

Being a Valued Member of the Learning Team

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Approaching Equity Issues with A Growth Mindset: Road Map

- Improving equity and closing the achievement gap in schools requires not just looking at data, but also acknowledging **history and context**.
- Equity discussions need to focus not only on race, but also **factors** such as socioeconomic status, gender, sexual orientation, family background, disability because they all bring different experiences to the educational setting.
- Educators can be more engaged in the **process** by talking about equity and evaluating their own beliefs, data, and student experiences at their school, create better solutions, instead of just discussing the issue.



History and Context

Partner Share:

- What **background and experiences** do I bring into my classroom or school that impact how I engage with students and my staff?
- How does my background and **beliefs potentially bias** my work as an educator?
- What do I **truly believe** is possible in terms of **student achievement**?

Road Map: Fairness Boulevard

The Challenge: Moving beyond talking about wanting equitable opportunities for students, and honoring those who previously fought for equity to doing something about it.

Our Journey Begins:

- How do we recognize bias?
- How did we get here?
- How does bias impact our interactions with students and staff?
- Is my bias impacting outcomes for the students or staff I serve?

Education Reform

Equity- is the process which encompasses a wide range of educational models, programs, and strategies that may be considered fair, but not necessarily equal.

Equality- is the outcome- what is applied, allocated, or distributed equally.

Equity vs.. Equality

Mini Lesson #1

Learning Objectives:

- Explain the difference between equity and equality
- Demonstrate the difference between the two
- Determine why it is important to understand the difference.

M &M's Activity: Part One

Divide into two groups with (1) index card

- **Group A:** Why would a person not need or want M & M's?
- **Group B:** Write a statement about why a person would need or want an M& M.
- Switch cards so all participants have cards they did not write.
- Accept or refuse M&M's based on note card statement.

Example of Equity - means giving people what they need based on our judgment of information.

M&M's Activity: Part Two

Next Steps

- Distribute one M&M to each participant
- How many M&M's did I give you?

Example of Equality- shared equally regardless of judgment of information.



M&M's Activity: Part Three

Directions: Read the following scenarios. Based on what you have just learned about **equity and equality** determine if the scenario is an example of **equity or equality** and explain why.

1. The teacher gives a students who didn't eat breakfast a granola bar.
2. All teachers meet with the assistant principal to discuss curriculum mapping.
3. All students get a sticker as a reward for participating in game.
4. Staff meetings for non- tenured teachers are held every other Monday.
5. A student who has trouble seeing always gets a seat near the front of the class.
6. Each student gets a turn feeding the class pet.
7. The teacher called her guided reading group (Reading Level B) to the carpet for 20 minutes during readers workshop.
8. The principal called staff members in tested grades to her office to review their state assessment results.
9. The second grade students were allowed extra recess because they cleaned their table after they finished eating lunch.
10. Every year the superintendent calls for all principals to attend his annual budget meeting.

M &M's Activity: Part Four

Group Discussion: Create a table of (5) **equity** examples that you can identify at your school and (5) examples of **equality** that you can easily identify.

1. Agree on the top (5) for each
2. Each group will report out

Road Map Stop #2: Equality/Equity Boulevard

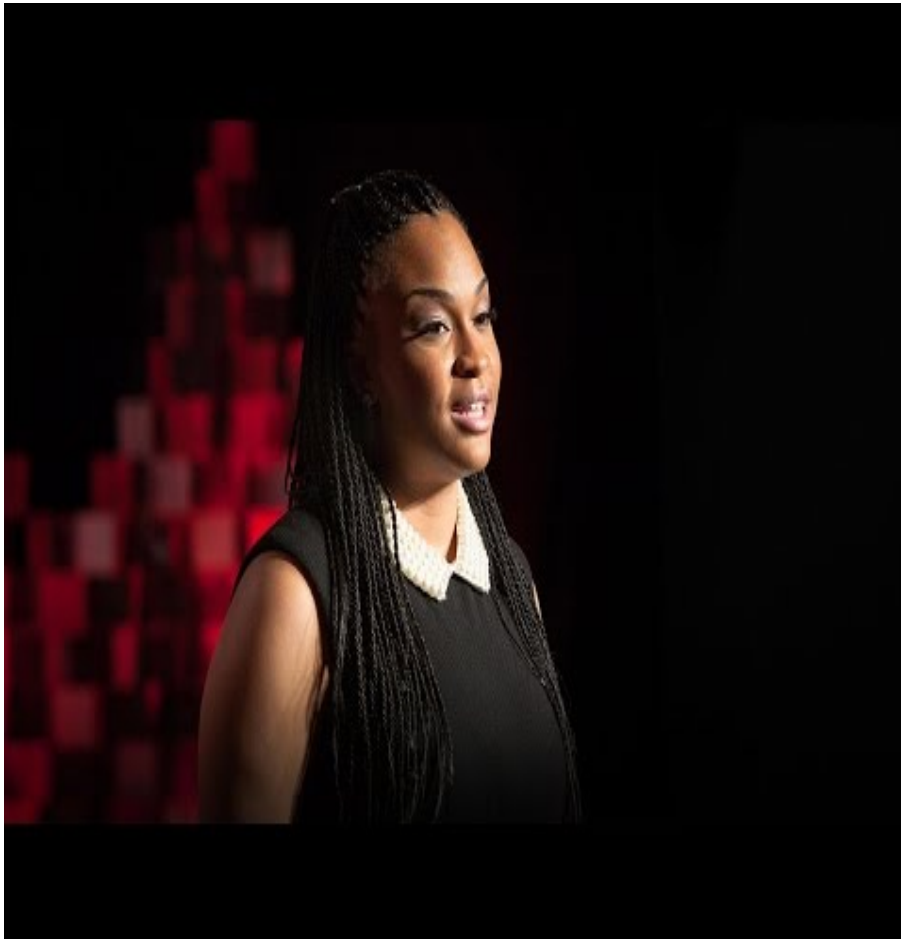
1. Based on the examples presented today, select (3) equity examples you can easily provide exposure to your staff, students or parents during for the 2019-2020 school year.
2. Select (3) equality examples that you want to ensure all classroom teachers, support staff or students are provided upon their return for the 2019-2020 school year.



Results of Inequality in Education

- Programs for International Student Assessment (PISA) released in 2015, placed the U.S. at a below-average **38th out of 71** countries in math and 24th in science.
- Disadvantaged students in the U.S. are **two-and- a half times** ore likely to be low performers on state assessments than their more advantaged counterparts.
- The U.S. spends about \$115,000 per student more than Switzerland, Norway, and Austria who ranked higher in the PISA which suggest **the issue is not funding , but the need for better policies.**

How To Achieve Equity in Education



When Schools are Equitable, Students achieve the following results:

- Improved academic performance
- Improved cultural competence
- Improved social and political awareness
- Reduced referrals and suspensions
- Improved attendance rates
- Safe and positive school perception
- Improved emotional intelligence.

How To Achieve Equity in Education

Educational Excursions



Excursion #1: Making
Student-Based Decisions



Excursion #2: Shifting Our
Focus



Excursion#3: Teacher Toolkit
for Students



Excursion#4:The Ten-Minute
Classroom Makeover

Equity Excursion #1

Making Student-Based Decisions

Equity In Instruction



Address teacher
bias



Get to know your
students



Teach the way
your students
learn

Addressing Teacher Bias

Engage in critical self-examination and reflection:

- 1. Do you seek to learn about the life experiences of your students?
- Do you display caring and empathetic attitudes and dispositions?
- Do you cultivate cultural and racial awareness and understanding?
- Do you provide multiple opportunities for students to succeed?
- Do you develop and maintain trust?



Get To Know Your Students

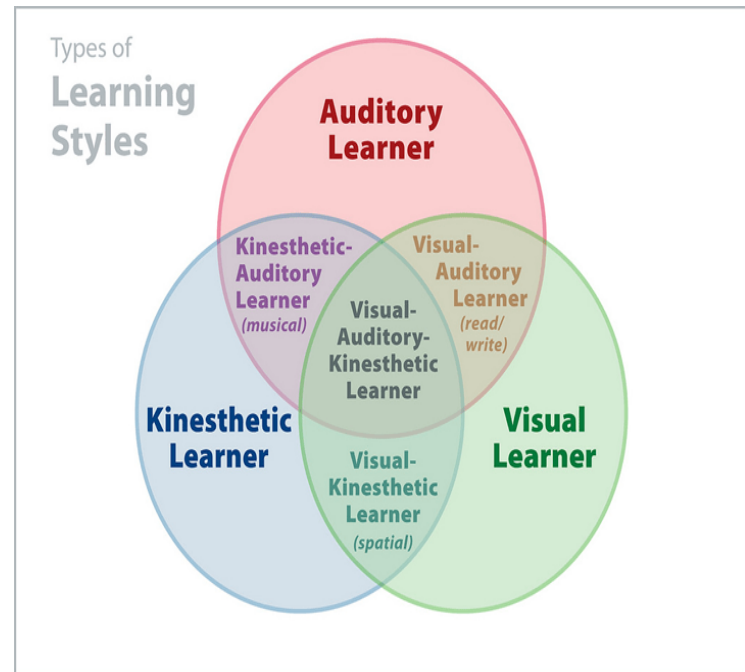
How should we get to know our students?

- Avoid colorblindness
- It communicates to students that their culture does not matter.
- Instead get to know your students and what makes them who they are through 'Getting to Know You' activities typically used in the beginning of the school year
- Use this knowledge of your students to engage students in learning



Teach The Way Your Students Learn

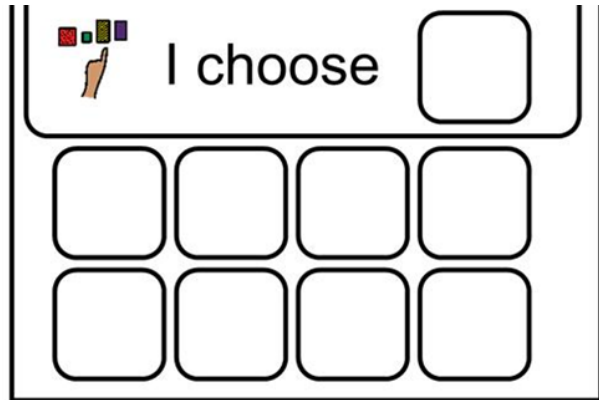
- Use a variety of instructional strategies and learning activities.
- This will allow students the opportunity to learn in a variety of styles, that appeal to their **communication style, cognitive style, and aptitudes.**



Choice Board: Rationale

- Choice boards can be used for every grade level K-12 and for any subject.
- It allows teachers to appeal to all learning styles.
- They can be independent or group activities.
- It is a truly flexible tool that can be used to provide equity in instruction.
- There are even digital choice boards.

Choice Board Activity



The image shows a choice board template. At the top left, there is a small icon of a hand pointing to a row of four colored squares (red, green, blue, purple). To the right of the icon is the text "I choose" followed by a large empty square box. Below this header is a grid of eight empty square boxes arranged in two rows of four.

- Choose your topic, concept or skill
- Choose activities that match the various learning styles (visual/auditory/digital/kinesthetic/Reading & Writing)
- Choose different ways for students to publish their work (flipgrid video/classdojo for parents/school website/in class or out of class exhibit)
- To create a rubric for scoring student work with common criteria no matter which activity students choose, use any of the following websites: rubistar, orangeslice, ForAllRubrics, Quick Rubric, & iRubric)

Equity Excursion #2

Shifting Your Focus

Shifting Your Focus



**Close Your Eyes-
Virtual Tour of Your
Drive Today**



**Have you ever
brought a car and
then suddenly
found that
everyone seems to
have the same car
in the same color?**



**Who opened the
factory gates and
released all these
cars?**



**You just never
noticed them until
your focus shifted.**

Thirty-Second Observation

- Look around the room for thirty seconds and try to spot as many objects as you can that are circular or curved.
- Close your eyes.
- Keeping your eyes closed, try to remember as many objects as you can that are angular, square, or rectangular.
- What happened?
- Why are you struggling to remember even one object with lines or angles?

Goal



We all tend to "see" only the things on which we focus.



In other words, what we focus on becomes our reality.



Relate this to your own lives.

Glass-Half Full Vs. Glass Half Empty



When a glass contains liquids that is midway between the top and bottom, is the glass half empty or half full?



Let's review a few examples of glass-half full people versus glass-half empty people.

Glass Half Full Vs. Glass Half Empty: 1st Exemplar

1. An accident occurs as you are driving home from work. A glass-half-full person might think, "Wow! That was lucky. Had I left work just a minute earlier, it could have been me in that accident." A glass- half-empty person might say, "You might know this had to happen right in front of me. Had I left work earlier, I would have been ahead of this accident and this awful traffic."

Glass Half Full Vs. Glass Half Empty: 2nd Exemplar

2. Teachers find out they are receiving a small raise in pay. A **glass-half-full person** will be grateful for the extra income. A **glass-half-empty person** will focus on the fact that it is too little, too late and that amount of the raise is actually insulting.

Glass Half Full Vs. Glass Half Empty:

3rd Exemplar

3. A principal conducts an in-service where he shares a simple new way to make learning more fun and interesting for all students. A glass-half-full person will take the idea and run with it. A glass-half empty person will see the new idea as yet more work.

Implementation

Twenty-Five Reasons I'm
Proud of My Diverse
Community



Equity Excursion #3

Teacher Toolkit for Students

Toolkit Must Haves



Creating better
study habits.



Teaching how to
utilize resources.



Developing
confidence to ask
for help.



Unlocking self-
awareness and
encouraging peer
learning.

Creating Better Study Habits: Part 1

- Get Organized!
- Know the expectations.
- Designate a study area.
- Develop a study plan.
- Think positively.



Creating Better Study Habits: Part 2

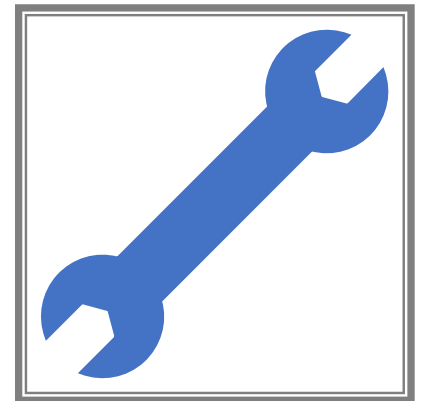
- Create a study group.
- Practice active listening.
- Review test taking strategies.
- Read actively.
- Look to the future.



(Sylvan Learning, 2018)

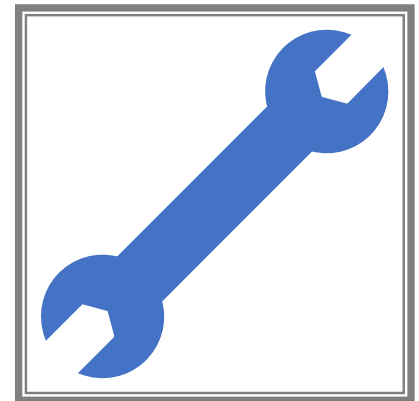
Developing Confidence to Ask for Help: Part 1

- Care about your students.
- Give praise where praise is due.
- Help your student set realistic goals.
- Model self-love and positive self-talk.
- Teach resilience.



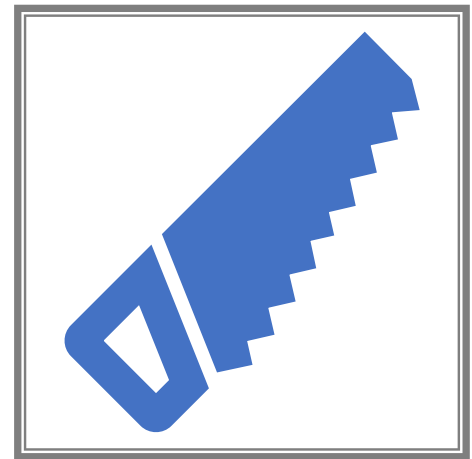
Developing Confidence to Ask for Help: Part 2

- Instill independence and adventure.
- Direct students to extra-curricular activities.
- Support their pursuit of a passion.
- Set rules and be consistent.
- Coach relationship skills.



Unlocking Self-Awareness and Encouraging Peer Learning

- Help students understand their special skills and gifts.
- Uniqueness is a benefit.
- Allow students to witness you celebrating differences between them and their peers.
- Create activities where different skill sets are needed to solve problems.



Encouraging Your Peers

Round 1

(An Active Listening Exercise)

- Working in pairs, for 30 seconds have one partner tell something interesting about themselves or explain a hidden talent.
- The other partner must listen to the story without interrupting or reacting. The partner is **NOT** allowed to take notes.
- The observer should watch both pairs. The observers can take notes.

Encouraging Your Peers

Round 2

(An Active Listening Exercise)

- Both pairs from the group get together, for 30 seconds have the listening partner summarize what their partner shared with them.
- Everyone in the group must listen to the summary without interrupting or reacting. No one can take notes.
- The observer should watch their group. The observers can take notes.

Encouraging Your Peers

Round 3

(An Active Listening Exercise)

- Observers report on what they observed.
- For 30 seconds, each observer must summary one of the stories they observed in their group.

ROUND 4

- Debrief

Big Ideas

The fundamental purpose of the school is to ensure that all students learn at high levels.

Results Orientation

In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student.

Statistics

Page 1

1. Students who fail are three times more likely to be unemployed (Breslow, 2012).
2. These students are more likely to live in poverty, earning an annual salary of \$20,241 or less (Breslow, 2012).
3. Female dropouts will live an average of ten and a half fewer years than females who graduate from college. Male dropouts will have an average of thirteen fewer years than males who graduate from college. (Tavernise, 2012)

Statistics

Page 2

1. High school dropouts are sixty-three times more likely to be incarcerated (Breslow, 2012).
2. On average, each high school dropout costs taxpayers \$292,000 over his or her lifetime (Breslow, 2012).
3. As of fall 2014, there was a higher number of non-White students enrolling in US schools than White students. (NCES, 2017)

Sources

- Rac(e)ing to class: Confronting poverty and race in schools and classrooms (2015)
- Digitalresponsibility.org (2019) Digital Divide: The Technology Gap between the Rich and Poor
- Create Interactive Learning with a Choice Board written by Miguel Guhlin (2018)

"Every worthwhile accomplishment, big or little, has its stages of drudgery and triumph: a beginning, a struggle, and a victory." ~

Mahatma Gandhi

Thank you for traveling this mindset journey with us!