

Welcome Module

Facilitator Tip: The Welcome Module provides an introduction to the Promoting Excellence For All (PEFA) eCourse: providing context about how and why it was developed, and providing data highlighting Wisconsin's pervasive and persistent racial achievement gaps. Consider combining this session with Module 1, Unit 1, Session 1: Becoming a Race Conscious Educator.

Overview of materials included in this session: <i>Consider printing handouts and articles to include in a folder for participants to easily access during the session.</i>	
Session articles/publications: <ul style="list-style-type: none">• State Superintendent's Task Force on Closing Wisconsin's Achievement Gap (Wisconsin DPI, 2014; Accessed November 10, 2018)	Session website links: <ul style="list-style-type: none">• N/A
Session videos: <ul style="list-style-type: none">• PEFA eCourse Intro (Wisconsin DPI, 2016; Accessed November 10, 2018) (2 min)• Closing Achievement Gaps: Strategies for Promoting Excellence for All in Wisconsin (Wisconsin DPI, 2014; Accessed November 10, 2018) (2.5 min)	Session handouts: <ul style="list-style-type: none">• PP Presentation with Space for Notes
Coaching Connections: Coaching to the Four Focus Areas of PEFA : This resource has broken down the strategies from each of the four focus areas into tables. Each strategy is paired with a possible coaching entry point, "What a coach might say..." This document is intended to be used throughout the entire PEFA eCourse. Be sure to read the guidance at the beginning of the document.	

Course Content: Welcome Slides (Slides 1-19)

Facilitator's Guide (Total Time: ~ 25-30 min)

Welcome Participants

Welcome the group and engage participants in an introductory activity to build community, create a safe space, and share information about one another. Have them join with one or two other people and introduce themselves if they don't already know each other. (3 min)

Slide 1: Welcome/eCourse Introduction

WELCOME

eCourse Introduction

Hello and thank you for participating in the Promoting Excellence for All eCourse. By participating in this course, you are engaged in the hard work of educating all Wisconsin students, including, in particular, our most underserved students.

One of Wisconsin's greatest strengths is the growing diversity of communities, schools, and workplaces. Diversity makes businesses more innovative and competitive, and a more diverse workforce leads to economic growth, opportunities, and progress.

For Wisconsin to be innovative in the 21st century, and for communities to remain strong, all students must graduate [college and career ready](#). As Wisconsin's student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses real challenges to opportunity and economic progress. **These gaps are persistent - but not insurmountable.**

Welcome 1/19

Slide 1: Thank participants for participating in the eCourse and engaging in this hard and important work. Highlight the growing diversity of Wisconsin's communities, schools, and workplaces is one of Wisconsin's greatest strengths. Share Dr. Evers' mission for students is to graduate college and be career ready. Highlight, for this mission to be actualized, it is imperative the diversity of Wisconsin is embraced and persistent racial disparities are addressed. (1 min)

Slide 2: Welcome/eCourse Introduction

WELCOME

Welcome 2/19

eCourse Introduction

In fact, Hispanic and black students in Wisconsin achieved 9.1% and 4.5% growth in four-year graduation rates from 2010-2014, decreasing the gap with White students by 6.9% and 2.3%, respectively.

Closing the achievement gaps requires swift, targeted, and deliberate attention. This eCourse builds on the work of Wisconsin scholars, educators, and community leaders who have long raised concerns and proposed solutions to close the troubling gaps. The eCourse also builds on the work of the teachers, principals and superintendents who developed the [Promoting Excellence for All](#) strategies.

Promoting Excellence for All (PEFA) is an initiative that prioritizes closing racial achievement gaps in Wisconsin. A link to the PEFA website will always be listed in the top tab under Resources. We encourage users to explore the PEFA [videos](#), the [report](#) and the individual [strategies](#) - but it is not a prerequisite that you do so.

Slide 3: Welcome/eCourse Introduction

WELCOME

Welcome 3/19

eCourse Introduction

The purpose of this eCourse is not just to build on the PEFA work to date, but to deepen educators' understanding and use of strategies that close the gap. We aim to build an understanding of how existing beliefs, performance data, and instructional strategies impact educators' teaching, educational leadership, and school improvement planning. The PEFA eCourse builds the skills of educators to be race conscious educators, competent data users, and agile instructors who are responsive to the reality of Wisconsin's deep achievement gaps.

Slide 2: Share closing the achievement gaps requires swift, targeted, and deliberate attention. Explain the eCourse builds on work of Wisconsin scholars, educators, and community leaders committed to closing these gaps, and on the work of teachers and principals who identified the [Promoting Excellence for All](#) (Wisconsin DPI) strategies, which will be learned about throughout the PEFA eCourse modules. (1 min)

Slide 3: Show video: [PEFA eCourse Intro](#) (Wisconsin DPI, 2016) (3 min)

The eCourse begins with a video featuring Dr. Evers explaining the purpose of the PEFA eCourse, and outlining the three PEFA eCourse modules.

After showing the video, invite participants to think-pair-share: "What is one thing you hope to learn from the PEFA eCourse?"

Slide 4: Overview of the Achievement Gap: (Slide 4)

Overview of the Achievement Gap

Welcome 4/19

This eCourse focuses on the achievement gap in Wisconsin where we have profound and unsettling gaps in performance between students of color and white students (known as the racial achievement gap), between English Language Learners (ELLs) and English proficient students, and between students with disabilities and those without.

The education our children receive in elementary and secondary school is critical to both their future success and the economic prosperity of our state. In many ways, Wisconsin is regarded as one of the highest-achieving states in the country. However, Wisconsin has large and persistent achievement and graduation gaps that impact the future success of too many of our children and our state as a whole.

The gap requires swift and immediate action.

The reason for the urgency is clear when you look at Wisconsin's achievement data: our schools are successful, but not for all students. Overall, Wisconsin students generally perform well. When we peel away the first layer of performance data, however, we uncover very serious disparities between white students and our students of color.

Slide 4: Share there are profound and unsettling gaps in performance between students of color and white students, between English Language Learners (ELLs) and English proficient students, and between students with disabilities and those without. Share addressing these gaps in Wisconsin requires swift and immediate action.

Invite participants to think-pair-share: “Do you know the achievement gaps that exist in your school/district? What is currently in place to address them?” (2 min)

Slide 5: Graduation

Graduation

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Note the nearly 30 point difference in graduation rates between black and white students.

Subgroup	4-Year	6-Year
All Students	88.0	91.3
American Indian	74.1	79.3
Asian	90.2	93.7
Black or African American	64.8	73.2
Hispanic/Latino	74.3	80.5
Native Hawaiian or Other Pacific Islander	79.4	87.2
White, Not Hispanic	92.4	94.5
Two or More Races	85.6	92.2
Economically Disadvantaged	76.6	83.2
English Language Learners	62.3	76.2
Students With Disabilities	68.7	81.3

Slide 5: Point out the nearly 30 point difference in graduation rates between black and white students in Wisconsin. Invite participants to notice disparities between other subgroups. (2 min)

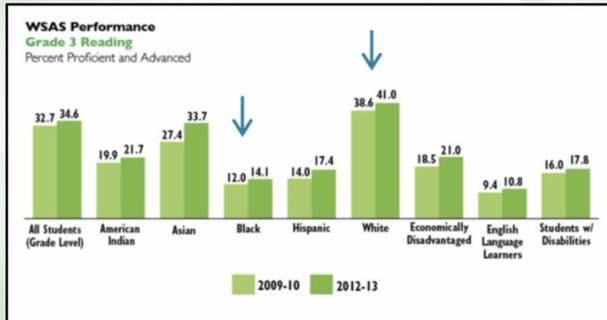
Slide 6: Reading

Reading

The racial achievement gaps begin far earlier than graduation. In 3rd grade reading, we already see a 27 point gap between black and white student performance.

Welcome

6/19



Again, our schools are successful – but not for all students.

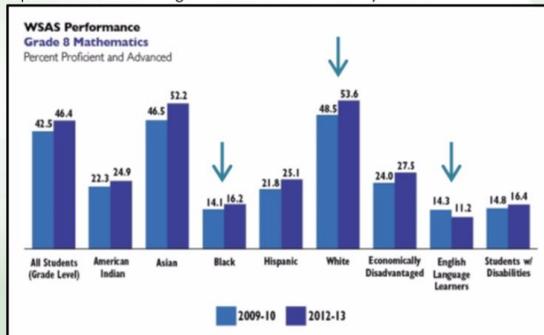
Slide 7: Mathematics

Mathematics

By the time students reach the 8th grade, the gap has deepened. In 8th grade math, the gap between white and black students is over 37 points. When we look at the performance of our English Language Learners (ELLs), the gap in mathematics between ELLs and non-ELLs is over 35 points. We are reaching some students but certainly not all.

Welcome

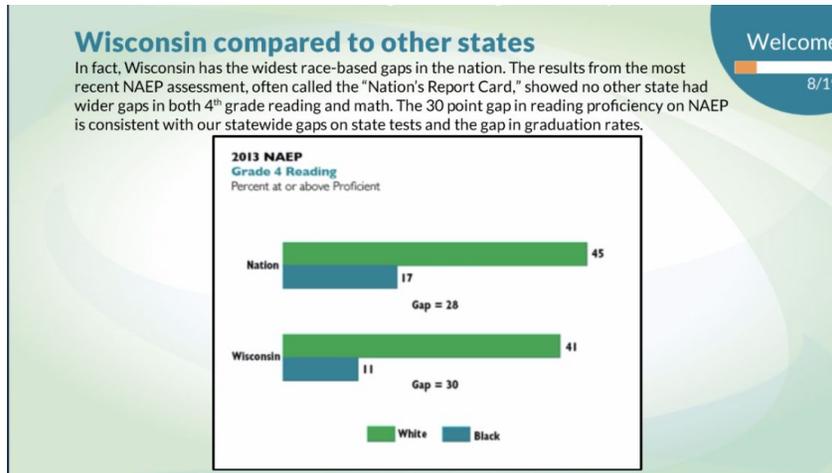
7/19



Slide 6: Point out the racial achievement gaps already persist in 3rd grade reading performance in Wisconsin, with a 27 point gap between black and white student performance. Invite participants to notice disparities between other subgroups. (2 min)

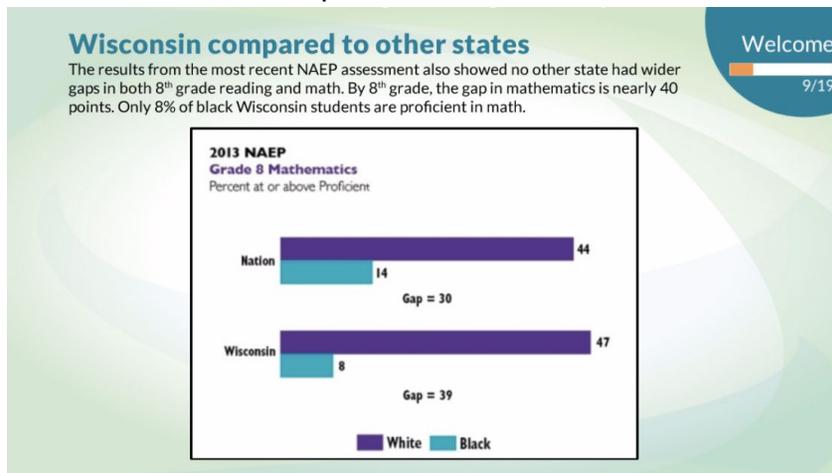
Slide 7: Point out the achievement gap in 8th grade mathematics between black and white student performance in Wisconsin, and between ELLs and non ELLs. Invite participants to notice disparities between other subgroups. (2 min)

Slide 8: Wisconsin compared to other states



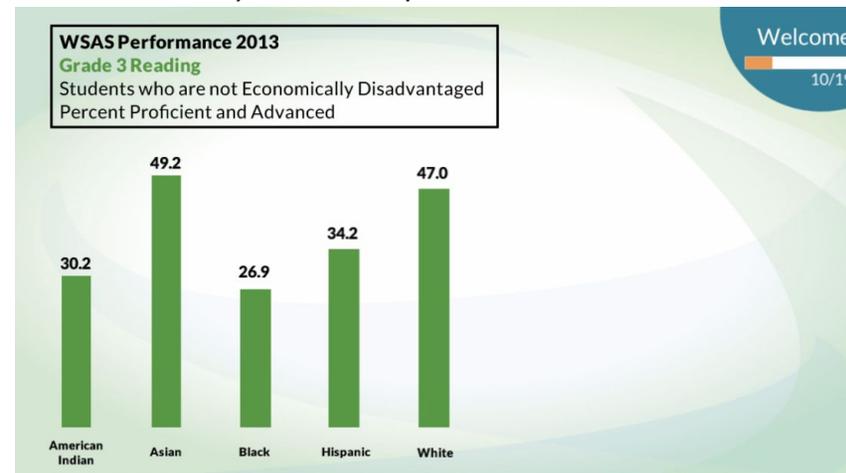
Slide 8: Highlight Wisconsin has the widest race-based gaps in the nation. Share the results from the most recent NAEP assessment, which show Wisconsin as having the widest gaps in both 4th grade reading and mathematics. (1 min)

Slide 9: Wisconsin compared to other states

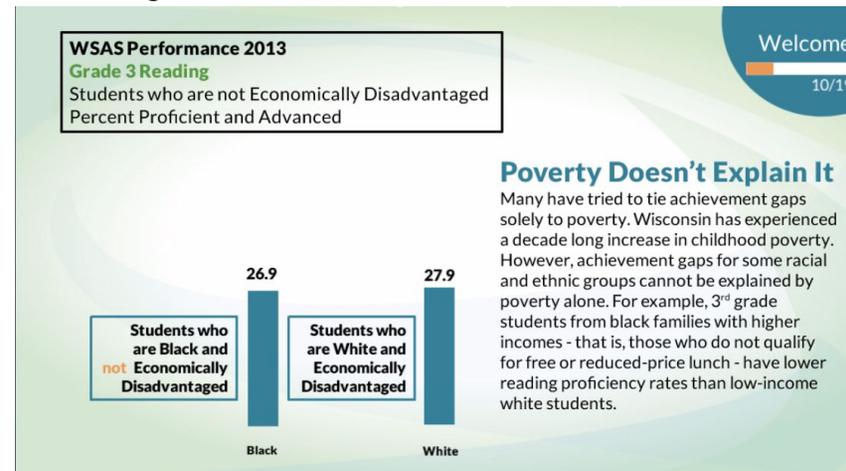


Slide 9: Share the results from the most recent NAEP assessment, which show Wisconsin as having the widest gaps in 8th grade mathematics, with only 8% of black Wisconsin students proficient in mathematics. (1 min)

Slide 10: Poverty Doesn't Explain it



(Next image on Slide 10)

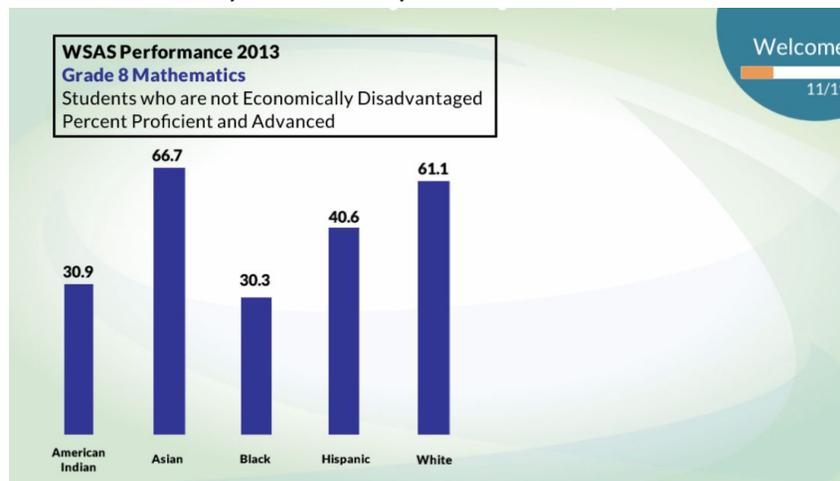


Slide 10: Highlight poverty alone does not explain the achievement gap. Point out the first graphs on Slide 10, which show students who are proficient and advanced in 3rd grade reading, represent students who are not economically disadvantaged.

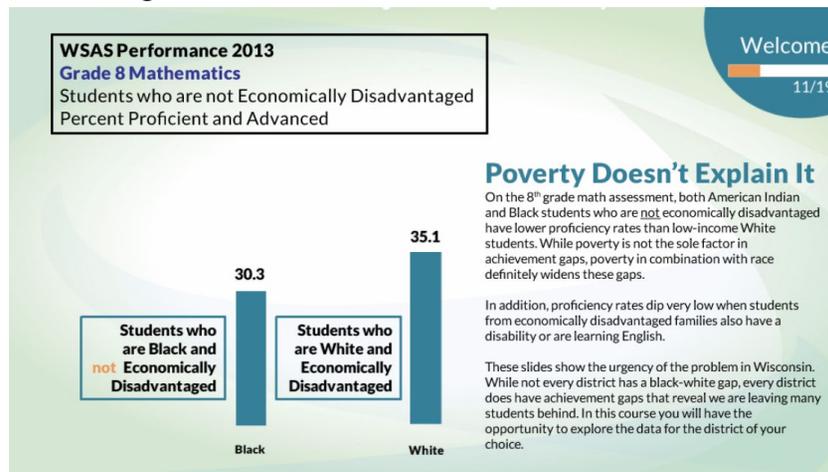
Pause on this slide for 10 seconds, and have participants reflect on the achievement gap between subgroups based on these graphs. (< 1 min)

As the graphs change on this slide (see 'Next image on Slide 10' in the left hand column), point out 3rd grade students from black families with higher incomes, those who do not qualify for free or reduced-price lunch, have lower reading proficiency rates than low-income white students. (2 min)

Slide 11: Poverty Doesn't Explain it



(Next image on Slide 11)



Slide 11: Like the previous slide, point out the first graphs on Slide 11 show students who are proficient and advanced in 8th grade mathematics, and represent students who are not economically disadvantaged.

Pause on this slide for 10 seconds, and have participants reflect on the achievement gap between subgroups based on these graphs. (< 1 min)

As the graphs change (see 'Next image on Slide 11' in the left hand column), point out 8th grade students from black families with higher incomes, those who do not qualify for free or reduced-price lunch, have lower mathematics proficiency rates than low-income white students. Share that the same is true for American Indian students who are not economically disadvantaged.

Note while poverty is not the sole factor in achievement gaps, poverty, in combination with race, definitely widens the gaps. In addition, proficiency rates dip very low when students from economically disadvantaged families also have a disability or are learning English.

Share while not every district has a black-white gap, every district has achievement gaps that reveal we are leaving many behind. This course encourages all participants to explore the data of their own districts/schools.

Slide 12: About this Course



Slide 12: About this Course

Welcome 12/19

About This Course

This course is part of [Promoting Excellence for All \(PEFA\)](#), an initiative that prioritizes closing racial achievement gaps in Wisconsin.

There are three modules in this course: **Understanding Race in Education, Exploring the Data, and Implementing the Strategies**. Each module explores achievement gaps through a different lens, but all are focused on the four main areas of PEFA:

- Effective Instruction
- Student-Teacher Relationships
- Family and Community Engagement
- School and Instructional Leadership

Slide 13: Troubleshooting Guidelines



Slide 13: Troubleshooting Guidelines

Welcome 13/19

Troubleshooting Guidelines

Depending on what Internet browser you are using, some content in the course may not load correctly. If you have trouble viewing any part of this course (such as videos or web content) please revisit this slide for assistance.

Click on the appropriate web browser icon for troubleshooting instructions.

- Internet Explorer
- Google Chrome
- Firefox

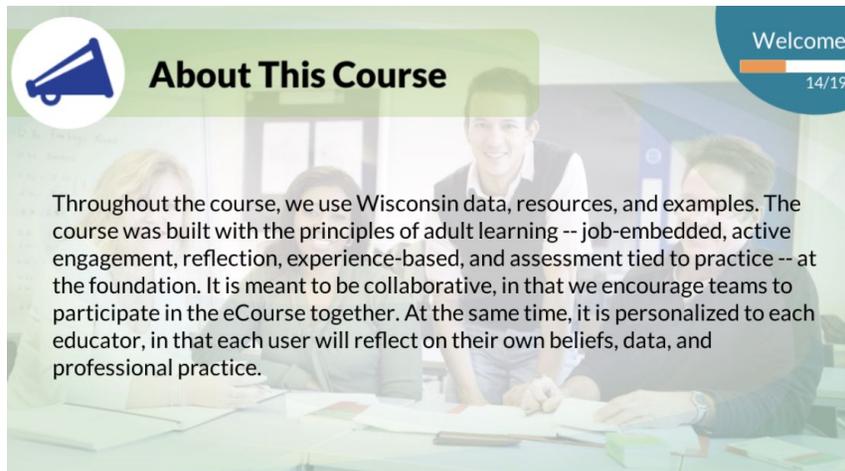
Foreshadow in Module 2, participants will have an opportunity to look at their data. 3 min)

Slide 12: Share this eCourse is a part of Promoting Excellence for All (PEFA), which is an initiative prioritizing closing racial achievement gaps in Wisconsin. Share the four main areas of PEFA: (1 min)

- Effective Instruction
- Student-Teacher Relationships
- Family and Community Engagement
- School and Instructional Leadership

Slide 13: Share if participants are accessing the eCourse online, Slide 13 of the Welcome slide is the slide to visit for troubleshooting. (<1 min)

Slide 14: About This Course



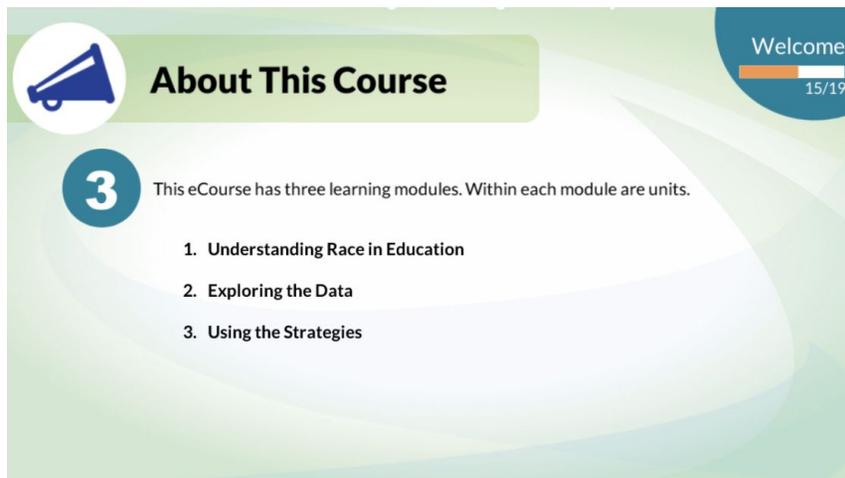
Slide 14 features a green header with a megaphone icon and the title "About This Course". A "Welcome" badge in the top right corner shows a progress bar and the slide number "14/19". The background is a photograph of four people in a meeting. The main text describes the course's focus on Wisconsin data and adult learning principles.

About This Course

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Throughout the course, we use Wisconsin data, resources, and examples. The course was built with the principles of adult learning -- job-embedded, active engagement, reflection, experience-based, and assessment tied to practice -- at the foundation. It is meant to be collaborative, in that we encourage teams to participate in the eCourse together. At the same time, it is personalized to each educator, in that each user will reflect on their own beliefs, data, and professional practice.

Slide 15: About This Course



Slide 15 features a green header with a megaphone icon and the title "About This Course". A "Welcome" badge in the top right corner shows a progress bar and the slide number "15/19". The background is a light green abstract design. The main text states that the eCourse has three learning modules.

About This Course

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3 This eCourse has three learning modules. Within each module are units.

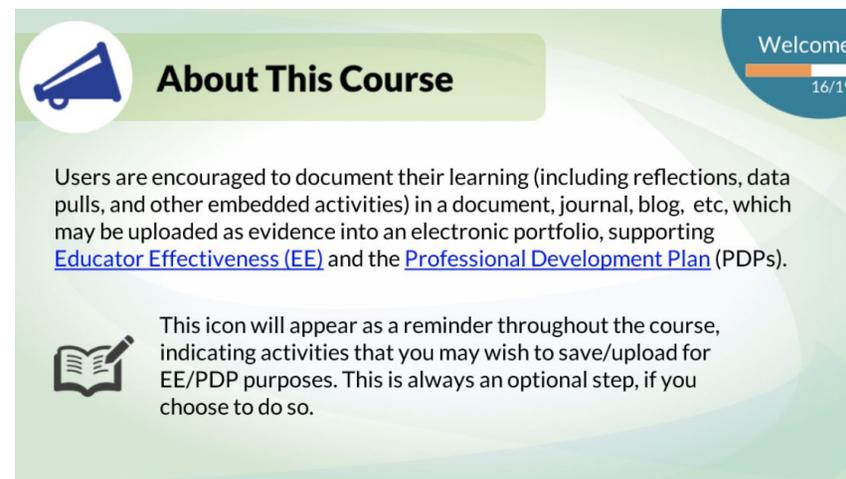
1. Understanding Race in Education
2. Exploring the Data
3. Using the Strategies

Slide 14: Share the PEFA eCourse is meant to be collaborative, with teams participating in it together. Note it is personalized, and allows each participant to reflect on their own beliefs, data, and professional practice. (<1 min)

Slide 15: Highlight three learning modules are a part of the PEFA eCourse: (<1 min)

- Understanding Race in Education
- Exploring the Data
- Using the Strategies.

Slide 16: About This Course



Slide 16: About This Course

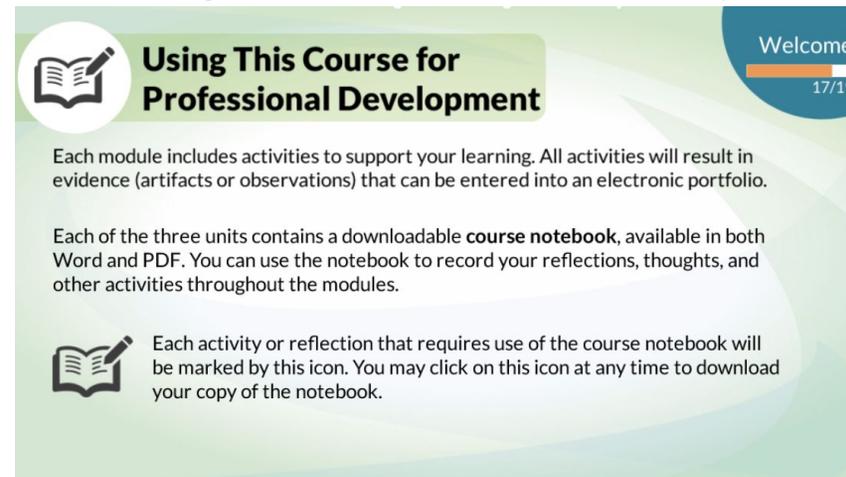
Welcome
16/19

 **About This Course**

Users are encouraged to document their learning (including reflections, data pulls, and other embedded activities) in a document, journal, blog, etc, which may be uploaded as evidence into an electronic portfolio, supporting [Educator Effectiveness \(EE\)](#) and the [Professional Development Plan \(PDPs\)](#).

 This icon will appear as a reminder throughout the course, indicating activities that you may wish to save/upload for EE/PDP purposes. This is always an optional step, if you choose to do so.

Slide 17: Using This Course for Professional Development



Slide 17: Using This Course for Professional Development

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 **Using This Course for Professional Development**

Each module includes activities to support your learning. All activities will result in evidence (artifacts or observations) that can be entered into an electronic portfolio.

Each of the three units contains a downloadable **course notebook**, available in both Word and PDF. You can use the notebook to record your reflections, thoughts, and other activities throughout the modules.

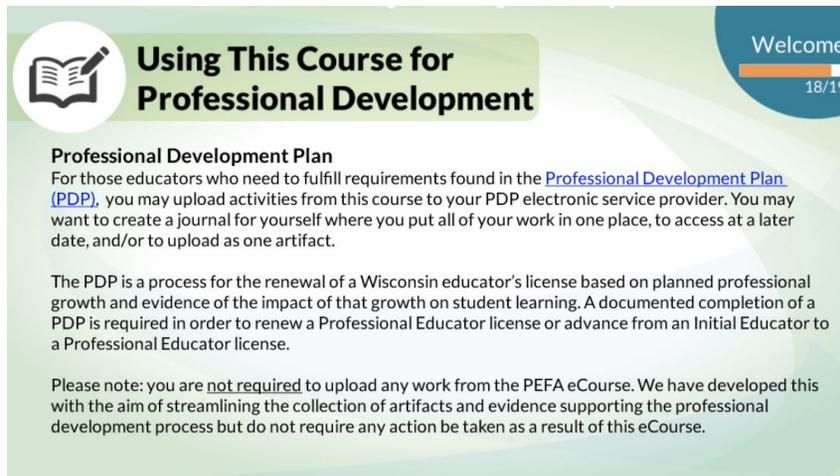
 Each activity or reflection that requires use of the course notebook will be marked by this icon. You may click on this icon at any time to download your copy of the notebook.

Slide 16: Share participants are encouraged to document their learning throughout the eCourse. (<1 min)

Slide 17: Share there are activities throughout the PEFA eCourse to support learning. These activities may also be entered into an electronic portfolio.

Share there is a downloadable course notebook participants can use for reflections, thoughts, and other activities throughout the modules. (<1 min)

Slide 18: Using This Course for Professional Development



Using This Course for Professional Development

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Professional Development Plan
For those educators who need to fulfill requirements found in the [Professional Development Plan \(PDP\)](#), you may upload activities from this course to your PDP electronic service provider. You may want to create a journal for yourself where you put all of your work in one place, to access at a later date, and/or to upload as one artifact.

The PDP is a process for the renewal of a Wisconsin educator's license based on planned professional growth and evidence of the impact of that growth on student learning. A documented completion of a PDP is required in order to renew a Professional Educator license or advance from an Initial Educator to a Professional Educator license.

Please note: you are not required to upload any work from the PEFA eCourse. We have developed this with the aim of streamlining the collection of artifacts and evidence supporting the professional development process but do not require any action be taken as a result of this eCourse.

Slide 19: Using This Course for Professional Development



Using This Course for Professional Development

Welcome
19/19

Course Certificate
Upon completion of this eCourse, users may elect to receive a Certificate of Completion, which may be useful for PDP purposes, recognition within your school or district, or within an institute of higher education.

Professional Learning
DPI encourages other organizations to use this content to offer professional development and credit-bearing courses to educators. When using material from this course, please acknowledge the Wisconsin Department of Public Instruction and the Equity Alliance at Arizona State University.

Slide 18: Note activities from this eCourse may be used to fulfill requirements for participants' Professional Development Plans. (<1 min)

Slide 19: Note participants may also elect to receive a Certificate of Completion for the PEFA eCourse upon completion. (<1 min)