



School of Education UNIVERSITY OF St. Thomas

Student Engagement with an Equity Lens

National Urban Alliance - University St. Thomas
 Summer Institute 2020 • Cohort Grades 3-5

23-25 June 2020

Day 1 • 11:10-12:50 Central Standard Time

Hello

- **Communicating Thoughtfully**
- **Collaborating for the Community**
- **Creativity for Positive Outcomes**
- **Critical Thinking Tools for Success**

Institute Helpful Hints

- ✓ **Help us begin to build community.**
 - Click the "Start Video" icon on your screen
- ✓ **Add some details to your Zoom space.**
 - Click in Participants
 - Find yourself
 - Click "More"
 - Click "Rename"; Add: **Name, District, Role, School, Grade-Level**
- ✓ **Please remain muted if you are not speaking.**




Institute Helpful Hints

- ✓ **Placing your screen in Speaker View enables you to see the person who is speaking**
- ✓ **We use Google folders to store session materials**
 - Use this link to locate your presenter's folder
https://bit.ly/NUA_UST_Summer_Institute
 - AND — <http://institute2020.nuatc.org> -> Presenter Materials
- ✓ **We use Zoom Breakout Rooms for collaborative work.**
 - Take pictures of the steps involved before moving into groups




Virtual Roll Call (2 minutes)

- **Share a question you have in regards to equity in education in our country.**

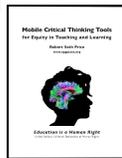


- **Chat Box is for sharing and learning together with our observations, questions and reflections.**



The Tools

- 1. Materials**
 - Composition book
 - Paper
 - Pens, Pencils and/or Markers
- 2. Guides and Materials**
 - Critical Thinking Guide
- 3. Camera or Phone**
 - For Pictures of Directions




The Hello Campaign

The Hello Campaign

SEE SOMEONE ALONE REACH OUT + HELP START with Hello

How does this impact a student's success?

The Hello Campaign

SEE SOMEONE ALONE REACH OUT + HELP START with Hello

How does this impact a student's success?
How does this impact a school's success?

The Hello Campaign

- Hello your style
- Affirmation
- ?? Other Ideas

Share on Chat

Your ideas on more other community builders virtually and in the classroom.

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves, and be free.”

—Caesar Chavez

Caesar Chavez

**Culturally Responsive Teaching Practices
That are Sustaining**



**Culturally Responsive Teaching Practices
That are Sustaining**

**The
4
Cs**



**Culturally Responsive Teaching Practices
That are Sustaining**

**The
4
Cs**

**Communication
Collaboration
Creativity
Critical Thinking**



In the Chat Box:
Share one of the 4 Cs that impacts the learning and why.

**The
4
Cs**

**Communication
Collaboration
Creativity
Critical Thinking**



Research

**Researchers in 2018 found that social capital
(community) had a 3-5 times greater impact
on student test outcomes than monies.**

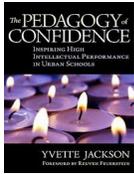
Resources, Learning, and Policy: The Relative Effects of Social and Financial Capital
on Student Learning in Schools
Serena J. Salloum, Roger D. Goddard & Dan Berebitsky
Published online: 15 Oct 2018.



17

**Practical
High
Operational
Practices
virtually,
in the classroom,
and for life.**





High Operational Practices

The Pedagogy of Confidence:

- Identifying and activating student strengths
- Eliciting high intellectual performance
- Integrating prerequisites for academic learning
- Situating learning in the lives of students
- Building relationships
- Providing enrichment
- Amplifying student voice

Belief

19

CLEAR

Cultural emphasizes purpose of what is being learned in relationship to one's own culture	Learning choices in content & assessment based on own experiences values, needs and strengths	Equitable with learning environments where students racial & ethnic diversity is valued which contributes to successful outcomes	Achievement in multiple ways to represent knowledge and skills allowing for attainment of outcomes at different points of time	Responsive to positive relationships, rigorous learning experiences and higher order thinking to address the world in a relevant action oriented manner
---	---	--	--	---



What is the teacher's responsibility to walk the equity?

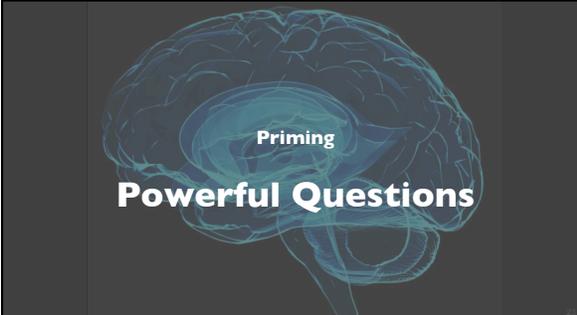
21

Priming	→	Processing	→	Retaining for Understanding
Community Belief Belonging		Critical Thinking Thinking Maps Questioning		Inductively Student Frame Writing Reflecting



Structure

22

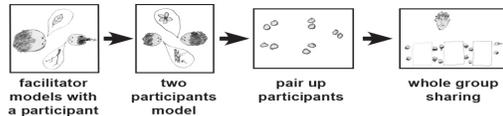


Priming

Powerful Questions

23

Your Powerful Questions Collaboratively



facilitator models with a participant → two participants model → pair up participants → whole group sharing

Thinking Collaboratively
Using a photograph, object and/or idea

24



25

Share on Chat and Voice

26



Indigenous People Are Tired of Being Pushed to the Sidelines

Tribal nations have had to fight for centuries against erasure

Ruth Hopkins, Zora, July 31, 2019
 Dakota/Lakota Sioux writer
<https://zora.medium.com>

*Indigenous people from the Tobono O'dham ethnic group dance and sing to protest against US President Donald Trump's intention to build a new wall in the border between Mexico and United States.
 Photo: Pedro Pardo/Getty Images*

27

Key Vocabulary Prediction

- ancestors
- sacred objects
- indigenous
- America's story
- colonizers
- knowledge
- history
- citizens
- advanced technology

28

Share on Chat and Audio

29

An Indigenous Peoples' History of the United States

For Young People

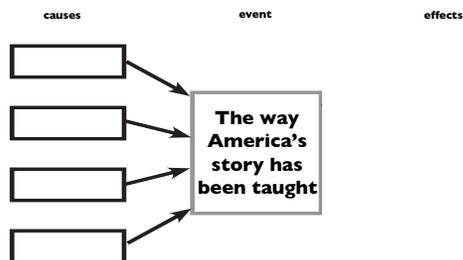
excerpt – This Land, published 2019

This Land

Under the crust of that part of the earth called the United States of America are buried the bones, villages, fields, and sacred objects of the first people of that land—the people who are often called American Indians or Native Americans. Their descendants, also called Indigenous peoples, carry memories and stories of how the United States came to be the nation we know today. It is important to learn and know this history, but many people today lack that knowledge and understanding because of the way America's story has been taught.

31

Multi-Flow Map: Cause and Effect

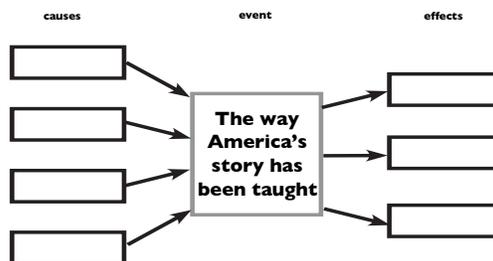


32

Like most people, Americans want to think well of themselves, their ancestors, their history, and what they and their leaders do. As advanced technology makes the experiences of Indigenous peoples around the world more readily available, it is necessary that Americans learn to think more completely and more critically about their own history, because it can help them be better citizens of the world. Part of that critical thinking involves recognition that "America" is a name given to two land masses by European colonizers. Indigenous peoples had, and have, words for the land in their own languages.

33

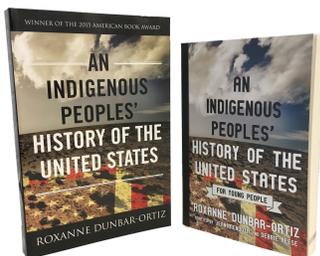
Multi-Flow Map: Cause and Effect



34

This Land

Read a second time.

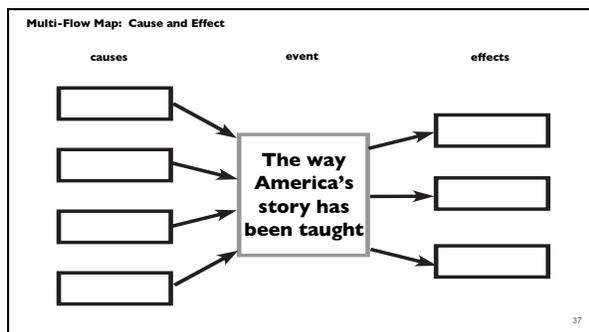


35

This Land

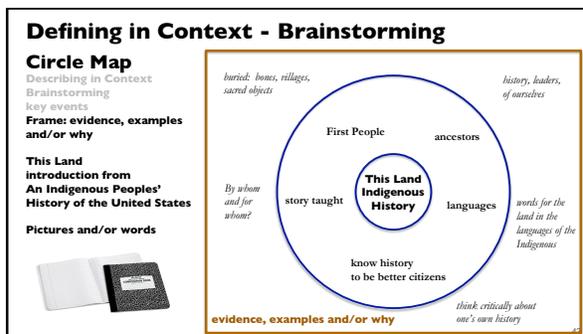
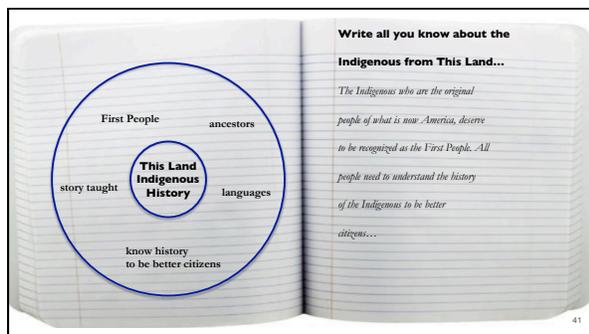
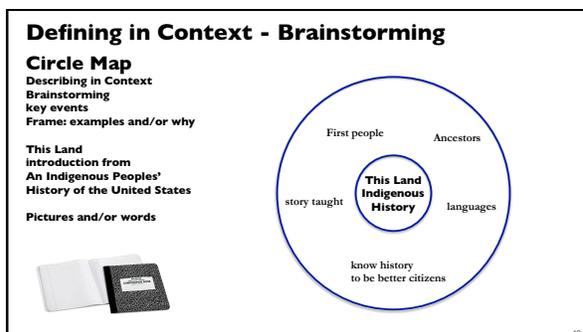
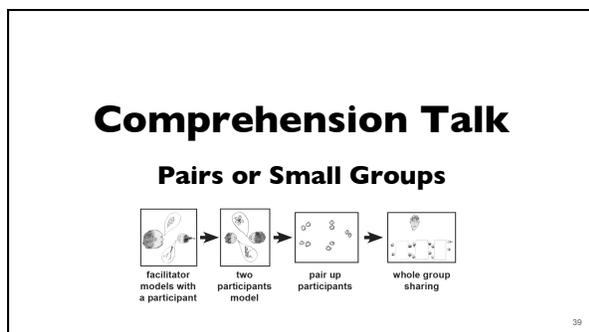
Under the crust of that part of the earth called the United States of America are buried the bones, villages, fields, and sacred objects of the first people of that land—the people who are often called American Indians or Native Americans. Their descendants, also called Indigenous peoples, carry memories and stories of how the United States came to be the nation we know today. It is important to learn and know this history, but many people today lack that knowledge and understanding because of the way America's story has been taught.

36



Like most people, Americans want to think well of themselves, their ancestors, their history, and what they and their leaders do. As advanced technology makes the experiences of Indigenous peoples around the world more readily available, it is necessary that Americans learn to think more completely and more critically about their own history, because it can help them be better citizens of the world. Part of that critical thinking involves recognition that "America" is a name given to two land masses by European colonizers. Indigenous peoples had, and have, words for the land in their own languages.

38



The diagram on the left page is a circular flowchart with 'This Land Indigenous History' in the center. It is surrounded by 'First People' and 'ancestors'. The outer ring contains the text: 'By whom and for what?', 'evidence, examples and/or why', 'know history to be better citizens', and 'think critically about one's own history'. The right page contains the following text:

An important thing I know about the Indigenous is _____

I also know _____

And _____

In addition I know _____

And very importantly I know _____

Now you know something that I know about _____

43

View American History

how? how? how? how? how?

Indigenous White Black Latinx Asian

Relating Factor: view history through one's experiences and ethnic lens

44

View American History

Why are there different narratives on American history based on race ethnicity?

how? how? how? how? how?

Indigenous White Black Latinx Asian

Relating Factor: view history through one's experiences and ethnic lens

45

The diagram on the left page is identical to the one in slide 43. The right page contains the following text:

View American History

Different ethnic groups view American history in different ways.

The Indigenous ...

The White ...

The Black ...

Relating Factor: view history through one's experiences and ethnic lens

46

View American History

Why are there different narratives on American history based on race ethnicity?

how? how? how? how? how?

Indigenous White Black Latinx Asian

How does this impact your teaching?

Relating Factor: view history through one's experiences and ethnic lens

47

The diagram on the left page is identical to the one in slide 43. The right page contains the following text:

View American History

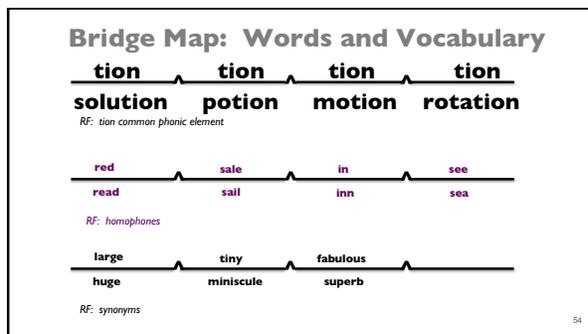
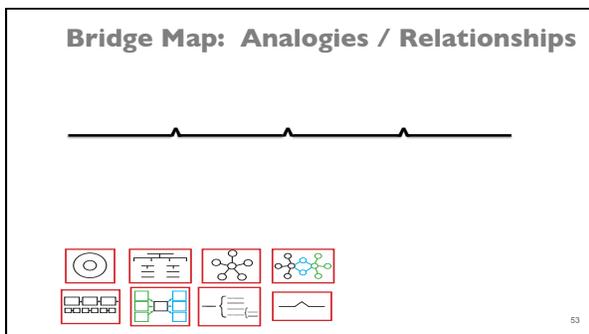
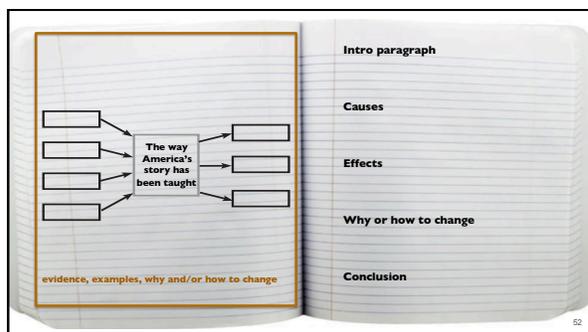
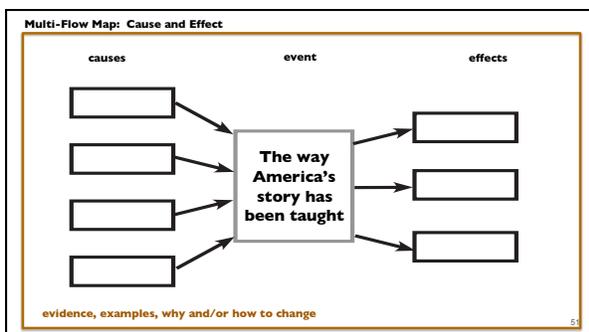
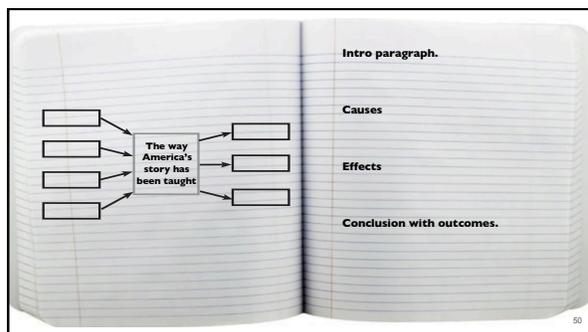
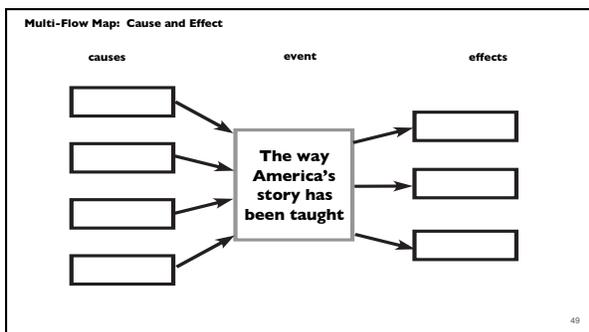
How does this impact your teaching?

Respond in one or two sentences.

Share on the Chat Box.

Relating Factor: view history through one's experiences and ethnic lens

48



Bridge Map: Math

“Give light and people will find the way.”

—Ella Baker

Ella Baker

57

Ella Baker

Ella Baker was not just a woman, she was an amazing leader who worked diligently and earnestly behind the scenes. As a community organizer who raised money to fund the many activities of the civil rights movement, she quietly left her mark on all that she touched. Ella Baker's work was difficult and life-threatening. Speaking up against racism and legalized tyranny against Black and Brown people was not easy back then and it is not easy now. Yet, she was unwavering in her pursuit of justice despite the danger. I often think of the strength, conviction and commitment that it must have taken to do this work. Ella Baker is my inspiration and her bravery will always reign with me.

~J. Meshlemlab

<https://u.osu.edu/socialjusticeresearchlab> 57

Alphabet

A Language for Written Communication

58

Alphabet

Thinking Maps

Thinking Processes	Thinking Maps as Visual Patterns
DEFINING IN CONTEXT	Circle Map
DESCRIBING QUALITIES	Bubble Map
COMPARING and CONTRASTING	Double Bubble Map
CLASSIFYING	Tree Map
PART TO WHOLE	Brace Map
SEQUENCING	Flow Map
CAUSE and EFFECT	Multi-Flow Map
SEEING ANALOGIES	Bridge Map

59

Alphabet

A Visual Language for Communicating and Organizing Thinking

Thinking Maps

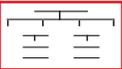
Thinking Processes	Thinking Maps as Visual Patterns
DEFINING IN CONTEXT	Circle Map
DESCRIBING QUALITIES	Bubble Map
COMPARING and CONTRASTING	Double Bubble Map
CLASSIFYING	Tree Map
PART TO WHOLE	Brace Map
SEQUENCING	Flow Map
CAUSE and EFFECT	Multi-Flow Map
SEEING ANALOGIES	Bridge Map

Thinking Maps as a Language

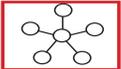
**Describing in Context
Brainstorming**



Categorizing

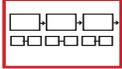


Describing

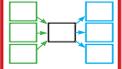


**Comparing
& Contrasting**

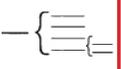




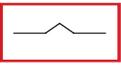
Sequencing



Cause and Effect



Whole / Part



**Analogies
Relationships**

To Organize Thinking – Student Centered 61

Thinking Maps as a Language

**Visually: a language for organizing thinking,
seeing thinking in your brain, and patterns.**



To Organize Thinking – Student Centered 62

High Operational Practices

- Community Building Exercise**
- Collaborative Learning**
- Powerful Questions**
- Collaborative Questioning**
- Circle Map (brainstorming)**
- Multi-Flow Map (cause/effect)**
- Bridge Map (analogies/relationships)**
- Frame of Reference**
- Writing Frames**
- Free Write**
- Comprehension Talk**
- Peer to Peer Sharing/Coaching**



63

Strategy Review Chart

Name of Strategy (and Primitive)	Cognitive Process or Function	Best Use (Priming, Processing, Retaining for Mastery)	HOP & CLEAR Connections	Remember/Reflection	Impact

64

Power of Belief



65

Amplifying Student Voice

- **Questions**
Priming
- **Installation**
Processing and Retaining for Understanding
- **Reflection**
Retaining for Understanding and Priming for next steps.



66

Video *(1min 50sec)*

First Viewing:

- **What do you know about the students' thinking?**
- **How does this inform belief in the learner?**



Chat Room

Comments on what you know about the students thinking.

Several share.



Video *(1min 50sec)*

Second Viewing:

- **What is the impact on student learning?**
- **How can these methods be used virtually and in the classroom?**



Chat Room

Share your observations and questions you have about the student's thinking in this school.



72



Thank You

robert@eggplant.org

www.eggplant.org

www.nuatc.org

73