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.

<table>
<tr><td colspan="2">Overview of materials included in this session: Consider printing handouts and articles to include in a folder for participants to easily access during the session.</td></tr>
<tr><td>Session articles/publications:
State Superintendent's Task Force on Closing Wisconsin's Achievement Gap (Wisconsin DPI, 2014; Accessed November 10, 2018)</td><td>Session website links:
N/A</td></tr>
<tr><td>Session videos:
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)</td><td>Session handouts:
PP Presentation with Space for Notes</td></tr>
<tr><td colspan="2">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.</td></tr>
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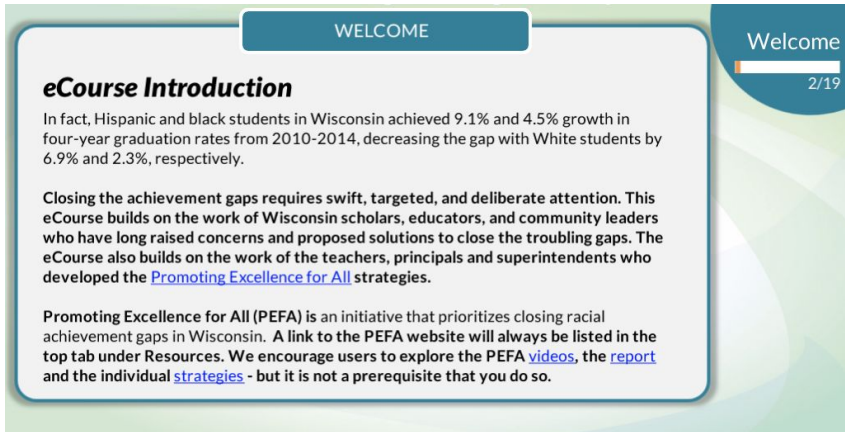
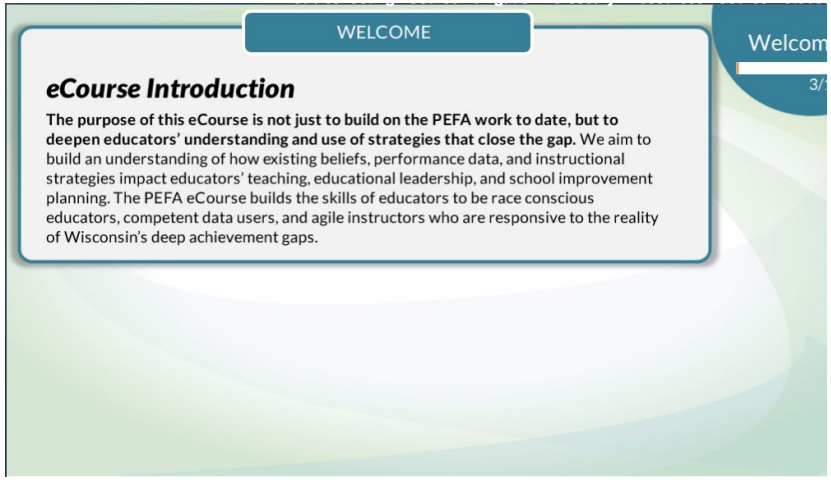
Course Content: Welcome Slides (Slides 1-19)	Facilitator's Guide (Total Time: ~ 25-30 min)
Welcome Participants **Slide 1:** Welcome/eCourse Introduction 	Welcome the group and engage participants in an introductory activity to build community, create a safe space, and share information about one another. Have them join with with one or two other people and introduce themselves if they don't already know each other. (3 min) **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



Slide 3: Welcome/eCourse Introduction

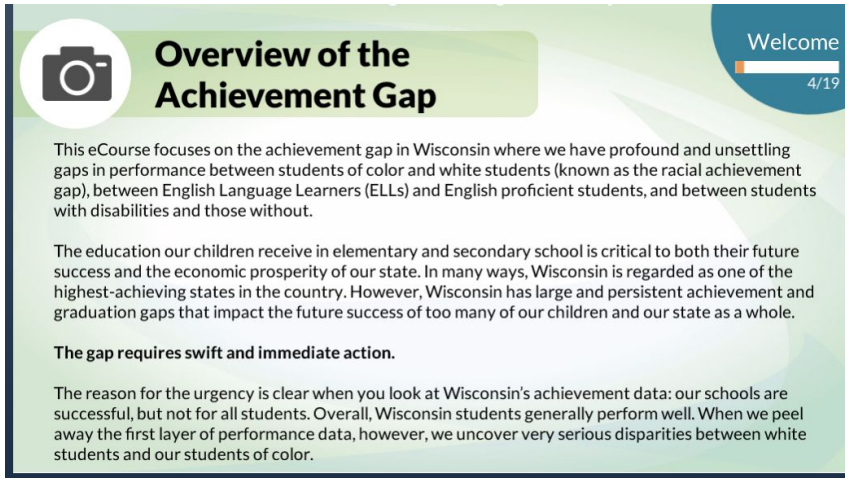


Slide 2: Share closing the achievement gaps requires swift, targeted, and deliberate attention. Explain the eCourse builds on work of Wisconsin scholars, educators, and community leaders committed to closing these gaps, and on the work of teachers and principals who identified the Promoting Excellence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

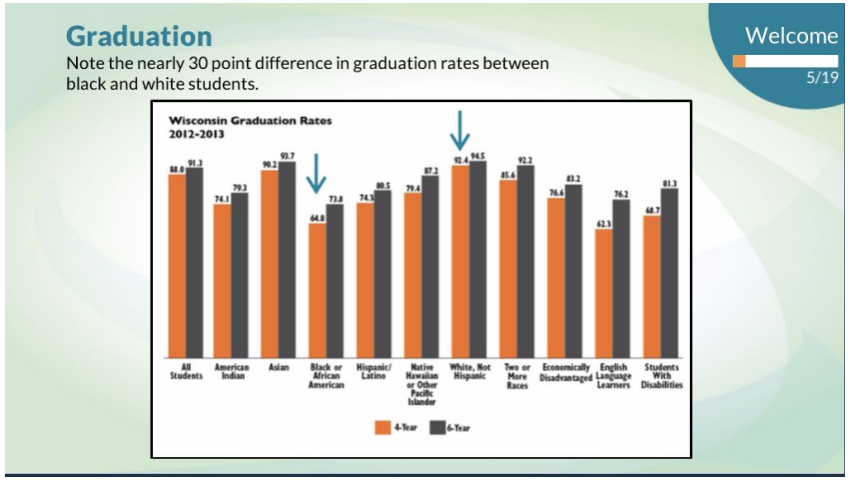
Slide 3: Show video: PEFA eCourse Intro (Wisconsin DPI, 2016) (3 min)
The eCourse begins with a video featuring Dr. Evers explaining the purpose of the PEFA eCourse, and outlining the three PEFA eCourse modules.

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)



Slide 5: Graduation

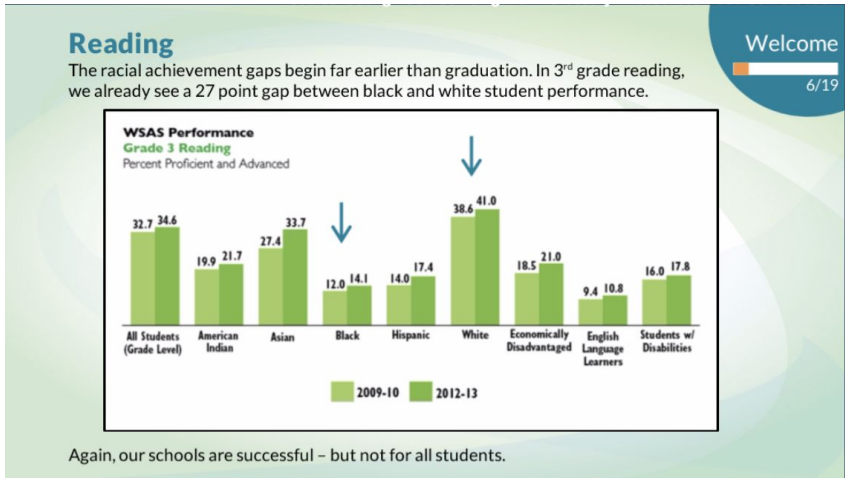


Slide 4: Share there are profound and unsettling gaps in performance between students of color and white students, between English Language Learners (ELLs) and English proficient students, and between students with disabilities and those without. Share addressing these gaps in Wisconsin requires swift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

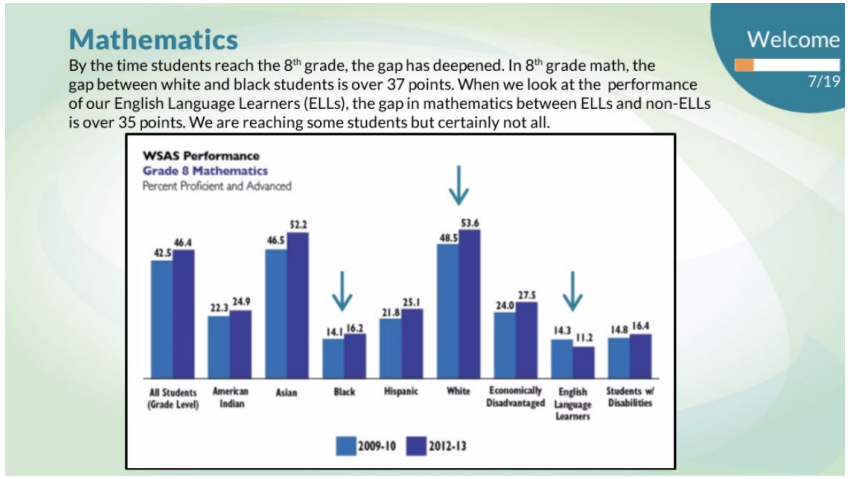
Invite participants to think-pair-share: "Do you know the achievement gaps that exist in your school/district? What is currently in place to address them?" (2 min)

Slide 5: 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



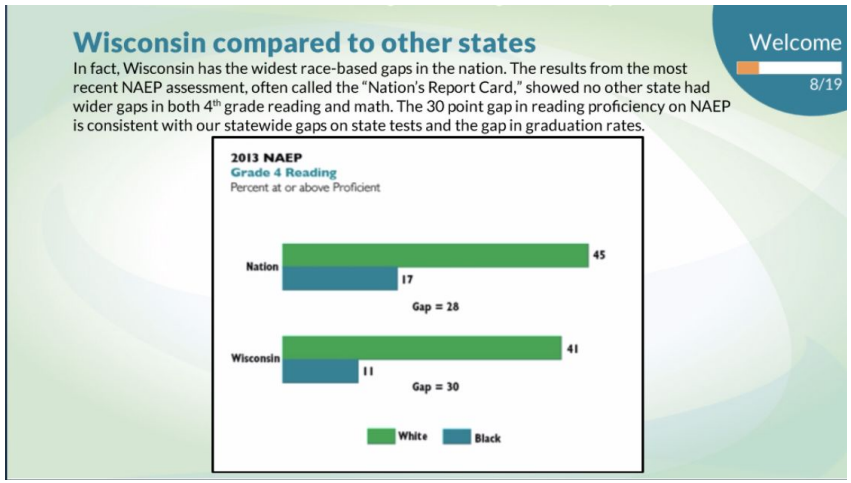
Slide 7: Mathematics



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)

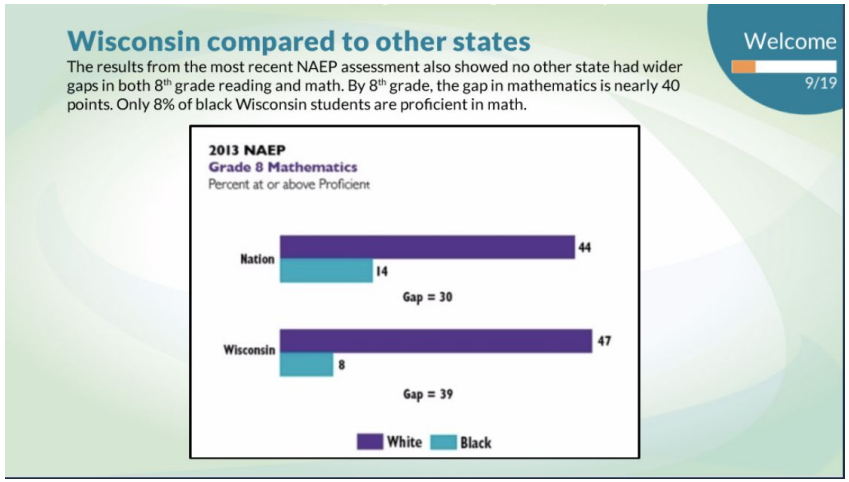
Slide 7: Point out the achievement gap in 8th grade mathematics between black and white student performance in Wisconsin, and between ELLs and non ELLs. Invite participants to notice disparities between other subgroups. (2 min)

Slide 8: Wisconsin compared to other states



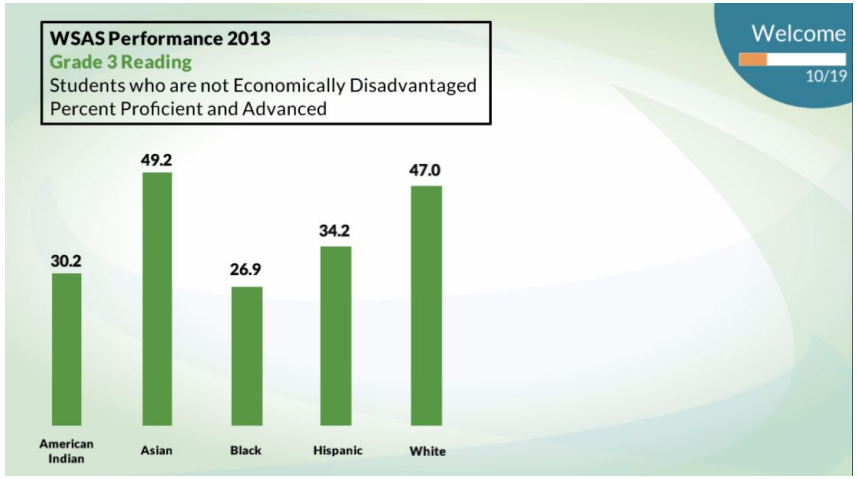
Slide 8: Highlight Wisconsin has the widest race-based gaps in the nation. Share the results from the most recent NAEP assessment, which show Wisconsin as having the widest gaps in both 4th grade reading and mathematics. (1 min)

Slide 9: Wisconsin compared to other states

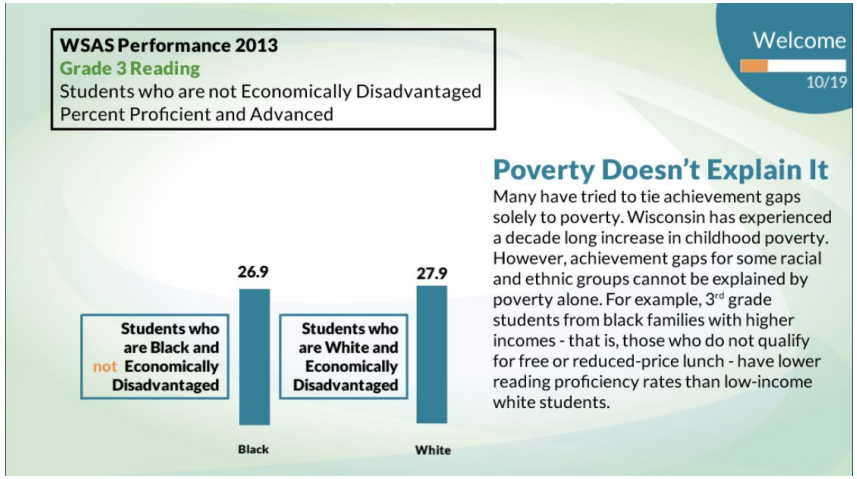


Slide 9: Share the results from the most recent NAEP assessment, which show Wisconsin as having the widest gaps in 8th grade mathematics, with only 8% of black Wisconsin students proficient in mathematics. (1 min)

Slide 10: Poverty Doesn't Explain it



(Next image on Slide 10)

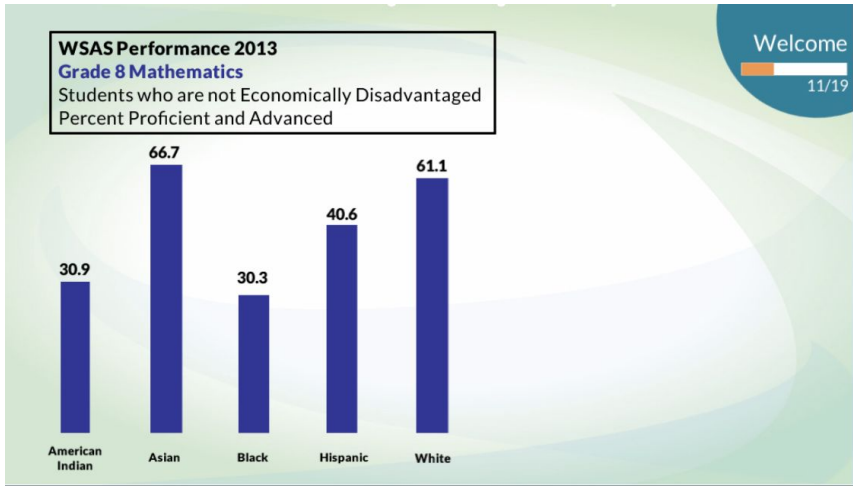


Slide 10: Highlight poverty alone does not explain the achievement gap. Point out the first graphs on Slide 10, which show students who are proficient and advanced in 3rd grade reading, represent students who are not economically disadvantaged.

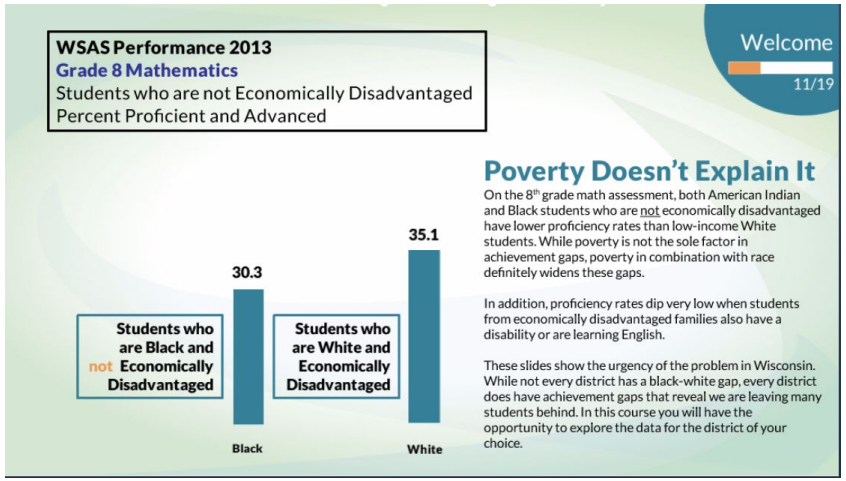
Pause on this slide for 10 seconds, and have participants reflect on the achievement gap between subgroups based on these graphs. (<1 min)

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)

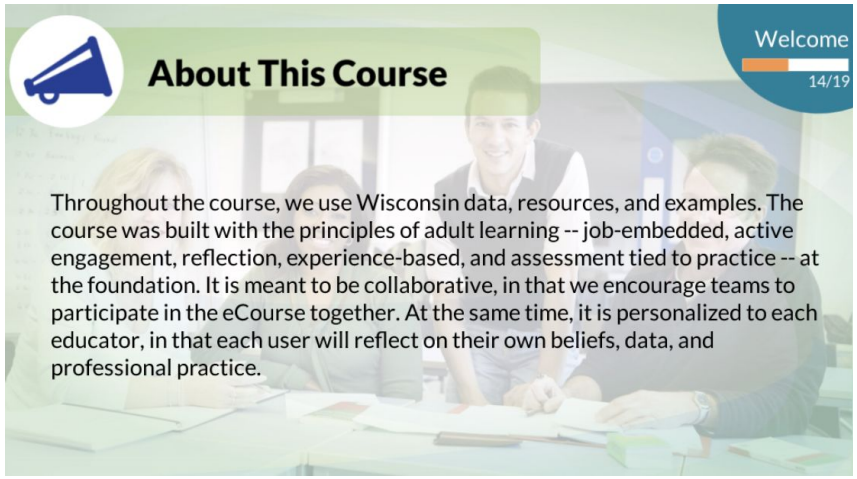
As the graphs change (see 'Next image on Slide 11' in the left hand column), point out 8th grade students from black families with higher incomes, those who do not qualify for free or reduced-price lunch, have lower mathematics proficiency rates than low-income white students. Share that the same is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

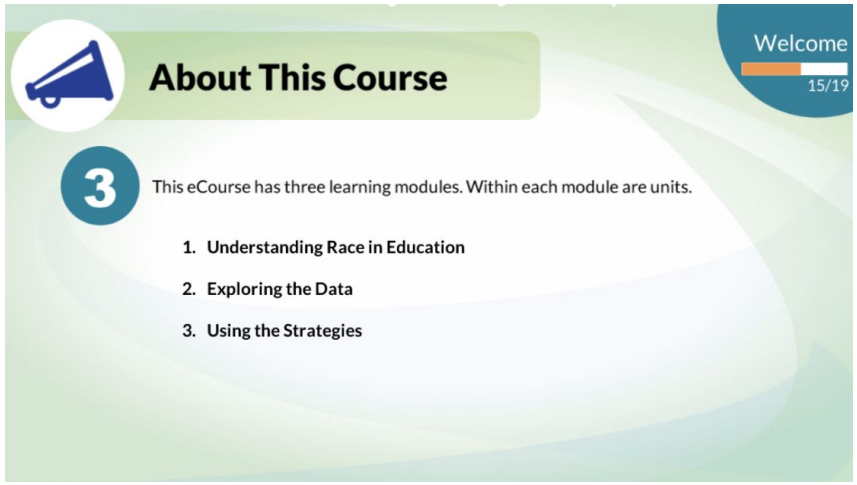
Share while not every district has a black-white gap, every district has achievement gaps that reveal we are leaving many behind. This course encourages all participants to explore the data of their own districts/schools.

Slide 12: About this Course **Slide 13:** Troubleshooting Guidelines 	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



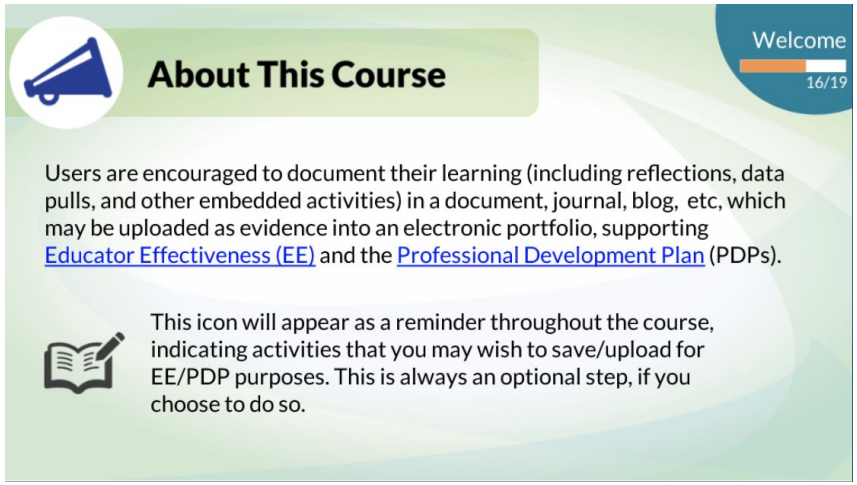
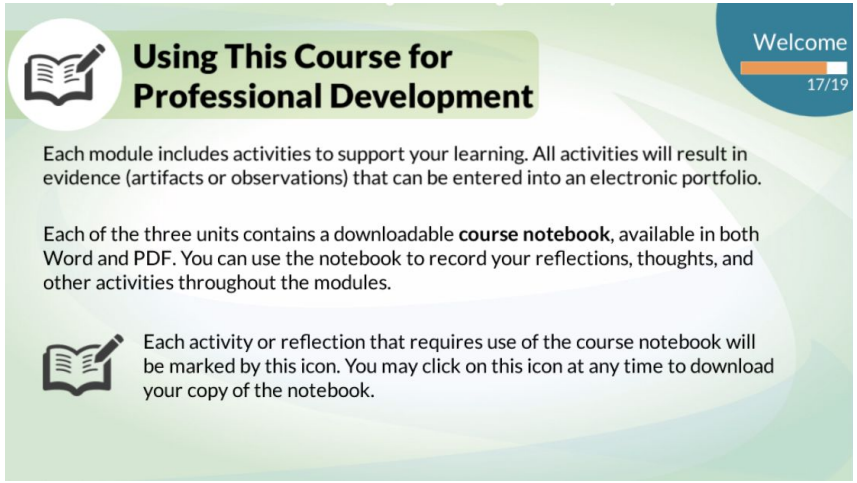
Slide 15: About This Course

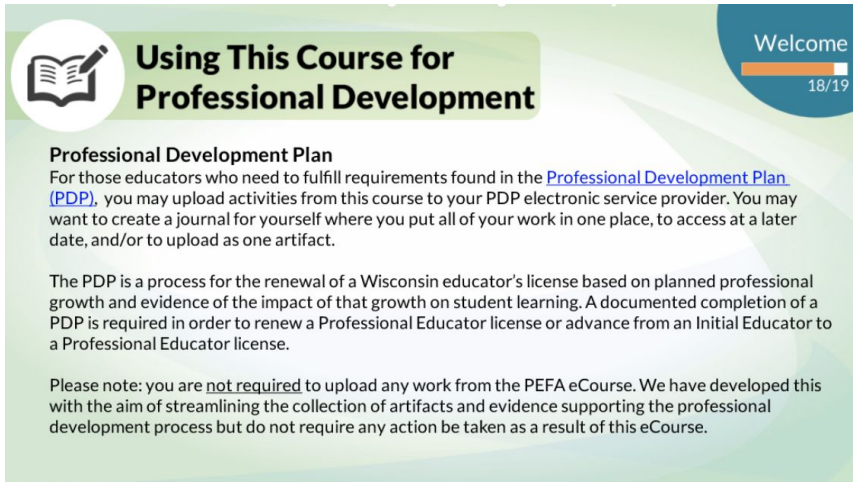


Slide 14: Share the PEFA eCourse is meant to be collaborative, with teams participating in it together. Note it is personalized, and allows each participant to reflect on their own beliefs, data, and professional practice. (<1 min)

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 17:** Using This Course for Professional Development  	**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  	**Slide 18:** Note activities from this eCourse may be used to fulfill requirements for participants' Professional Development Plans. (<1 min)
Slide 19: Using This Course for Professional Development 	**Slide 19:** Note participants may also elect to receive a Certificate of Completion for the PEFA eCourse upon completion. (<1 min)