

PLANNING PROFESSIONAL DEVELOPMENT TO EQUALIZE STUDENT EXPERIENCES

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OBJECTIVES

- Discuss need to equalize student experiences and decrease the opportunity gap
- Discuss professional development geared at changing classroom environments
- Introduce the angle of using theories of motivation taught through professional development to equalize environments, and close achievement gaps.

ACHIEVEMENT GAP

- Standardized testing
- Drop-out rates
- College readiness
- General academic achievement (Wright, 2012).
- Cycle – poor achievement = poor funding (Wright, 2012).



ACHIEVEMENT GAP

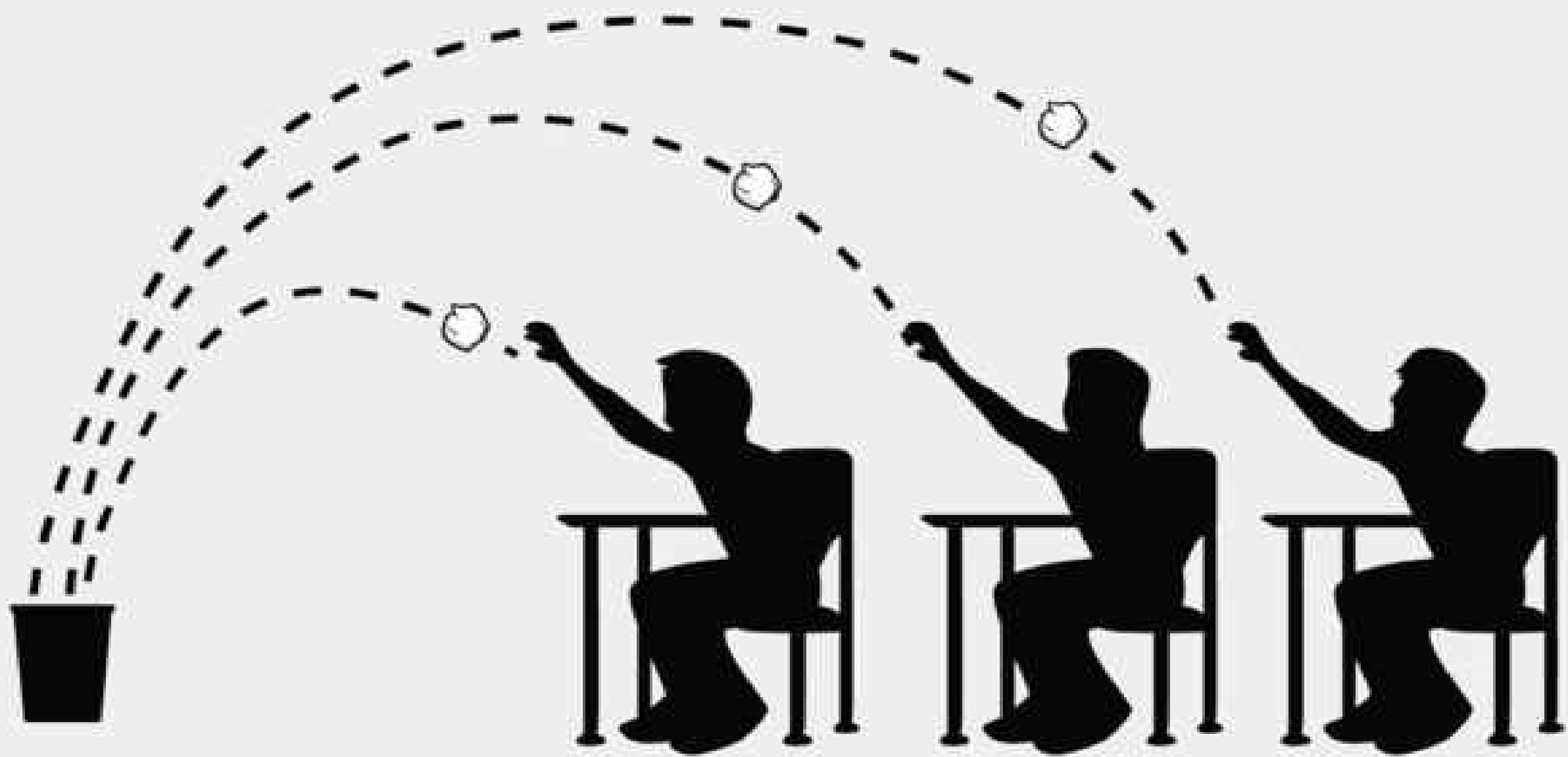
- Lower socio-economic students
- English language learners
- Students with disabilities
- Minorities
- Homeless students
- Students in foster care (NEA, 2015)



ACHIEVEMENT GAP SNAPSHOT (NEA, 2015)

English Language Learners

- 2013
- ELL students averaged 23% to 30% below their counterparts in proficiency levels.
- Only 3 to 4% of ELL eighth graders were proficient in math and reading.



TRAINING EDUCATORS TO USE MOTIVATIONAL THEORY

- Need to introduce more than one
- Need to think of this like a tool box and the teachers need a whole bunch of tools not just a hammer or a screwdriver.
- Each theory is an additional tool
 - Some tools are used rarely
 - Some tools are used regularly
- We already equip them with pedagogical tools and with classroom management tools



TOOLBOXES



MANY THEORIES COULD BE TAUGHT OR REINTRODUCED THROUGH PROFESSIONAL DEVELOPMENT

- Please share your thoughts

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