Student Engagement with an Equity Lens

National Urban Alliance - University St. Thomas
Summer Institute 2020 • Cohort Grades 3-5
23-25 June 2020
Day 3 • 11:10–12:50 Central Standard Time

The Tools

- Materials
  Composition book
  Paper
  Pens, Pencils and/or Markers

- Guides and Materials
  Critical Thinking Guide

- Camera or Phone
  Helpful to take pictures of directions

Community Other Ideas

- mathematics
- music
- science
- storytelling
- someone you miss
- something you miss

Share on Chat

Your ideas on greetings and other community builders virtually.

Culturally Responsive Teaching Practices That are Sustaining

The 4 Cs
Communication
Collaboration
Creativity
Critical Thinking
High Operational Practices of 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

Inspiration Maps and Writing

Example:

I know I know something about ___________________.
First, ________________________________________.
Second, ________________________________________.
In addition, ____________________________________.
Finally, ________________________________________.
Now you know something that I know about ____________.

“If we must die, we die defending our rights.”

—Sandra Cisneros
“In order for this to happen, your entire frame of reference will have to change, and you will be forced to surrender many things that you now scarcely know you have.”

—James Baldwin, *The Fire Next Time*

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**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, & higher order thinking to address the world in a relevant action oriented manner

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**Structure**

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

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**Power of Belief**

**Focus on Equity**

**Call to Action**
Multi-Flow Map – Cause / Effect

Power of Belief
Focus on Equity
Call to Action
Audio – Music and Voice *(2min 20sec)*

**Listening:**

- That do you know about the voice's experiences and beliefs?
- How does this impact your thinking and actions?

**Multi-Flow Map – Cause / Effect**

- Your schema, your actions, your beliefs, your thoughts and actions on equity

**Key Vocabulary**

- afraid
- unfair and untrue
- particular characteristic
- belief
- standardized
- elevator
- on notice
- presence
- crushing people's perceptions
- music
- capable of
Multi-Flow Map – Cause / Effect

your schema, your actions, your beliefs, your thoughts and actions on equity

Breakout Room

- Eight Thinking Maps – representing eight cognitive processes to organize thinking.
- Frame of Reference – for expanding information from your schema of experiences, knowledge...
- Goal – student centered – students choosing map (cognitive process to organize their thinking.

Share on Chat and Voice

Eight Thinking Maps – representing eight cognitive processes to organize thinking.

Thinking Maps as a Language

- Definition: Schema theory is a branch of cognitive science concerned with how the brain structures knowledge.
- A schema is an organized unit of knowledge for a subject or event. It is based on past experience and is accessed to guide current understanding or action.
Frame of Reference Schema

Video (1min 40sec)
First Viewing:
Observe and reflect about the students thinking:
• How are student strengths being identified and activated?
• How is the classroom eliciting high intellectual performances?

Multi-Flow Map – Cause / Effect

Video (1min 40sec)
First Viewing:
What do you know about the students’ beliefs with their thinking?

Chat Box
Comments on what you know about the students belief in their thinking.
Several share.
Second Viewing: 
Observe and reflect about the students thinking:

- How are student strengths being identified and activated?
- How is the classroom eliciting high intellectual performances?

**Video**  
(1min 40sec)

Share  
EVERYONE share a reflection in CHAT BOX on something you are thinking in regards to this video connecting to your classroom.

Multi-Flow Map – Cause / Effect

- Video

- Share

Quality of a student having belief in their academic learning and high intellectual performance.

Classroom environment for a home to high intellectual performance that situates learning in the lives of the students.

Sequence of actions to create and sustain a classroom that is a home for the Pedagogy of Confidence for student engagement with an equity lens.
Breakout Room – 3 min

Observations of — **Power of Belief**

How is there — **Focus on Equity**

Your personal — **Call to Action**

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**Video - Part 1** (3min 22sec)

Garfield Community School

High Operational Practices

First Viewing:
What do you know about the students’ thinking?

How does this inform belief in the learner?

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**Multi-Flow Map – Cause / Effect**

- **Causes**
- **Event**
- **Effects**

your schema, your actions, your beliefs, your thoughts and actions on equity

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**Amplifying Student Voice**

Garfield Community School

- **Powerful Questions**: Priming
- **Circle Map**: Priming and Processing
- **Installation**: Processing and Retaining for Understanding
- **Reflection**: Retaining for Understanding and Priming for next steps.
Video Part 1 (3min 22sec)
Garfield Community School
High Operational Practices

Second Viewing:
What is the impact on student learning?
How can these methods be used virtually and in the classroom?

Chat Box
Comments on what you know about the students belief in their thinking.
Several share.

Multi-Flow Map – Cause / Effect

High Operational Practices of 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

Video - Part 2 (1min 59sec)
Garfield Community School
High Operational Practices

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 in voice.

Video Part 2 (1min 59sec)
Garfield Community School
High Operational Practices
Second Viewing:
What is the impact on student learning?
How can these methods be used virtually and in the classroom?

Multi-Flow Map – Cause / Effect

qualities of a student having belief in their academic learning and high intellectual performance.
Classroom environment for a home to high intellectual performance that situates learning in the lives of the students.
Sequence of actions to create and sustain a classroom that is a home for the Pedagogy of Confidence for student engagement with an equity lens.
Breakout Room – 3 min

Observations of — Power of Belief
How is there — Focus on Equity
Your personal — Call to Action

Video (1min 50sec)

First Viewing:
• What do you know about the students’ thinking and building understanding?
• How does this inform situating learning in the lives of students?

Chat Room

Comments on what you know about the students thinking.
Several share.

Video (1min 50sec)

Second Viewing:
• Why is this important?
• How is this important?
Chat Room (and Voice)

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

Ain’t I A Woman?

Sojourner Truth (1797-1883)
Delivered 1851, Akron, Ohio
Women’s Rights Convention, Old Stone Church

Sojourner Truth

Qualities

attributes, adjectives

Examples and evidences for each quality

Strategy Review Chart

<table>
<thead>
<tr>
<th>Name of Strategy (and Primitive)</th>
<th>Cognitive Process or Function</th>
<th>Best Use (Priming, Processing, Retaining for Mastery)</th>
<th>HOP &amp; CLEAR Connections</th>
<th>Remember/Reflection</th>
<th>Impact</th>
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Power of Belief

Cultural Learning Equitable Achievement Responsive

Cultural emphasizes purpose of what is being learned in relationship to one's own culture.

Learning choices in content & assessment based on one's 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, & higher order thinking to address the world in a relevant action oriented manner.

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

Thank You
robert@eggplant.org
www.eggplant.org
www.nuatc.org