



From the Margin to the Center:

How P20 partnerships can support schools in creating equitable opportunities for kids, and help schools of education to be recognized as a vital source of support to our field

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The Marginalization of Ed Schools

- Although Ed Schools were present when most land grant universities were created, at many colleges and universities they have lost stature due to:
 - Perception they are not academically rigorous
 - Belief that k-12 education is unimportant, or not as important as other fields
 - Gender bias
 - Race/class bias toward public schools
 - They are often seen as a source of tuition revenue but not academic prestige
- Are these characterizations true for your school? If so, how can we change it?



We must know our weaknesses and how to correct them

- Do policy makers in education and government perceive your school as a resource to understand and address educational problems and challenges? If not, why not?
- Does your central administration value the contribution being made by your School of Education; to the field and the university?
- Do practitioners and those who teach them feel respected and supported?
- Does your faculty collaborate to understand and address critical problems of practice?



Internal Weaknesses

- Professionals who train and work closely with practitioners are often looked down upon and hold lower status (especially at R1s)
 - Who is responsible for training teachers, principals, pre-k?
- Ed Schools are often fragmented, reinforce the hierarchies and fragmentation present in the field.
 - Special ed
 - Multicultural ed
- Not enough faculty are deeply engaged in problems of practice and policy.
 - Who's reading our work?
 - How do we encourage work that will have impact on the field?



We Must Be Open to Change

- How do we ensure that schools of education are truly assets to our field and recognized for the work they do?
 - We must foster an intellectually rich and robust environment in our schools of education
 - Elevate problems of practice as a common concern among the faculty
 - Create opportunities for faculty to learn about each other's work so that they can collaborate.
 - Our schools must be deeply connected to the field
 - We must be able to assist prek-12 schools in addressing deep and persistent disparities in achievement based on race and SES



A Few Examples of Exemplary Work

- Educators in partnership with community – Ball State University
- Teacher residencies – Bank Street College
- Neighborhood Academic Initiative – USC
- School-community partnerships – U Penn
- Schools doing innovative work – Montclair State, Bard College, Towson State, Univ of Central Florida, NYU Steinhardt



Leadership Challenge

- How do we build a **shared understanding** of the work we're doing among our faculty?
- How we ensure that the nature of the problems facing the schools and communities we are trying to assist are accurately understood?
- How do we generate participation in the types of activities we must undertake to have an impact on our field?



Advancing Equity Through Pre-k – 20 Partnerships



Key Questions:

- Is our faculty clear about why pre-k – 20 partnerships are important?
- Do they understand what it means to pursue equity in our work with schools?
- Do they know how we can be of help to schools in addressing the social and emotional needs of children, especially those who live in communities that are most vulnerable?
- How do ensure that race is not a barrier to effective pk – 20 partnerships and how do we overcome racial barriers when they emerge?
- How do we create an environment where practitioners and those who teach them are respected and supported?

Why Pre-k – 20 Partnerships are Vital to Our Future



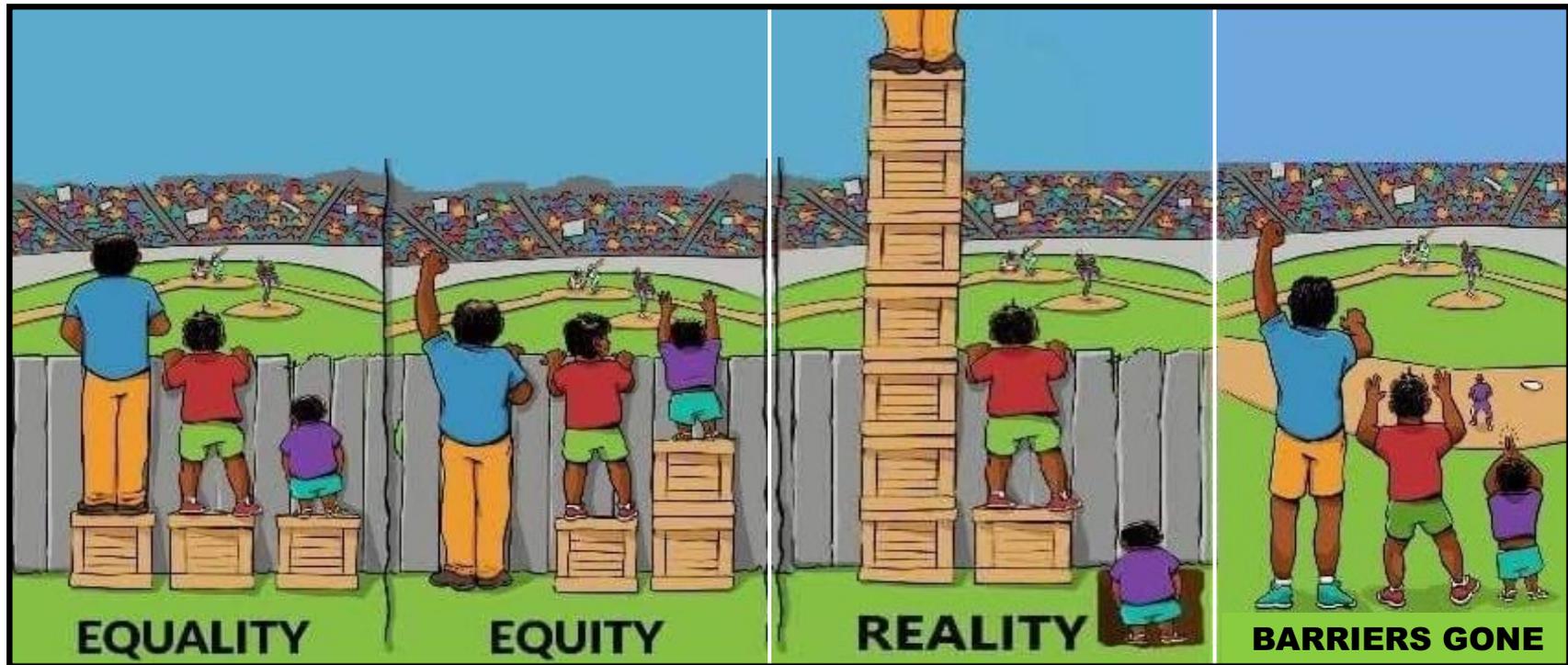
- To the degree that we are not seen as a source of support to struggling schools or to the issues that schools are struggling with, we will be seen as irrelevant.
 - Ed schools must be like med schools
- By immersing ourselves through research and training into local schools will be more likely to produce effective practitioners and research that is useful and relevant to the field.



Do we understand the difference between equality and equity? Are we clear on how privilege works? Are we clear about the goals of equity work?

EQUALITY: *giving everyone the same, regardless of whether it is what they need or not.*

EQUITY: *giving everyone exactly what they need, when they need it.*



THE GOAL: *should be to eliminate barriers to learning for ALL students!*



Typical Barriers to Equity in Schools

- **COMPLACENCY and INDIFFERENCE**
- Implicit bias – lower expectations, weak/strained relationships
- Pity instead of empathy
- Tendency to see teaching and learning as disconnected
- Unequal access to external support
- Ignoring the unmet needs of children

Ed Schools Can Help in Addressing Barriers to Equity By...



- Pointing out (tactfully) how district policies and practices may contribute to inequity
- Engaging in collaborative research to help make what they take for granted visible.
- Identifying and learning from examples of positive deviance
- Expose and explain how privilege works to reinforce inequity



Racial and Socioeconomic Disparities in outcomes are reinforced by...

- Lack of support for vulnerable students
 - Special needs, Els, homeless, foster care, etc.
 - Mental health – stress, lethargy, anxiety and depression
- Lack of cultural competence among teachers and staff and lack of effective support for them
 - Assigning least experienced teachers to neediest kids
 - Racial bias – explicit and covert
 - No capacity building
- Lack of effective advocacy within schools
 - We must identify and address the ways students are denied learning opportunities
- Lack of vision at the district and Board level
 - Slogans don't constitute a plan- measurable goals
 - There must be accountability for all plans

We Can Work With Districts to Build Capacity



- Professional development must be designed to align the **skills of staff to the needs of students**
 - Tailored, *differentiated professional development* – teacher input is important
 - Research can help us to identify where professional skills are needed
 - We can help in developing *strategic partnerships* to address social, emotional and mental health needs of students
- Utilize *Collaborative problem solving* between schools and central office to build trust and support
 - Use data to identify areas where capacity building is needed

Areas Where Capacity Building Will Typically be Needed



- Whole child focus: teachers often lack training in how to address non-academic needs (e.g. health, nutrition, SEL, etc.)
- Cultural competence among staff – in design of lessons and relationship building
- Teachers will need help in moving from a focus on student compliance to a focus on student empowerment and engagement



Our Goal: We want schools to be places where...

- A child's race or SES background does not predict how well they will do in school.
- The culture and language of children are treated as assets and resources to be valued rather than negated through assimilation.
- Children are inspired, their curiosity is encouraged, and their dreams are fed.
- Teachers feel appreciated and are able to teach with joy, passion and inspiration.