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The lens of any federal program or practice should be one of equity

In a recent Washington Post blog post titled, "[U.S. education policy: federal overreach or reaching for the wrong things?](#)", Arthur Camins writes, "We do not need the federal government to specify teacher evaluation mechanisms, rank teacher preparation programs based on the test scores of their graduates students, fund privately operated charter schools or promote education entrepreneurs. The proper role for the federal government is to be the guarantor of justice and equity."

Mr. Camins is questioning the current federal role of trying to influence states and districts, through federal funds tied to requirements, to adopt practices that have little research behind them as to their effectiveness in improving education (e.g., test-based accountability, tying student achievement to teacher evaluation), particularly for low-income students and students of color. Rather, if the goal of public education is to create a socially just society in which every student is prepared to graduate high school with a wide range of college and career opportunities, then the lens of any federal program or practice should be one of equity: Which practices hold the most promise in ensuring equitable learning opportunities and outcomes for Black, Latino, English Language Learner, and low-income students, as well as students with disabilities? Which practices continue to yield inequitable opportunities and results for students by race, income, language, and disability?

These are the questions around which CCE's practices are based. Rather than schools in which the predominant form of instruction is lecture and seat time, CCE works with schools to create personalized learning cultures and student-teacher relationships in which there are multiple pathways and student choice in engaging in challenging, relevant learning. Rather than one-size-fits-all standardized tests to measure a student's competence, CCE works with states and districts to create valid and reliable performance tasks and systems that provide more equitable and meaningful learning and assessment opportunities to students. Rather than dictating practices in which a district or school must engage in, CCE works with districts and schools to empower those closest to students to create unique learning cultures while holding themselves accountable for high and equitable student results.

Schools of today that are committed to "justice and equity" are schools that don't rely on teacher evaluation or preparing students for tests as the answer for high performance, they focus first and foremost on preparing their students to be active citizens in an increasingly diverse, global, and technological world – students who feel they can and are prepared to make a difference in improving the world for those around them. It is this goal that will make a difference in public schooling of today.