The Advancement Pipeline

by
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Hypothesis

When we employ **good teaching practices** and access to **appropriate support** with repeated practice, 80% of students can engage in **rigorous instruction** and perform as **effective learners**.
Goal: To Identify Scholars Agenda
- Building Capacity
- Thinking Strategies

Beware: The Stereotype Threat
- Allowing the past to define the future by
- Unintentionally passing down group limitations across generations

-James Anderson of Un. of Illinois
What do you want from this workshop on accommodating under-represented populations?
Target Demographics

<table>
<thead>
<tr>
<th>Origin of a Diverse Composition</th>
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<tbody>
<tr>
<td>Ghana, Nigeria, S. Africa 13%</td>
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<tr>
<td>Ethiopia, Saudi, Pakistani 7%</td>
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<tr>
<td>Vietnam and Hawaii 4%</td>
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<tr>
<td>Colombia, Nicaragua, El Salvador 42%</td>
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<tr>
<td>US Military 26%</td>
</tr>
<tr>
<td>Non Immigrant 18%</td>
</tr>
<tr>
<td>Mobility 17.64% and Poverty 72%</td>
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</tbody>
</table>

The Common Pathways

• Academy schools in Engineering, Cyber Security; medical and hospitality high school experience or
• 40% of these minority students attend 2 year post-secondary schools

How might the characteristics of these communities impact advanced academic programs?
STOP and THINK

• T- True
• H- Helpful
• I- Idea
• N- Necessary
• K- Knowledge

What is one instructional challenge a support system might face accommodating under-represented populations?
The Capacity
to maximize the learning experience for all students?

<table>
<thead>
<tr>
<th>Need</th>
<th>Management Structures</th>
<th>‘Grit Conversations’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Group Capacity</td>
<td>• Breaking the Ice</td>
<td>Norming</td>
</tr>
<tr>
<td></td>
<td>• Listening</td>
<td>Performing</td>
</tr>
<tr>
<td></td>
<td>• Honoring silence</td>
<td>Storming</td>
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<tr>
<td></td>
<td></td>
<td>Forming</td>
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</tbody>
</table>
# The Capacity

to maximize the learning experience for all students?

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<tr>
<th>Need</th>
<th>Management Structures</th>
<th>‘Grit Conversations’</th>
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<tbody>
<tr>
<td>Define the instructional goals</td>
<td>• Clarify the standards</td>
<td>State the problem</td>
</tr>
<tr>
<td></td>
<td>• Identify the agenda</td>
<td>“It seems that ____ is occurring, that is a problem right now because________________.”</td>
</tr>
<tr>
<td></td>
<td>• Prioritize the outcomes</td>
<td>• In order to complete__________, what we must do right now is__________.</td>
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<tr>
<td></td>
<td>• Work collaboratively</td>
<td>• Let us quickly revisit the norms, then let us agree to</td>
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<tr>
<td></td>
<td>• Correct disorganization, negative, weak and mismatched skills.</td>
<td></td>
</tr>
</tbody>
</table>
The Capacity

to maximize the learning experience for all students?

<table>
<thead>
<tr>
<th>Need</th>
<th>Management Structures</th>
<th>“Courageous Conversations”</th>
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<tbody>
<tr>
<td>Deal with request or complaints-</td>
<td>Determine if it is an individual instructional problem or a group problem?</td>
<td>• Acknowledge diverse perspectives</td>
</tr>
<tr>
<td>• Build relationships,</td>
<td>Keep it moving</td>
<td>(i.e. <em>devils advocate</em>, <em>joker</em>, <em>dominator</em>, <em>sniper</em>, <em>hinderer</em>, <em>recognition seeker</em>, <em>busy body</em>)</td>
</tr>
<tr>
<td>• Teach self Discipline</td>
<td>• Correct dysfunction</td>
<td>• Support</td>
</tr>
<tr>
<td></td>
<td>• Reconcile Conflict</td>
<td><em>the inquirer</em>, <em>decision maker</em>, <em>mediator</em>, <em>social interest advocate</em>, <em>blocker</em>, <em>passive recipient</em></td>
</tr>
<tr>
<td></td>
<td>• Peer mentoring</td>
<td></td>
</tr>
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<td></td>
<td>• Service Learning</td>
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</table>
State one reason that proportional representation of minority students is a human right that impacts a nation's peace and security.
Proportional Representation
Access to Scholarly Thinking

Analyze our beliefs:
1. Nice to do
2. A good idea
3. Necessary

How do we advocate when individuals need
• wait time,
• think time,
• personal space,
• clarification,
• group identity support?
Benjamin Banneker: ‘Puzzle of Proportionality’

1. What relationships exist between the addition, subtraction, multiplication and division?

2. What patterns must the student notice?

"Divide 60 into four parts, that
- the first increased by 4,
- the second decreased by 4,
- the third multiplied by 4,
- the fourth part divided by 4,
that the sum, the difference, the product, and the quotient shall be one and the same number."

Banneker's answer was:
"First part 5.6 increased by 4
  = 9.6
Second part 13.6 decreased by 4
  = 9.6
Third part 2.4 multiplied by 4
  = 9.6
Fourth part 38.4 divided by 4
  = 9.6."

In other words, 5.6 + 13.6 + 2.4 + 38.4 = 60.
**Declaration of Independence**

“We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, and that among these are, life, liberty, and the pursuit of happiness.”

**Banneker’s Social Justice Letter**

“… if your love for yourselves, and for those inestimable laws, which preserved to you the rights of human nature, was founded on sincerity, you could not but be solicitous, that every individual, of whatever rank or distinction, might with you equally enjoy the blessings thereof; neither could you rest satisfied short of the most active effusion of your exertions, in order to their promotion…”
The Power Balance and Social Justice

- The College Boards show that students who take advanced MATH AND SCIENCE ARE MORE successful, regardless of the AP score.
- 300,000 students don’t take advance math and science even though their PSAT scores indicate ability.

- Educate each student about their own human value and equal worth among other individuals and other groups.

- Individuals and groups Transform Reality through discussion, dialogue, arbitration, meditation, and conflict resolution.
Pathways
How do we increase participation to reflect proportional representation?

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<th>Identification</th>
<th>Advocacy-</th>
<th>Access</th>
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<tr>
<td>Early and on-going identification</td>
<td>Self advocacy and Individual growth goal Independent small group study</td>
<td>Rigorous instruction, and differentiated content</td>
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<tr>
<td>Kindergarten readiness</td>
<td>- Mentor programs (EIIP, CEPP, MVP, WVP)</td>
<td></td>
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<tr>
<td>Multiple Data sources</td>
<td>- Afterschool Enrichment in Algebra</td>
<td></td>
</tr>
<tr>
<td>Norm referenced test</td>
<td>- Theatre Arts, AVID, Technology, leadership: NJHS, SLA and YS</td>
<td></td>
</tr>
<tr>
<td>3rd grade math and literacy test</td>
<td>- Family and community outreach</td>
<td></td>
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- Leadership- Problem solving
- Experience- authentic learning
- Reading Instruction- Build vocabulary, parts of speech with text reading, text structures, annotated text, text features, text structure, make meaning from text
- Writing reflections about themselves ‘How they see the work process, the details, the outcomes of their work, the impact, and their next actions."
STOP and THINK

- T
- H
- I
- N
- K

Questions and Thoughts
References

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  http://etext.lib.virginia.edu/modeng/modeng0.browse.html

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