



National Council for History Education

Equity and Instruction: The PLC Model in Diverse Communities

EED Conference: June 7-9, 2023

Disclaimer

This information is being provided as part of the Effective Educator Development Program administered by the U.S. Department of Education. Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

In addition, the instructional practices and assessments discussed or shown in these presentations are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program instruction that they wish, insofar as they support the goals and objectives of the Effective Educator Development Program, as authorized.

Presenters

Jessica Ellison

Executive Director

National Council for History Education

Oniel Rodriguez

Social Studies Teacher

Osceola High School, Osceola FL

Participant in LEAD grant (ACH-NA)



Session Objectives

- Understand strategies employed by the LEAD grant leaders to build Professional Learning Communities with a focus on collegiality
- Learn from the perspective of a Latino classroom teacher who teaches a district with high percentages of Hispanic students
- Consider grant data – qualitative and quantitative – as it shows impact on teacher engagement



Our Equity Goals: Build Community with Shared Authority

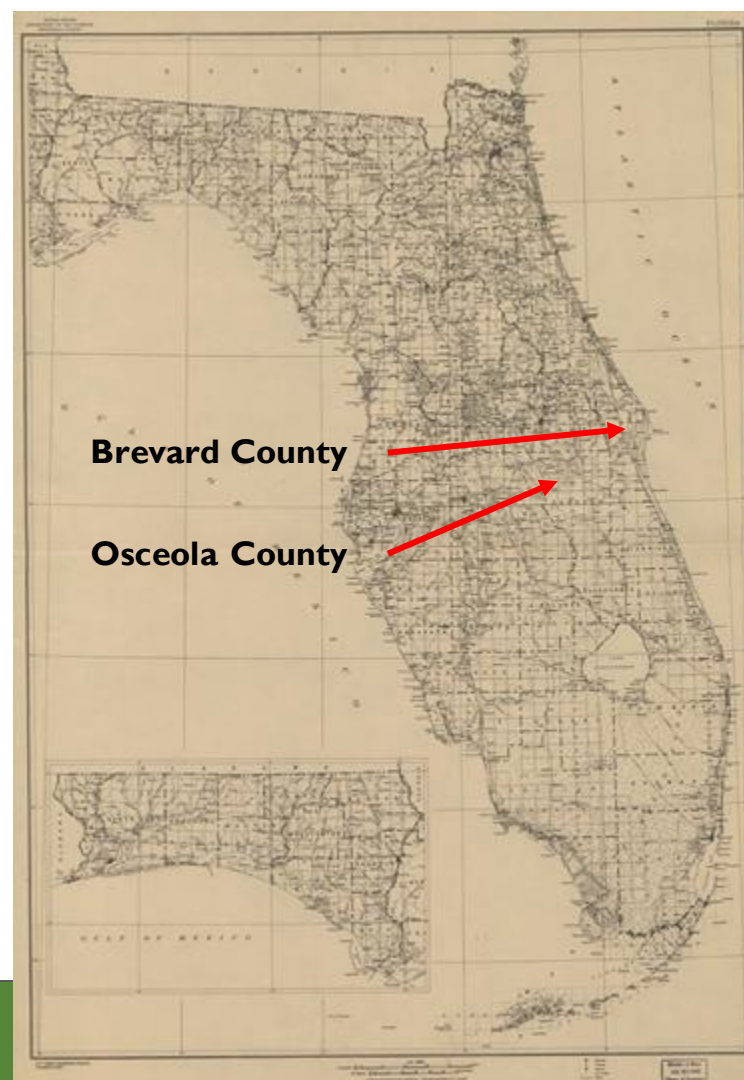
The National Council for History Education provides professional and intellectual leadership to foster an engaged community committed to the teaching, learning, and appreciation of diverse histories.

The Osceola School District will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills of successful, future-ready graduates.

**Everyone has valuable knowledge and lived experiences.
Everyone knows they have value to all partners in this space.**

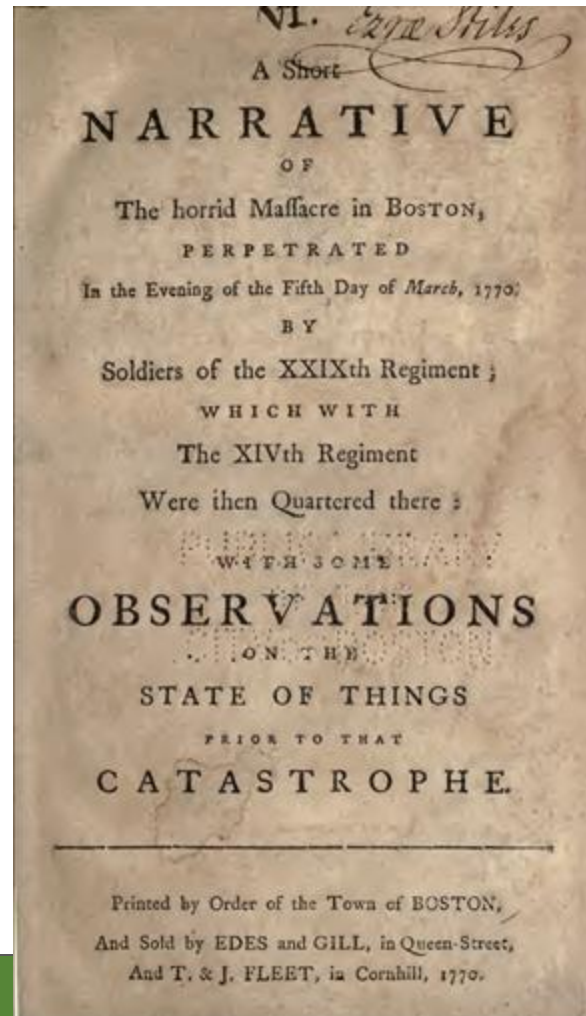
Introduction to LEAD: Learning and Exploring American Democracy

- First awarded in 2019 to serve teachers in Osceola County, Florida
- Extended in 2022: two more years, and the addition of Brevard County schools
- Two cohorts: elementary and secondary
- More than 15,000 total hours of professional development in years 1-3



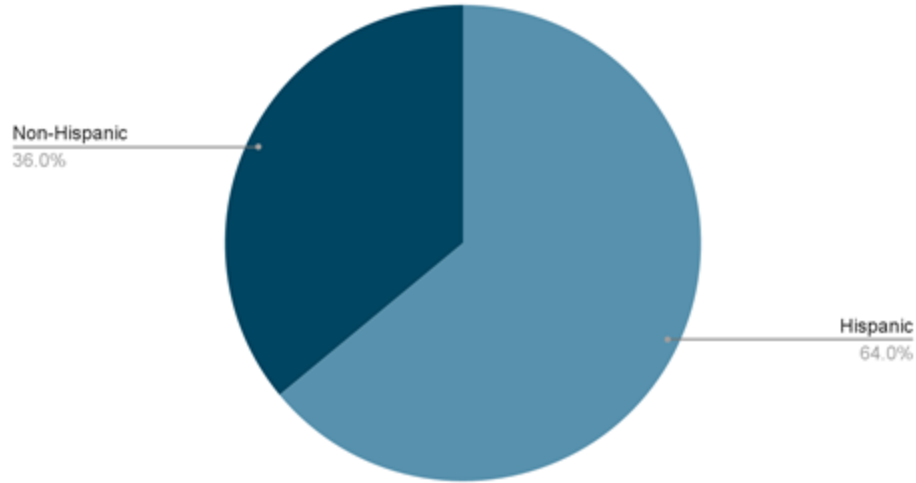
Introduction to LEAD: Learning and Exploring American Democracy

- Focus for Years 4-5: *Turning Points in American History*
 - Year 4 Elementary: Landscapes Change as People Interact
 - Year 4 Secondary: Founding and Re-Founding a Republic
- Field studies in Boston, June 2023

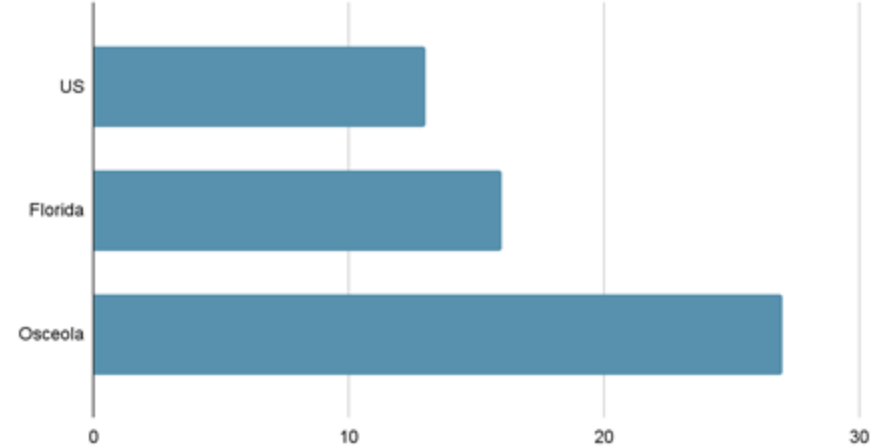


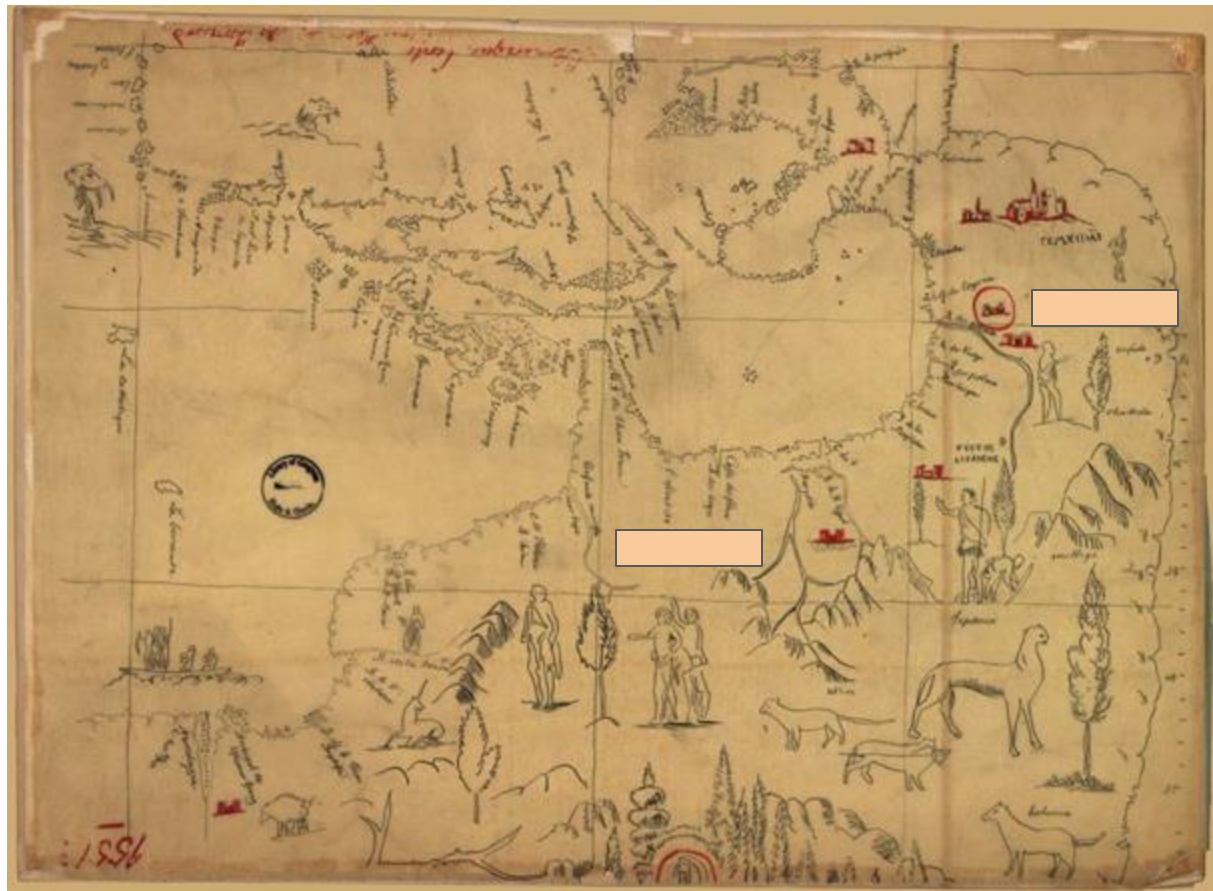
Hispanic Students and Teachers

Hispanic and Non-Hispanic Students in Osceola Schools



Percentage of Hispanic Teachers





Primary Source Analysis:
Grounding in the content and
skills of history education

Think

Puzzle

Explore

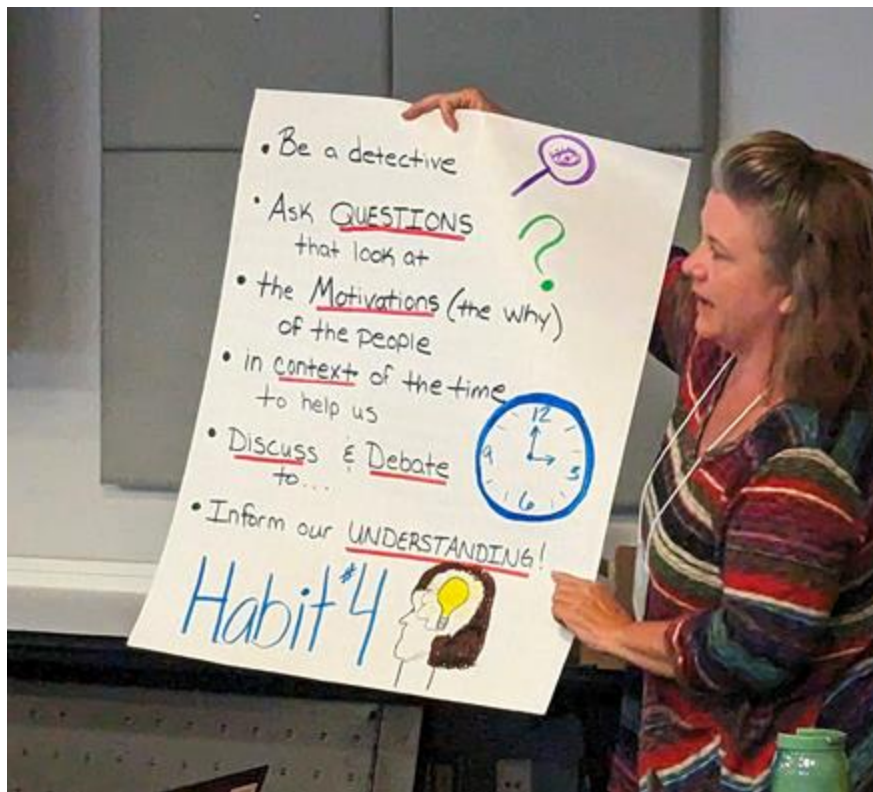
Building Professional Learning Communities





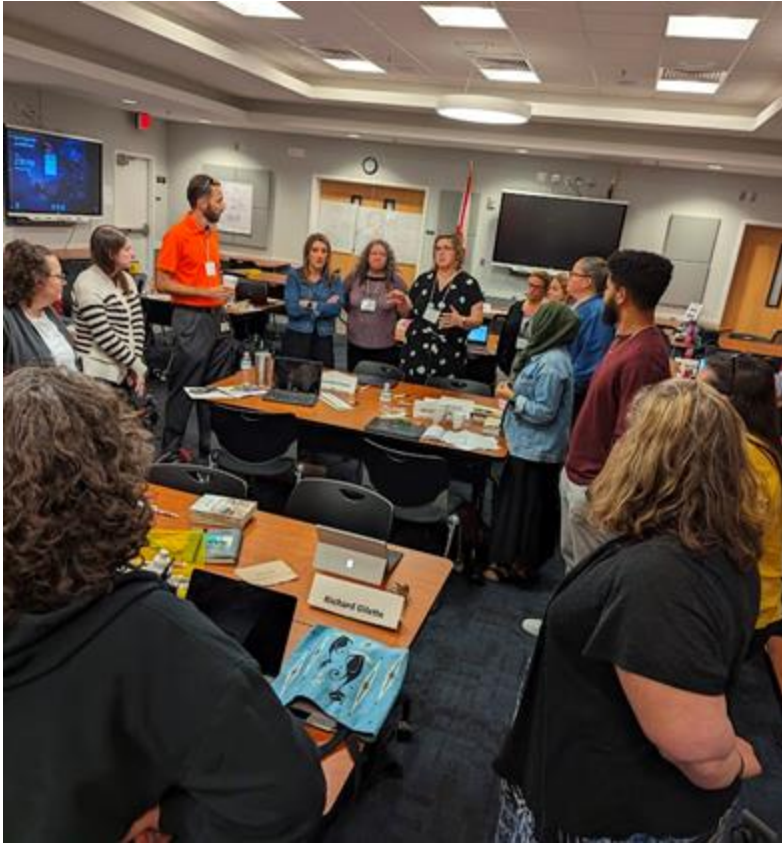
NCHE Colloquia Model

- Balanced historical learning: content, History's Habits of Mind, pedagogy
- Collegiality as a foundation
 - We're on a first-name basis
- Education specialist, historian, master teacher



LEAD Grant PD

- LEAD Colloquia includes Saturday seminars and a summer three-day program
- LEAD grant also includes wrap-around PD:
 - Webinars
 - Field studies
 - Canvas course



Sharing Authority

- Teachers are professionals and experts in their field
- They are present in Colloquia to learn but not be talked over or down to
- A collegiality model between participants and presenters allows educators to share authority, creating a more equitable space

Activity: Think Pair Share

How do you provide opportunities for your audience to share authority?

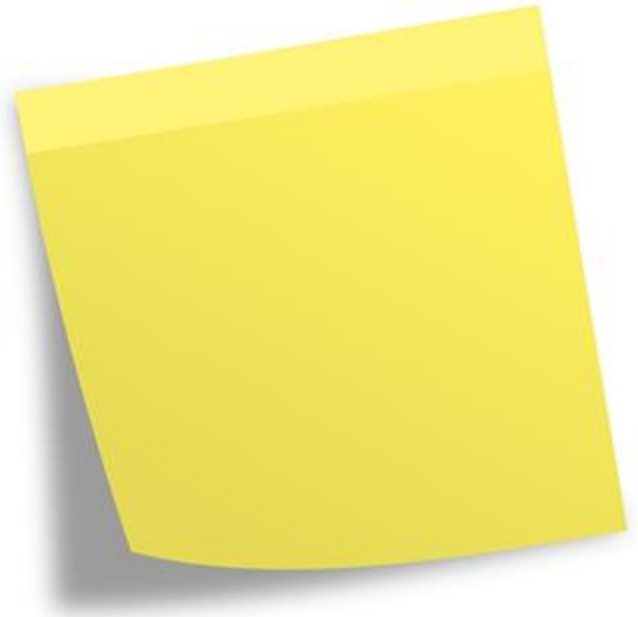


- Think about this question as it relates to your primary grant audience. Jot down ideas on a Post-It
- Pair with the person next to you
- Share your reflections with one another. (Optional sentence stem to nudge conversation: “In my grant, I want to improve equity for my audience by...”)

Activity: Think Pair Share

Share out one thing your pair discussed.

Hang on to that Post-It note.
We'll refer back to it later.



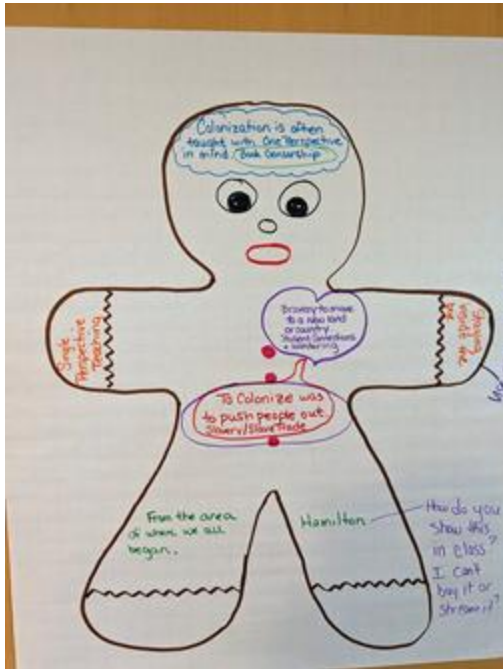
Learn from a Florida Teacher

Oniel Rodriguez

- Social Studies teacher at Osceola High School in Osceola County, Florida



Modified Classroom Activity: Gingerbread Person

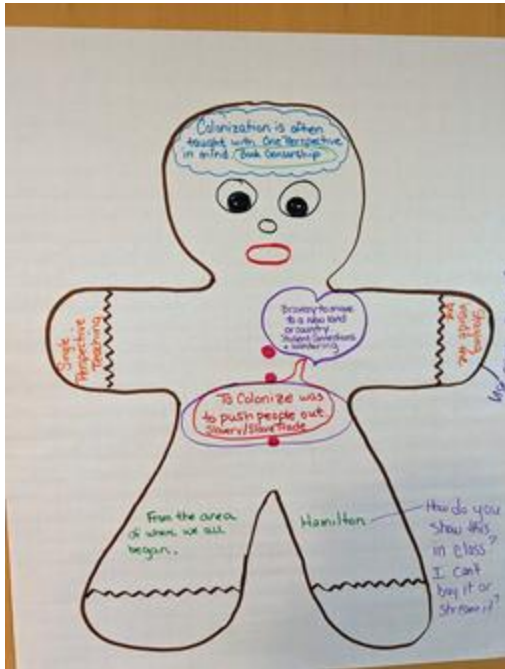


Draw a gingerbread person (artistic skills optional).

Answer the questions on the next slide, drawing and/or writing your responses in the corresponding areas of the body.

The questions will help you reflect on the challenges and successes of implementing equitable practices.

Modified Classroom Activity: Gingerbread Person



- What gives you butterflies when implementing equity? (stomach)
- What stretches your brain when you build in equity? (head)
- What do you love about incorporating equity? (heart)
- What do you bring to the table when you bring equity to new audiences? (legs)
- What do you want to let go of or take away when you consider how you include equitable practices? (hands)

Compare Data on Teacher and Student Achievement

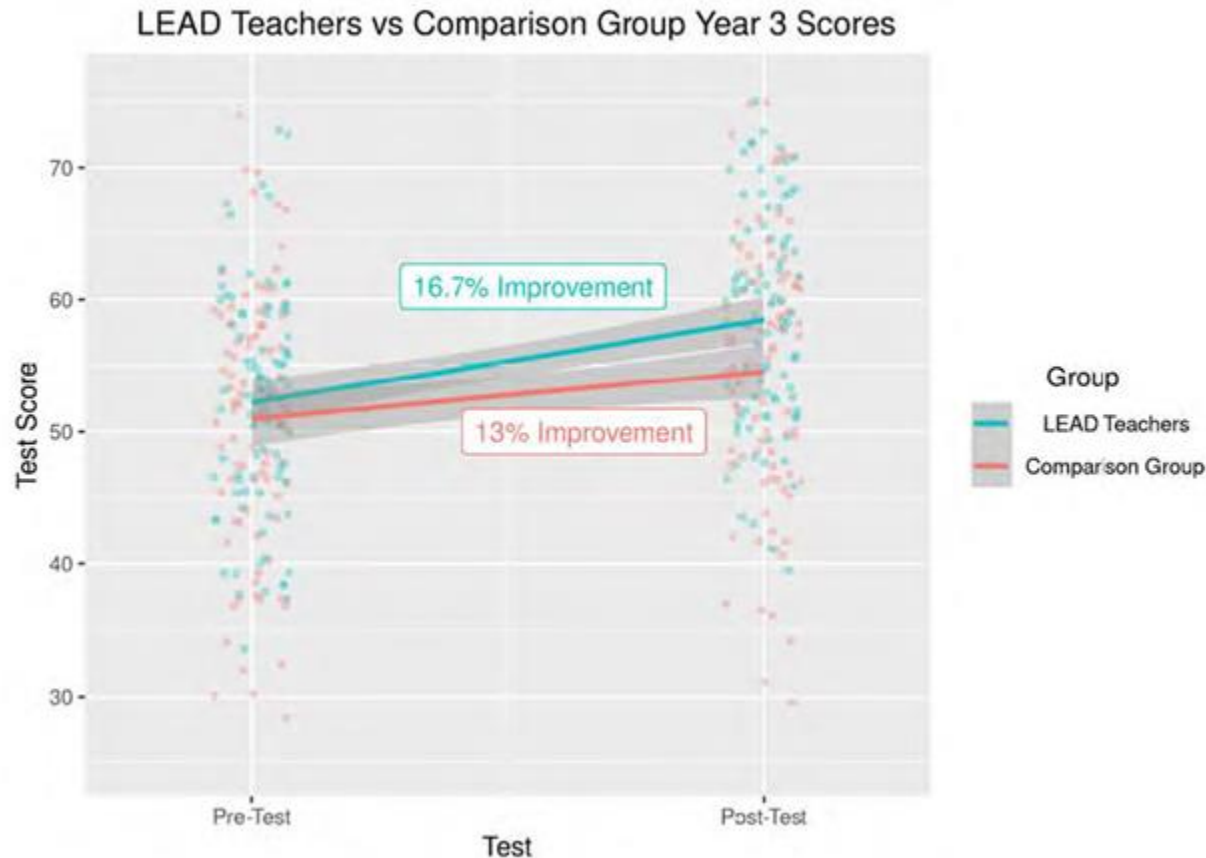
Teacher Perspective

- “I’ve been teaching for 28 years, and this is the first program that has really made me feel like a valued member.”
- “It has changed my teaching completely... Feeling part of a bigger movement for equality brings hope to the classroom, which honestly, I felt I was losing, but now, I feel I must keep carrying my duty to create the hunger for knowledge in my students' lives.”
- “LEAD has helped me connect with people that I normally wouldn't and in turn has led me to make great connections with my students.”

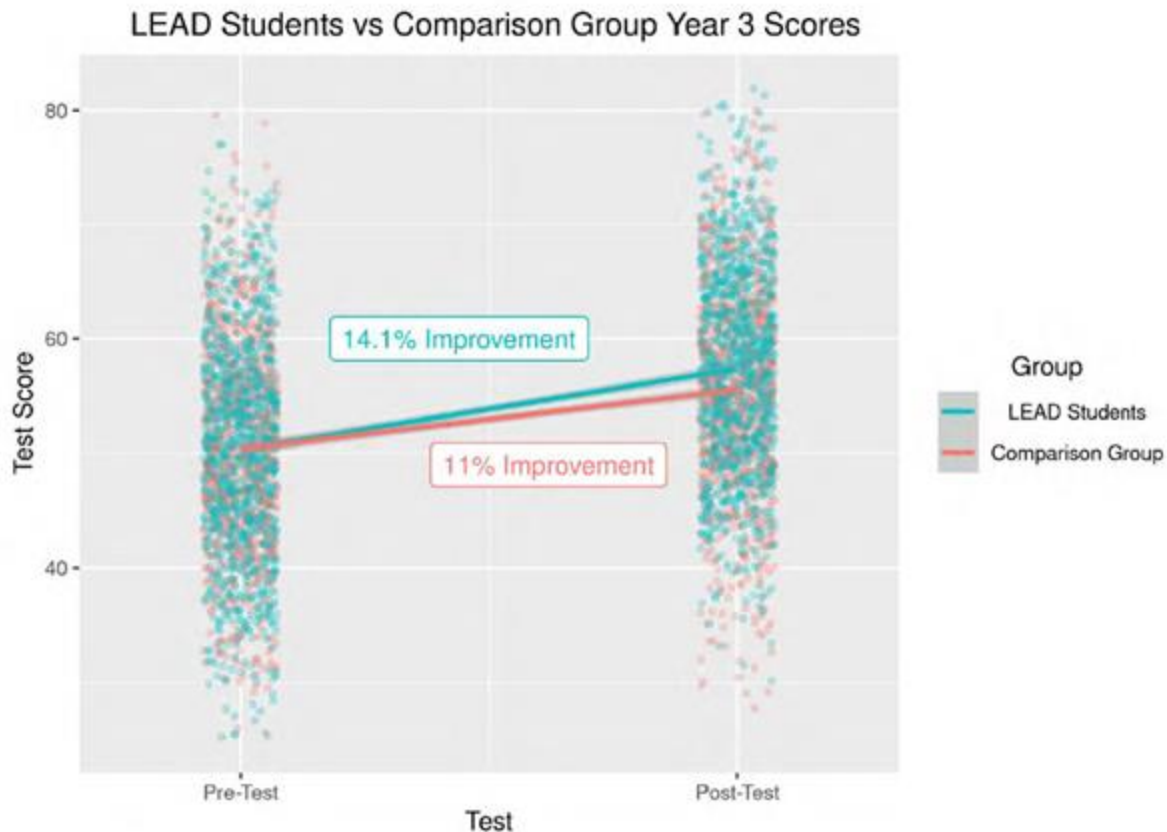
This chart shows teacher engagement – with colleagues and content-specific PD – for grant participants and non-participating teachers.

Teacher Surveys Year Three Participating vs Non-Participating Teacher Survey Results			
	TOTAL % DIFFERENCE		
	Participating	Non-Participating	Gain for Participating Teachers over Non-Participating Teachers
I have worked with my colleagues to show them ways to make history come alive	87%	12.4	+74.6%
I have attended PD pertaining to the content I teach in history in the past year	98.0%	25.3	+72.7%

This chart shows teacher content knowledge improvement. The blue represents teachers who are in the LEAD program, and red represents teachers who are not grant participants.



This chart shows student improvement on test scores. The blue represents students whose teachers are in the LEAD program, and red represents students of non-grant participants.



Three Related Project Measures Met at 100% in 2022

Project Measure #6: Cultivate partnerships for collaboration among teachers and academic historians; 100% of the trainings will have academic historians to train teachers on the challenges of studying history through active/constructive learning, development of standards-based lessons using primary source documents and related readings as demonstrated in course syllabi, and through use of online web-based resources to find primary source documents and blended learning opportunities.

Project Measure #7: Infuse Professional Learning Community (PLC) Into School Culture; 100% of all participants will be exposed to innovative strategies for teaching American history developed during the project as evidenced by meeting agendas.

Project Measure #8: Infuse Professional Learning Community (PLC) Into School Culture; 90% of participating teachers will engage in peer coaching, peer mentoring, and/or peer instruction a minimum of once during each semester to analyze student data to guide curriculum changes.

Three Related Project Measures Met at 100% in 2022

Project Measure #6: Cultivate partnerships for collaboration among teachers and academic historians; 100% of the trainings will have academic historians to train teachers on the challenges of studying history through active/constructive learning, development of standards-based lessons using primary source documents and related readings as demonstrated in course syllabi, and through use of online web-based resources to find primary source documents and blended learning opportunities.

“LEAD has helped me connect with people that I normally wouldn't and in turn has led me to make great connections with my students.”

Three Related Project Measures Met at 100% in 2022

“It has changed my teaching completely... Feeling part of a bigger movement for equality brings hope to the classroom, which honestly, I felt I was losing, but now, I feel I must keep carrying my duty to create the hunger for knowledge in my students' lives.”

Project Measure #7: Infuse Professional Learning Community (PLC) Into School Culture; 100% of all participants will be exposed to innovative strategies for teaching American history developed during the project as evidenced by meeting agendas.

Three Related Project Measures Met at 100% in 2022

“I’ve been teaching for 28 years, and this is the first program that has really made me feel like a valued member.”

Project Measure #8: Infuse Professional Learning Community (PLC) Into School Culture; 90% of participating teachers will engage in peer coaching, peer mentoring, and/or peer instruction a minimum of once during each semester to analyze student data to guide curriculum changes.

Connecting the Dots



=



Contact Us

Jessica Ellison, jessica@ncheteach.org

Oniel Rodriguez, oniel.rodriguez@ocseolaschools.net

Kathleen Barker, kathleen@ncheteach.org

www.ncheteach.org