



# Success

Timely tips to improve student achievement

August 2020

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## Why teachers of color leave and what you can do about it

Word quickly spreads within teaching communities about which schools invest in sustaining a diverse teaching force and which are apathetic, according to the Learning Policy Institute. Read about how to start co-creating welcoming environments for teachers of color. For more, go <http://links.ohioschoolboards.org/SU646>.

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## You can't solve difficult problems by staying comfortable

Personal and societal growth on issues such as race requires people to question themselves, listen deeply and be willing to be uncomfortable, writes author **John Stoker**. Examining why you feel uncomfortable is the point of departure for gaining new perspective, and being uncomfortable is probably the first sign that your thinking is being exposed to new light. For more, go to <http://links.ohioschoolboards.org/SU647>.

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## West Virginia high schoolers tutor younger peers virtually in math

**Anne Laskey**, math coordinator for Berkeley County Schools in West Virginia, worked with the district superintendent to develop an elementary school math tutoring program. The tutors are high school honors students who use math games and read aloud to their younger peers in online videos. Several volunteers also co-teach with kindergarten through fifth-grade teachers to review skills on a Zoom-based program. For more, visit <http://links.ohioschoolboards.org/SU648>.

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## Steps for successful remote IEP meetings

Virtual individualized education program (IEP) meetings are expected to continue in the fall, and teachers should consider ways to help students get the most out of them and support families, according to **Naomi Brickel**, director of the Community Support Network and coordinator of policy at the Westchester Institute for Human Development. Steps Brickel suggests include encouraging practice with the technology before the IEP meeting, sending materials ahead of time for review and seeking student feedback throughout the meeting. For more, visit <http://links.ohioschoolboards.org/SU649>.

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## Why teachers should not lower expectations

Teachers may be tempted to make classes less challenging for students when learning resumes, yet teachers can help curb students' stress by maintaining rigor and increasing the level of support, assert **Jamie Carroll**, associate project director for the National Mindset Innovation Network, and **David Yeager**, psychology professor at the University of Texas at Austin. For more, visit <http://links.ohioschoolboards.org/SU650>.

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## Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

### How teacher looping can ease the learning disruptions caused by coronavirus

Research shows that relationships play an important role in learning in a variety of ways, including teacher-student familiarity. A 2018 analysis of North Carolina elementary school data found that students who were taught by the same teacher for a second year saw greater achievement gains than other students. The effects were strongest for students taught by less effective teachers and for students of color.

**Aeriale Johnson**, who currently teaches in San Jose, Calif. first experienced “looping” when she taught at a small school in rural Alaska, where classes included students from two grades.

She said having students for a second year enables teachers to understand children better and improve their practice as educators. After the upheaval caused by coronavirus this spring, and as school reopening plans remain uncertain and contested, the prospect of returning to familiar faces may be more appealing than ever.

At Hillsdale High School in San Mateo, Calif., the benefits of looping may derive in part from increased familiarity with peers, as well as with teachers. According to principal **Jeff Gilbert**, educators must play a proactive role in all of those relationships. Anybody can be a “purveyor of content,” he said. “You have to buy into the fact that you are also a liaison to the family, that you are an emotional support for the student, that you’re creating a community that lasts over time, and then you start to see those benefits of the students seeing themselves as a community that they can rely on.”

At Hillsdale, community-building happens in class and in weekly advisory periods, during which students might explore career paths, share food and stories or play a game outside. This fall, with Hillsdale likely opening to smaller groups of students, Gilbert said the school will prioritize getting freshmen and juniors on campus since the sophomores and seniors already have a foundation of trust within their cohorts.

For more information and pertinent resources, visit <http://links.ohioschoolboards.org/SU651>.

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