



At Risk or Underserved?

Focusing on What Really Matters in Student Learning

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Outcomes

- Examine the labels we ascribe to struggling learners.
- Learn to shift traditional thinking and change paradigms by collaboratively using expertise and resources to maximize student achievement.
- Learn to capitalize on PLC principles to ensure student success for all.

At-Risk Students

- Nationally more than 25 percent of the potential high school graduates drop out before graduation.
- In some major cities the rate is 40 percent.
- At-risk students are not experiencing success in school and are potential dropouts.

At-Risk Students

- They are usually low academic achievers who exhibit low self-esteem.
- A disproportionate number of them are males and minorities.
- At-risk students are typically assigned to the least experienced teachers.

At-Risk Students

- Much of current instruction for these students is remedial and is focused on transferring information in the form of facts and procedures.
- Information presented as facts is then stored as facts and not as knowledge used to solve problems.

Questions and Concerns At-Risk Students

- Based on these facts and other facts of which you are aware, generate a list of statements you hear as well as questions and concerns that are typically addressed when discussing 'at-risk' students.

- Based on these facts and other facts of which you are aware, generate a list of statements you hear as well as questions and concerns that are typically addressed when discussing 'underserved' students.

How do schools support serving underserved students?

How do schools support serving students *at promise*?

Empowering Questions

- Are all students held to high educational standards?
- **PLC – Collaborative teams identify the essential learning targets for students in each unit of study.**
- Is the belief that all students can succeed communicated on a consistent basis?
- **PLC – Schools and districts engage in the discussion and creation of mission, vision, values, and goals.**

Empowering Questions

- Are we accessing the collective expertise of teachers through effective collaboration?
- **PLC – Collaborative teams draw on their strengths and experience with collective focus.**
- Is assistance provided as needed for students to achieve success?
- **PLC – Collaborative team action plans and systematic interventions ensure that students have extra time and support to succeed.**

Empowering Questions

- Are assessment tools used that accurately measure what students know and can do?
- **PLC – Collaborative teams engage in the practice of developing, administering, and analyzing common formative assessments.**
- Are students engaged in constructing meaning from curriculum content?
- **PLC – Collaborative teams strengthen core instruction.**

Empowering Questions

- Is the school building on students' strengths rather than focusing on "deficits?"
- **PLC – Collaborative teams analyze common assessment data and develop action plans.**
- Has tracking students into remedial or below-standard classes in core subject areas been eliminated?
- **PLC – Systematic interventions support teachers and students with responsive and flexible options for struggling students.**

Empowering Questions

- Are interventions timely, directive, and systematic?
- **PLC – Develop a pyramid of interventions or RTI.**
- Is time for collaboration embedded in the routine practices of the school?
- **PLC – Schools and districts make common planning time for teachers a priority.**

Empowering Questions

- Are teachers engaged in professional development activities to improve learning for all students?
- **PLC – Collaborative teams analyzing common assessment data is the most *low-cost, high-leverage* professional development.**
- Does the school have a climate that encourages every child to succeed?
- **PLC – Promote cultural change.**

Empowering Questions

- Are both behavioral expectations and academic rigor working in concert?
- **PLC – Support both when collaborative teams and interventions are working in concert.**
- Are we focused on issues within our 'sphere of influence'?
- **PLC – Every aspect of PLCs are within our sphere of influence.**

What we find depends largely on what we look for.

Focus on strengths.

Activity: What will I do to communicate high expectations to all students?

At-Risk	Underserved

Notes

