The Challenges We Face

• “Throughout our nations history, each generation has been educated to fix the flaws that surfaced during the previous generation’s youth (Howe & Strauss, 2000).”

Suzette Lovely, Austin Buffin
Generations at School

Indications: Educators are being asked to educate students beyond their own individual mental capacities deriving the need to develop a working capacity among faculty.
“Under a prevailing belief that young people are getting older younger, school-age children expect to have a say in everything, including how they are educated.”

Suzette Lovely, Austin Buffin
Generations at School

Indications: It is important to understand basic characteristics and origins of motivation for our students in order to allow them to participate in their own education, rather than creating a disconnect in traditional style teaching and current practices in learning.
Globalization

• “Monumental issues such as poverty, global warming, and foreign competition require adolescents to leave high school with a bank of knowledge no other generation needed before.”

Suzette Lovely, Austin Buffin

Generations at School

Indications: Students educational experiences must move from a personal and local level of comprehension to a global level of application.
## Shifts in Education: The Texas Perspective

<table>
<thead>
<tr>
<th>Decrease</th>
<th>Increase</th>
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<tbody>
<tr>
<td>• Isolation</td>
<td>• Collaboration and communication</td>
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<tr>
<td>• Learning is other-directed</td>
<td>• Learning is self-directed</td>
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<tr>
<td>• Sort and select students</td>
<td>• All student will learn</td>
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<td>• Student differences are masked or acted upon when problematic</td>
<td>• Student differences are studied as a basis for planning</td>
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<td>• A relatively narrow sense of intelligence prevails</td>
<td>• A focus on multiple forms of intelligence is evident</td>
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<td>• Whole-class instruction dominates</td>
<td>• Many instructional arrangements are used</td>
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<td>• Tests for pieces of learning</td>
<td>• Assess for continuous improvement</td>
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<tr>
<td>• Learning bits of information</td>
<td>• Learning is relevant and connected to life and other disciplines</td>
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<tr>
<td>• Time driven</td>
<td>• Results driven</td>
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<tr>
<td>• A single form of assessment</td>
<td>• Multiple forms of assessment are used</td>
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<tr>
<td>• Assessment most common at the end of learning</td>
<td>• Assessment is ongoing and diagnostic</td>
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Shifts in Education: National Perspective

### Decrease
- Only whole class, teacher-directed instruction
- Student passivity and prizing and rewarding of silence in the classroom; classroom time devoted to fill-in-the-blank worksheets and other “seat-work”
- One-way transmission of information from teacher to student
- Only rote memorization of facts and details
- Teachers thinly covering large amounts of material in every subject area
- Tracking or leveling students into “ability groups”
- Use of and reliance on standardized tests

### Increase
- Experiential, inductive, hands-on learning
- Active learning in the classroom
- Diverse roles for teachers, including coaching, demonstrating, and modeling
- Emphasis on higher-order thinking, learning key concepts and principles
- Deep study of smaller number of topics
- Grouping, collaborative study
- Choice for students
- Attention to the varying learning styles and other needs of individual students
“An effective school is one in which all students learn the specified curriculum regardless of factors in their backgrounds which have ordinarily been identified as those which prevent such learning.”

-Lawrence Lezotte

-Learning for All

Implications directly address the make up of our student population.
Restructuring

- Change is our only constant which requires the restructuring of how we function in terms of leadership and system processes.
  - Professional collaboration and cognitive dialogue (Dufour, Schmoker, et al.)
  - Teacher leadership- sustainable momentum and commitment to the cause
  - Curriculum and instructional development
What we’ve done in the past

• Txt Msg Unt

Objective: Students will understand, analyze and evaluate the value of printed communication in the forms of traditional printed text, translated text messaging, and vocational dialogue.

Instructional strategies:

• Students worked in groups of 2-3 to read, analyze and note the purpose, audience, and intent of Newsweek, USA Today, and U.S. News and World Report magazine articles.

• After breaking down the articles, students translated the articles re-wrote the articles using traditional text messaging techniques.

• Students then evaluated the value of the contents and the level to which the original text was relayed in translation.

• This was then applied to an evaluation of vocational articles and the vocabulary and modes of translation.
Audio Analysis

- **Objective:** Students will understand tone at a level of analysis and evaluation. Students mastery of this understanding will be evident in their future writing.

- **Instructional Strategies:**
  - Students read and analyzed famous historical speeches from Martin Luther King, Abraham Lincoln, Malcom X, John F. Kennedy, et al.
  - Students were asked to identify the tone of each speech and provided evidence from the text for the specific words/phrases that indicate the identify tone.
  - Students then listened to the speeches on individual CD players as spoken by the original authors and did research on the historical context of the speech and were then asked to reevaluate their diagnosis of the tone.
  - Students then had to identify and defend the reason for changing their original analysis (if this was the case) indicating if it was the context or delivery that most affected the tone of the speech.
**Objective:** Students will learn how to select activities and master a level of independent work and accountability to produce a portfolio compiled of ongoing projects to accompany the class novel and develop a deep level of comprehension of the text and apply the indicated theme and context to evaluate the literary merit of the novel.

**Instructional Strategies:**
- Journaling, graphing, visual representations, presentations, graphic organizers, quizzes, essays, research, literary term identification, teacher-student discussions, poetry, character maps.
A Modest Proposal

**Objective:** Students will understand the purpose of satire, the reality of the social issues addressed, and be able to apply this understanding by researching current events and then portraying the most critical aspects of the issue through satire.

**Instructional Strategies:**
- The instructor will engage students in heated dialogue by verbally recreating a “Swift” like proposal pertaining to modern social issues which directly impact students.
- Students will then read and analyze Jonathan Swift's *Modest Proposal*. Students will analyze the use of irony and dialogue about the real issues being addressed. Students will research the historical context of the proposal.
- Students will research and select a current social issue and create their own version of a “modest proposal”

**Cross Curricular Connection:** Student gains awareness of the historical context of Swift’s writing, current events and propaganda.
IT’S NOT ENOUGH
What we’re doing now: Multifaceted

- Curriculum and Instructional Adjustments
- Professional cognitive dialogue
- RMS-RHS-PVAMU
- Leaderships’ expectations and awareness of what is going on in the classrooms to offer support rather than teacher evaluation
- Our own expectations and understanding of our role as educators
- Life long learning for educators to equip us with the needed understanding to address the challenges presented in cultural changes
INSTRUCTIONAL APPROACH

- Learning is introduced from concrete relativity to abstract theories/concepts.
  - Information is presented present as problem to provoke cognitive dialogue and student discovery
  - Students read a Newsweek article on the cultural changes taking place in today’s school systems with today’s students. (concrete/relevant)
  - This then lead to students identifying the problems and discussing the implications with their colleagues and students at PVAMU.
  - It was then taken back into the classroom to discuss the revelations of their discourse and the implications for the value of communication and the impact on the contents of today’s literature and how to identify such shifts in their own writing practices. (abstract)

- View Video Clip.
CURRICULUM

- **Skipping Christmas**: in theory and practice
  - This theory takes learning of literature through the layered process of: Using John Grisham’s *Skipping Christmas*
  - students will go through the following phases of literature analysis:
    - **Personal reflection and comprehension (9th)**
      - Personal perspective
    - **Local analysis and application (10th)**
      - Affects of one’s actions on the community
    - **Regional application and evaluation (11th)**
      - Impression and affect from a broader perspective. – connect to current regional event: elections, community upkeep, school performance
    - **Global application, evaluation and synthesis (12th)**
      - Evaluate how an individual’s actions have a global impact; mini research
**Electoral Essay: Teachable Moments**

- **Objective:** Expose the students to the literary aspects of writing as well as mathematical aspects such as ratios of polls on issues, their comparisons, effectiveness of their proposals to alleviate the economic and health industry problems, and the personal, local, national and global impact of political rhetoric and propaganda.

- **Instructional Strategies:**
  - Students will research the historical grounds of party platforms, McCain and Obama’s platforms, and their implications. Students will also research the American electoral system and dissect the ratios by which the election was won.
  - Students will write a political news report to discuss and analyze the election and a class forum will be held to debate both candidates political campaigns.

- **Cross Curricular Connection:** Students will better understand the American electoral system and apply mathematical skills to their analysis of the election, students will then demonstrate mastery of public speaking and debate.
RMS-RHS-PVAMU

- Vertical alignment
  - Identify and address common areas of student weakness
  - Identify and address critical objectives
  - Ensure common vocabulary and instill common instructional approaches, practices, and standards

- Shared student experiences
  - RMS-RHS/ RHS-PVAMU students collaborate on projects and/or hold common discussions to expose the younger students to higher levels of thinking and processing
  - Professors from PVAMU assists in teaching and projects to provide higher level learning to students at RMS and RHS

- Professional cognitive dialogue
  - Constant professional dialogue among faculties from RMS-RHS-PVAMU to promote life long learning and sustainable momentum
Leaderships’ Role & Expectations

- DATA WALKS
  - Levels of learning
  - Student learning vs. teacher’s teaching (objective)
  - Instructional styles and resources
  - Sources of assessment of learning
  - Environment and expectations
  - Student engagement level
Educators expectations of their job

- Moving away from isolationism
- Moving away from lesson implementation without feedback and revision
- Multiple roles of a teacher: data analysis, motivator, leader, colleague
- Accept change as a constant and collaboration as a vital resource for survival
- Cross curricular contributions to students’ knowledge base
- Revert back to the original purpose of education: social implications

“Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery.” Horace Mann, 12th Report
Life Long Learning through cognitive dialogue

- We don’t receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us.

  —Marcel Proust

Implication- if we are to educate others we must educate ourselves and the only way to do so is to actively engage ourselves in the learning process. In other words, engage ourselves in same practices which we ask of our students.