embodied in reciprocal teaching and cooperative learning, have effect sizes within the top-10 of all in the teaching domain (Hattie, 2008). The bottom line is when we like and respect the people around us, we feel safe and ready to learn (Jensen, 2013).

Recommendations for Student-to-Teacher Relationships:

- **Study your students.** Find out a few things about your students right away, and make it a priority to continue to collect information as you get to know them throughout the year.
- **Share about yourself.** Tell a short personal story to help illustrate a point you are trying to make in class or replace details in story-problems with details about yourself such as what you like and respect.
- **Use Interactive Journals.** Start by writing a letter to your students (whole group) in which you share something about yourself and have a question for the students to answer about themselves. Students write back in a journal about anything they want to share. Reply to them, modeling correct grammar and conventions, but never correcting their writing. You can plan for further instruction by recording elsewhere the types of writing and language errors made by the class (Egbert & Ernst-Slavit, 2010), or just use the writing to strengthen relationships. Reply to only a few students a day to keep it manageable.

Recommendations for Student-to-Student Relationships:

- **Create cooperative learning groups.** Expect students to work together to solve problems. Tasks should require positive interdependence where all students are engaged and accountable (Kagan, 2011). Limit groups to three or four students to maintain positive effects (Marzano, 2007).
- **Teach interpersonal and social skills.** Students need to know how to show empathy, caring, and respect. Choose a trait to focus on for a month or a unit, and brainstorm with students what it looks like and sounds like.
- **Facilitate short activities for students to get to know each other.** Have the students find a partner to discuss a favorite hobby, etc.
- **Incorporate reciprocal teaching.** Reciprocal teaching is a specific student-led metacognitive process that involves predictions, discussion, and summarization while reading. You can, however, get students to teach each other about any subject because teaching can increase student retention from 10% up to 95% (Tate, 2010).

2. Relevance: Get real.

Students are most likely to retain content when the teacher’s instruction is clear and, more importantly, has meaning for the students (Sousa & Tomlinson, 2011). Meaning comes when the students connect the learning to something they already know, to another subject, or to a goal they have for the future. In other words, the content matters.

Recommendations for Relevance:

- **Make sure your students know why your lesson matters.** Have a clear learning goal that answers the questions for your students, “What are we learning?” and “Why does it matter?”
Have clear content and language objectives. Students should know what they are trying to accomplish and how they can communicate it. Student populations with learning and/or language deficiencies are increasing, including students with limited English, students with disabilities (U.S. Department of Education, National Center for Education Statistics, 2015), and students from poverty (Layton, 2015). Content and language skills need to be explicitly taught by all teachers.

Keep it challenging. Higher-level processing or questioning with multiple solutions are more engaging and can be less stressful than rote recall (Sousa & Tomlinson, 2011). Never lower the expectations for students who need extra help. Instead, provide scaffolding (i.e., chunk content, ask it in a different way, etc.) so they can be successful at the highest levels of processing.

Include what you have learned about students’ interests and lives. Change the first story problem of the day to include a real-life scenario with topics that are of interest and apply to your students (favorite sports, foods, cultural traditions, etc.), while modeling respect for the diversity in your class.

3. Responsiveness: Engage and be engaged.

The way teachers respond to their students, the way students respond to their teachers, and the way students respond to each other, dictates the tone in any classroom. Teachers’ responsiveness to students requires deliberate planning. Remember, teacher responses make up 30% of the classroom interactions.

Recommendations for Responsiveness:

Talk less; listen more. The teacher should be talking less than 50% of the time (Jensen, 2013). Give students processing time in various flexible groupings appropriate to the tasks. Both teachers and students will learn more.

Presume positive intentions. Many times teacher responses are based on hidden assumptions about student intentions. One teacher may be irritated by students who ask too many questions assuming they are trying to derail the class discussion, while another teacher may assume the same students are just trying to better understand the content (Sousa & Tomlinson, 2011).

Accept student responses as feedback about your teaching. Pay attention to students’ non-verbal cues (posture, eye contact, etc.) and adjust your instruction based on the responses from your students.

Engage at least every 5-10 minutes. Be proactive to avoid undesired student responses (boredom, etc.). Set a timer for the average age of your classroom (up to 10 minutes). Each time your students engage in an activity (talking, moving, etc.) reset your timer. If your timer goes off and you are stumped for a way to engage students, have them tell a partner what they are learning and why.

4. Repetition: Repeat to remember; Remember to repeat. (Medina, 2014)

Repetition is a vehicle to help form long-term memories. Students will typically forget 90% of what is taught one day later (Medina, 2014). Repetition in and of itself will not necessarily build background or ensure information is stored in students’ long-term memory; however, variety, elaboration, deeper processing, and intervals may be helpful.

Recommendations for Repetition:

Repeat information in various ways to engage the brain. Key concepts, vocabulary, phrases, and processes should be intentionally embedded and repeated after direct instruction. Grouped and individual activities may involve speaking, listening, reading, writing, visuals, movement and other brain-friendly strategies. For more ideas, see Tate (2010) and Jensen (2013).

Make repetition relevant. The information being repeated should be easily understood and have meaning to the learner. If the learner has made connections or associations with something else (elaboration), or if the learner is adding more detail to the information being repeated (deeper processing), it will more likely be stored in long-term memory (Marzano, 2004). The more personal it is to the student, the better it will be remembered (Medina, 2014).

Pay attention to the intervals. Information repeated within 30 seconds will get into working memory, but could fade if not repeated again within another 60 to 90 minutes (Medina, 2014). Most information requires spaced repetition with elaboration or deeper processing at least four times before it is stored in long-term memory. Avoid spacing repetition more than two days apart (Marzano, 2004).

5. Retrieval Practice: Teach to retain for long-term gain.

After you have read the question in the next sentence, close your eyes and visualize the answer before opening your eyes again. What are the first four of The Seven Rs? (Close your eyes.) Congratulations! You have just participated in a simple retrieval practice activity.

Retrieval practice is different from studying notes. It is recalling information from working memory. Retrieval practice of information previously taught has been found to be far more effective for long-term retention than reading notes or restudying the same material, even if there was no feedback provided from the teacher (Roediger & Butler, 2011). Note: Do not take down visual cues in your classroom, as they are critical resources for repetition. During short retrieval practice activities, tell students to temporarily ignore resources until they have retrieved everything from their brains first.

Recommendations for Retrieval Practice

Ask, “What are we learning?” and “Why is it important?” This should be a common question to ask your students. If your students are not able to retrieve this information on their own (without looking at a resource), work on Relevance.

Introduce four or fewer items at a time. For more than 50 years, it has been thought that brains can store about seven pieces of information (plus or minus two) in working memory at one time. Newer research, however, suggests that this number is closer to four, and probably fewer for preadolescents (Sousa & Tomlinson, 2011).

Use “quick writes” or learning logs after new content is introduced. Give students silent time to write out important vocabulary and concepts after a mini-lesson, as writing helps with retention (Tate, 2010). Scaffold by giving time to share what they intend to write about with a partner before they start, and encourage sketches that go along with the content.

Teach retrieval practice as a study skill. Give students a blank graphic organizer and have them write down everything they remember about a section...
of learning before looking at a resource (see Figure 2).

6. Reinforcement: Stay positive and be specific.

Teachers should reinforce both behavior and academics by providing feedback in response to students' interactions and performance. Feedback is in the top-10 of all influencers on student achievement (Hattie, 2008). Everyone responds to feedback, but students growing up in poverty typically get half as much positive feedback as negative feedback at home, and 12 times less positive feedback than their higher-income peers (Jensen, 2013).

Recommendations for Reinforcement:

Follow the 4:1 rule. Notice students doing something good four times as much as you notice them doing something wrong. Recognize them with a verbal or non-verbal acknowledgement or a tangible award when appropriate (Marzano, 2007). Focus on S-E-A (Strategies, Effort, and Attitude). Point out a specific strategy, effort, or attitude that helped the student be successful. “I noticed you never gave up on that story problem. That effort helped you solve the problem, and will help you achieve your goals” (Jensen, 2015). The exception here is to never compliment an effort if it resulted in absolute failure. That may cause the student to think their effort doesn’t matter. (Jensen & Snider, 2013).

Help students track progress toward their goals. After a formative assessment, have students complete a goal tracker that includes their goals, current progress, and next steps (Hattie, 2008). Make sure you have taught some strategies and ideas for what they can do to be successful in their next steps.

7. Reflection: Focus on what you have learned.

Reflection is a powerful tool that allows both students and teachers to think about their learning. After a unit or lesson, ask students, “What did you do well?” and “What could you have done better?” (Marzano, 2007). Students should be able to cite a strategy, effort, or attitude such as, “I never gave up, even when I was having trouble understanding,” or “I could have participated more in my group discussions.”

Recommendations for Reflection:

Attribute success and failures to actions. Teach students that intelligence is not fixed (Dweck, 2006), and that success and failures are dependent upon actions, not IQ, social status, background, or special needs (Dweck, 1999). When self-reflecting, encourage students (and yourself as a teacher) to think about what actions led to success and/or failure, in order to decide what to do next.

Have students keep a journal. Students can write in it after an activity, and before or after a big test. Allow students to choose whether or not the teacher will read it (Tate, 2010). A study by Ramirez and Beilock (2011) showed students’ test scores improved after writing how they felt about an upcoming test.

Make a KWLS chart for the unit. Each part of the chart tracks progress toward the learning goal: (a) Know, (b) Want to know, (c) Learned, and (d) Still want to learn. The first two parts are completed before the unit, and the last two are completed as a reflection during or after the unit. This is a good way to understand students’ background knowledge as well (Egbert & Ernst-Slavit, 2010).
Conclusion: Use The Seven Rs to engage ALL learners.

All students crave caring Relationships, and their brains are searching for Relevance. Teacher Responsiveness to each student’s behavior dictates all students’ responsiveness to learning. Repetition and Retrieval Practice maximize all students’ abilities to retain what they have learned. Positive Reinforcement encourages and motivates all learners. Reflection is a mirror to the past and present to see how to progress forward for ALL.

Try this Retrieval Practice exercise.

Use the blank graphic organizer to complete as much as you can remember about each of The Seven Rs without looking back at the text. You can refer to Figure 1 for the names of The Seven Rs.

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Compassionate Schools: A Washington State Initiative

Children are like wet cement. Whatever falls on them makes an impression. –Haim Ginott

In 2008, the Washington State Office of Superintendent of Public Instruction, in partnership with Western Washington University, embarked on writing a handbook on the subject of educating students who have been impacted by trauma. The book, titled The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success is available as a free download at http://www.k12.wa.us/compassionateschools/HeartofLearning.aspx. In it, we introduce the compassionate school framework, which focuses on the following topics: (a) the Adverse Childhood Experience study, (b) the impact of trauma and neuroscience on learning, (c) professional educator self-care and wellness, (d) effective classroom strategies for working with students impacted by adversity and trauma, and (e) effective ways to meaningfully engage students, families, and the community.

Compassionate schools encourage activities and strategies that promote student and staff wellness and adopt values that support schools to meet the diverse needs of students and their families. It requires professional development and a systemic approach to develop strategies and infrastructure that supports student wellbeing as a pathway to learning. A compassionate approach pays close attention to the development and improvement of a positive climate and culture within each school to achieve an optimal learning environment for all students—not only those who are impacted by trauma and adversity. They also actively partner with communities and families to address the health, social, emotional, and behavioral needs of students. The Compassionate School approach promotes a paradigm in schools that:

- Focuses on whole child education and development.
- Raises awareness of the effects of stress, adversity, and trauma on children and families.
- Utilizes data to build strategies that mitigate the negative effects of adversity and trauma.
- Creates a context for change in the school environment.
- Makes teaching more enjoyable and successful.
- Informs relevant policy revision and development that affects the culture and climate of the school.

The implementation of a compassionate school centers on the importance of maintaining high expectations for students. Although the domains and principles (see Figure 1) provide support to students who have been impacted by adversity and trauma, they also benefit all students by supporting their non-academic as well as academic needs.

Educators involved in the compassionate school framework receive substantial training. They are actively supported in learning foundational information about the effects of stress, adversity, and trauma on living and learning and the power of resilience in fostering positive student growth. Information provided through the compassionate schools training promotes fidelity for existing programming. It is not intended as a replacement for frameworks such as Multi-tiered Systems of Support (MTSS) or the array of social-emotional curricula that is available for students. Professional development on the compassionate schools initiative touches all school staff that have contact with students including custodians, school bus drivers, cafeteria staff, etc. Why? Because we believe all staff that interact with students have the potential to make a profound impact in the life of a child.

A compassionate school enables students to become more resilient. It fosters caring relationships among educators and students to (a) aid in self-regulation and management, (b) improve student executive functioning, (c) increase social/emotional competency, (d) foster physical and emotional health; and help students achieve academically while also building necessary skills for a successful life. The compassionate schools pedagogy
encourages students and staff to develop the intuitive understanding that is often lost when learning is focused solely on facts or techniques without an understanding of larger systemic processes at work.

Our intent in developing the compassionate schools framework was to equip educators with information, specific tools, and approaches to help them compassionately respond to the needs of students impacted by trauma in more positive, productive, and supportive ways. In the book, The Heart of Learning and Teaching, we take a closer look at what educators teach and more importantly, how they teach content to students (see Figure 1).

In terms of “what we teach”, the book outlines three critical domains or strategies for educators to consider in relation to facilitating student success in the classroom or school. These domains are as follows:

- Domain One. Creation of a safe classroom or school environment that encourages healthy connections (relationships) and supports student well-being overall.
- Domain Two. The importance of teaching emotional and behavioral self-regulation skills to students who have encountered significant stress or trauma in their lifetime.
- Domain Three. Supporting students with the development of executive function competencies to enhance and grow their personal agency, social skills and academic abilities.

Specific to “How we teach” the Wolpow et al. (2011) outlines six specific compassion-based teaching and discipline strategies. They are as follows:

- Principle One. Always empower students, never disempower them.
- Principle Two. Provide unconditional positive regard whenever and wherever possible.
- Principle Three. Maintain high expectations for all students. Believe they will succeed.
- Principle Four: Check assumptions, observe and question student behaviors and reactions - to avoid rushing to judgment and especially if behaviors are of concern.
- Principle Five. Be a relationship coach to model and support healthy relationships between staff and students and between students themselves.
- Principle Six. Provide students guided opportunities for helpful participation. Allow and encourage them to be engaged and be leaders when possible in their own learning and personal growth process. Also, to the extent possible, extend this principle to family members who would like to be a part of school operation.

An initial pilot of compassionate schools in 2008, as a part of The Substance Abuse and Mental Health Services Administration (SAMHSA) grant, identified 11 schools to implement the training, concepts, and strategies that were outlined in The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success. A summary of the outcomes from that pilot project report can be found at http://www.k12.wa.us/CompassionateSchools/pubdocs/CompassionateSchoolsPilotProjectReport.pdf. All 11 schools who implemented the program reported positive results (Hertel, Frausto, & Harrington, 2009). Their comments reflect a variety of changes in perception that ultimately affected their ability to respond rather than react to student trauma-related behaviors that previously had been a challenge to them.

Some of the most significant learnings articulated by the pilot compassionate school staff were as follows (see):

- A compassionate focus creates a shift in thinking for school staff from “What’s wrong with you?” to “What’s happened to you?”
- “Our frequent discussions have helped us to reflect on the possible reasons for some students’ behavior.”
- “I believe we are looking at our students through different eyes—realizing there might be a reason for their ‘outbursts.’”
- “Thinking differently about kids’ behavior, teaching skills rather than punishing when kids misbehave.”
- “Compassionate schools helped us look at how we view kids and how we treat them individually. Staff started to show more understanding of what might be happening to their students.”

The compassionate school Initiative serves as an “up-stream” strategy for students who struggle with mental wellness needs, drug and alcohol addiction, delinquent behavior, or may be contemplating suicide. The work is...
aimed at being proactive and preventative rather than reactive and development follows a continuous quality improvement process. It is important to emphasize that compassionate schools is not a program. It is a systemic process and framework tailored to the strengths and needs of each student, family, school and community. This strength-based approach primarily believes all problems are solvable and all students are capable of learning and achieving!

The implementation of the compassionate schools Initiative continues in Washington State as well as several other states. Other countries beyond the United States have also expressed interest in utilizing the framework to seek solutions and improve learning for their students who are challenged. The research and evidence of its effectiveness continues to grow as the work builds momentum. For additional information or questions, feel free to contact Ron Hertel or Mona Johnson at the Office of Superintendent of Public Instruction in Olympia.

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<th>Compassionate School Benefits</th>
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<td><strong>Students</strong></td>
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<td>Improved test scores</td>
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<td>Reduced discipline referrals</td>
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<td>Reduced special education referrals</td>
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<td>Reduced anxiety</td>
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<td>Improved social/emotional skills</td>
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<td>Improved attendance and graduation rates</td>
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<td>Improved self-regulation, resilience, cognitive skills and executive function</td>
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References

Ron Hertel is the Program Supervisor for Readiness to Learn (an early intervention dropout prevention program) at the Office of Superintendent of Public Instruction. He received his Bachelor of Science in 1974 and did part-time teaching in middle school, post graduate studies, and inpatient psychiatric work with adolescents prior to beginning a career in social work in Colorado in 1980.

Mona M. Johnson, M.A., CPP, CDP, is the former Director of Learning and Teaching Support at the Washington State Office of Superintendent of Public Instruction and is currently the Director of School Behavioral Health at the US Army Medical Command Office of Child, Adolescent & Family Behavioral Health. In 2009, Mona received the National Advocate of the Year Award from the Community Anti-Drug Coalitions of America.
Taking Notes - Jazz and the American Story: A Partnership between Artists and Administrators to Increase Student Engagement

“You can’t help it. An artist’s duty, as far as I’m concerned, is to reflect the times.”

-Nina Simone

Collective Improvisation: Rationale for Taking Notes

Thelonious Monk once said, “All musicians are subconsciously mathematicians.” His statement, in its simplicity, was a profound allusion to the fact that the lines between the artistic and academic world is not as finite as we once imagined. Tightening budgets in school districts have limited students’ access to art and music during the school day. Nevertheless, roses continue to emerge from the concrete of the educational landscape as urban districts develop and strengthen their partnerships with artists to provide students with experiences that develop their artistic talents and expose them to an eclectic palate of career possibilities. In 2011, while working as a curriculum coordinator for the Richmond County School System, our student achievement data revealed a steady decline in student performance in U.S. History. We needed to find a way to not only empower the teachers of the course with a new approach, but also a way to ignite student’s interest in the content. This course was a requirement for graduation in Georgia, so along with a team of teachers and school administrators, we began to list the underlying causes of this trend and develop a set of strategies to address the issue. The implementation of Common Core State Standards has brought with it a reconceptualization of what engaging instruction entails. Assessments designed by the Smarter Balance Assessment consortia call upon students to demonstrate higher-order thinking that is nurtured in more student centered learning environments that engage students in deeper learning (Peel, 2014). We found the use of jazz music along with history content as a pedagogically sound, financially feasible inter-disciplinary approach that that lent itself well to community engagement and professional development for our teachers.

When examining the high school U.S. History curriculum in most school districts, educators may find guidance in the genius of Miles Davis’ advice to musicians, “Don’t play what’s there, play what’s not there.” One of the challenges that we would have to face as we looked for ways to increase student engagement was the lack of diversity in the U.S. History curriculum. The American story is a mélange of triumph and tragedy of people from across the globe seeking to create. Yet, the curriculum that is presented to most high school students in the United States is monolith of Eurocentrism, negating the significant cultural impact of Native Americans, Africans and Asians whose lives provided the canvas upon which the American portrait would be depicted. Publishing companies wield enormous influence and without proper support from school and district administrators to protect their autonomy and nurture their creativity, teachers conform to the constraints of the resources provided to them. In some instances, these resources provide an image that promotes ethnocentrism, stereotypes, and political polarity that undermines the very democracy it claims to inform. This realization led to the development of a project that we would call Taking Notes: Jazz and the American Story. The project would be a multi-sensory presentation, engaging students visually, musically, and verbally. I would share interesting highlights from American history for 2-3 minutes and a live jazz band would follow up the oral presentation with a selection from the time period that was discussed. For 90 minutes we would walk students through a survey of American history with Jazz as the soundscape. Drawing from oral history tradition and the power of music, we would create a memorable experience for students and teachers that could be replicated in the classroom in the design of student activities and presentation of content. The contents of the presentation would draw upon the existing curriculum.
and attempt to fill the gaps and make the content more relevant to the lives and culture of students of color.

The presentation opened with a discussion about the uses of the drum and how important it was in the lives of Africans long before they were brought to the Americas. We presented students with images of the civilizations of West Africa to help them conceptualize the idea of the complexity of African cultures and the impact of slavery on the lives of the enslaved. This helped them to understand the importance of music in the lives of people from whom everything had been taken. Students are introduced to a sampling of musical instruments that originated in Africa and were brought to the Americas in the memories of enslaved people. Most students were surprised to learn that the banjo and the xylophone had African origins. As the program progressed, they met familiar faces such as Louis Armstrong and Cab Calloway, as well as not so familiar faces such as Thelonious Monk and Mongo Santamaria. We discussed how the big band era gave birth to Bebop where smaller ensembles had been key players in James Brown’s band and had played in their own jazz bands in recent years. Gaddy had developed a successful program for public school children called I Drum 2U, exposing them to the history of the drum and therapeutic benefits of drum circles. We met for several rehearsals, discussing the design of the lesson, the timing and sequence of the musical selections and the imagery that would serve as the backdrop for the presentation.

We also had to work on convincing school administrators that this was an effective use of instructional time. In a survey of principals conducted by the Public Schools of North Carolina’s Department of Public Instruction, they found that 91% of respondents believed that arts integration was a critical component to educating the whole child (Guindon, Huffman, Socol, & Takahashi-Rial, 2014). Students who are in classrooms where the arts are integrated into their learning are more engaged in their work overall than students who don’t have those opportunities (The Kennedy Center, 2014). After explaining the context, declining student performance and waning engagement, principals understood the approach and saw it as an opportunity to have their teachers rethink their approach to the content. We wanted to leave high school history teachers empowered with ideas for using historical images, song lyrics, interesting stories and music to shatter the monotony of the classroom. Without administrative support the project would not have been as successful. Teachers needed to see the 90-minute session as a launch point for a new approach rather than a singular non-instructional event.

Set List: Planning & Challenges

Once the idea was developed, we began the planning phase. A local community organization, Garden City Jazz, had been hosting free Sunday evening jazz concerts in downtown Augusta for several years. The director of the event, Karen Gordon, was a local jazz legend and champion for the arts in the city. She became an instrumental community partner with the school district in the success of the Taking Notes project. She met with the curriculum director and me to discuss the logistics of the presentation. Which schools would we visit? How many musicians would be involved? What expenses would the project incur? How would it be funded? We also considered how to extend the professional learning of teachers and students beyond the actual 90-minute presentation. We found resources that could help teachers make their own connections with the content, the music, and the students in the weeks after the presentation left their schools. The musicians that were part of the project were Karen Gordon (piano), Dave Weston (bass), Joe Collier (trumpet), and Not Gaddy (drums). Weston and Collier had been key players in James Brown’s band and had played in their own jazz bands in recent years. Gaddy had developed a successful program for public school children called I Drum 2U, exposing them to the history of the drum and therapeutic benefits of drum circles. We met for several rehearsals, discussing the design of the lesson, the timing and sequence of the musical selections and the imagery that would serve as the backdrop for the presentation.

Beyond the Bandstand: Implications

Just as the emergence of Bebop led to the decline of the Big Band Era, we hoped that this arts based approach to professional development, modeling, and thematic lesson planning would open a new path for the teachers in our district as they sought to recapture their students’ attention. Taking Notes: Jazz and the American Story was a research-based mechanism that helped us to enhance our curriculum. If we are to truly address the opportunity gap and curriculum breadth that challenges teacher effectiveness, what adjustments must we make in the design of instruction and the partnerships we foster in and around schools? The beneficiaries of our work are the teachers whose work is more reflective of their pedagogical creativity and the generations who are stewards of this heightened artistic and historical awareness.
Whole Child Overview: What Do We Mean by “Whole Child”?  
Tenet: Supported: What is the True Meaning of Discipline?  
Tenet: Engaged: What does it Mean to “Be a Learner”?  
Tenet: Supported: Are Grades About What Students Earn or What Students Learn?  
Tenet: Engaged: Does using Technology in the Classroom Enhance Student Engagement?  
Tenet: Supported: Can We Learn This Together?  
Tenet: Engaged: What Does Your Local Legislator Know About Your Work?  
Tenet: Supported: Why Does it Seem Like Everything in Education is Changing? And, Is There a Way to Think About the Work That Could Make the Work More Manageable?  
Tenet: Healthy: Closing the Achievement Gap through Collaborative Bridge Building?  
Tente: Supported: Can You Help Me?  
Tenet: Su supported: Are You PLC Lite?  
Tenet: Engaged: Do I Need to Be A Connected Educator?  
Tenet: Engaged: How Do You Treate the “New Kid” in Your School?

Check out our Blog at http://wsascd.org.blogspot.com/  
or download a PDF at http://wsascd.org/critical-question-articles/  
To contribute a topic, contact Kathy Clayton at kclaytonascd@gmail.com
Executive Directions

What an exciting time to be an ASCD member! As an affiliate leader with ASCD, I can tell you there is a tremendous amount of enthusiasm with the fact that Deb Delisle, former Assistant Secretary of Education for the Department of Education, is the new Executive Director and Chief Executive Officer for ASCD. If you listen to Ms. Delisle’s introduction at https://www.youtube.com/watch?v=DyaSvTu_6KU, you will find that she has spent her entire career as an educator. She has served as a teacher, a principal, and in various local, state, and national roles. She is truly an educational leader who understands the needs of educators.

This July, Washington State ASCD President Janet Regge and I had the pleasure of hearing Deb Delisle speak at the ASCD Leader to Leader Conference in Washington, DC. She was truly an inspiration, sharing her desire to honor the work of past educators while continuing to support the education of the whole child.

Washington State ASCD, our affiliate, shares her desire to educate the whole child through a revised awards program. We are pleased to announce that our Whole Child Awards have a new nomination window and a simplified application process. Nominations will be open December 1st, with a deadline of March 4th. All applications will be reviewed by a selection committee to determine which schools should receive recognition at a venue within the award recipient’s school district or Educational Service District. Our mission to be “a community of all educators committed to promoting promising practices to ensure ALL students are safe, healthy, engaged, supported, and challenged” is more than just words. The WSASCD Board of Directors believes strongly in using the awards program to honor schools that exhibit our mission in action. We have shining examples in our winners from years past on our website at www.wsascd.org. This year, we were pleased to celebrate the following schools:

- Safe School Award: Tacoma Public Schools Cohort One—Birney, Boze, Downing, Edison, Franklin, Larchmont, Lister, Mt. Tahoma HS, Pt. Defiance, Roosevelt, Skyline, Truman MS, Whitman: Carla Santorno, Superintendent
- Student Engagement Award: Vancouver iTech Preparatory, Vancouver Public Schools: Christina Iremonger, Principal; Dr. Steven Webb, Superintendent
- Supported Students Award: Sunnyside High School, Sunnyside School District: Ryan Maxwell, Principal; Dr. Rick Cole, Superintendent

We will also continue to highlight the tenets of the Whole Child through Our Critical Question article series. Fourth grade teacher and WSASCD board member, Kevin Parr, wrote the September article as an introduction for the current year. If you want to know more about what we mean by “Whole Child”, visit http://wsascdorg.blogspot.com/ to read his article. The pdf can be used to help teacher teams and school staffs to learn more about ASCD’s whole child initiative. You can also learn more about the national campaign at www.wholechildeducation.org.

The strength of our affiliate’s work certainly is a reflection of our strong membership, exceptional Board of Directors, and the ASCD Emerging Leaders. We are fortunate to have many educators in Washington who were selected as ASCD Emerging Leaders because they demonstrate a passion for teaching, learning, and leadership. This year, the following educators were selected:

- Jeff Charbonneau, Science Teacher: Zillah High School, Zillah School District
- James Crawford, Principal: Valhalla Elementary School, Federal Way School District
- Forrest Griek, Principal: Browns Point Elementary, Tacoma Public Schools
- Kelly Murphy, Instructional Facilitator: Renton School District

WSASCD loves its Emerging Leaders and finds ways to utilize their services to support our mission. Emerging Leaders have served as conference/workshop hosts, authors of Critical Question articles, and past or present members of ASCD committees and the Board of Directors. To see Emerging Leaders of years past, go to http://wsascd.org/ascd-emerging-leaders-from-washington-state/

As you plan for professional learning for yourself, your school, or district, remember that well-prepared and trained educators make more effective teachers and leaders impacting student learning in positive ways. WSASCD has partnered with various school districts through the years to bring quality professional learning to different areas in Washington. If you have an interest in partnering or have a professional learning idea, please contact me at kclaytonascd@gmail.com. Thank you for your good work for all Washington State students!
WSASCD State Recognition Awards

There are three parts to the State Recognition Awards program…

1) The State Whole Child Awards are designed to acknowledge and honor schools that have made significant contributions to student learning by creating a school culture with programs that exemplify one or more of the five tenets of The Whole Child Initiative: Healthy, Safe, Engaged, Supported, and Challenged. Any school that meets the criteria may be nominated. The Whole Child Awards are presented at a venue within the recipient’s school district.

Nomination window: January 12—March 4, 2016

2) The Outstanding Young Educator Award is designed to acknowledge young educators (40 and younger and who is recognized as a “rising star”). The award, sponsored by McGraw Hill Education is presented annually at the WSASCD Annual Conference Awards Luncheon in October.

Nomination window: February 8—April 22, 2016

3) The Cultivating Character Award celebrates the accomplishments of a school which demonstrates effective implementation of a character education program based on the belief that the ethical, social and emotional development of children is as important as their academic achievement. The Cultivating Character Award is presented at a venue within the recipient’s school district.

Nomination window: January 12—March 4, 2016

For information on past award recipients, go to www.wsascd.org/past-award-recipients/

For questions about the program contact:
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Supporting Culturally and Linguistically Diverse Learners

As the state of Washington is increasingly becoming more diverse, schools are serving more culturally and linguistically diverse learners. These students come to school with many strengths and challenges. To best support and teach CLD students educators must gain additional knowledge. The diversity gap between teachers and students may contribute to these challenges. The next Curriculum in Context will address this need with an issued dedicated to Supporting Culturally and Linguistically Diverse Learners. Who are CLD students? What are the key principles for teaching CLD students? What is a culturally and linguistically diverse classroom? What is cultural competence and why is it important? How can schools develop effective and collaborative relationships with CLD learners and their families? How are local colleges preparing new teachers to work in an increasing diverse classroom? How can districts recruit and retain CLD teachers? These are just some of the questions that you might consider when submitting an article or book review for consideration.

The editorial staff invites you to submit a manuscript on this topic to Sue Ann Bube (sbube@seattleu.edu) by March 15th. Manuscripts will be published in one of the three sections of Curriculum in Context: Learn, Teach, or Lead. Potential articles submitted for the Learn section should be a current book review between 500 and 750 words and should include the APA reference for the book. Manuscripts for the new Teach and Lead sections should be between 850 and 2500 words, focus on either the classroom (i.e., teacher) perspective or the leadership perspective, and include citations written in APA format.

SUBMISSION DEADLINE
March 15, 2016