Thank you for attending today’s professional learning! We will be starting soon. Please introduce yourself in the chat. Throughout the webinar, please pose questions and reflections in the chat.

AASA, through premier professional learning, seeks to build individual growth and collective impact. Check out other professional learning webinars at https://www.aasa.org/AASA-LeadershipNetwork-Webinars.aspx

LEADING FOR EQUITY:
DELIVERING A HIGH-LEVEL, CULTURALLY RELEVANT CURRICULUM FOR ALL LEARNERS

DATE: OCTOBER 29, 2020
TIME: 5:00 PM (EST)
FEATURING: JAY MCTIGHE, DR. KENNETH HAMILTON, & DR. JEFF GORMAN
Leading for Equity: Delivering a High-Level, Culturally Relevant Curriculum for All Learners

Thursday, October 29, 2020

Join the Leading for Equity community: edweb.net/AASAequity
Valerie joined AASA early in 2019 as the Assistant Executive Director responsible for guiding leadership development services and programs. With years of experience in the superintendency and roles in instructional technology, she knows that AASA’s Leadership Network can be a substantial resource for school leaders trying to keep pace with the rapidly changing delivery of K-12 education.
Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as Director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland’s standards-based reforms, including the development of performance-based statewide assessments. He also directed the development of the Instructional Framework, a multimedia database on teaching. Well known for his work with thinking skills, Jay has coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George’s County, Maryland, as a classroom teacher, resource specialist, and program coordinator. He also directed a state residential enrichment program for gifted and talented students.

Jay is an accomplished author, having co-authored 17 books, including the award-winning and best-selling Understanding by Design series with Grant Wiggins. His books have been translated into 12 languages. Jay has also written more than 50 articles and book chapters, and has been published in leading journals, including Educational Leadership (ASCD) and Education Week. See his books here. Jay has an extensive background in professional development and is a regular speaker at national, state, and district conferences and workshops. He has conducted workshops in 47 states within the United States, in seven Canadian provinces, and internationally to educators in 35 countries on six continents.

Jay received his undergraduate degree from the College of William and Mary, earned his master’s degree from the University of Maryland, and completed post-graduate studies at The Johns Hopkins University. He was selected to participate in the Educational Policy Fellowship Program through the Institute for Educational Leadership in Washington, D.C., and served as a member of the National Assessment Forum, a coalition of education and civil rights organizations advocating reforms in national, state, and local assessment policies and practices. Since education is a “learning” profession, Jay set a learning goal when he was 57 years of age to be surfing by 60. He did it!
Delivering a High-Level, Culturally-Relevant Curriculum
Culturally Responsive Curriculum

- Is intellectually respectful
- Teaches the basics in the context of culturally relevant tasks
- Avoids excessive “test prep”
Three Interrelated Goals

- **Acquire**
  - important knowledge and skills

- **Understand**
  - “big ideas”

- **Transfer**
  - learning to new situations
Surface level learning

Deep learning

Transfer
DEEP LEARNING

Deep learning is a “process through which an individual becomes capable of taking what was learned in one situation and applying it to a new situation.”

– National Research Council
Tip # 1: Focus on Transferrable Ideas

LESS emphasis on covering disconnected facts & details

GREATER focus on transferable BIG ideas that are worth understanding deeply
Frame curriculum units as:

A Study In __________
A Study In _________

Insects = A study in structure and function

American Minorities = A study in identity and survival
A Study In ____________

Decimals, Fractions, Percents = A study in equivalence

Weight training = A study in proper technique
A Study In ________

*The Giver* =
A study in **treasured memories**

*The Other Side* =
A study in **true friendship**
A Study In ___________

The rainforest = A study in a complex ecosystem

Martin Luther King = A study in courage
Tip # 2 – Create a Concept Word Wall

- Natural resources
- Inhabitants
- Climate
- Culture
- Geography
- Economy
- Lifestyle
A **system** features an **interconnected** set of parts. A **change** in one part of a **system** affects the **balance** of the entire system.
Consider: If the Standards and the textbooks contain the answers, then what were the questions that led to that knowledge?
Essential Questions – E/LA

What ”truths” can we learn from fiction?

How do effective writers hook and hold their readers?

How does what you read influence how you should read it?
Essential Questions for History and Social Studies

Whose “story” is this?

How do you know what to believe about a historical claim?

What can patterns of history teach us today?
Essential Questions for Science

Why does ______ happen?

How will I know if this [scientific claim] is true?

How are structure and function related?
Essential Questions for Mathematics

How can we communicate mathematically?

How is mathematics used to model and predict change?

What do effective problem solvers do when they get stuck?
Essential Questions for Critical Thinking

How do I know what to believe in what I read, hear and view?

Is this source credible?

What other perspectives should I consider?
In what ways do organisms adapt in order to survive?
Exhibit Statement

As a class, we brainstormed some goods and services that would benefit our class. Then, the students decided what type of business they wanted to run based on the ideas. The top businesses from each class were selected for the exhibit.

How do economic systems work?
How can artists repurpose different materials to make new things?
Example: A Unit on the Rainforest

**A Study In... A Complex System**

**Concept Word Wall**
- System
- Interdependence
- Balance
- Adaptation
- Competition
- Survival

**Essential Questions**
- How can a small change in a system have a big impact?
- How do living things depend on each other for survival?
- Why should we care about the rainforest?
Tip # 4: Engage Learners with Authentic Tasks
Example:

Involved Citizen

You have an idea that you believe will make your school better, and you want to convince school leaders that they should act on your idea. Identify your audience (e.g., principal, PTSA Board, students) and:

1. Describe your idea.
2. Explain why and how it will improve the school.
3. Develop a plan for acting on your idea.

Your idea and plan can be communicated to your target audience in a letter, e-mail, or presentation.
1. Create an infographic to help young people understand the exponential spread of Corona Virus infections.

2. Develop a public service announcement recommending specific actions people can take to minimize the spread of the disease.
example:

Mail-Order Friend

•Imagine that you could order a friend from a mail-order Friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.
Two Dimensions of Authenticity

Real-World Application

Students’ Interests and Experiences
You are a swimming coach who must decide which four swimmers in the twelve-and-under age group will be placed on the 200-yard freestyle relay (4 x 50) in the state championship swim meet. Here are the times from six meets for seven team members. After reviewing their times, your task is to select the four swimmers for the championship relay and explain your reasoning since the swimmers and their parents will want to know the basis for your selection.
The Coaches Dilemma

The swim coach has a dilemma. She must choose four swimmers to compete in 4 x 50 relay at the end-of-season championship swim meet. Which four swimmers should she pick? How will she explain her decision to the swimmers and their parents? She needs your help!

Study the times of the seven swimmers for the six meets held during the season. Identify your four choices marking an “X” in the last column on the chart. Explain your reasoning in the space below.

<table>
<thead>
<tr>
<th>Swimmer</th>
<th>Individual times for 50 yard freestyle</th>
<th>Selections</th>
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<tbody>
<tr>
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<td>Meet #1</td>
<td>Meet #2</td>
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</tr>
<tr>
<td>7</td>
<td>33.5</td>
<td>38.0</td>
</tr>
</tbody>
</table>
You are a track coach who must decide which four runners will be placed on the 4x400-yard relay in the state championship track meet. Here are the times from six prior meets for seven team members. After reviewing their times, your task is to select the four runners for the championship relay and explain your reasoning since the runners and their parents will want to know the basis for your selection.
Since you are an accomplished ________,
you have been asked to develop a step-by-
step guide to help other kids learn how to
do it. Your directions should include words
and pictures to help others learn how to
_____________ like you.

example:

A “How To” Guide
I am going to show you how to break dance.
High School students create a Voters Guide
Tip # 5: Teach like a Coach
Teach “backward” from the Game

Authentic transfer performance

Learning & practicing
  • knowledge
  • skills
  • strategies
Dr. Kenneth R. Hamilton completed his undergraduate degree at Seton Hall University where he majored in criminal justice and minored in education. He studied advanced level courses in fulfillment of his Master of Arts degree at Seton Hall University and Jersey City State University. He also completed leadership institutes at Harvard University and Princeton University, before completing doctoral studies at Nova Southeastern University. Dr. Hamilton was awarded a fellowship grant by the Geraldine Dodge Foundation at Princeton University to study the effects of Year-Round Schooling. In 2008, he was appointed as a U.S. Delegate to visit China to observe educational programs and most recently was the recipient of the NAACP Distinguished Educators Award and the Sybil Yastrow Superintendent’s Grant. He is an adjunct professor at William Paterson University and a state-approved mentor for the NJ State School Administrators’ Residency Program.

After being recognized for his ability to initiate change and spearhead improved student outcomes, he was promoted to principal of Clinton Elementary School where he implemented one of the first mandatory school uniforms policies in the State of NJ and increased student performance by 83% in four years. He was later hired as the assistant superintendent of Schools in Cherry Hill, New Jersey where his responsibilities included supervision for middle school programs, district-wide professional development, minority achievement initiative (closing the achievement gap) and diversity recruitment. He then became Superintendent of Schools in Westhampton Public Schools where he was recognized for implementation of several programs designed to improve student outcomes. Dr. Hamilton presented before the NJ State Senate to justify Senate Bill S2307, a bill requesting equitable state funding. In July of 2014, Dr. Hamilton was appointed Superintendent of the Mount Vernon City School District where his leadership is creating new synergy focused on community engagement and a quest for excellence.
Entering his 32nd year in public education, Dr. Jeff Gorman serves as the deputy superintendent of schools for the Mount Vernon City School District in Westchester County, NY. Bringing a passion for learning and a commitment every child can achieve at high levels has been at the forefront of his work. He earned his doctoral degree in May 2011 from Rowan University and focused his dissertation on the effects of differentiated instruction on student achievement. Among his other professional accomplishments, Dr. Gorman has been a pioneer in the area of technology integration into public schools. He is one of a select group of superintendents via AASA’s Transformational Leadership Consortium Network, viewing and sharing best practices in digital content and personalized learning at a national and international level. He has worked with the most heralded experts in the field of curriculum and instruction who include but is not limited to Carol Ann Tomlinson, Grant Wiggins and Jay McTighe, Robert Marzano, and Charlotte Danielson amongst others. He has presented at several national conferences over the years on topics ranging from professional coaching, to improving leadership, to creating professional learning communities as a means of job-embedded professional development. His current focus is on transformational reform with an emphasis on equity and equality by improving STEAM education, literacy and mathematics, and multiple pathways to graduation through the creation of a college- and career-ready environment for the students in Mt. Vernon.
Mount Vernon City School District
SnapShot - 2020-2021 -
Twitter: @MVCitySchools

- Mount Vernon is a city in Westchester, New York. It is considered an inner suburb to New York City, immediately north of the Bronx.

- According to the last census in 2010, there were 67,292 residing in a city that has a radius of 4.5 square miles.

- Pk-8 campus model, 3 Theme-based High Schools

- 743 Teachers, 69 support teachers, 60 administrators, 230 Teaching Assistants, 326 other staff (Security, Clerical, Custodial…

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<th>School Name</th>
<th>Grade Configuration</th>
<th>BEDS Day Enrollment</th>
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<td>Mandela/ Hosea Zollicoffer</td>
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<td>Benjamin Turner Middle School</td>
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<td>Middle / High</td>
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</tbody>
</table>
Mount Vernon City School District
2020-2021
Facebook - @MountVernonCitySchoolDistrict

Student Demographics
- Economically Disadvantaged, 69.4, 68%
- ELL, 7.3, 7%
- Homeless, 8.8, 9%
- Special Education, 16.1, 16%

Ethnicity
- African American, 67.3, 67%
- Hispanic, 24.9, 25%
- American Indian, 0.2, 0%
- Asian, 1.6, 2%
- Multiracial, 1.2, 1%
- White, 4.6, 5%
- Hawaiian

American Indian
Hispanic
White
Multiracial
Asian
African American

ELL
Special Education
Economically Disadvantaged
Homeless
Vision: Equality is the Enemy of Equity

- Mount Vernon – Stable & Aspiring Leadership
- Educating Students and Families out of Poverty
- Holding up High Standards
- Building Conditions & Beatification
- The Arts
- School Status - Reward Schools – Blue Ribbon
- Student Centered
- Supportive Board of Education
- Community buy-in so we can do the work
3 Theme-Based High Schools Providing Multiple Pathways to Graduation

• STEAM Academy
• Comprehensive High School (MVHS) – Focus on CTE, newly accepted IB program
• Performing Arts Academy
• Additional pathway utilizing different Grants leading to Partnerships with Colleges (Lehman College, Concordia College, St. Lawrence College, Mercy College, Bank Street College)
  • Students can accrue up to 60 college credits while in High School
The Arts: Creating A Transformation: Time, Talent, Treasures
Educating All on Equity and Racism – Actions: How are we Closing the Gap?

- All students and staff receiving a technology device and access to internet
- Wellness Wednesdays – Addressing Trauma
- Continuous Professional Development – Small Digestible bites
- Multiple Paths to Graduation and Post Secondary Opportunities
All Students Must Thrive – District – Book
Read – How to have tough conversations

- Developing Racial Literacy and Cultural Awareness in Schools – Tyrone C. Howard
- How to Create a Trauma-Aware Learning Environment – Maisah Howard
- Confronting Implicit Bias and Micro-aggressions in the Classrooms: Distinguishing Intent from Impact - Maisah Howard
- Designing Culturally Responsive Learning Experiences – Tonikiaa Orange
- Promoting Critical Wellness with Young Learners – Andrea C. Minkoff
- Creating a College-Going Culture – Jonli D. Tunstall
- “It’s Not So Much ... for a Grade: Humanization as Real School and Emotional Learning – Patrick Camangian
- Sustaining the Critical Wellness Approach
Tri-District Consortium: Justice, Equality & Equity

• Student speaker series connected to local College partnership
• Shared virtual space to discuss topics from three school districts
Principal Leadership Academy

• Monthly series of workshops to acclimate new Principals and administrators to the Mount Vernon School District

• Topics range from in-box exercises on Critical thinking and decision-making to what it means to be a Leader in this unprecedented time.

• Common Vocabulary leading to Common Understanding – Conducting a Book Read entitled: How To Be An Antiracist by Ibram X. Kendi

• Creating systems independent of individuals. Establishing that: Culture Is What You Allow
Interactive Parent Workshops – Zoom Webinars

- Parent Liaisons reach out to parents in their school to attend parent interactive workshops – 90 minutes sessions on these topics and more:
  - Frustration and Fears: How to Survive and Thrive in An Uncertain Time
  - Mental Health Check-in for Teens
  - Social-Emotional Support for Children & Families-Building Resiliency Now and post-COVID-19
  - Mindfulness Techniques to Stress Less for Students and Families
  - The 7 Critical Skills at Any Age for College/Career and Beyond
  - The ABCs of Social Media: Understanding Communication Technologies—cell phone, texting, social media platforms
  - Let's Talk This Out: Understanding Teenage Language and Culture
  - Positive Family Communication & Discipline
  - What's All The Fuss About—Information For Families To Support Virtual Learning?
Community Task Force – 5 Goal Areas

• Create a system and resources to educate students/parents/relatives/community members on consequences of using Social Media responsibly and the impact of Cyber Bullying.

• Promote a sense of safety and connectedness for students/parents/community members when community traumas emerge. Create safety zones with resources that include safety agents such as counselors and supports.

• Create a comprehensive parenting program to address different stages of childhood behavior (Early Childhood, Elementary, Pre-Adolescent, Teenage)

• Create a Mobile Crisis Team that is proactive and reactive in dealing with disruptive incidents at our secondary school sites.

• Establish a community directory and communication plan that address stress and trauma in students and family members
Bringing It Together – Developing A Culturally Relevant Curriculum

- Understanding By Design (Creating Units of Study)
  - Leadership Teams – Learning Management System (LMS) Schoology course
  - 3-year plan to train staff and rewrite curriculum to reflect UbD/Differentiated Instruction Standards, Goals, Assessments
- Phase 1 - Identify Desired Results – Standards & Goals, Essential Questions (Present)
- Phase 2 - Determine Acceptable Evidence - Assessments
- Phase 3 - Create the Learning Plans & Activities
- Examples of moving towards a problem/project-based learning environment
  - STEAM Academy - United Nations SDG Goals – Infrastructure
  - AVID (Advancement Via Individual Determination) – A Bridge to Rigor including Community Service & Family
  - My Brothers Keeper (MBK)
Digital Tools For Students
Register for the Transformational Leadership Consortium (TLC) Site Visit to Mt Vernon, NY

2020 MOUNT VERNON CITY SCHOOL DISTRICT VIRTUAL SITE VISIT!
Join the Mount Vernon City School District (NY) leadership team, in collaboration with AASA TLC:
Sunday, November 8 (3 pm - 6 pm Eastern) and Monday, November 9 (9 am – 4 pm Eastern).
Morning, lunch and afternoon breaks are included on the schedule on Monday, November 9.

AGENDA:
The Mount Vernon City School District leadership team has put together a most compelling agenda for this 2020 virtual site visit.

Highlights of the Mount Vernon City School District virtual site visit agenda for November 8 and 9 include:
• Welcome from actress Phylicia Rashad (aka Clair Huxtable)
• A performance from students at the Denzel Washington School for the Arts
• Classroom visits, including a discussion on equity with the authors of the book All Students Must Thrive
• A virtual tour of Mount Vernon City School District and their transformed facilities
• Learn about Mount Vernon City School District STEAM Academy and much more!

REGISTER HERE:
Sunday, November 8, 2020 (3 pm to 6 pm Eastern) - http://bit.ly/AASATLC-MTVERNONSITEVISIT-1108
Monday November 9, 2020 (9 am to 4 pm Eastern) - http://bit.ly/AASATLC-MTVERNONSITEVISIT-1109
Please submit any questions to Debbie Magee: dimagee@aasa.org
Questions & Answers

Dr. Valerie Truesdale
(Moderator)
Assistant Executive Director
AASA
Twitter @ValerieTruesdal

Jay McTighe
Educator and Author
McTighe and Associates
Twitter @jaymctighe

Dr. Kenneth Hamilton
Superintendent
Mount Vernon City School District (NY)
Twitter @MVCitySchools

Dr. Jeff Gorman
Deputy Superintendent
Mount Vernon City School District (NY)
Twitter @MVCitySchools & @GmabejJeff

Join the Leading for Equity community: edweb.net/AASAEquity
Thank you for attending today’s webinar!
You will receive a link to the recording of today’s session via email.
The Leading for Equity series has been created to highlight policies, practices and protocols that serve to limit access and opportunity for children of color and/or low-income backgrounds and showcase district leaders who are tackling those practices intentionally. Through premier professional learning and networking, we seek to build individual growth and collective impact to continuously improve outcomes for America’s school children.

Please join us each Thursday afternoon for Leading for Equity webinars.
Visit home.edweb.net/aasaequity
Previous professional learning webinars are archived at:
Register for the 11/5 AASA Equity Series edWebinar!

Leading for Equity:
Intentionality for Access and Opportunity

Presented by
Dr. Gustavo Balderas, Superintendent, Edmonds School District (WA), and
Dr. Heath Morrison, Superintendent, Montgomery Independent School District (TX)
Moderated by Dr. Valerie Truesdale, Assistant Executive Director, AASA

Thursday, November 5, 2020 @ 4 p.m. Eastern Time

Register here:
home.edweb.net/webinar/aasaequity20201105
Register for the 11/12 AASA Equity Series edWebinar!

Leading for Equity:
Courage to Lead with an Equity Agenda

Presented by
Dr. Khalid Mumin, Superintendent, Reading School District (PA), and
Marlon Styles, Superintendent, Middletown City Schools (OH)
Moderated by Dr. Amy Sichel, Lead Superintendent, AASA Superintendent Certification Program®

Thursday, November 12, 2020 @ 4 p.m. Eastern Time

Register here:
home.edweb.net/webinar/aasaequity20201112
Register for the 11/19 AASA Equity Series edWebinar!

Leading for Equity:
Data-Driven Equity Audits and District Protocols for Success

Presented by
Dr. Leila Nuland, Managing Director of the K-12 Research Team, Hanover Research;
Dr. Daryl Camp, Superintendent, San Lorenzo Unified School District (CA); and
Dr. Gregory Hutchings, Superintendent, Alexandria City Public Schools (VA)
Moderated by Dr. Valerie Truesdale, Assistant Executive Director, AASA

Thursday, November 19, 2020 @ 4 p.m. Eastern Time
Register here:
home.edweb.net/webinar/aasaequity20201119
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Thank you for attending!

Learn more about AASA, The Superintendents Association at aasa.org

Take our short survey to give us your feedback on this edWebinar!

tinyurl.com/AASAequityeval1029