



**The Achievement Gap Initiative At Harvard University**  
*Toward Excellence with Equity*

Keynote Presentation for the Missouri Department of Elementary and Secondary Education

***Toward Excellence with Equity***  
***A Social Movement for the 21<sup>st</sup> Century***

**Ronald F. Ferguson, PhD**

July 28, 2013

Harvard University and the Tripod Project for School Improvement  
See: [www.agi.harvard.edu](http://www.agi.harvard.edu) and [www.tripodproject.org](http://www.tripodproject.org)

*"It's a Sputnik moment. Communities are going to rise or fall depending upon whether they have a workforce."*

*"We need to stop having meetings and **have a movement.**"*

Bill Shore, GlaxoSmithKline  
Director of U.S. Community Partnerships  
North Carolina Chamber of Commerce Education Summit, July 2011

*“Any fool can count the seeds in an apple, but only God can count the apples in a seed.”*

Rev. Dr. Robert Schuller

The bounty of the harvest depends upon the effectiveness of cultivation, and the effectiveness of cultivation depends, over time, on the intensity of the search for effective methods and the dedication of effort to help children reach their potential.

#### **A Vision Statement for a Movement for Excellence with Equity**

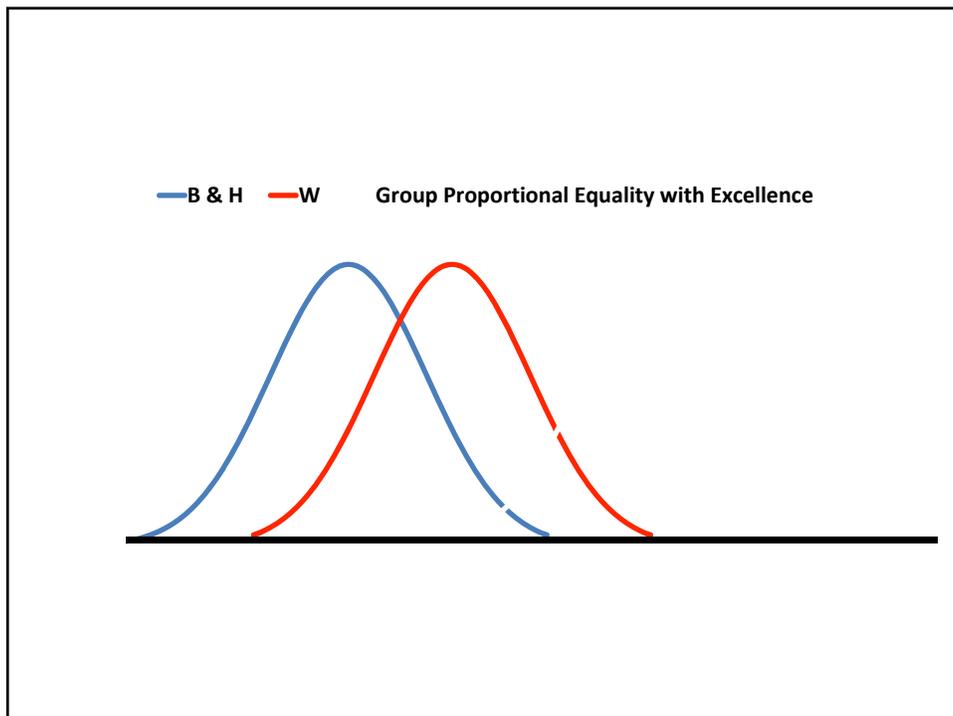
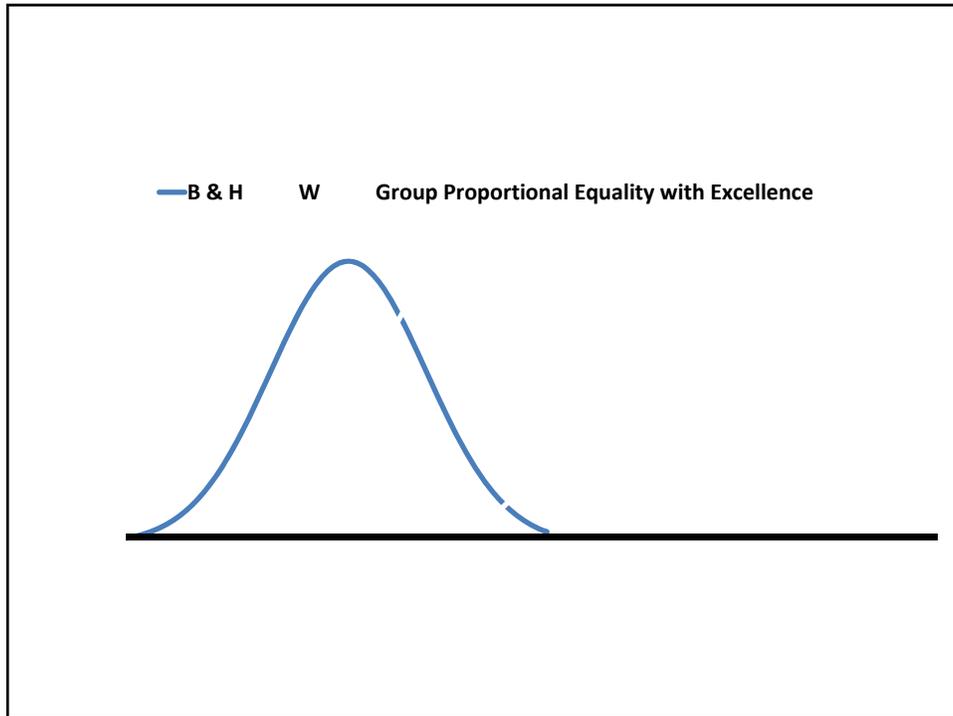
**Our PURPOSE:** We want the people who interact most frequently and intensively with each child or adolescent – *specifically, parents, teachers and peers* – to interact with and nurture them in ways that contribute maximally to their *self-realization as educated, healthy and fulfilled human beings*.

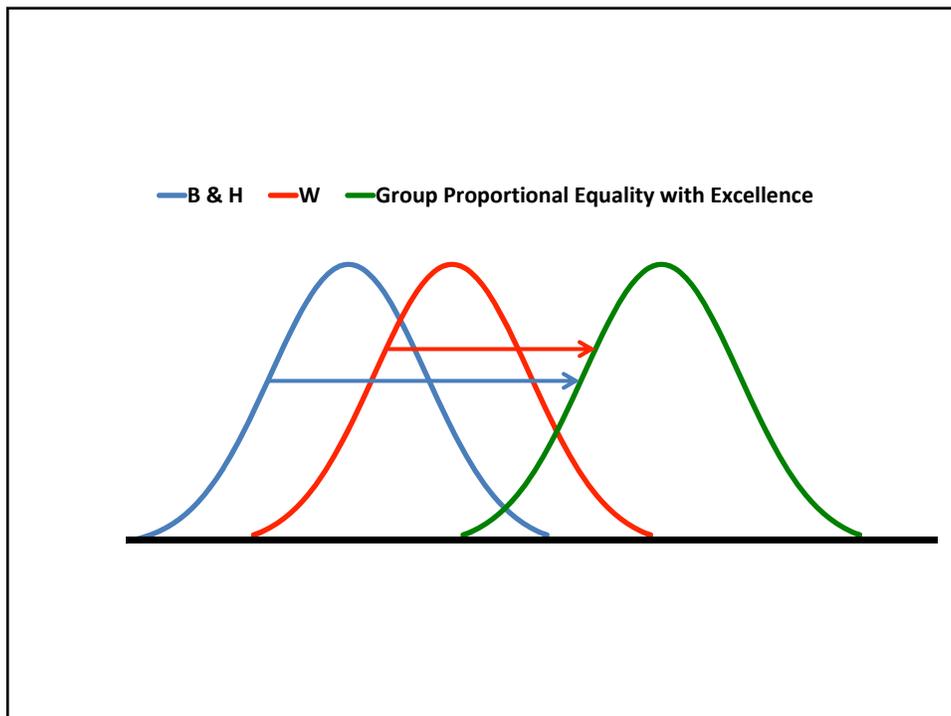
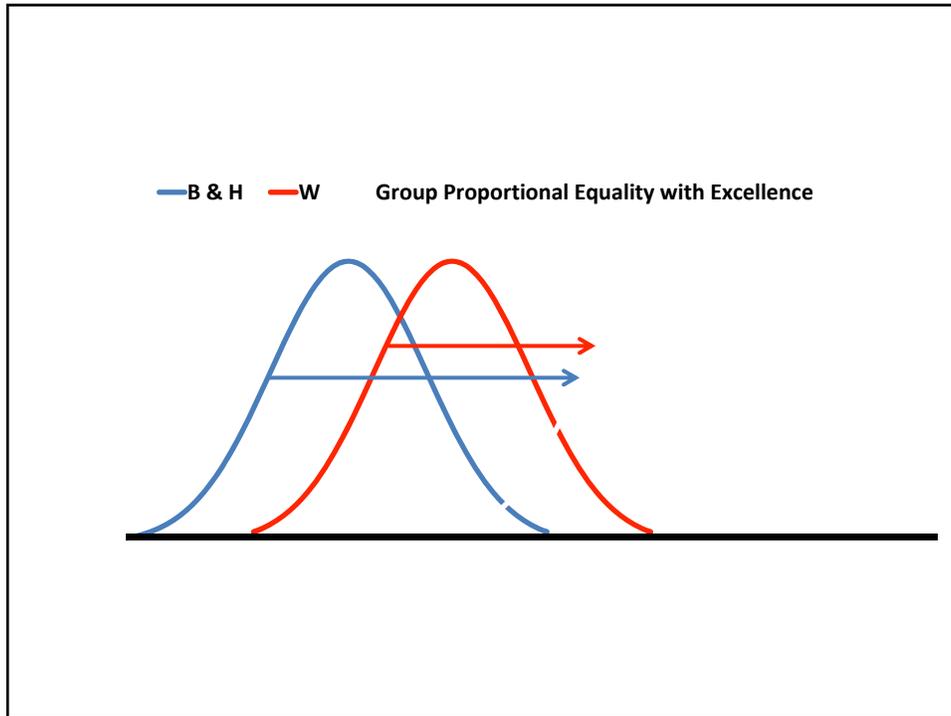
**Our STRATEGY:** To enlist our colleagues and communities in a social movement to embed *principles and practices of high quality teaching, parenting and peer relations* into the everyday thoughts and routines that govern the frequency, intensity and quality of our interactions with children and youth.

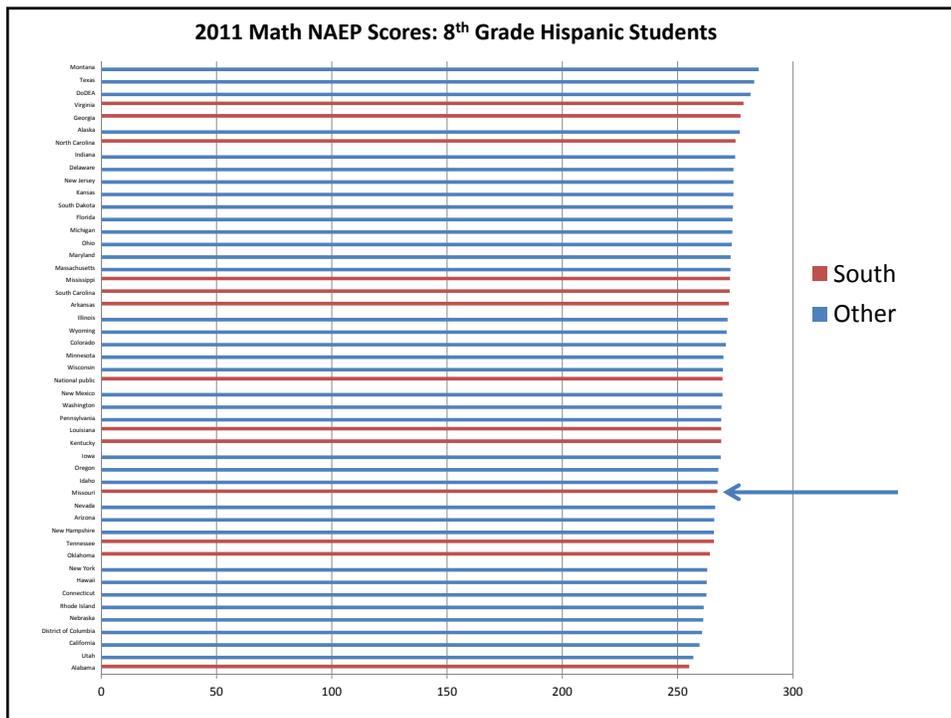
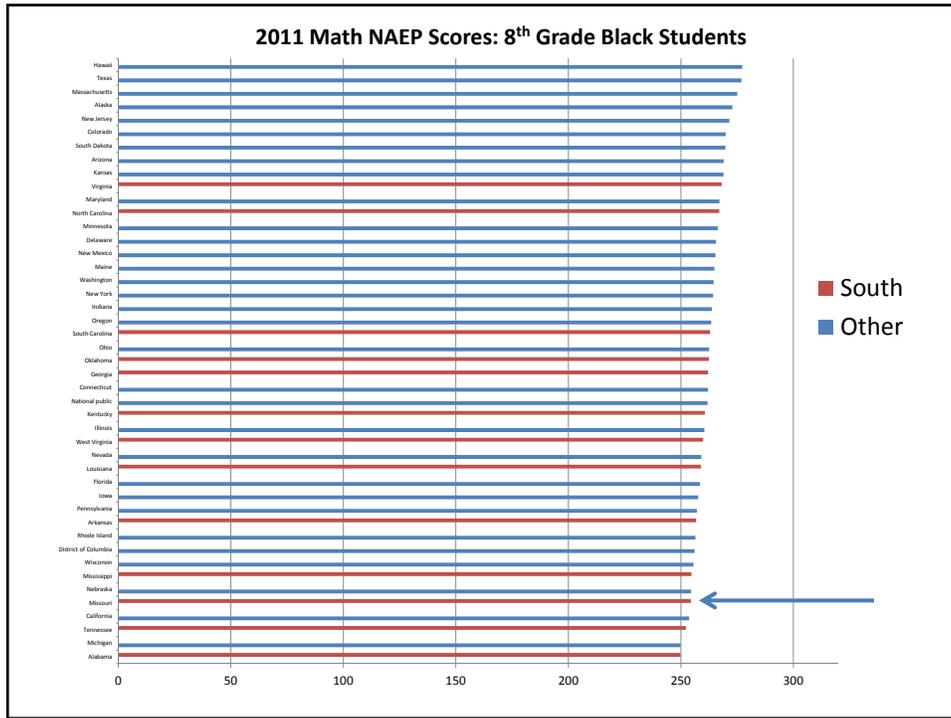
**Our RESOURCES:** In addition to the *financial and other material resources* that we control, our resources include the *individual and collective knowledge* at our disposal and the trust that we have in one another’s motives, capacity for personal growth, commitment to *shared goals and mutual respect*.

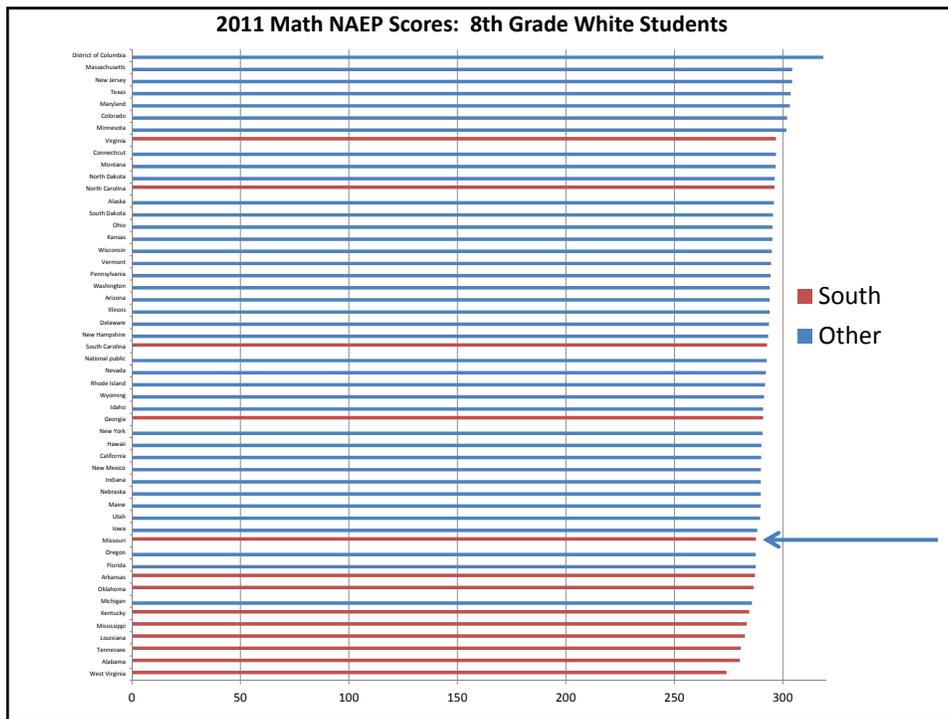
**Our REWARDS:** The sense of belonging to something larger than ourselves with people whose values we share, the *satisfaction of knowing that others’ lives may be better* because of our work, and the satisfaction that comes with growing knowledge and awareness with regard to issues that are important to us.

*The Achievement Gap Initiative at Harvard University, July 2010*

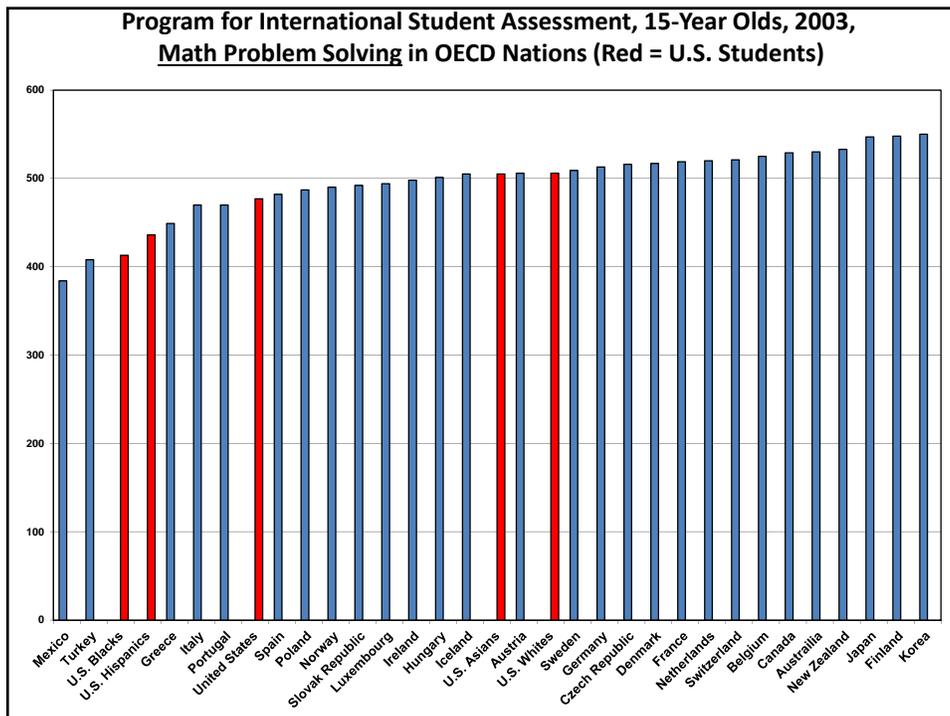
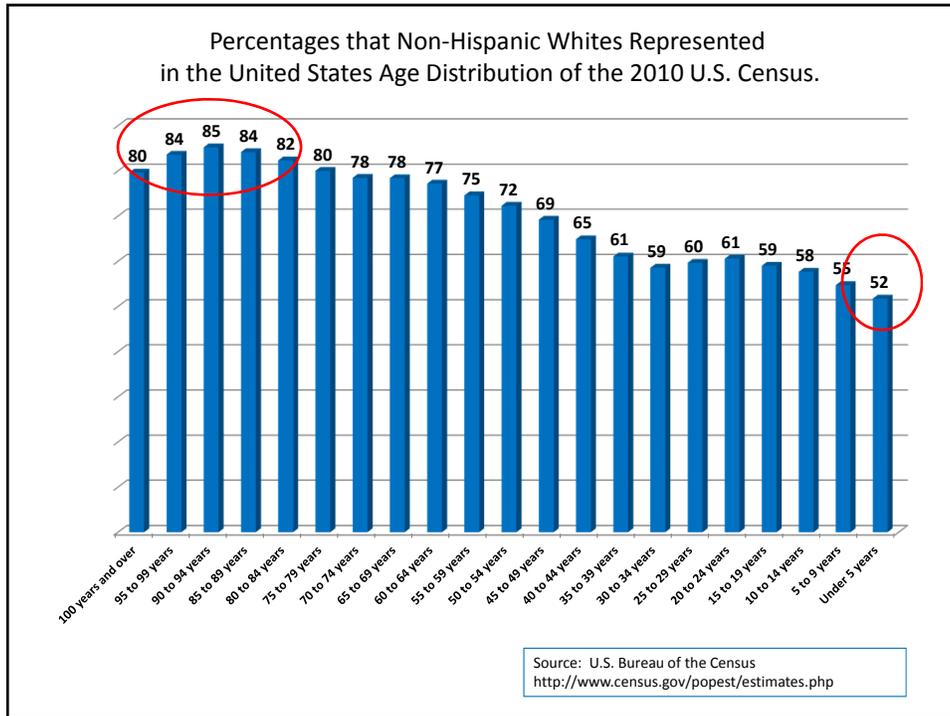


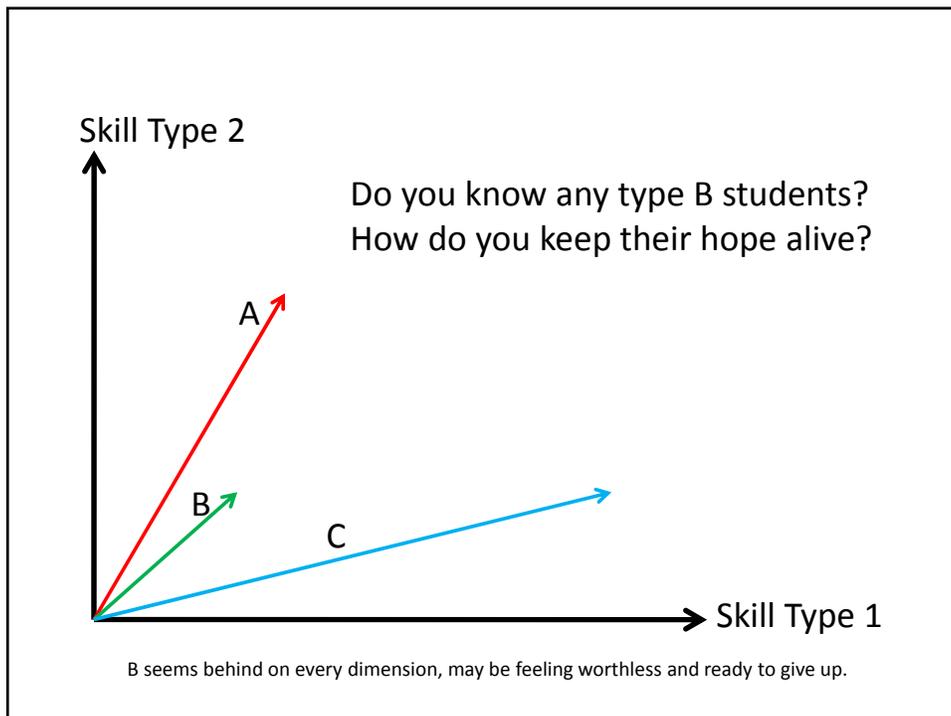
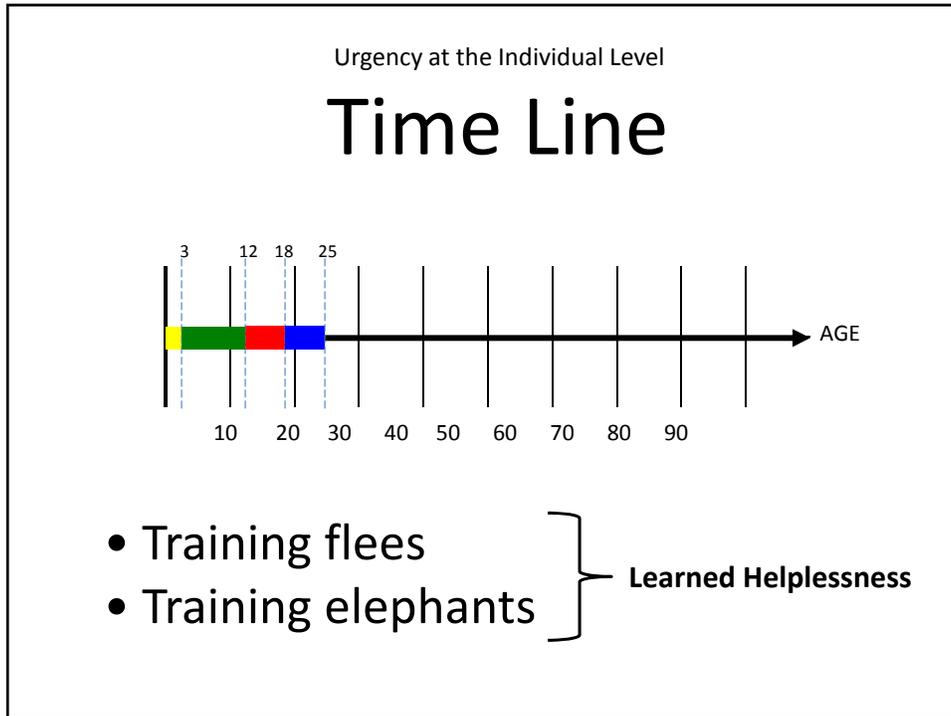


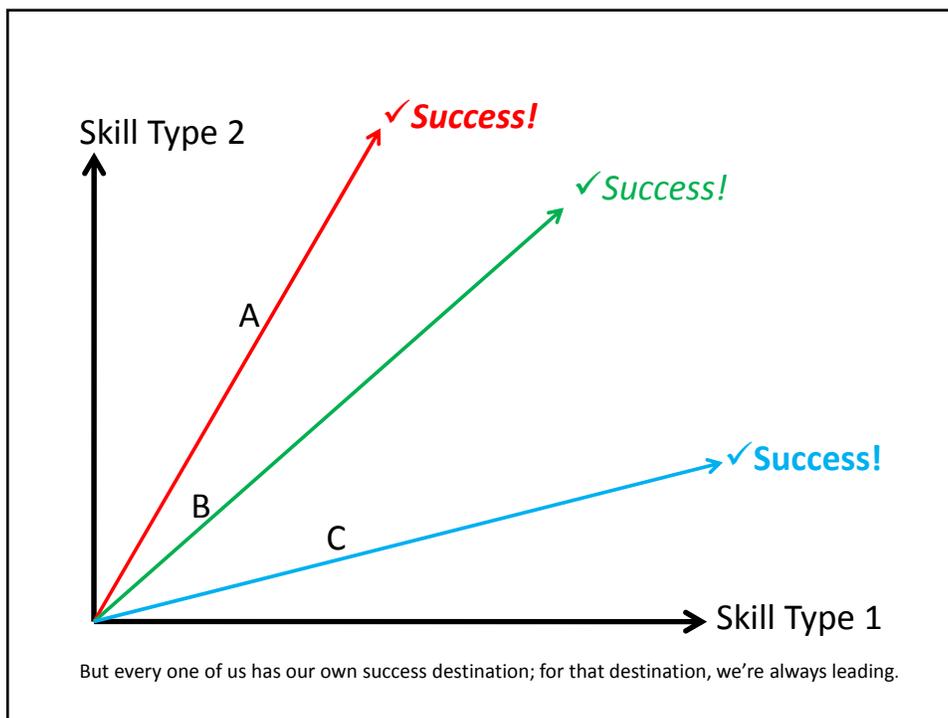
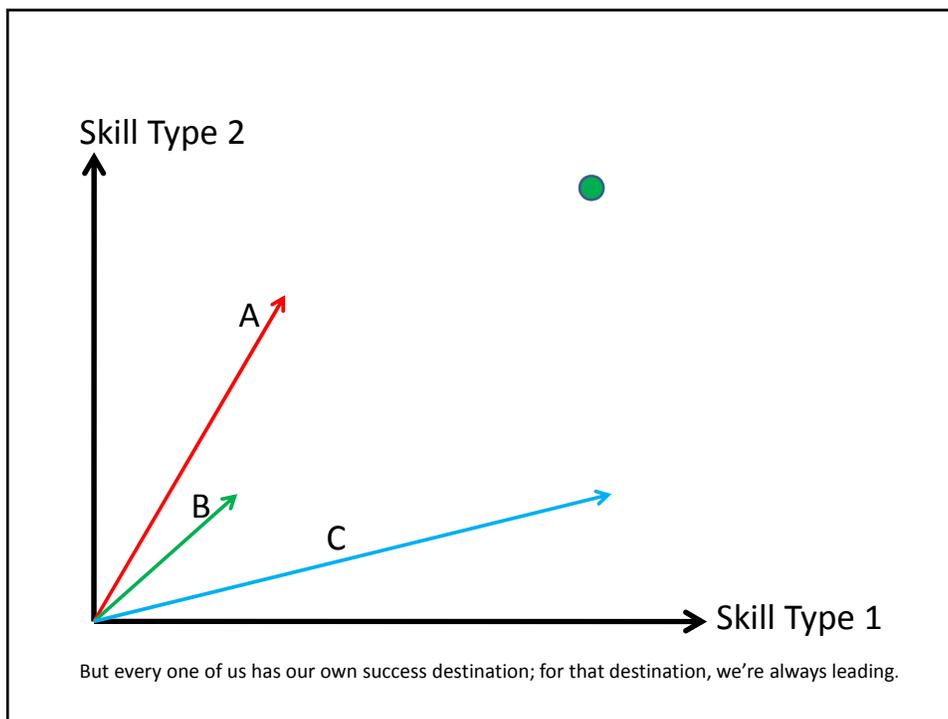


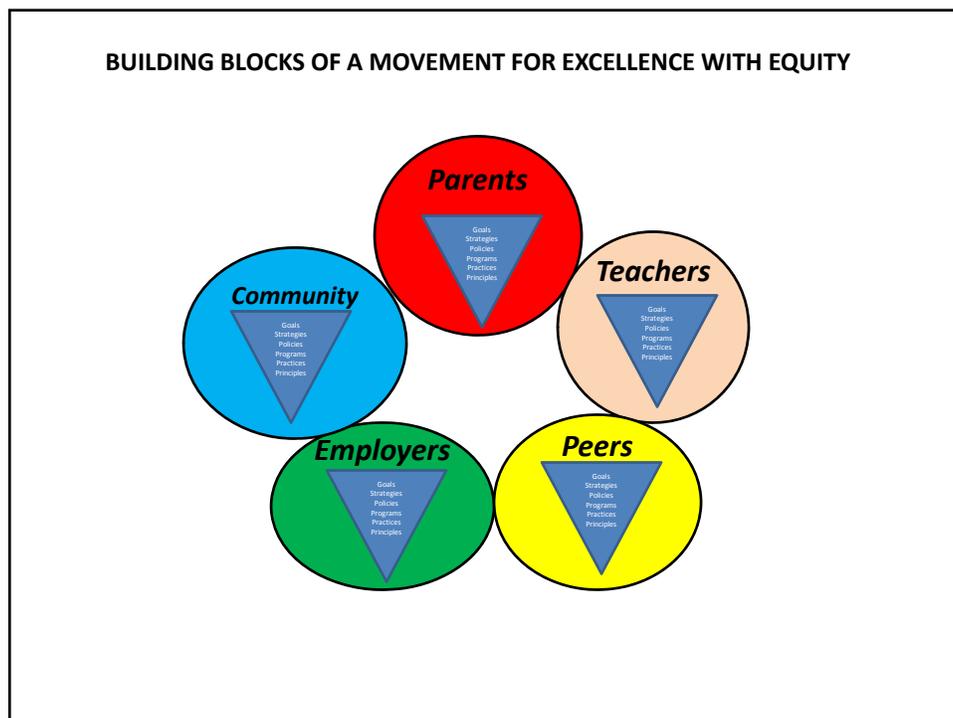
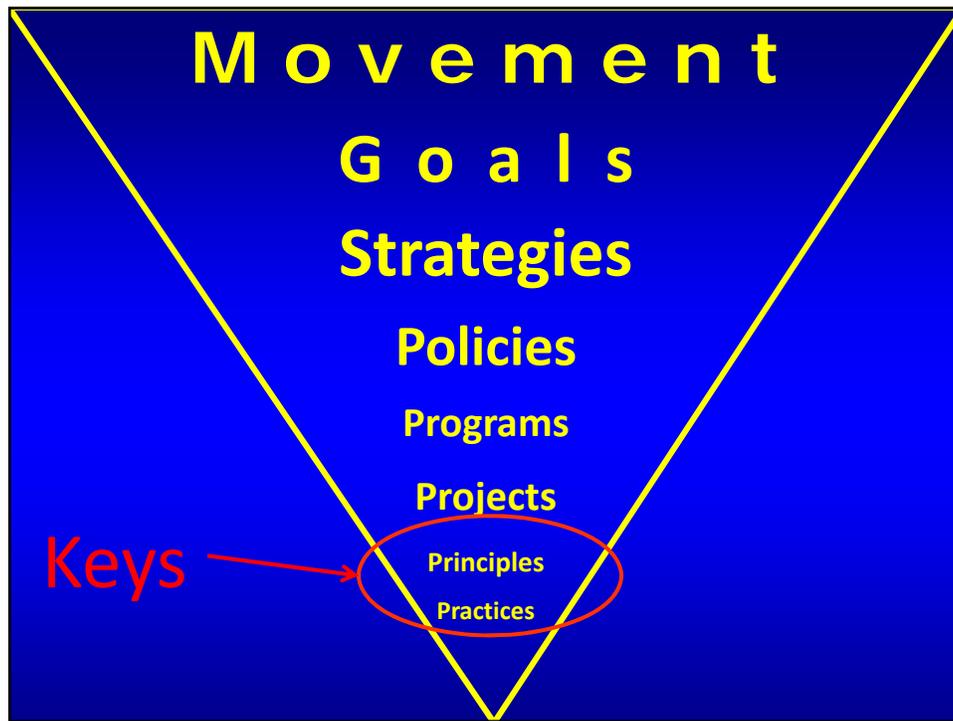


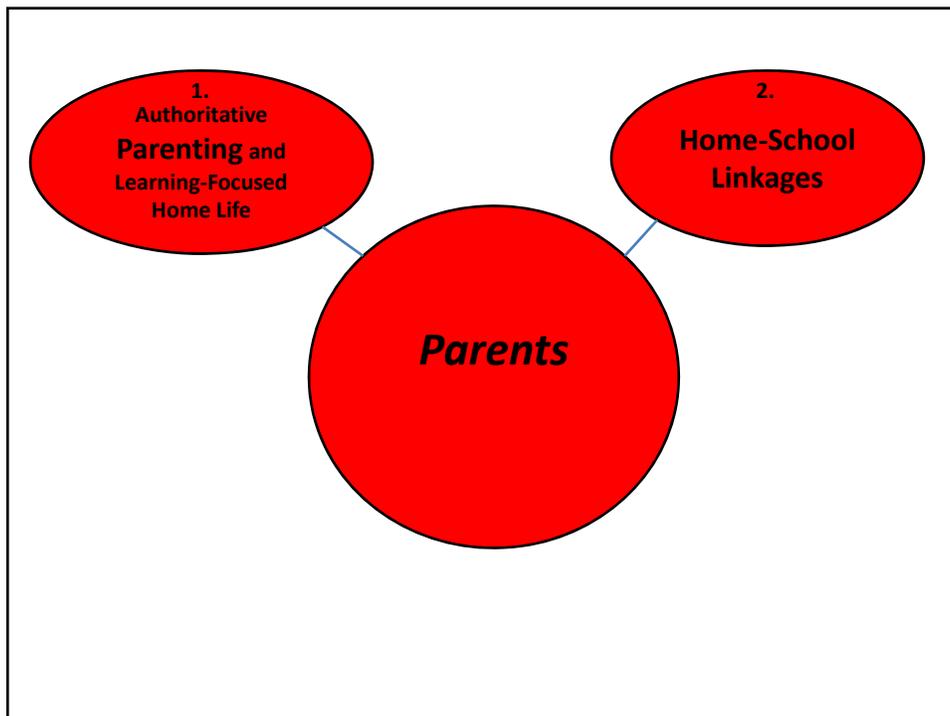
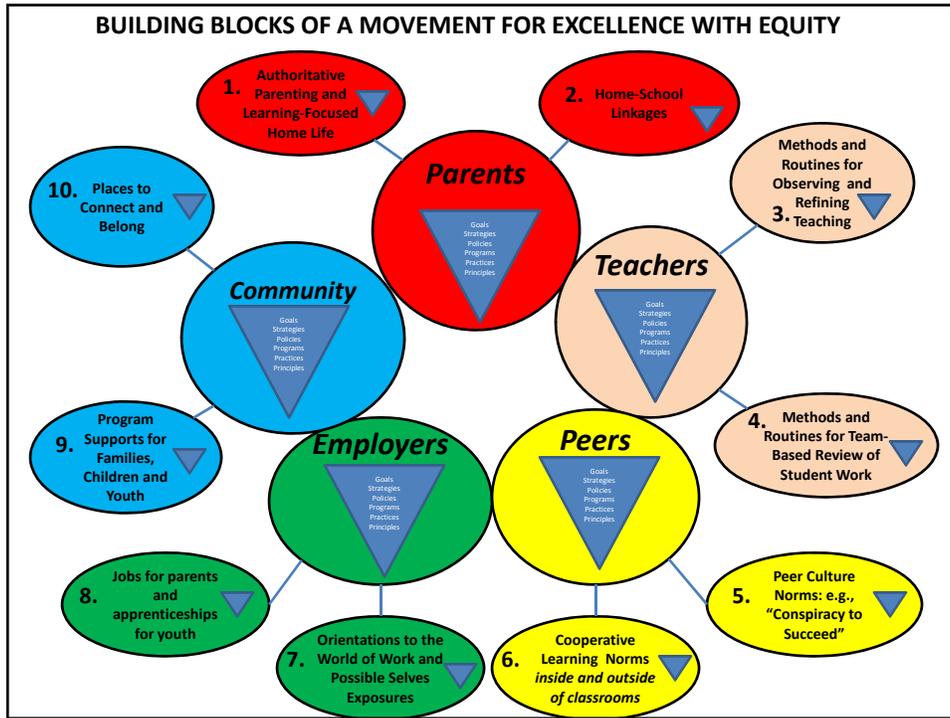
Why Such Urgency?

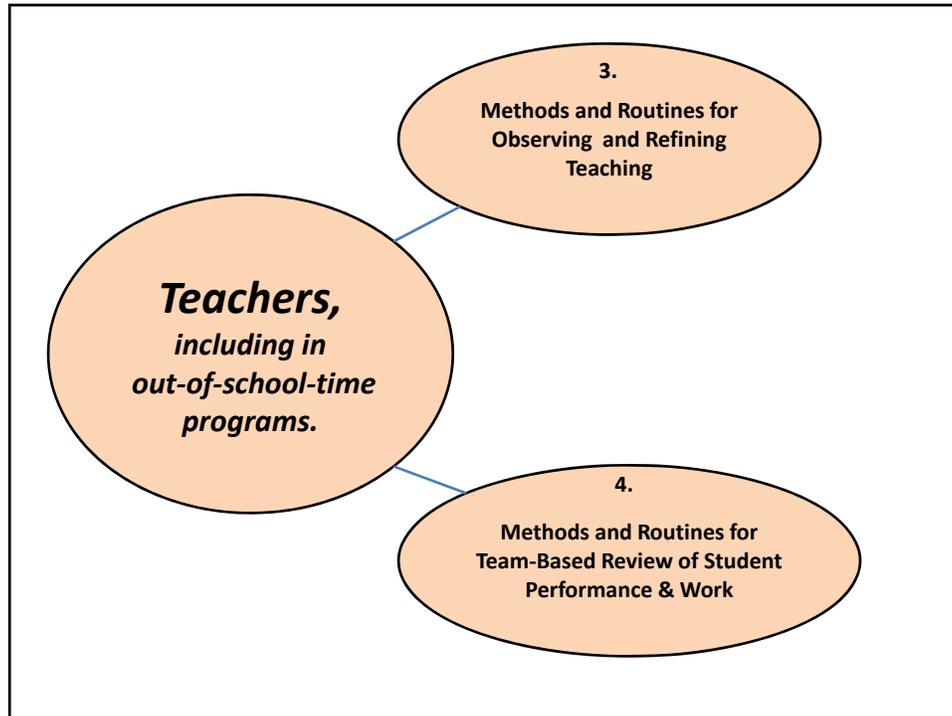












## Judging the Quality of Teaching

How do we know how good a job teachers are doing? What types of evidence provide teachers with the most accurate information to use in reflecting on their teaching and planning ways to improve?

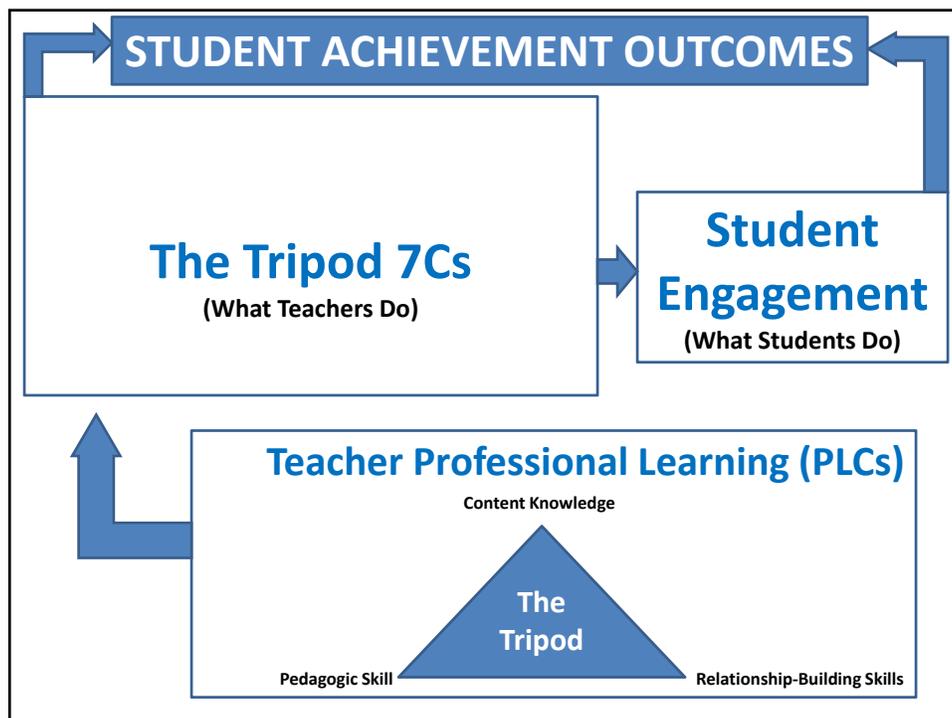
## Between-Classroom Correlations

When we consider different classrooms taught by the same teachers in the data for Bill and Melinda Gates Foundation project on Measures of Effective Teaching, the between-classroom correlations are **0.38** for value added, **0.42** for the Framework for Teaching composite and **0.61** for the Tripod 7Cs composite.

## Student perspectives can help guide:

- ✓ **teachers** as they work to improve;
- ✓ **leaders** as they set professional development priorities for teachers;
- ✓ **coaches and mentors** in supporting teachers;
- ✓ **higher education institutions** as they develop teacher training programs.

## The Tripod Framework



### The Seven C's

**What Teachers Do (What Students Experience)**

1. **Caring** about students (Encouragement and Emotional Support)
2. **Captivating** students (Learning seems Interesting and Relevant)
3. **Conferring** with students (Students Sense their Ideas are Respected)
4. **Clarifying** lessons (Success Seems Feasible)
5. **Consolidating** knowledge (Ideas get Connected and Integrated)

S  
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6. **Challenging** students (Press for Effort, Perseverance and Rigor)
7. **Controlling** behavior (Culture of Cooperation and Peer Support)

P  
R  
E  
S  
S

Which is the strongest predictor of value added test score gains?

From the MET middle school math classrooms,  
Top 6 Correlations with Value-Added Test Score Gains:

Rank	Survey Statement	Category
1	• Students in this class treat the teacher with respect	Control
2	• My classmates behave the way my teacher wants them to	Control
3	• Our class stays busy and doesn't waste time	Control
4	• In this class, we learn a lot every day	Challenge
5	• In this class, we learn to correct our mistakes	Challenge
6	• My teacher explains difficult things clearly.	Clarify

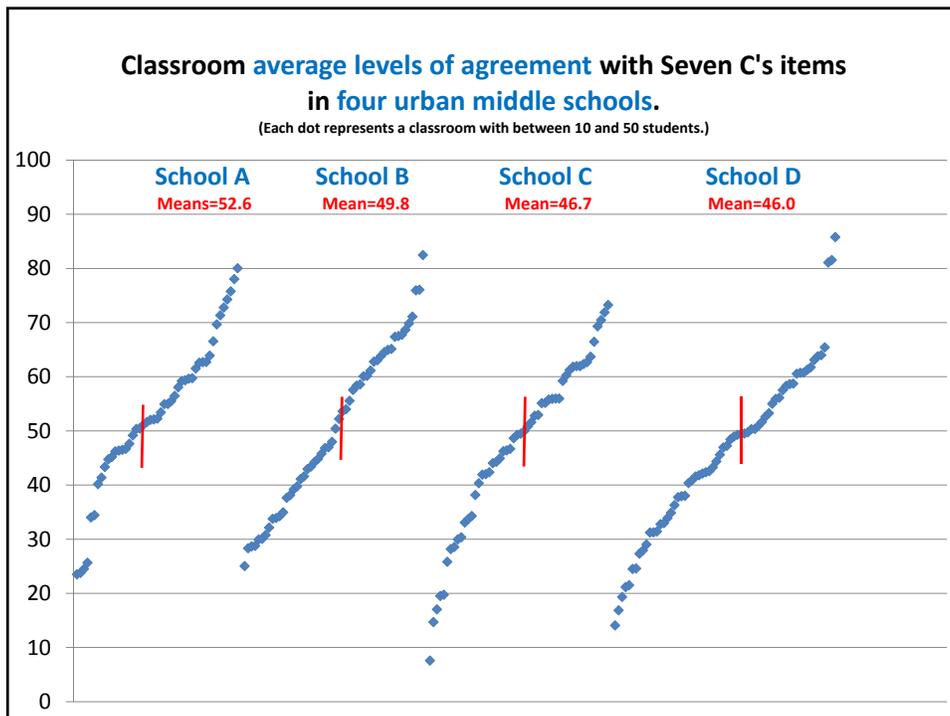
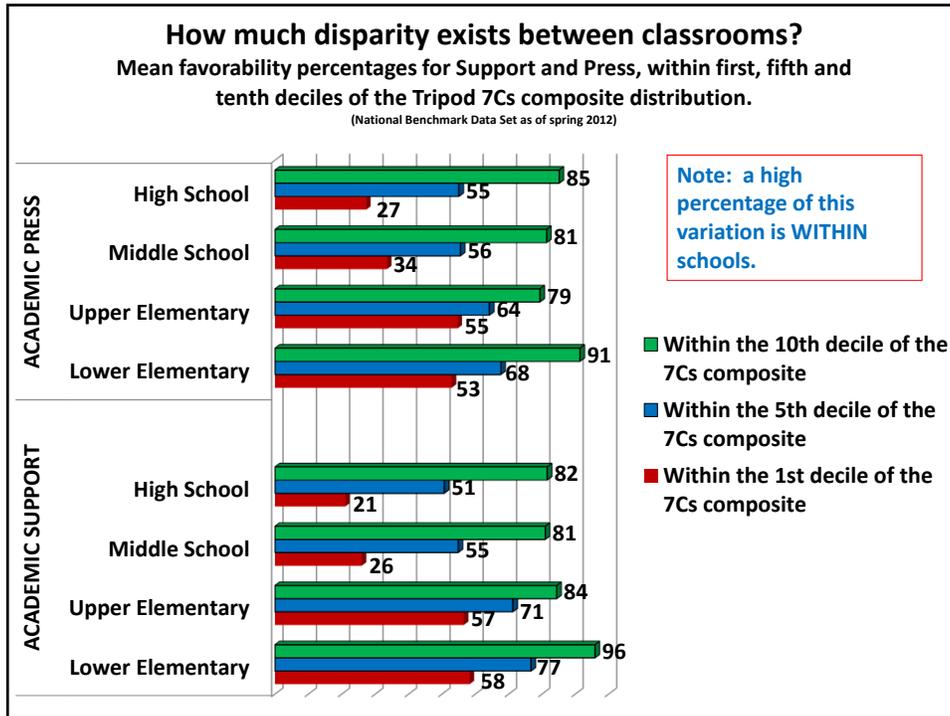
Based on Appendix Table 1: Bill and Melinda Gates Foundation, "Learning about Teaching: Initial findings from the Measures of Effective Teaching Project." December 2010, p. 34.

Predicted differences in months of learning for classrooms at the 25<sup>th</sup> versus 75<sup>th</sup> percentiles of the composite Seven C's distribution for the MET sample.  
(Estimated using surveys from one class and gains from another class, taught by the same teacher.)

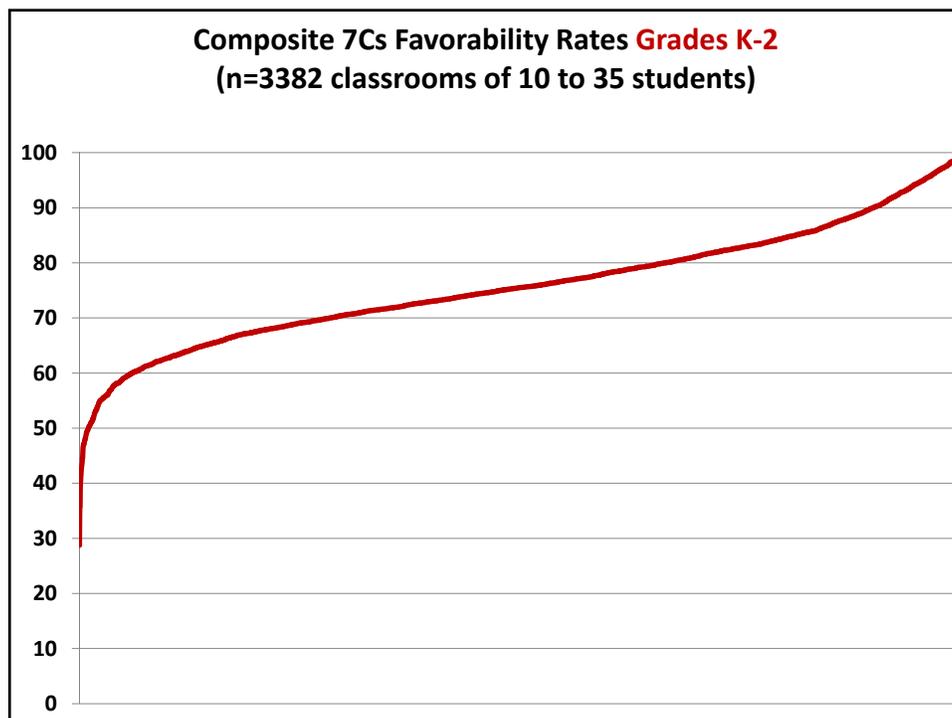
Using student survey responses in one section to predict learning gains in another.	Predicted difference per school year*
<i>On state math tests</i>	<b>4.8 months</b>
<i>On the Balanced Assessment in Math</i>	<b>3.7 months</b>
<i>On state English Language Arts (ELA) tests</i>	<b>2.3 months</b>
<i>On the Stanford 9 Open Ended ELA</i>	<b>2.9 months</b>

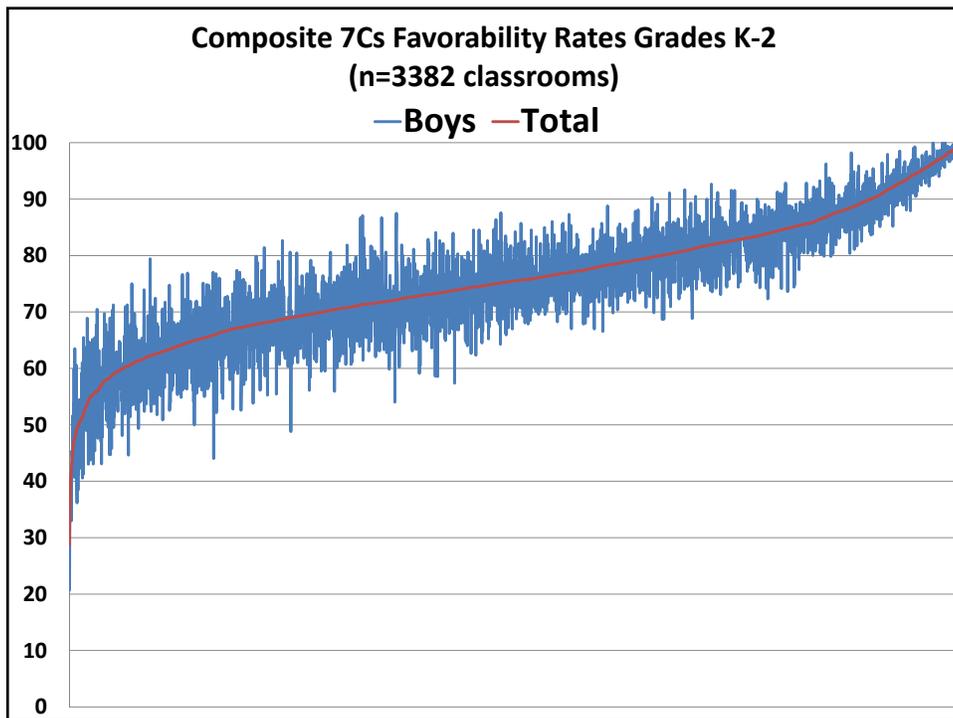
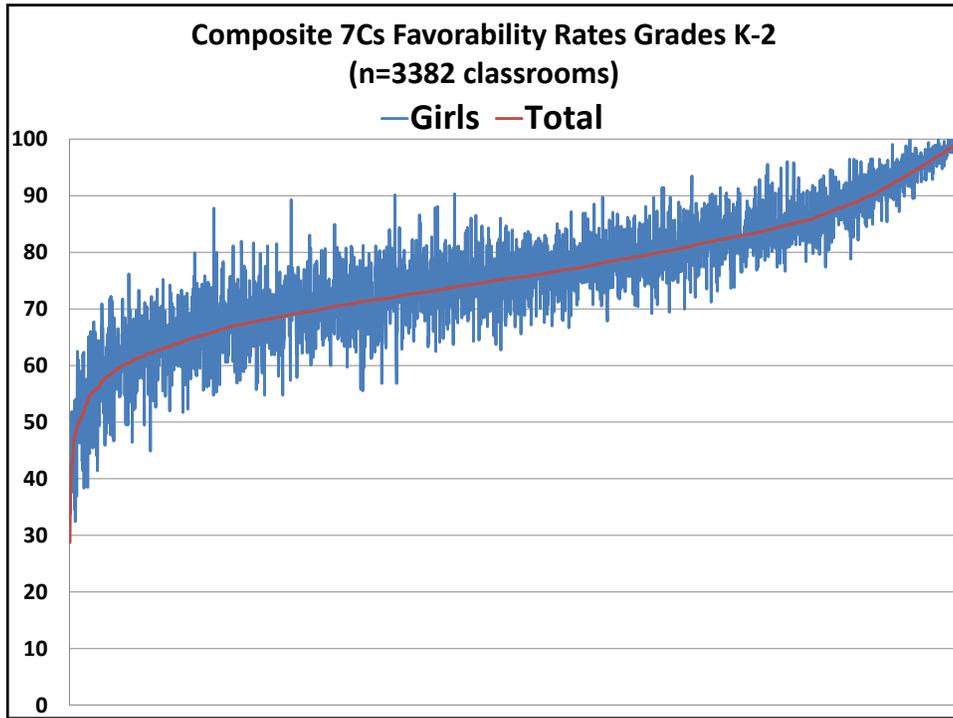
\*Based on Table 9, p. 26: Bill and Melinda Gates Foundation, "Learning about Teaching: Initial findings from the Measures of Effective Teaching Project." December 2010.

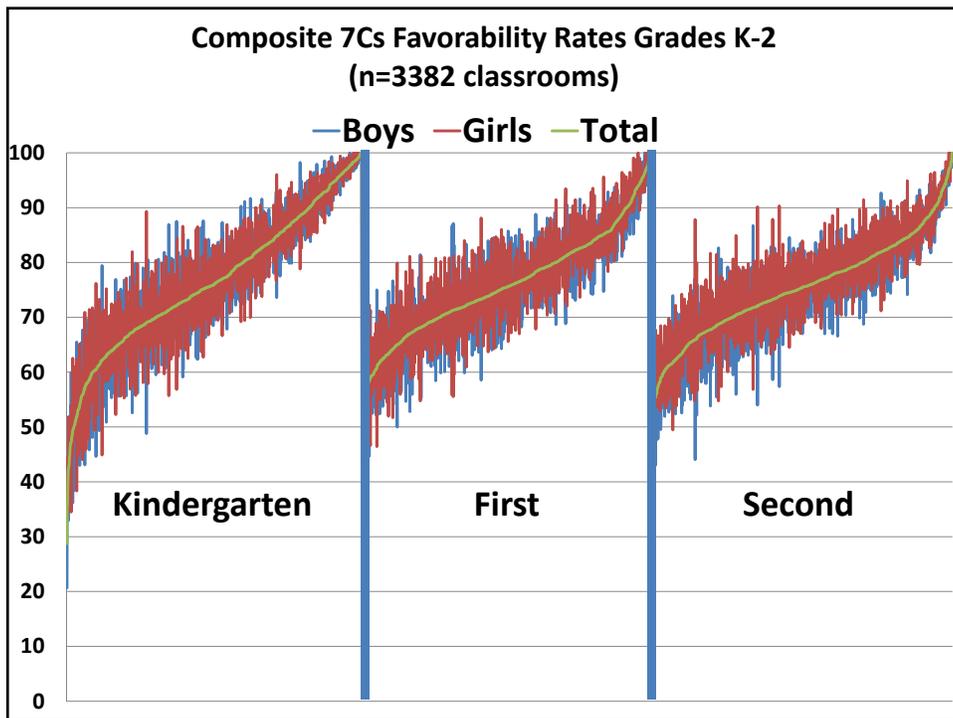
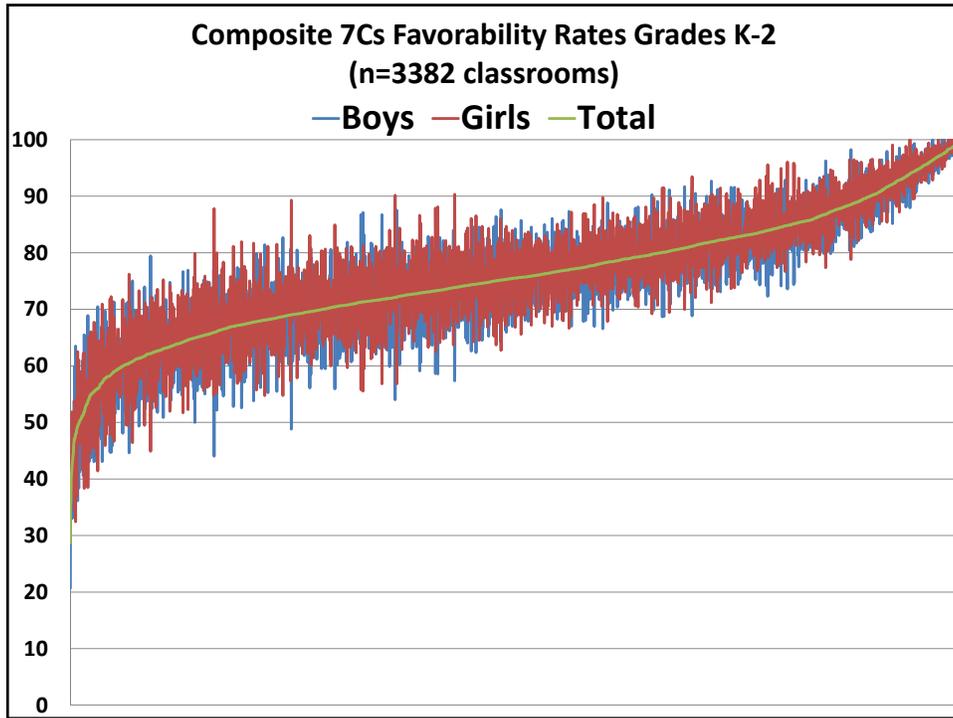
How much do classrooms differ  
with regard to the 7Cs?

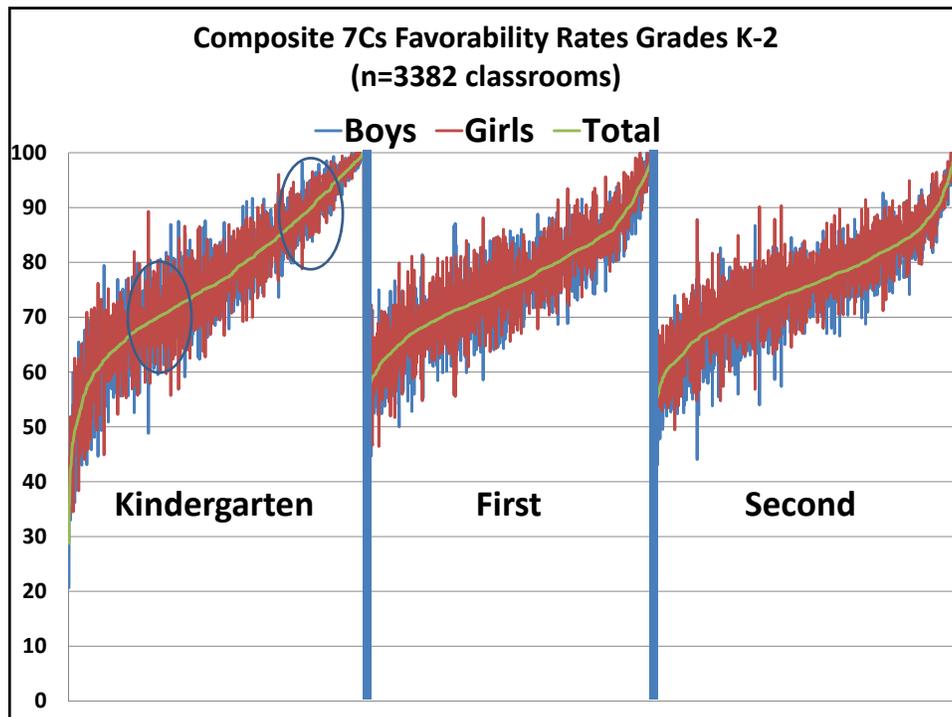


## More on Patterns for K-2





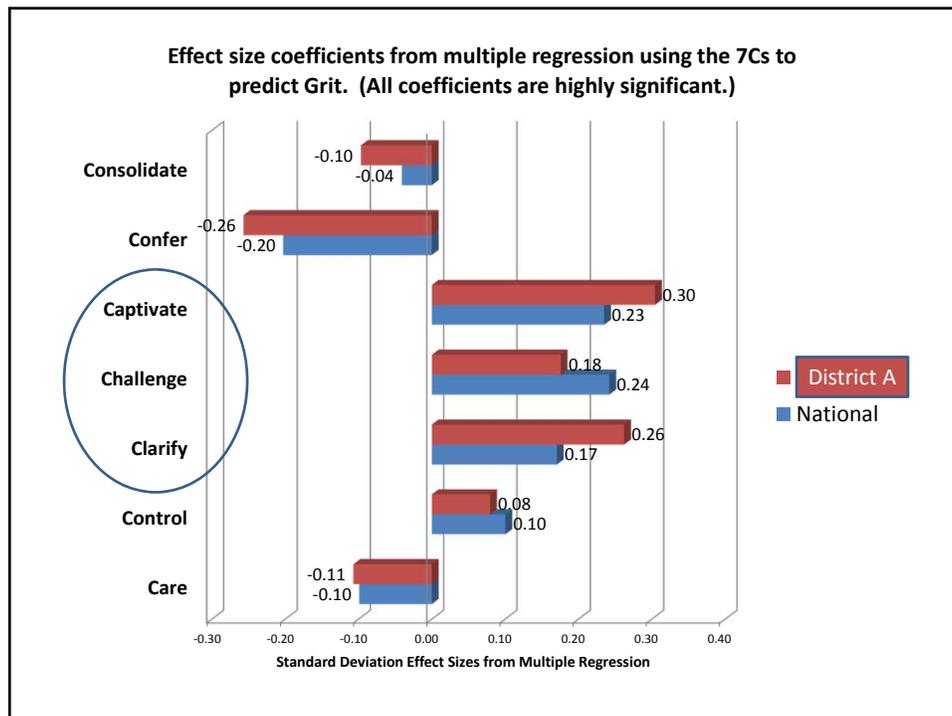


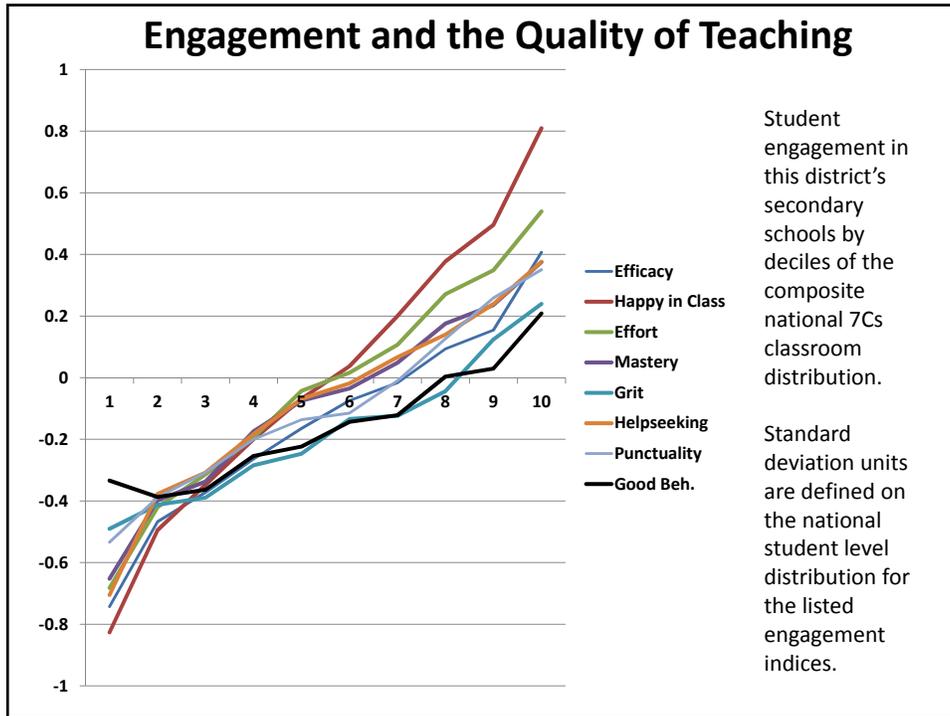


Do the 7Cs predict  
student engagement?

## For example, an index for *Grit*

- [reversed] Sometimes I pretend to be working hard for this class, when I'm really not.
- In this class, I take it easy and do not try very hard to do my best.
- In this class, I stop trying when the work gets hard.





**Using the 7Cs to develop profiles  
and identify priorities  
at multiple levels of drill down.**

There are multiple embedded levels of possible “drill down” on any given issue, e.g., to address questions about:

1. The district
2. One or more schools or grade levels within the district
3. One or more grade levels within a school
4. One or more classrooms within a grade
5. One or more students within a classroom
6. One or more survey items from among an individual student’s responses

**District: Percent favorable, by school, for each Seven C’s category.**  
 (Each line is one of 48 secondary schools in one urban school district.)

	Care	Control	Clarify	Challenge	Captivate	Confer	Consolidate	Mean
1	35	29	47	58	40	35	48	42
2	36	26	48	60	42	34	48	42
3	31	27	35	51	43	32	50	42
4	40	31	49	58	43	36	47	43
5	38	39	48	52	40	43	44	43
6	39	32	49	53	42	43	47	44
7	38	40	48	55	40	43	50	45
8	33	42	48	57	49	40	48	45
9	39	40	47	56	42	43	49	45
10	36	43	51	57	48	36	47	45
11	37	43	50	55	46	44	47	46
12	37	45	49	54	45	46	46	46
13	39	34	51	62	47	41	51	47
14	37	49	50	54	47	44	46	47
15	43	39	49	56	44	46	50	47
16	38	43	52	57	45	43	51	47
17	43	32	50	62	45	45	54	47
18	45	29	53	68	46	44	53	48
19	41	45	52	58	45	43	49	48
20	39	30	55	65	50	41	56	48
21	44	31	52	64	51	41	55	48
22	43	32	57	65	50	40	54	48
23	43	36	54	60	50	43	53	49
24	40	40	59	65	49	42	53	50
25	41	48	54	59	47	48	53	50
26	44	32	57	65	53	45	57	50
27	46	32	56	66	52	44	56	50
28	44	44	54	62	48	45	56	51
29	46	34	55	68	54	45	56	51
30	53	32	53	66	53	47	55	51
31	44	46	53	61	50	49	56	51
32	45	34	57	66	53	46	58	51
33	47	44	56	64	48	48	56	51
34	48	35	52	63	58	48	56	51
35	46	32	56	71	51	48	61	52
36	43	39	60	66	56	45	58	52
37	40	51	58	66	55	45	63	52
38	47	36	63	70	55	46	58	53
39	51	37	58	67	56	50	61	54
40	51	38	58	68	63	49	61	55
41	54	38	57	71	56	54	63	56
42	50	42	65	73	53	48	61	56
43	49	48	60	75	44	54	63	56
44	51	42	64	72	56	47	62	56
45	54	38	62	72	59	51	63	57
46	57	30	63	76	60	51	69	58
47	59	40	65	75	61	56	70	61
48	63	41	68	79	70	59	71	64

Each row shows the percent favorable responses for a classroom in the **lowest rated high school**. (Class size>9)

	Care	Clarify	Captivate	Consolidate	Mean			
	Control	Challenge	Confer					
	13	23	18	23	17	20		
	13	15	28	29	13	21	23	20
	8	28	22	27	18	26	13	20
	6	40	22	31	19	8	31	22
	4	15	21	28	26	33	36	23
	25	23	29	39	28	28	35	29
	24	19	35	50	16	36	38	31
	21	24	35	45	37	26	35	32
	33	26	28	42	35	37	39	34
	32	25	37	49	39	45	42	38
	35	35	39	42	44	41	36	39
	33	41	38	43	54	37	33	40
	38	32	40	45	45	47	36	41
	41	32	48	47	40	38	40	41
	45	21	42	53	30	44	52	41
	25	50	53	47	32	51	40	43
	33	42	57	51	44	40	31	43
	33	29	61	64	43	41	43	45
	41	44	59	67	32	46	53	49
	38	29	58	67	47	50	62	50
	47	57	57	60	33	55	48	51
	45	42	58	65	50	56	52	52
	55	42	58	63	64	49	61	56
	57	61	71	68	48	61	59	61
	64	55	65	73	64	64	57	63
	67	76	68	70	64	59	56	66
	71	73	82	83	64	66	67	*72

>= 75%
60 to 74%
50-59%
40-49%
25-39%
< 25%

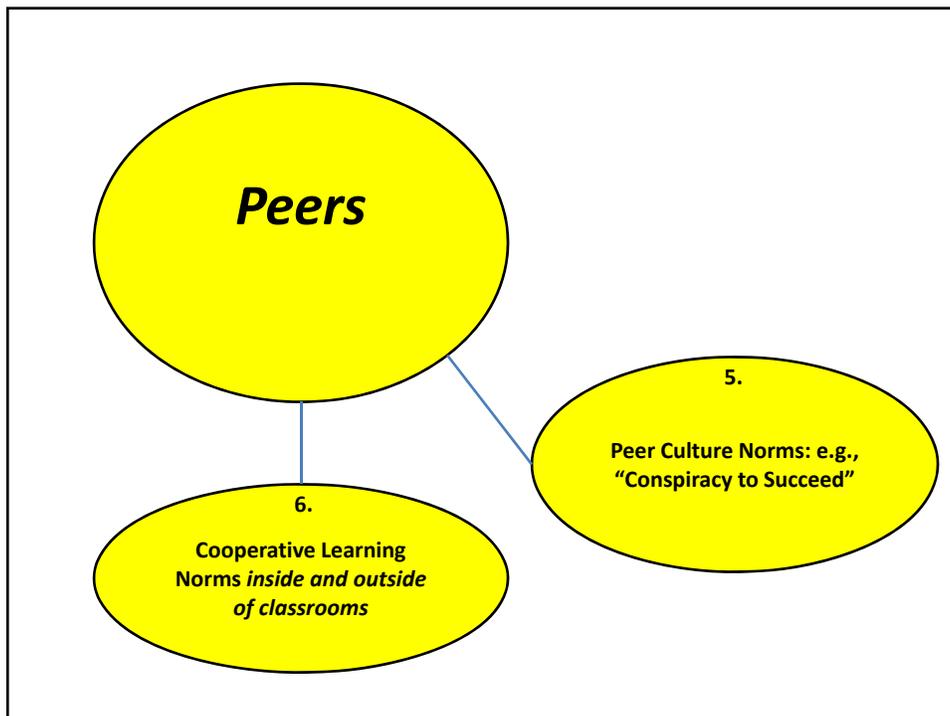
Each row shows the percent favorable responses for a classroom in the **highest rated high school**. (Class size>9)

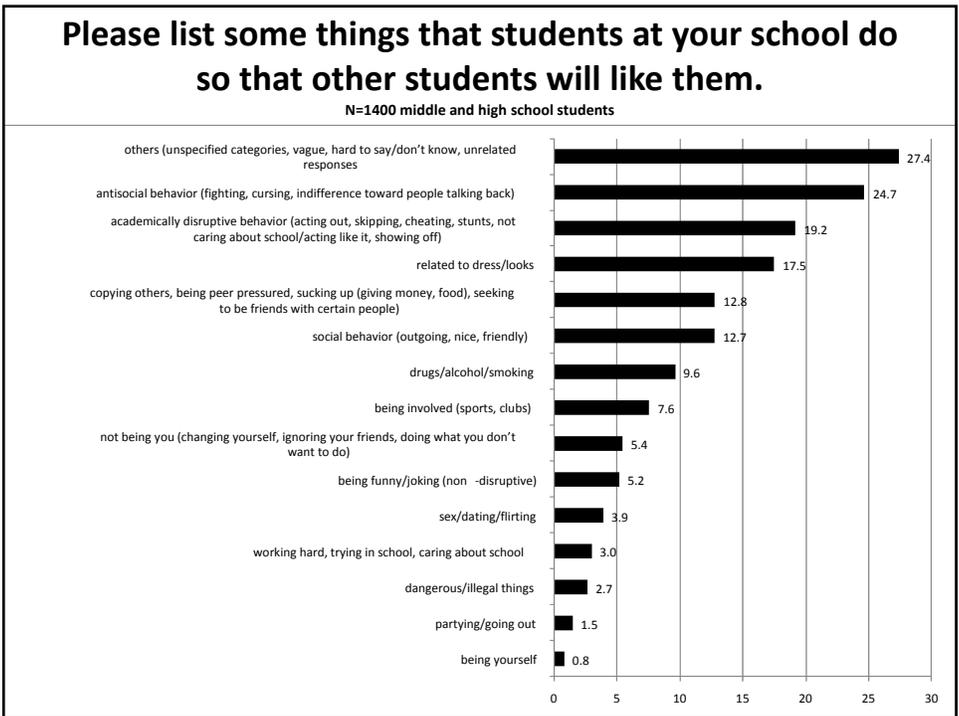
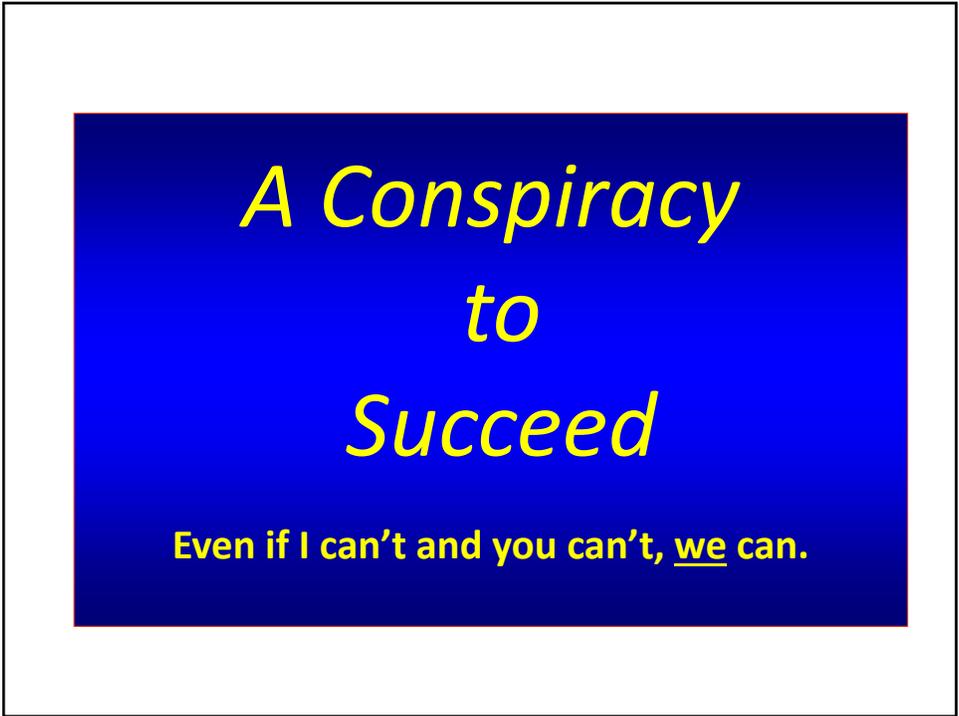
	Care	Clarify	Captivate	Consolidate	Mean			
	Control	Challenge	Confer					
	18	30	26	32	23	26	26	
	15	24	22	35	25	46	27	28
	22	25	26	35	37	32	41	31
	32	34	23	56	43	31	42	37
	29	34	32	60	31	32	42	37
	31	37	34	55	29	42	46	39
	40	32	40	47	40	39	39	40
	32	28	40	45	34	53	59	42
	32	23	43	70	34	46	58	44
	33	38	47	51	59	52	54	48
	38	30	56	63	56	41	56	49
	38	58	59	78	24	40	58	51
	46	65	62	51	60	42	48	53
	63	45	58	68	40	54	55	55
	73	30	76	73	43	65	55	59
	64	60	62	66	61	60	55	61
	39	68	66	71	59	53	75	62
	39	60	72	78	71	63	77	66
	42	54	65	83	84	64	77	67
	56	74	79	70	77	58	85	71
	67	82	73	80	75	68	66	73
	67	76	75	77	65	70	83	73
	71	65	78	78	69	80	80	75
	77	80	78	85	83	70	80	79

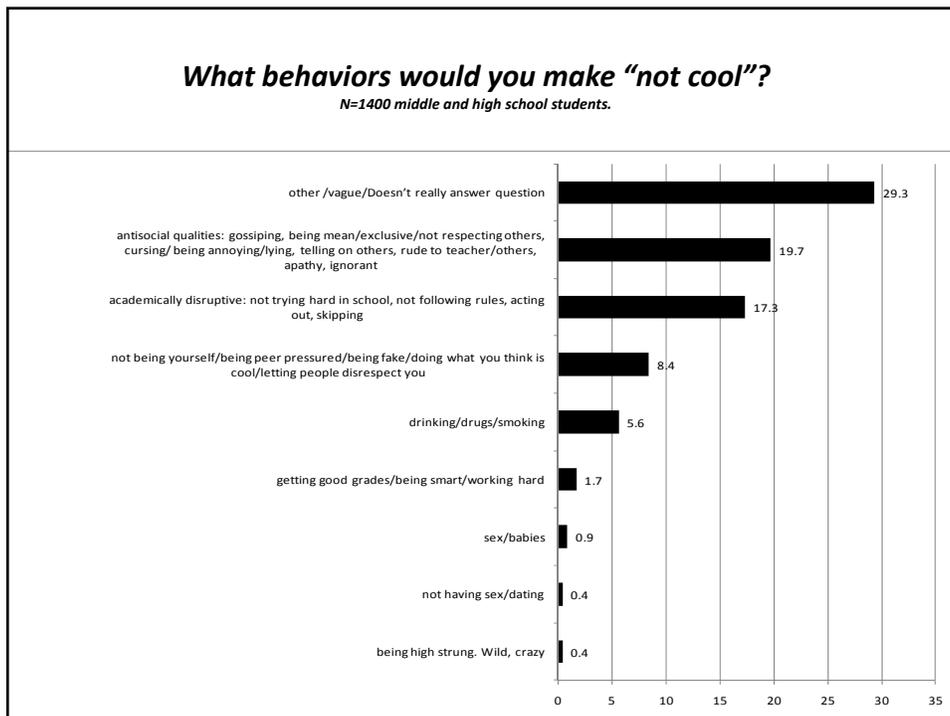
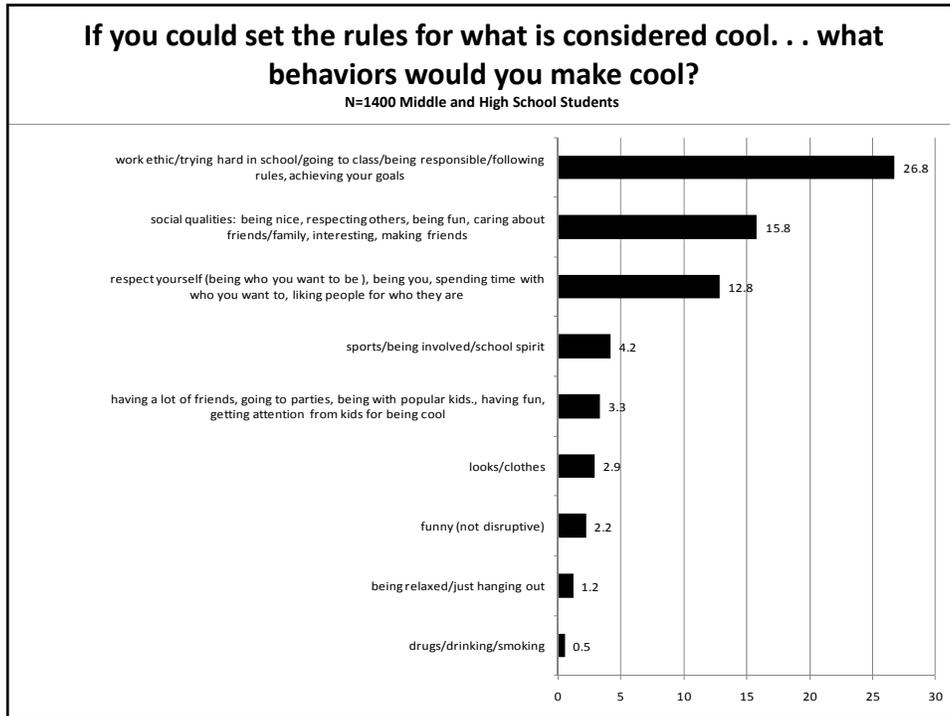
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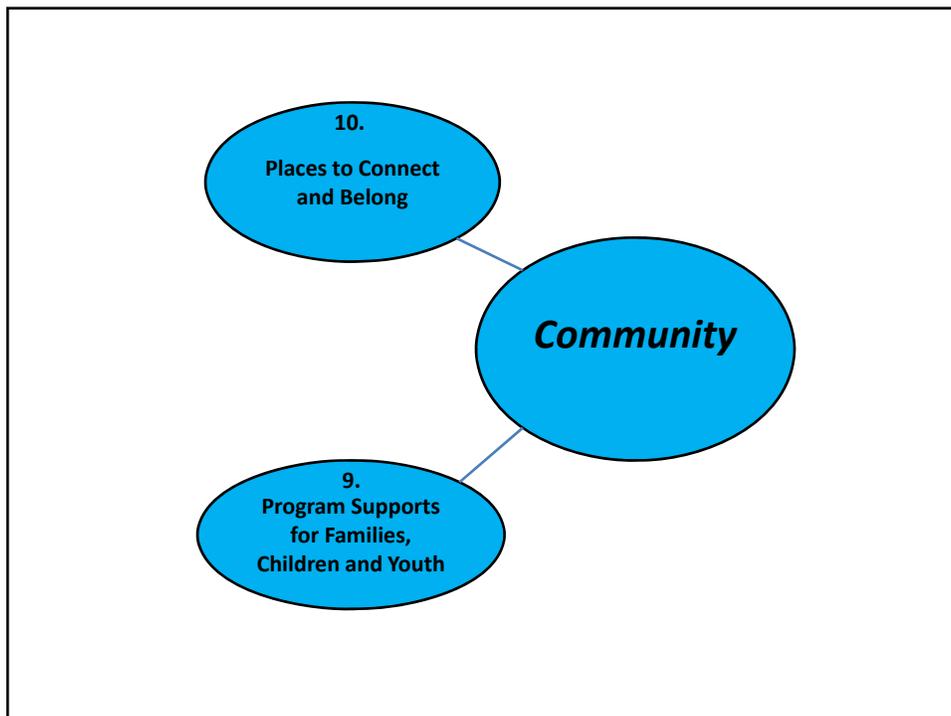
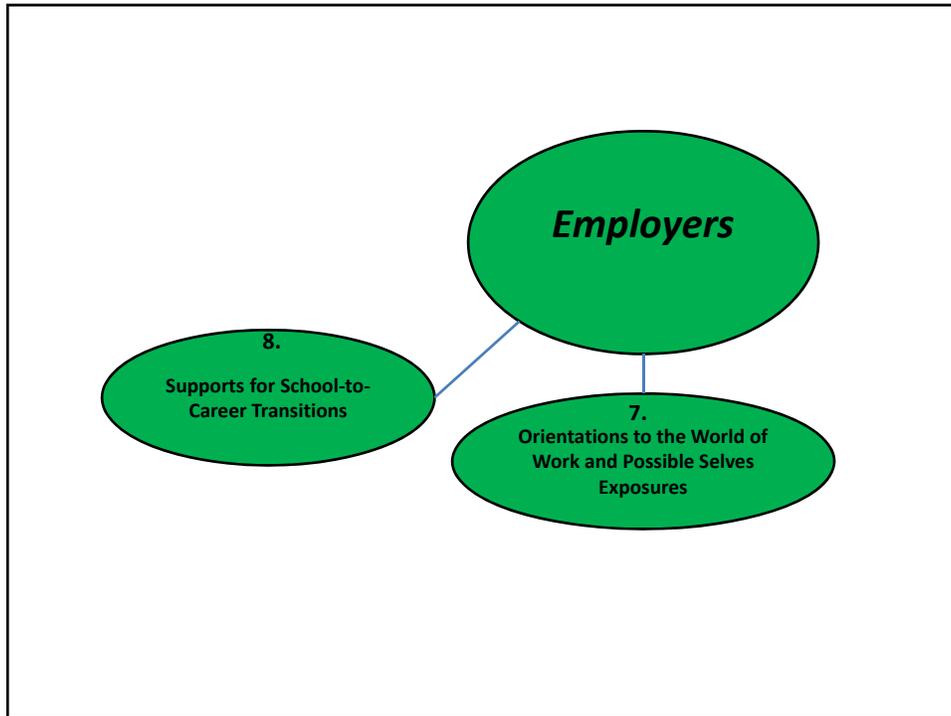
Classrooms have stories. For example, compare classes A and B and imagine deliberating on what types of changes each teacher should prioritize. Which do you think might get the highest overall rating from an adult observer?

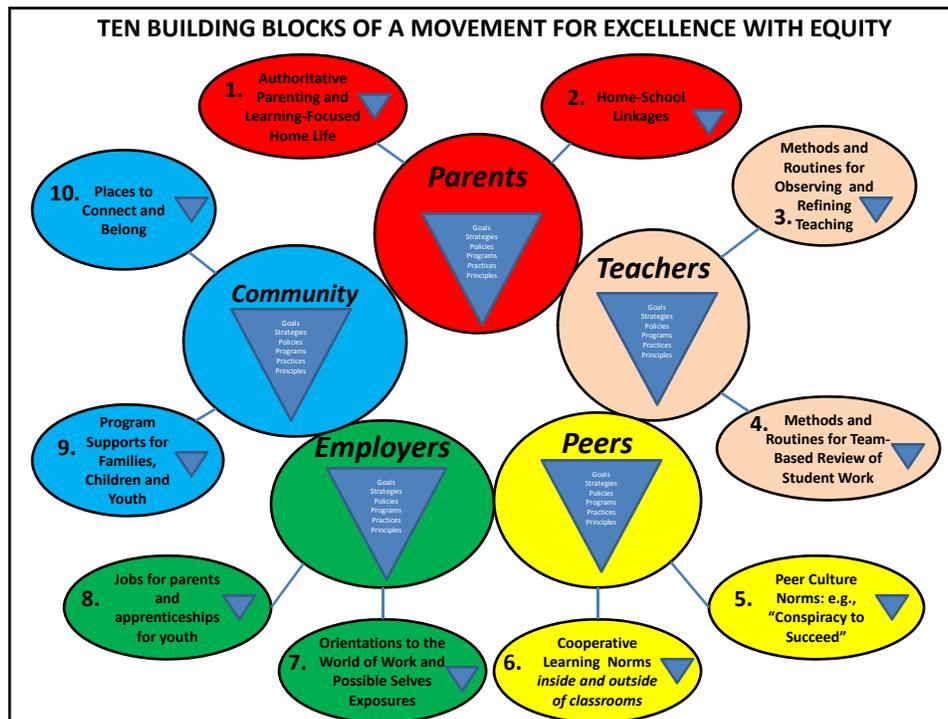
General Range of Ratings:	Low	Moderate	High
Control	B		A
Challenge	A	B	
Clarify		A	B
Care	A		B
Captivate	A	B	
Confer		A,B	
Consolidate		A,B	
Combine the information above with responses to the engagement questions :			
Grit in this Class	A	B	
Mastery Orientation in this Class	A	B	
Effort in this Class		A,B	
Happiness in this Class		A,B	
Help Seeking in this Class		A	B
Sense of Efficacy in this Class		B	A











**TEN STRATEGIC THREADS OF AN EXCELLENCE WITH EQUITY STRATEGY**

- 1. Leaders who Combine Passion with Competence:** People with the skills and dispositions to effectively cultivate not only a sense of urgency but also a sense of possibility.
- 2. Instigators:** Individuals who work, often behind the scenes, to plant seeds of change and to propose and refine the ideas that others may then help to promote and implement.
- 3. Dedicated Teams of Staffers:** Committed and talented people who team up to do the day-to-day work that drives the change process.
- 4. Clear Central Themes:** compelling *facts and ideas* concerning the *goals* of the work and pertaining to the *principles and practices* to establish and maintain; leaders work to establish these as a "common language" –*ever-present themes*.
- 5. Streamlined and Coherent "Curriculum" for the Change Process:** Materials that educate stakeholders concerning the central themes (#4) and in ways that support the change process.

- 6. Organizational Structures and Personnel that Embody Capacity to Teach and Motivate Adults:** Routines and structures that help people to learn their roles—including but not limit to roles as teachers, trainers and supervisors—and feel motivated to play them effectively. And, institutional mechanisms for coaching, monitoring, and sharing that make it difficult for individuals to avoid the change process.
- 7. Patient but Tough Accountability:** Tools and routines for monitoring practices and outcomes, targeting assistance where needed, sometimes replacing people or organizations that fail to improve.
- 8. Institutionalized Gathering and Management of Data:** Mechanisms for gathering and organizing data for tracking progress and monitoring key process and outcome variables.
- 9. Data-Driven Decision Making and Transparency:** Specific staffers are assigned to track, analyze and summarize key patterns.
- 10. Community Involvement and Resources:** Leadership teams engage a broad range of stakeholders—including employers, school board members, colleges, other education and training organizations and parents—to contribute ambitiously to preparing young people for adulthood and building and maintaining better *pathways to prosperity and healthy human development*.

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