Bridging Preparation to Daily Practices: Building Antiracist Teaching

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Goal: Explore together antiracist teaching and Mixed Reality Simulations

Agenda

1. Introductions
2. MRS 1 - Equitable Academic Discussions
3. MRS 2 - Feedback Grows Student Understanding
4. MRS 3 & 4 - Orientation to Mursion & Make Meaning
5. Discussion - Exploring Equity and Antiracist Teaching
6. Next Steps

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to participate in our simulations -

(no cost, participating in our research is optional)

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HARVARD
GRADUATE SCHOOL OF EDUCATION

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Integrated Learning Initiative

FLORIDA STATE UNIVERSITY

agile teacher lab

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Mursion

Avatar students puppeted by ⟶ ***expert instructional coaches***

How are these two images different?

1

2

Equity

"Equity is the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about equity as one part of justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by identity or fail to eliminate them.

-Racial Equity Tools

Equitable Academic Discussions

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Compare and contrast these two images with your partner

Must Haves	Amazing	Help Resource
❑ 1. Evidence from both images ❑ 2. Comparison language - *Similarly, However* ❑ 3. Use "because" to explain reasoning	❑ 1. Explain why the evidence caught your attention ❑ 2. Connect to previous unit ❑ 3. Both compare and contrast	❑ *Circle evidence in the images* ❑ *Use a sentence stem to start a response* ❑ *Include vocabulary from a chart*

This handout, which all students have in front of them, shows the two images that must be compared and contrasted, as well as the quality criteria to help students push their thinking. You can assign students to use a help resource to ensure all students have access to the task and feel challenged.

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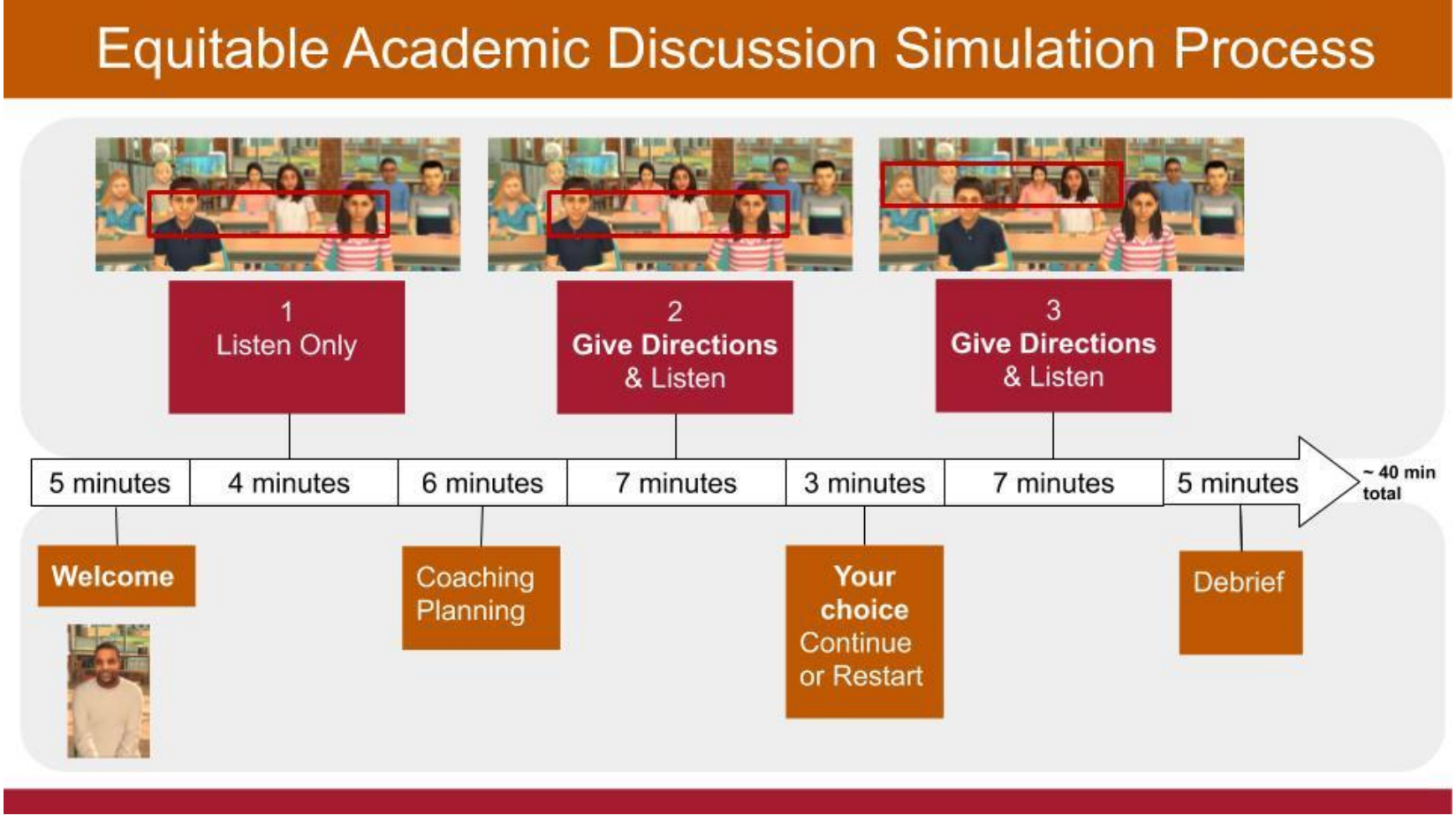


In this simulation, you enter the classroom three times to develop your teaching practice. You will have time to set deliberate practice goals through coaching and planning in between each classroom session.

Are these teachers promoting equity? How?

1

Miles directs students to use a help resource (1 min)

2

Joy provides a model (34 sec)

3

Vero models academic language (1 min)

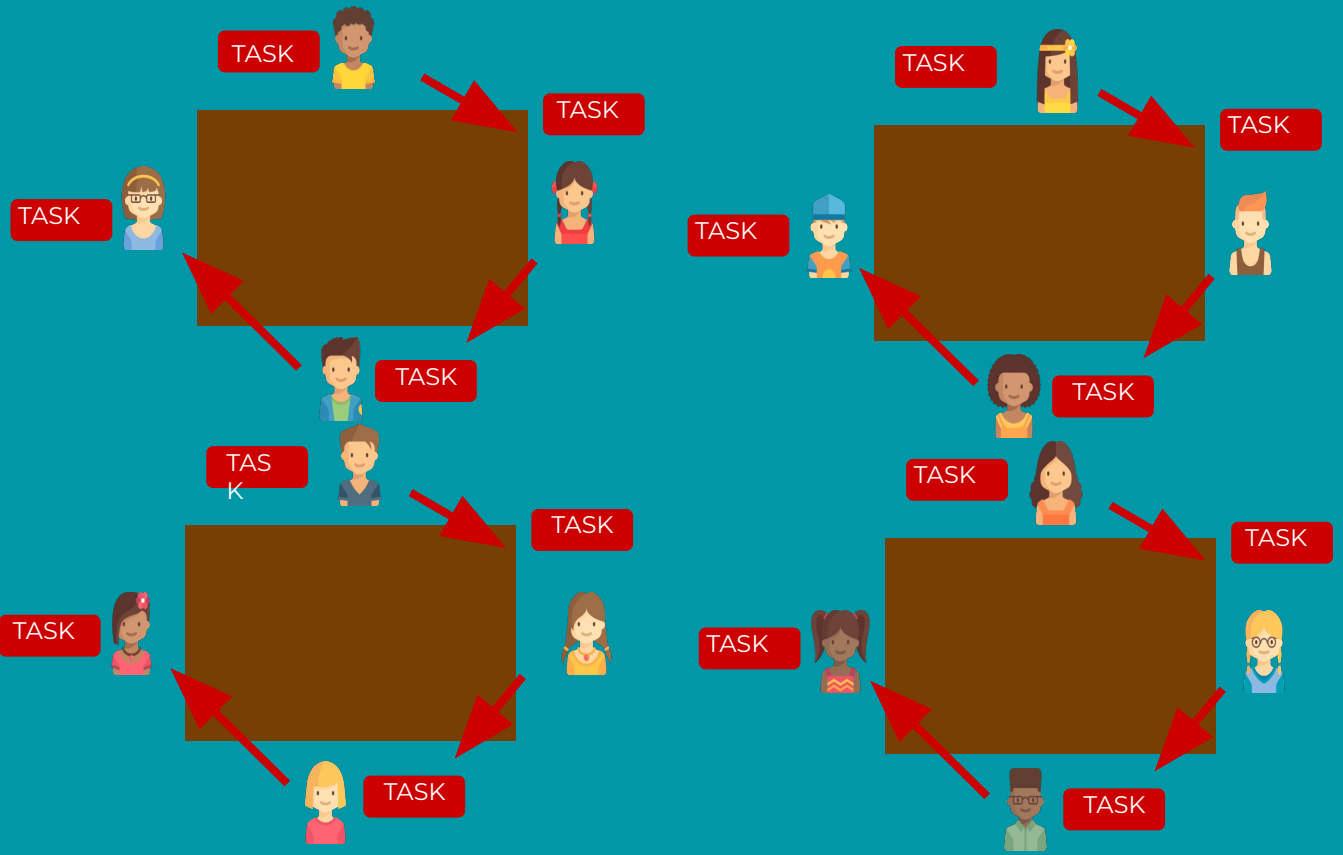
4

Julia prepares students for discussion (15 sec)

Structured Interaction

Domino Discover

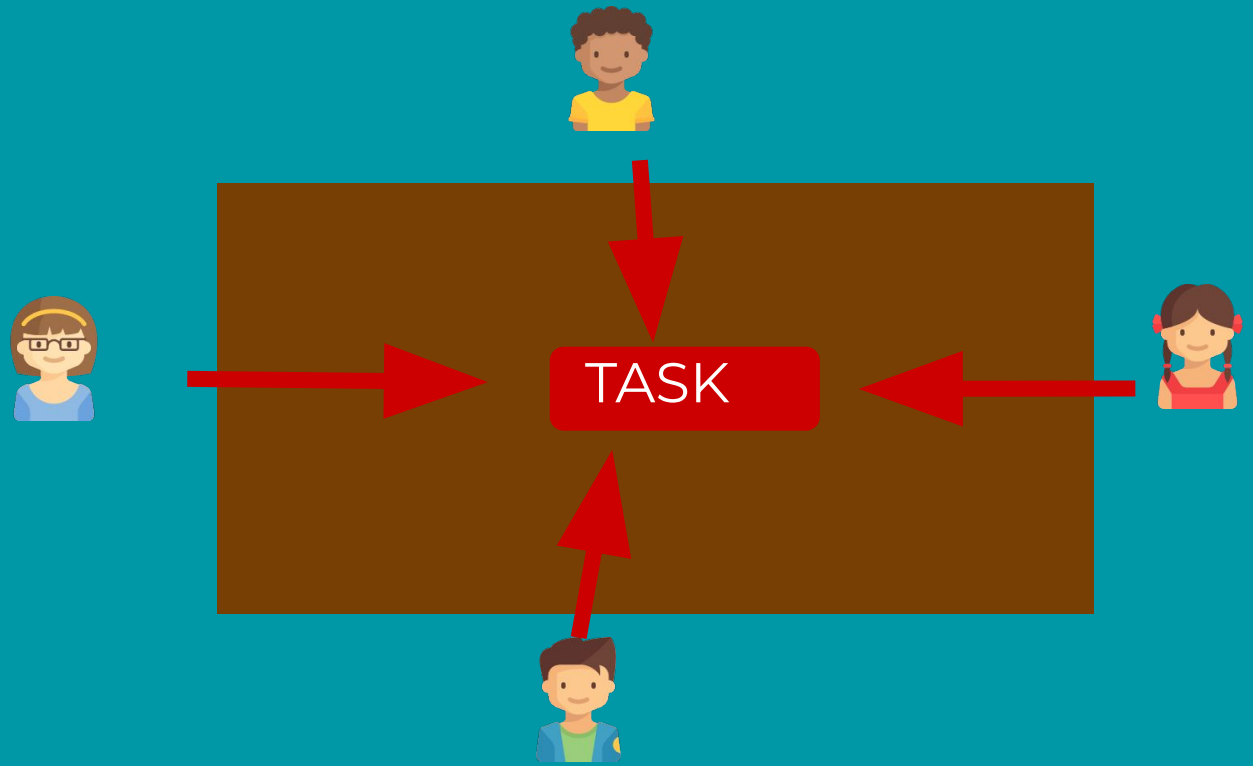
1. My Name is _____
2. Watching these directions, I was struck by _____



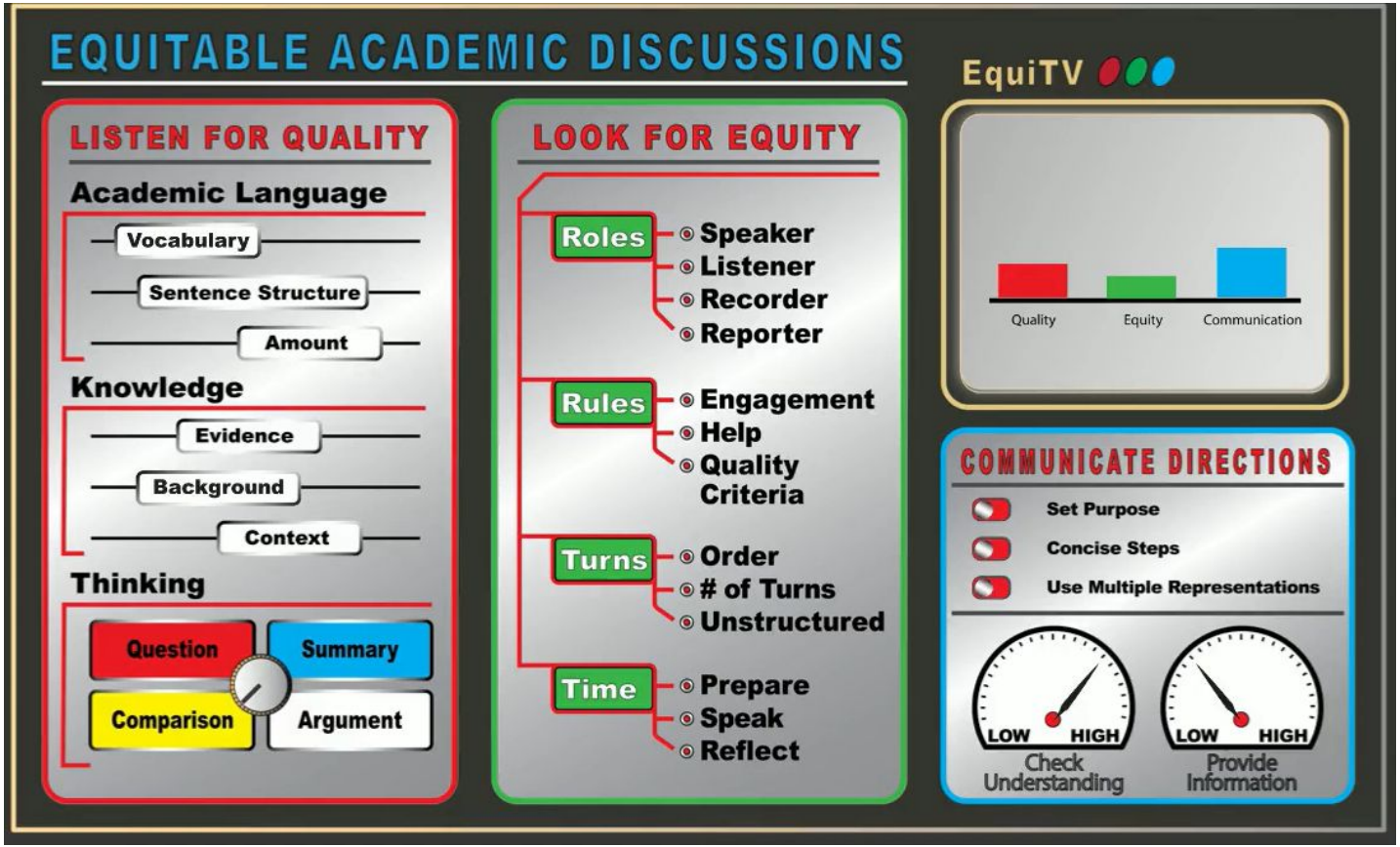
Unstructured Interaction

How can our directions for discussion promote equity?

Recorder for group (teacher noticings here)



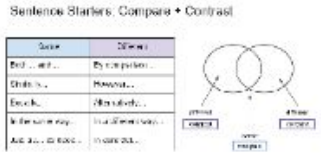
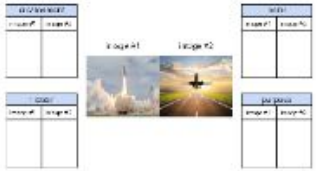
Equitable Academic Discussions



This sound console identifies levers for adjusting your directions. Before and during your simulation, use this image as a toolbox to quickly adjust your teaching in response to student learning.


They both have wings.
I forgot what I was going to say.
AVA
ETHAN

Help Resources

Academic Language	Thinking	Evidence
 Concept Map	 Venn Diagram with Sentence Stems	 Annotated Image
 Discussion Routine Anchor Chart	 T-Chart Idea & Evidence Organizer	 Fact Cards

Each of these help resources are posted around the classroom.

Refer to them by their titles so the students know which help resource you would like them to use.

You can also write or draw visual aids on paper and hold up to your camera.

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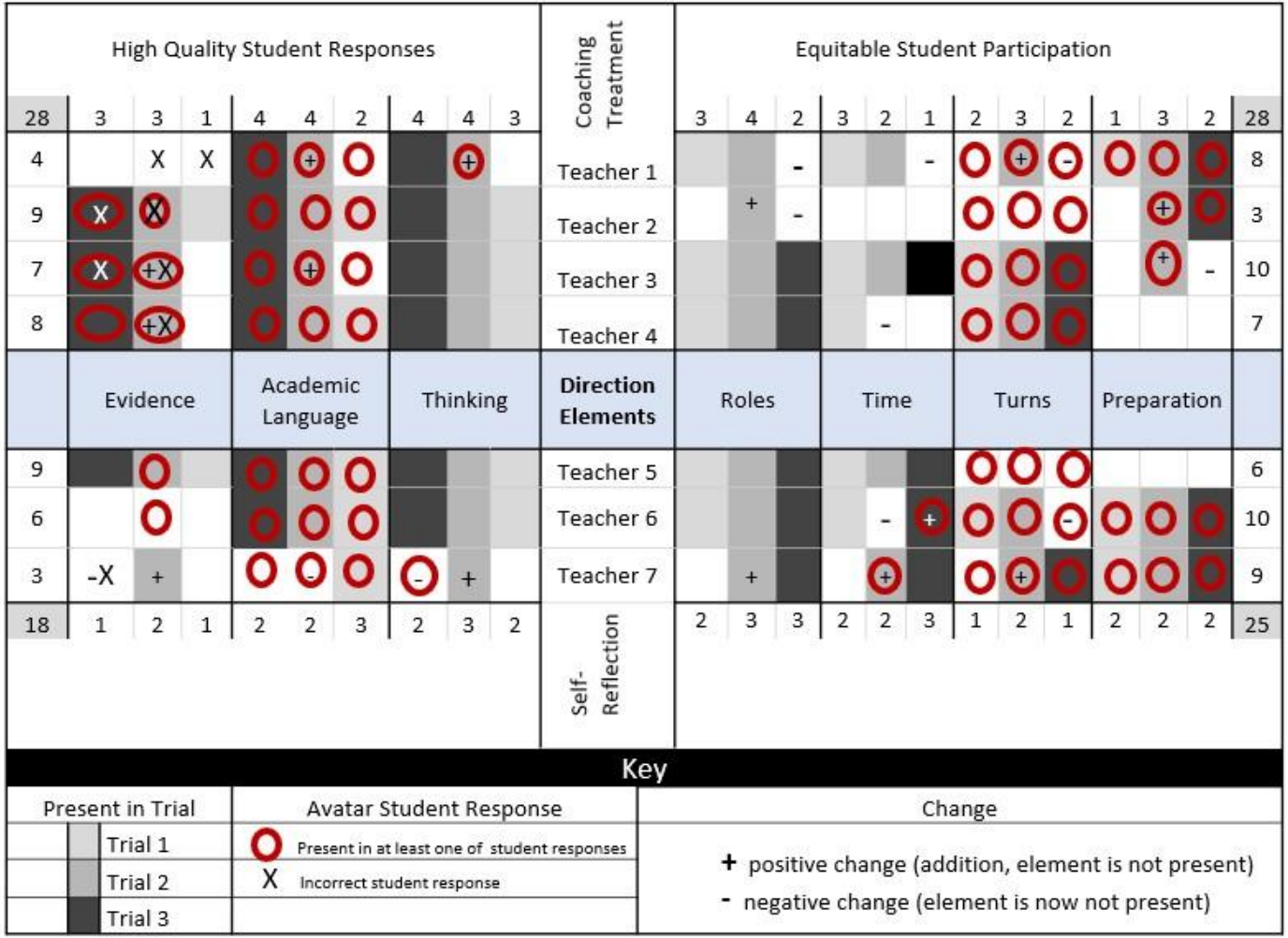
High Quality Student Responses
Coaching Treatment
Equitable Student Participation
Evidence
Academic Language
Thinking
Direction Elements
Roles
Time
Turns
Preparation
Teacher 1
Teacher 2
Teacher 3
Teacher 4
Teacher 5
Teacher 6
Teacher 7
Self-Reflection
Key
Present in Trial
Trial 1
Trial 2
Trial 3
Avatar Student Response
Present in at least one of student responses
Incorrect student response
Change
positive change (addition, element is not present)
negative change (element is now not present)

Video Examples of Student Feedback to Teachers

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Opportunities to Build Antiracist Teaching

Learning Goals	Student Task	Simulation Design	Reflection Prompts	Research Questions
Quality Values	Teaching Practice	Sim Specialist	Coaching & Feedback	Data Analyses
Impact & Action	Background Knowledge Needed & Developed	Avatar Responses		
		Built in Challenges		

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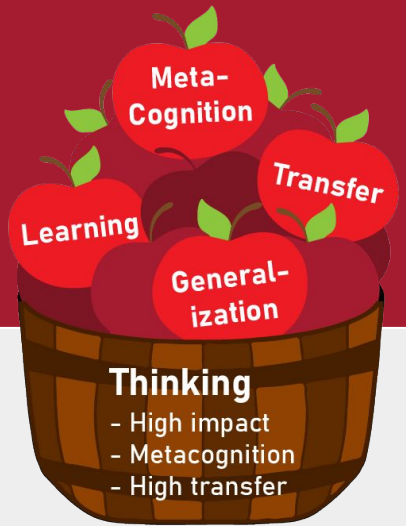
Example questions - How _____?

- ❑ Interrogates and transforms how **power** is situated, distributed, or earned
- ❑ Interrogates and transforms how **privilege** is situated, distributed, or earned
- ❑ Interrogates and redirects (e.g. attention, intention, action) own positionality and bias
- ❑ Implements pedagogy with explicit outcomes of increasing in **equity and inclusion**
- ❑ Deepens **historical knowledge** of policies, practices, and people
- ❑ Establishes learning outcomes of student experience (e.g. rigor, love, freedom, and joy)
- ❑ Examines systemic racism and disrupts oppressive patterns
- ❑ Develop teaching practices that prioritize the safety, dignity and humanity of people of color
- ❑ Cultivates compassion
- ❑ Increases awareness of embodied learning experiences - awareness of how our body experiences teaching and learning
- ❑ Models teaching and coaching that promotes agency
- ❑ Challenges stereotypes, illuminates intersections
- ❑ _____

Good intentions and awareness are not enough to bring about the changes needed in educational programs to prevent academic inequities among diverse students. Good will must be accompanied by pedagogical knowledge and skills as well as the courage to dismantle the status quo. Gay, 2018, p. 13.

Feedback Grows Student Understanding



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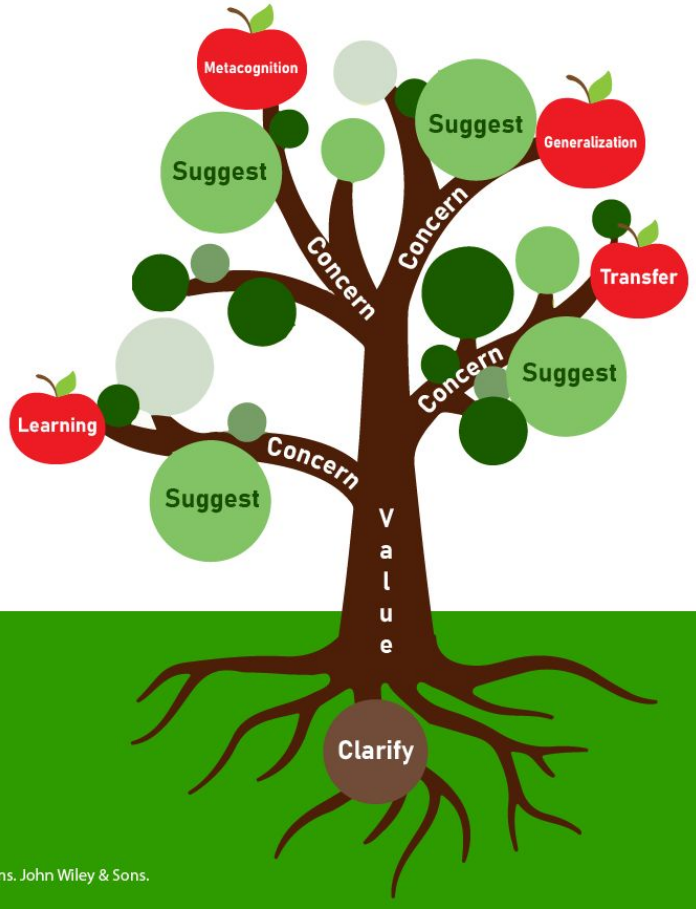
Feedback GROWS Student Understanding



Task Specific Feedback

- Low impact on student learning
- Low transfer to other tasks
- Low information about their thinking

Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.

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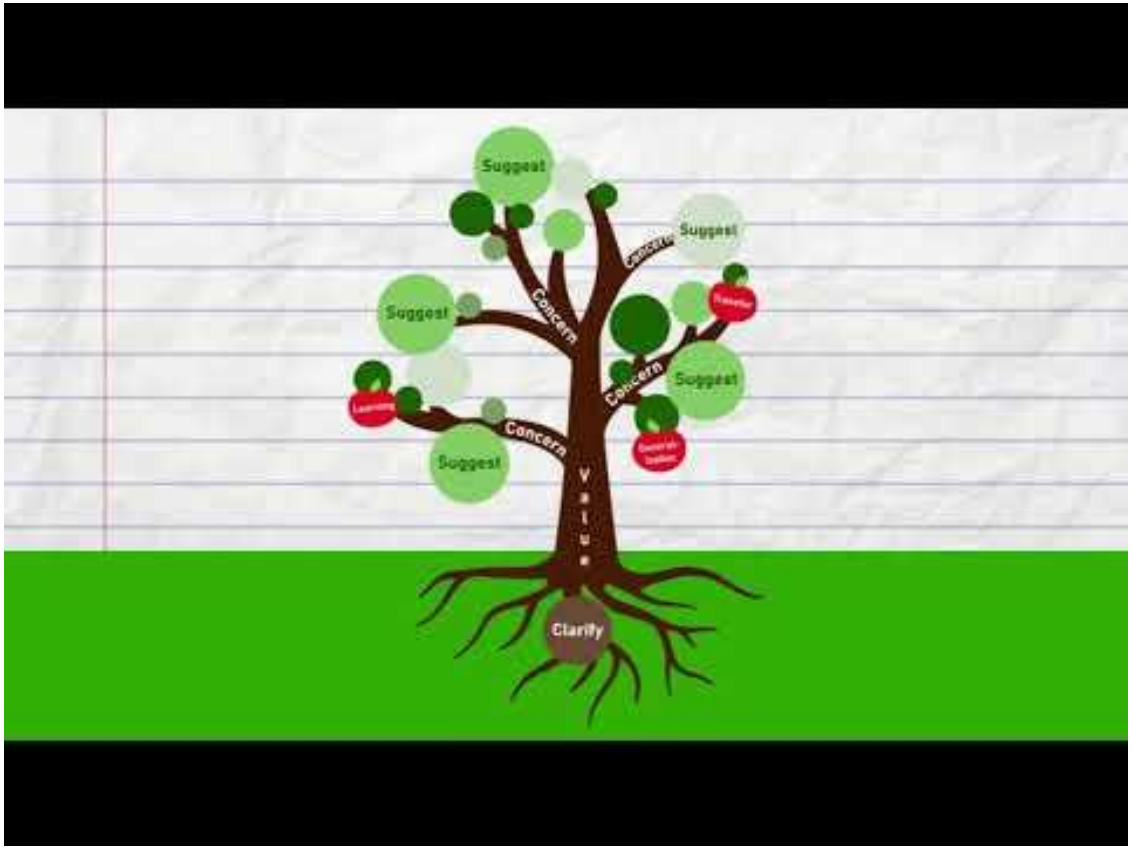
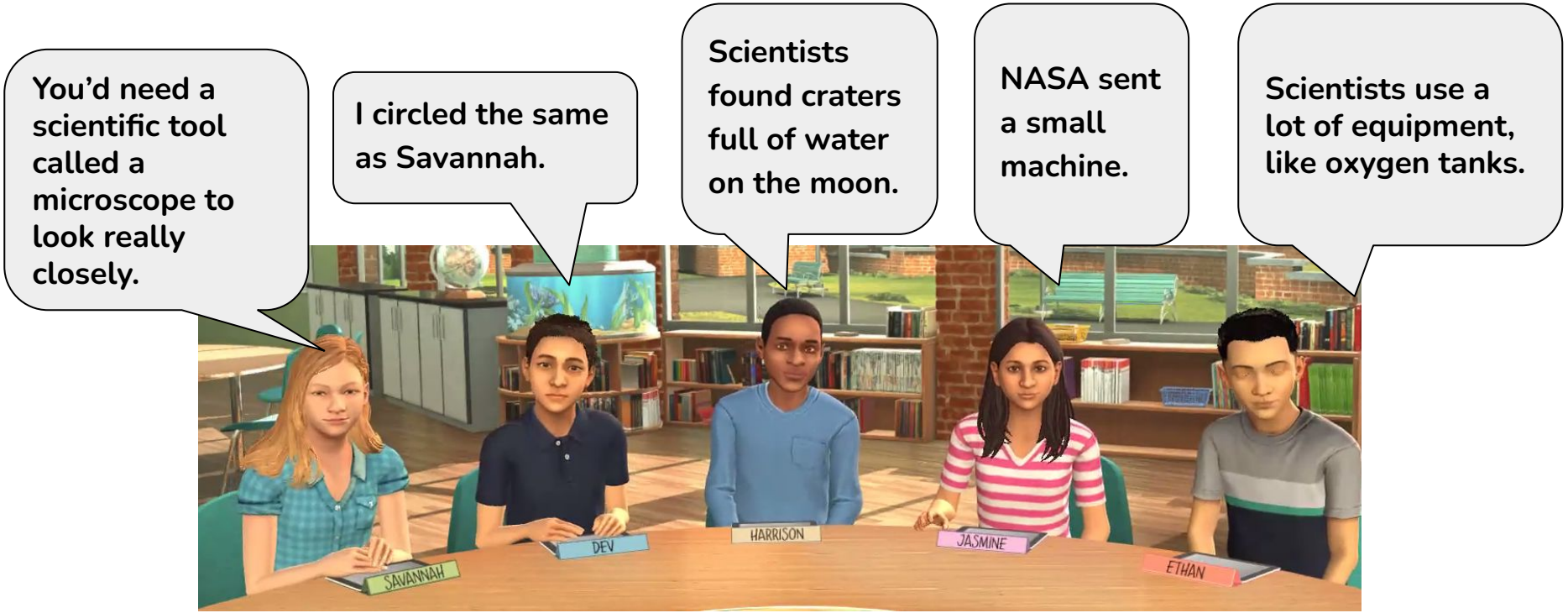
Ladder of Feedback



Feedback Moves Handout

Starting Avatar Responses

"What equipment did scientists use to discover water on the moon?"



Feedback Grows Student Understanding Simulations 1 & 2

1
Provide Feedback
& Listen

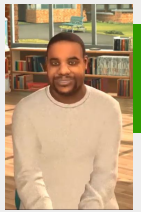
2
Provide Feedback
& Listen

10 minutes	7 minutes	6 minutes	7 minutes	5 minutes

~ 35 min total

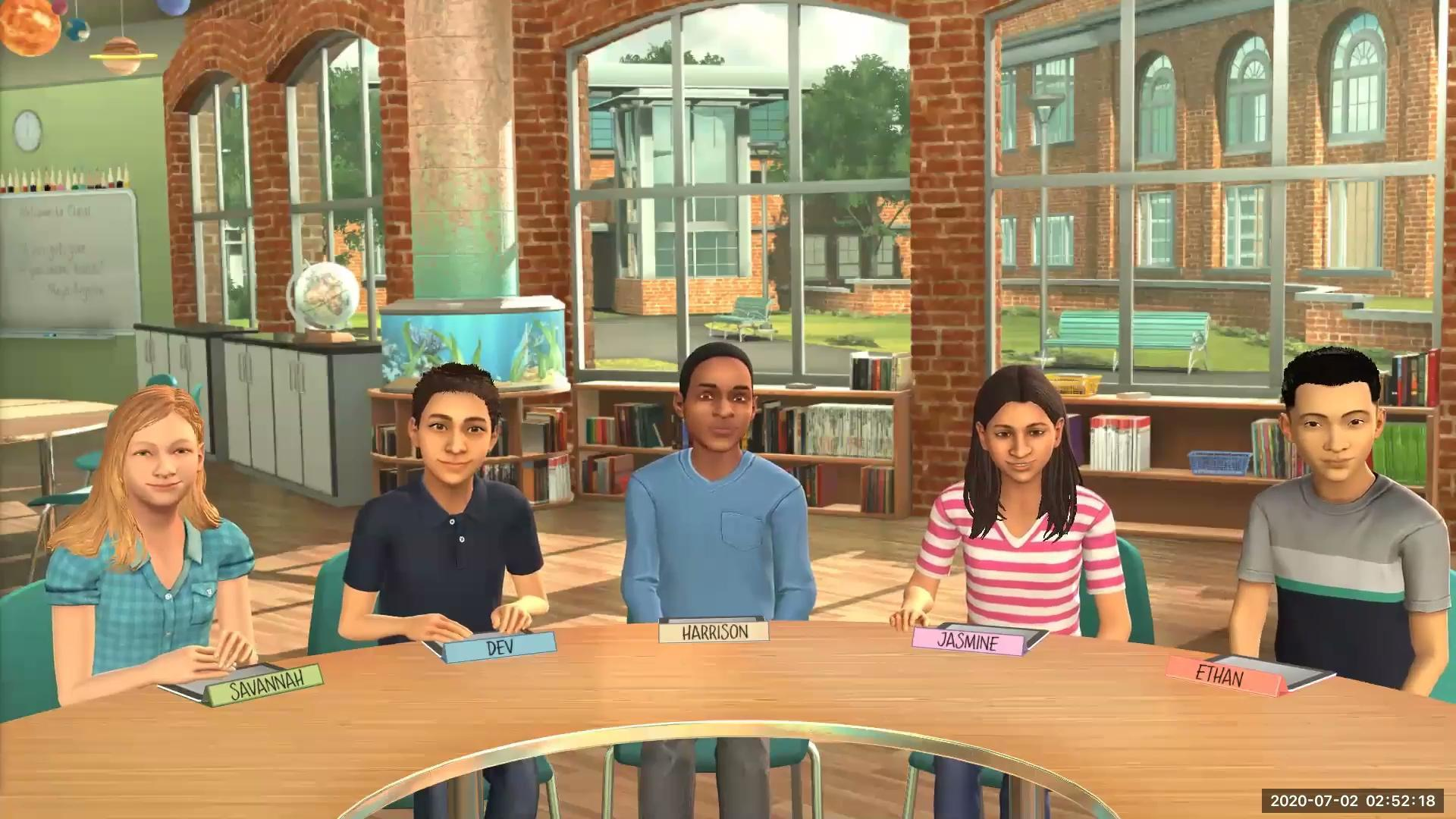
Welcome:
Coaching,
Planning

Your Choice:
Continue,
Restart, or
New Question



Debrief


SAVANNAH
DEV
HARRISON
JASMINE
ETHAN


SAVANNAH
DEV
HARRISON
JASMINE
ETHAN

What are 3 things that you notice about Lisa's teaching? Why is this important?

To what extent did each avatar student receive high information feedback?

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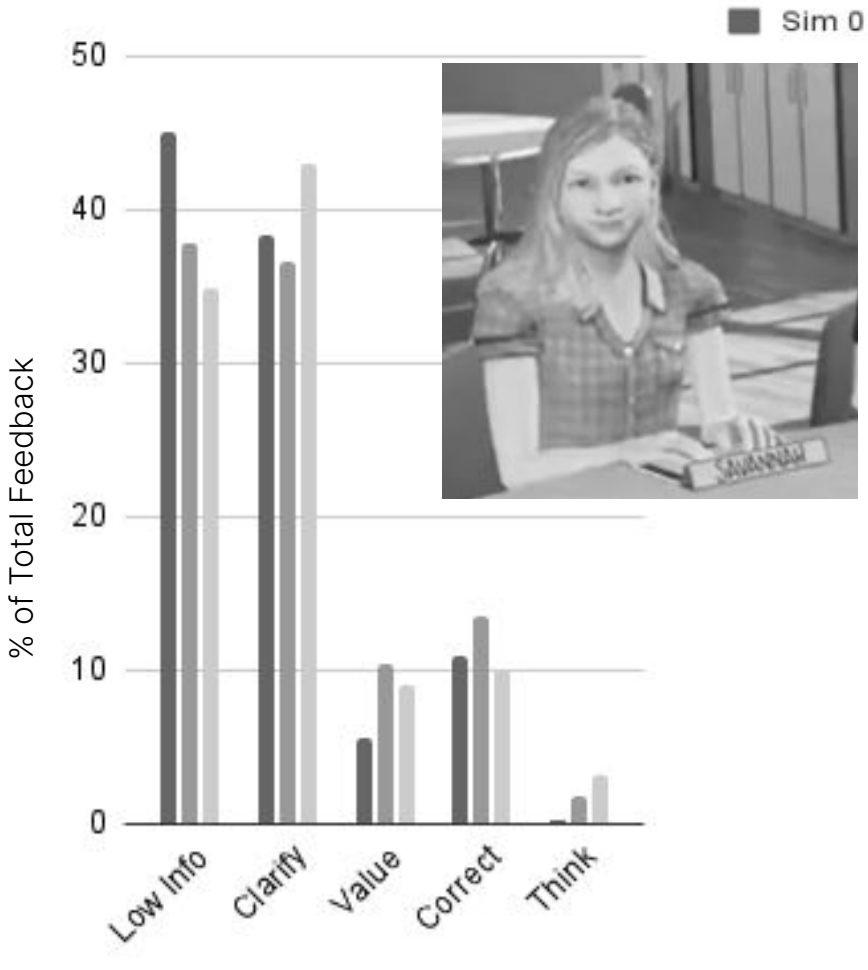
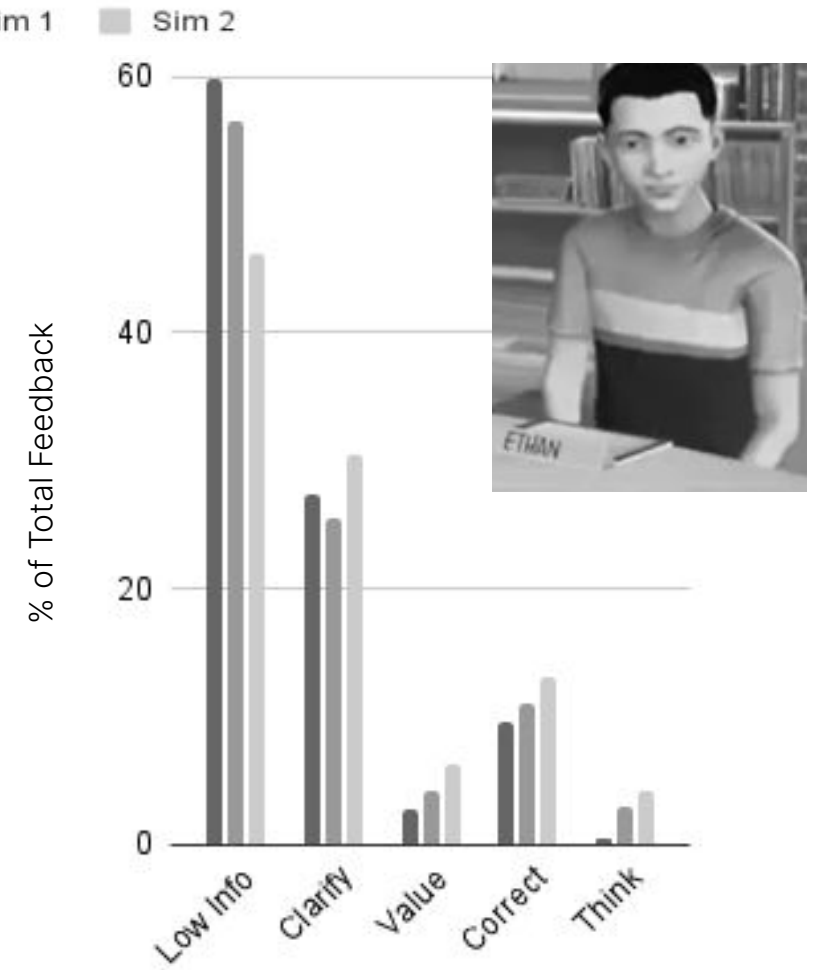
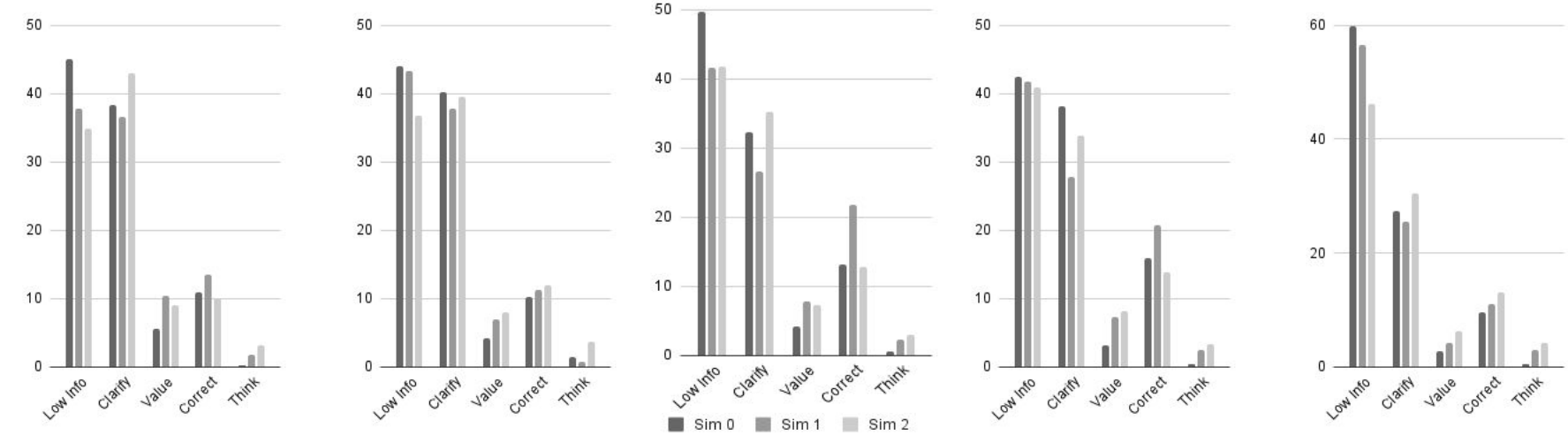
Frequency of Feedback Type by Student

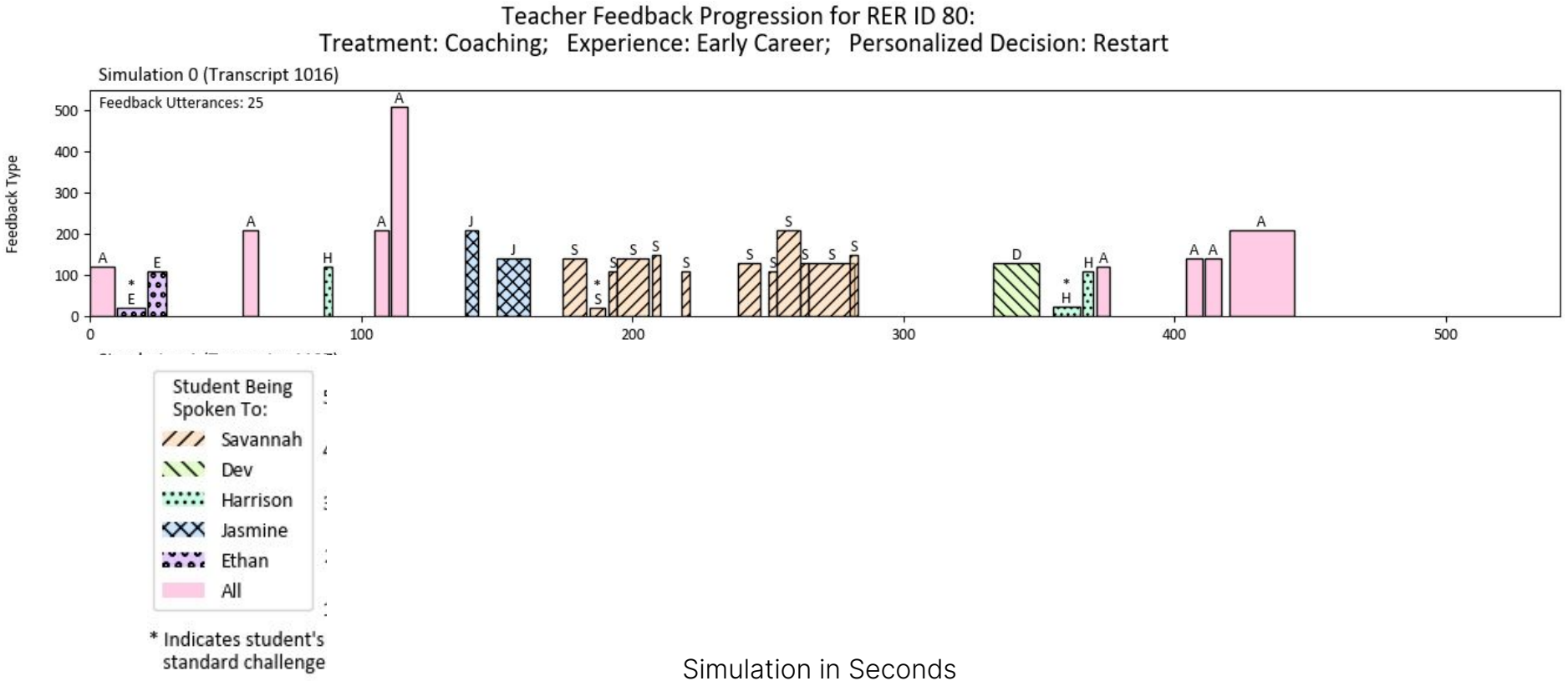




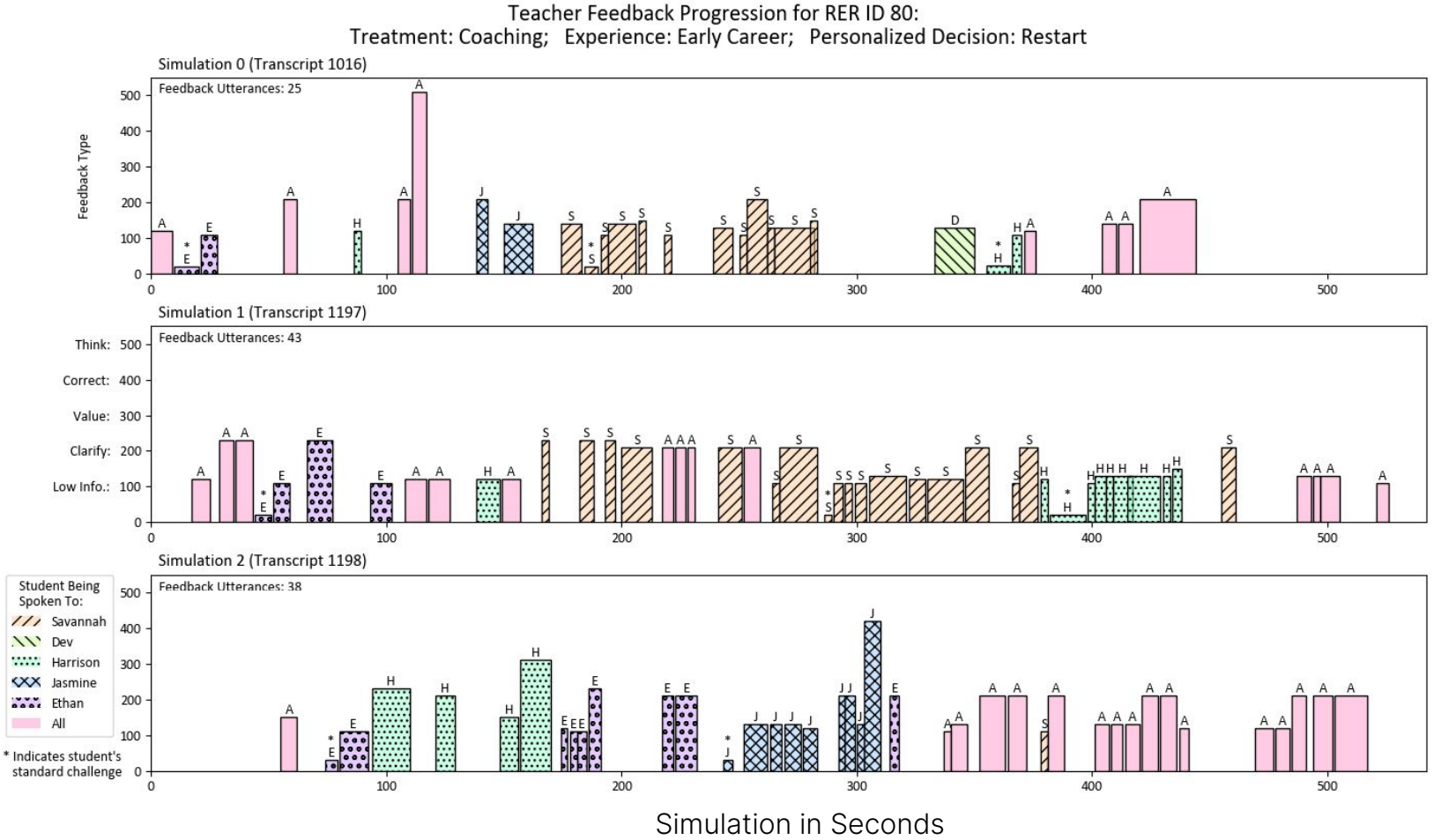
Frequency of Feedback Type by Student



Frequency of Feedback Type by Student and Elapsed Time



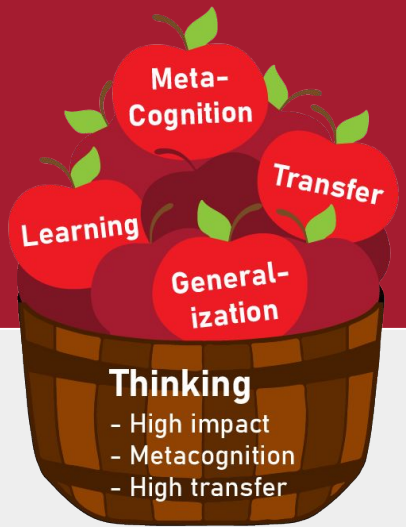
One Teacher Across Three Simulations



Questions to consider - How does our MRS _____?

- ❑ Interrogates and transforms how **power** is situated, distributed, or earned
- ❑ Interrogates and transforms how **privilege** is situated, distributed, or earned
- ❑ Interrogates and redirects (e.g. attention, intention, action) own positionality and bias
- ❑ Implements pedagogy with explicit outcomes of increasing in **equity and inclusion**
- ❑ Deepens **historical knowledge** of policies, practices, and people
- ❑ Establishes learning outcomes of student experience (e.g. rigor, love, freedom, and joy)
- ❑ Examines systemic racism and disrupts oppressive patterns
- ❑ Develops teaching practices that prioritize the safety, dignity and humanity of people of color
- ❑ Cultivates compassion
- ❑ Increases awareness of embodied learning experiences - awareness of how our body experiences teaching and learning
- ❑ Models teaching and coaching that promotes agency
- ❑ Challenges stereotypes, illuminates intersections
- ❑ _____

Orientation
Make Meaning



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Orientation Challenge

Your Challenge: What do the students read outside of school?

** Find out if you share something in common with an avatar student.

Students can:

- Raise hands
- Write a note
- Pair up to discuss

Students cannot:

- Put thumbs up
- Point to their partner
- All respond at one time

Harrison

What do I think about?

Science facts

What do I say?

Did you know…?

What do I love?

Family

What tools or materials do I use?

Books, computer

NASA space center

Where have I been?

We can always learn.

What beliefs do I stand for?

Ava

What do I think about?

Taking care of my friends

What do I say?

I've got this.

What do I love?

Friendship

What tools or materials do I use?

Cell phone, tablet, books

Not enough places yet - I want to travel

Where have I been?

Everyone needs a turn.

What beliefs do I stand for?

Meet a Super Scientist!

Astronauts aren't born — they go to school and learn about science just like everyone else! Dr. Mae Jemison's curiosity and energy led her to learn about many things. She went to the library and dancing school. She even acted in school plays and was elected to her school government. And even though astronauts are brave, Dr. Jemison had to conquer her own feelings of fear growing up, too, as all children do.

Mae Jemison: The First Black Woman Astronaut

It was the first day of school, 1961. Five-year-old Mae Carol Jemison was a confident kindergartner who could already read. When her teacher asked her, "What do you want to be when you grow up?" Mae replied: "A scientist." Her teacher looked surprised: Not many women became scientists then, and certainly few black women. But that was Mae's first and only choice.

Mae's love for science took her to the library. She read books about the universe. She also enjoyed science fiction books. In sixth grade she read Madeline L'Engle's books *A Wrinkle in Time* and *The Arm of the Starfish*. "Those books stand out because they had women scientists and girl heroines," Mae remembers.

Books weren't the only way Mae learned. She was active in student government, acted in plays, and studied dance. "In dance class, I grew stronger and gained an appreciation for hard work, physical strength, and grace," she says.

When Mae was 12, there were civil rights demonstrations near her neighborhood in Chicago. To prevent protests before an important political meeting, the mayor of Chicago called in the National Guard, which marched through Mae's mostly African-American neighborhood with rifles. Mae watched, scared, confused, and angry. She promised herself she would never feel that frightened again. "I reminded myself that I was as much a part of this United States as the Guardsmen," she remembers.

In college, Mae studied the physical and social sciences, and learned to speak Russian and the African language Swahili. She earned a degree in chemical engineering and African studies. After college, she studied medicine for four years, and became a medical doctor.

In 1987, Mae was accepted into NASA's astronaut program. She trained in Texas, learning about space exploration. She worked for NASA, and waited for a shuttle assignment.

When the space shuttle *Endeavour* launched into orbit in 1992, Mae became the first African-American woman to orbit the earth. Mae looked down from the shuttle and saw Chicago. She remembered visiting the library, making science fair projects, and dancing. "I felt like I belonged right there in space," she remembers. "I realized I would feel comfortable anywhere in the universe — because I belonged to and was a part of it, as much as any star, planet, asteroid, comet, or nebula."

From Scholastic

Imagine you want to introduce to this text to the avatar students.

- How might this text be **relevant** or **meaningful** to readers' lives?
- What would **motivate** readers to engage in this text?

You will think through this challenge in your homework this week.

Copy and move the circle(s) to show the **avatar students that you know have background knowledge related to this text**

Meet a Super Scientist!

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Read the full text on Scholastic

Your challenge this week is to plan a peer discussion that will ensure ALL students have activated and built background knowledge before reading this text about Mae Jemison.

Teaching Language and Literacy as an Act of Resistance

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member

To disrupt patterns of literacy achievement, teachers need more than reading methods and interventions, teachers must increase knowledge of the historical roots of language and literacy teaching practices and reject deficit perspectives of literacy abilities (Bartolomé, 1994).

- ❏ Engage with Harvard historians to reflect on our shared history of barriers to teaching literacy and literacy as a project of freedom
- ❏ Design a Zoom-In activity for your own setting
- ❏ Develop teaching strategies focused on making meaning with students in our Virtual Classroom with coaching

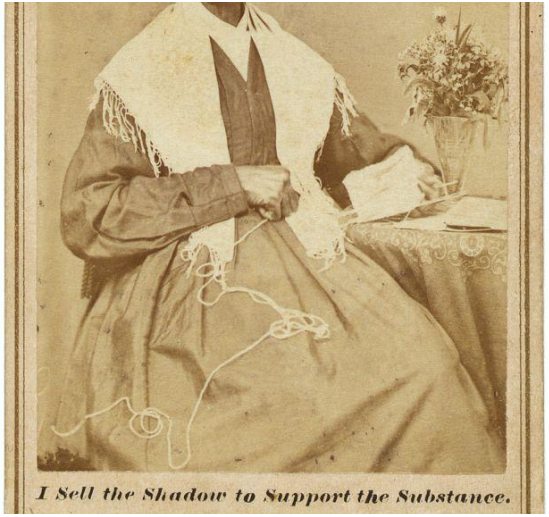
Zoom In: How is reading a project of freedom?

Examine primary source clues carefully.
Determine what you see and what questions you might ask to “get the big picture”.

Question 1
What do you see?

Question 2
What new things do you see?

Question 5. Generate your own questions using this statement: “I see …. that makes me wonder …”



Teach in the Virtual Classroom

Teaching Practice

Your choice

Listen to Student Discussion — 3 min | 1 min

Make Meaning with 1 Student — 7 min | 3 min

Make Meaning with 1 Student *You Choose* — 7 min | 5 min

Synthesize with Small Group — 11 min | 6 min | 3 min

~ 50 min total

Coaching

Welcome

Coach Gabrielle

Debrief & Prepare

Debrief & Prepare

Debrief & Prepare

Debrief & Survey

Sign up on calendly:

calendly.com/hgse-agile-teacher-lab/mak

Make Meaning with Students is like Quilting

Making meaning from student responses is like quilting because….

- ❏ The teacher supports students in stitching together different ideas in order to see a larger picture or a new concept
- ❏ Not all ideas or pieces are used in every quilt
- ❏ There are many different ways the ideas can be stitched together
- ❏ (Add two more ideas to our list)

Todd, Z. & Johnson, G. N. (1978) Crazy Quilt, Detail. , 1978. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/qlt000243/.

If we transform our policies, which he defines in terms of "written and unwritten laws, rules, procedures, processes, regulations and guidelines that govern people" (p.18), then racism can become curable (p.222).

Kendi, I. X. (2019). *How to be an antiracist. One world*.

Daily Teaching Practices are often guided by unwritten rules, procedures, processes, regulations and guidelines

<u>Daily Teaching Practices</u>

1. Giving Peer Discussion Directions, 2. Offering Feedback, 3. Building Relationships, and 4. Making Meaning

Facebook: A Conversation with Zaretta Hammond

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. **Social Harmony**	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. **Critical Consciousness**	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. **Independent Learning for Agency**

Example MRS design actions toward equity and inclusion

- ❑ Interrogates and transforms how **power** is situated, distributed, or earned
- ❑ Interrogates and transforms how **privilege** is situated, distributed, or earned
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Thank You
Keep in Touch

Reach Every Reader