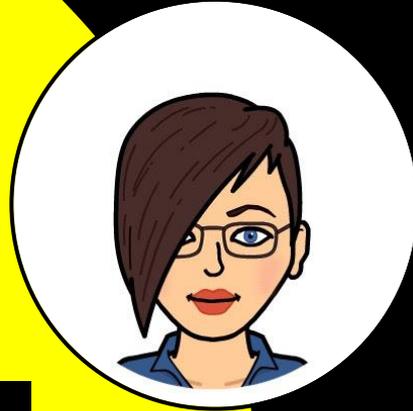


TEACHING by CONNECTING:

**Using Relationships to
Close the Achievement Gap**

Hello!



I'm Brandon Hebert Relle.

I am a Secondary ELA Instructional Specialist for East Baton Rouge Parish Schools and a Teacher Leader Advisor.



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Me. Being vulnerable.



Brandon Hebert Relle, M.Ed., NBCT



Today's Game Plan

The ultimate goal is to honor our students' personal and cultural differences in order to close the achievement gap.

OBJECTIVES

By the end of this session, participants

- will define and explain the role relationships play in student achievement; and
- create a planning guide for implementing relationship-based, culturally responsive changes to instruction and curriculum.

AGENDA

step 1:

Admit there's a problem.

step 2:

Talk about the problem.

step 3:

Make a plan to fix the problem.

step 4:

Set about fixing the problem.



Be it known that **AT NO POINT**
in this session will we do **ANY** of the
following things:

- Braid each other's hair
 - Hold hands
- Sing "Puff the Magic Dragon"

I'm not getting fired for leading a "hippy revolt."

step 1

**Admit there's a
problem**

**because we all know
there is one.**

“

Vulnerability is not

knowing victory or defeat,

it's understanding the

necessity of both; it's

engaging. **It's being all in.**

— Brené Brown
Daring Greatly

**We begin by
taking off our
cool suits.**

This may take some of us longer than others.

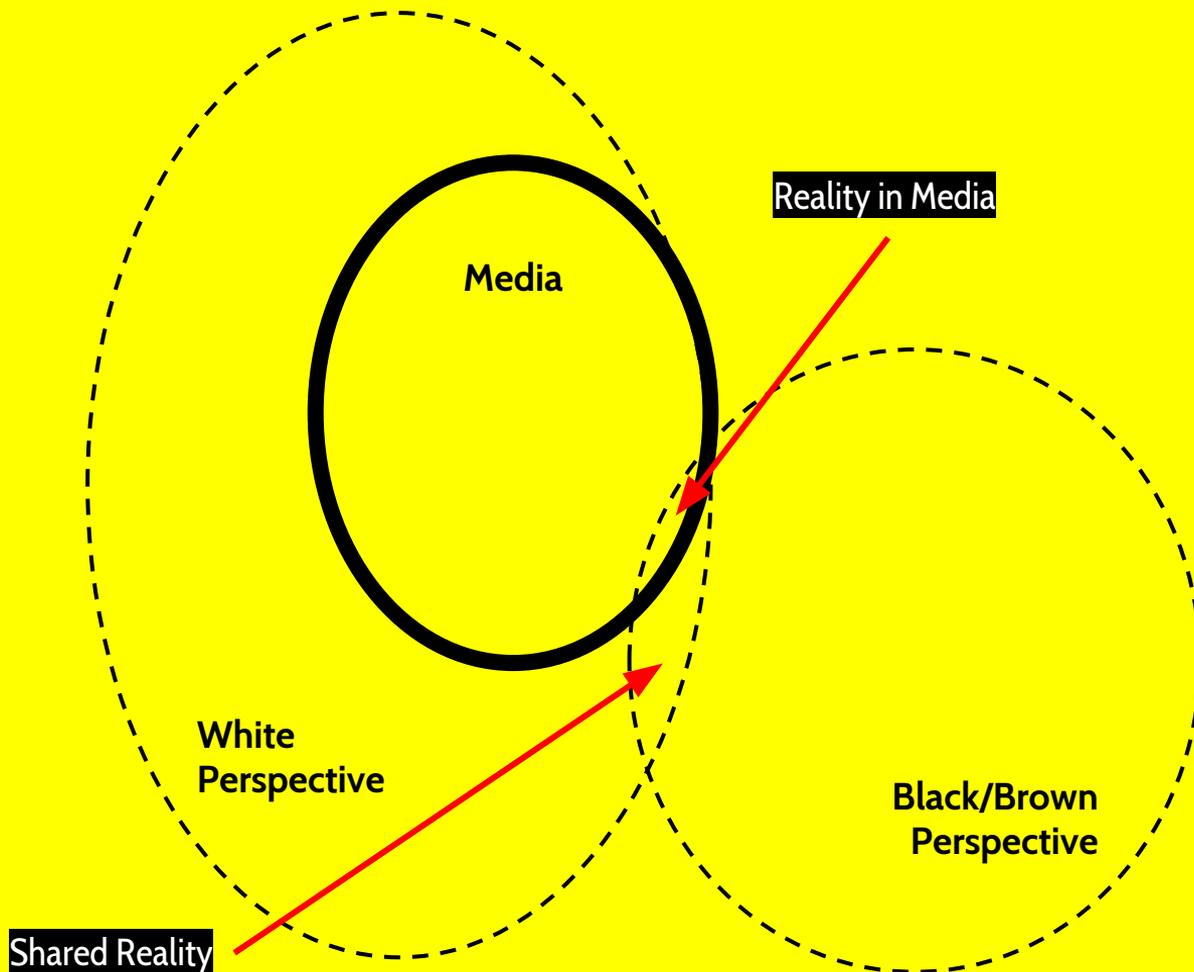
Now we take a serious look
at the problem.



Cultural Alignment

The way I see it as:

- an educator
- a mom
- a civic member
- a minority
- a breathing life form





Confrontation Time

The Rules:

- Be sweet
- Be respectful
- Be honest
- Be fair

Take two minutes to confront and jot down your initial feelings as we get into this session.

Now, share your feelings (as honestly and respectfully as possible) with someone next to you.

“

When we're disengaged,
we don't show up, we
don't contribute, and we
stop caring.

— Brené Brown
Daring Greatly



step 2
**Talk about the
problem**

like it's not here.

“

[S]tudents who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers.

—The Campaign for Grade-Level Reading



The Studies

Even for those students who perform at or above grade-level, problems persist, especially for students of color.

Ladson-Billings (1995) notes that African-American students achieving academic success do so “at the expense of their cultural and psychosocial well-being” (p. 475).



The Studies

Bacon's research showed that of African-American students identified as gifted in elementary, roughly only half of them continued to be successful in high school, mainly due to social isolation (as cited in Ladson-Billings, 1995).



The Studies

Students felt they had to separate themselves from other African-American students to prevent faculty members from associating them with any negative stereotypes or characteristics they may assign in general to African-American students, and they did not “fit in” with white students (Ladson-Billings, 1995).



The Studies

In separate studies by Goodenow & Grady and Stipek & Gralinski, “researchers...find that students who feel disconnected from school and the educators who teach them do less well academically” (as cited in Noguera, 2016).



Confrontation Time

The Rules:

- Be sweet
- Be respectful
- Be honest
- Be fair

Take two minutes to confront and jot down your ideas about the findings of these studies.

Now, share your feelings (as honestly and respectfully as possible) with someone new to you.

step 3

**Make a plan to
fix the problem**

**that's actually
rational and doable.**

“

No...school can thrive in the
absence of creativity,
innovation, and learning,
and the greatest threat to
all three of these is
disengagement.

— Brené Brown
Daring Greatly



Planning is a Must

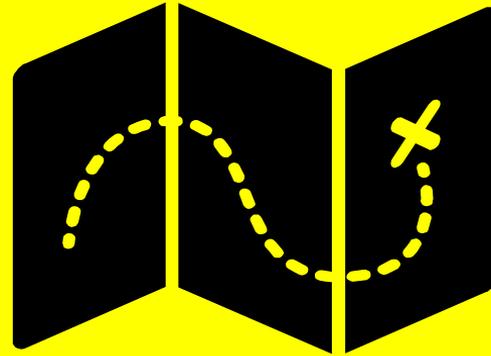
To create an environment of cultural responsiveness, students must be engaged in the environment through meaningful relationships. Before this engagement can occur, however, student creativity, invention, & learning must be cultivated, nurtured, & honored through their individual cultural perspectives.





Planning is a
Must

Begin like always - with
the end goal in mind.



step 4

**Set about fixing
the problem**

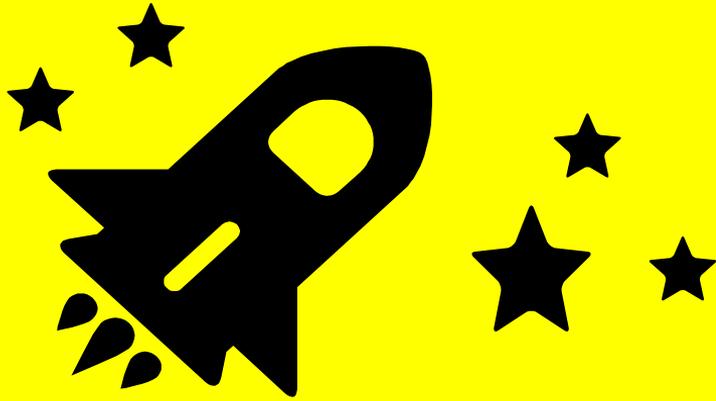
**like we really mean it
- because we do.**

“

Our schools are only as
good as the
conversations within
them.

— Jim Knight

Better Conversations

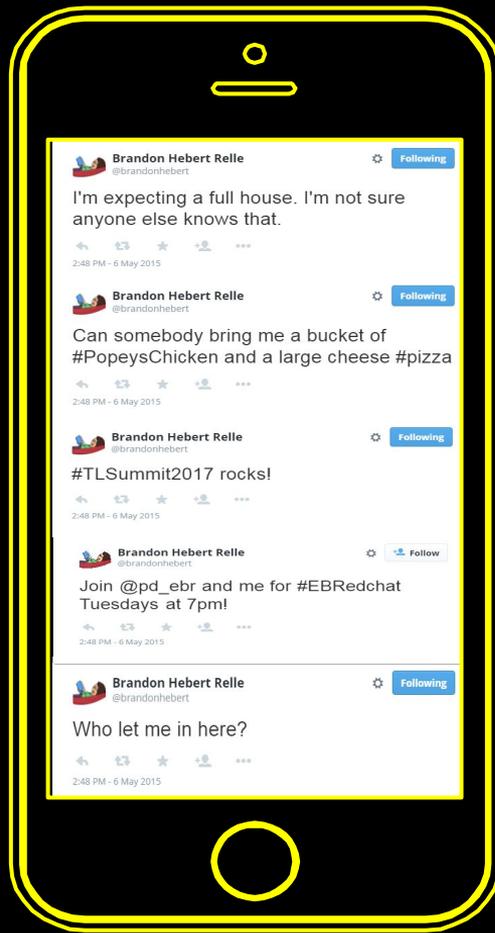


THE BIG IDEA

When students are taught in a way that makes them feel relevant, makes them feel they belong, makes them feel understood, their investment in their own learning is amplified exponentially.

**We can all put
on our now
cooler cool suits.**

This may take some of us longer than others.



Brandon Hebert Relle, *M.Ed., NBCT*

Join the Twitter Conversation

**#EBRedchat
Tuesdays @
7:00PM**

Thanks!

Any questions?

Scan the QR code for private,
online access to today's
documents!





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