Teaching Lab

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Important Now More Than Ever: Culturally-Responsive Teaching in Remote and Hybrid Instruction
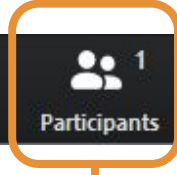
Session 2: Tuesday, November 24
9-11am CT

As you join us…

Put in the chat:

- Your first and last name

- Your role

- Where you work

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Zoom Features

Mute unless you'd like to speak

Chat tech issues & questions

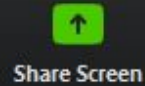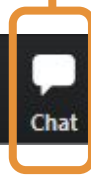Let us know what you're thinking with these quick reaction

Keep videos on as you are able

"Raise your hand" by selecting "Participants" and the blue hand on the bottom right hand bar

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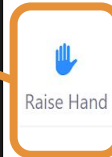
NEBRASKA'S EDUCATION INNOVATION NETWORKS
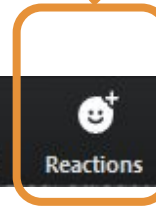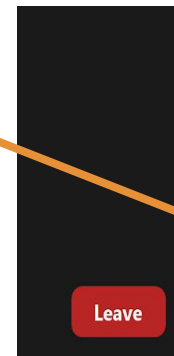
Navigating Nearpod and Zoom
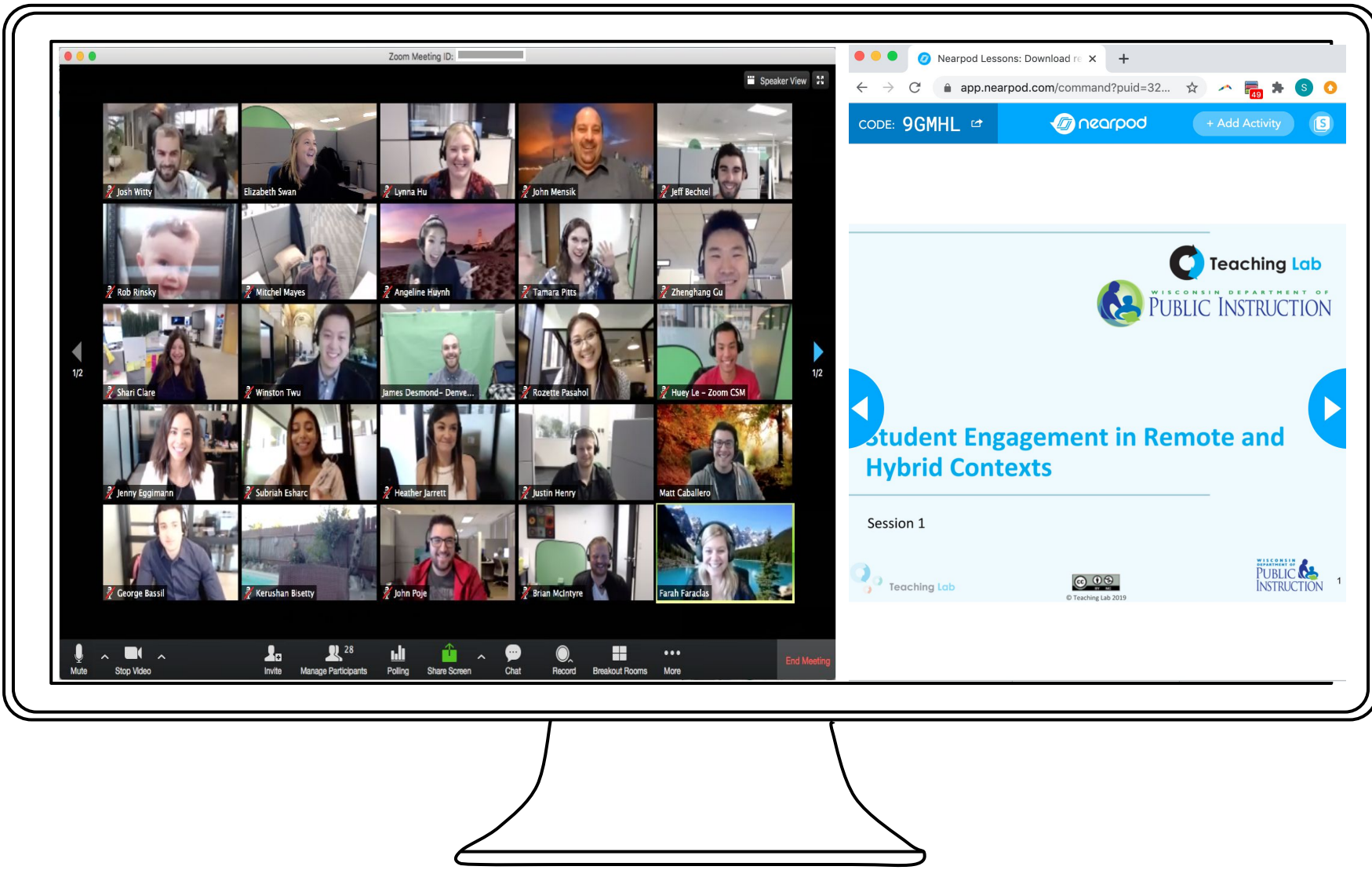
Who are your facilitators?

Meet Your Presenters- Primary Facilitator

Dr. Sarah Johnson

About Me

- Mom of a five-year-old in fully remote kindergarten
- Former and passionate high school science teacher
- Former system-level leader
- Mom's side of the family from Sheboygan
- Leader of Teaching Lab

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Meet Your Presenters- Support Facilitator

Cara Grom, M.Ed.

About Me

- Mom of 2 boys
- Special Education Teacher, Instructional Coach, School Administrator
  - School District of Waukesha
- State-Level Partnership Manager for Wisconsin
- Marquette University alum

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Meet Our Panelists

Kao Moua Her
Wisconsin RtI Center
Technical Assistance
Coordinator-Academic

Melissa Moe
CESA 11
Education Consultant

Ryan Colon
Director of Math
Content Design
Teaching Lab

Teaching Lab

What is Teaching Lab?

Our Core Model of Professional Learning

Head
High-Quality Instructional Materials

Heart
Teacher Community & Leadership

Habits
Sustained Cycles of Inquiry

Acquired techniques ineffective/ counterproductive

Pedagogical content knowledge doesn't grow

Low buy-in/ resentment

Resistance to adoption
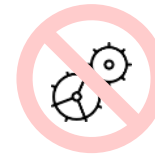
Not incorporated into regular practice

Not verified with student learning

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30 School Systems across 15 States & 5 State Departments of Education

State Project: Massachusetts Department of Education

State Project: Wisconsin Department of Education

State Project: Nebraska Department of Education

State Project: Delaware Department of Education

State Project: Mississippi Department of Education

State Project: Louisiana Department of Education

Teaching Lab Presence

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Session Orientation

Land Acknowledgement

Red Cliff*
Red Cliff, WI

Bad River*
Odanah, WI

Lac Courte Oreilles*
Hayward, WI

Lac du Flambeau*
Lac du Flambeau, WI

St. Croix*
Webster, WI

Forest County Potawatomi
Crandon, WI

Mole Lake*
Crandon, WI

Menominee
Keshena, WI

Stockbridge-Munsee
Bowler, WI

Ho-Chunk
Black River Falls, WI

Oneida
Oneida, WI

Brothertown**
Fond du Lac, WI

Seats of government
for the 11 federally-recognized
American Indian Nations in Wisconsin

*Ojibwe nations
**Non-Federally Recognized & non-state recognized

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Support Indigenous People

Native American Heritage Month
Graphic @sustainably_avery

Native Brands

@eighth_generation
@cheekbonebeauty
@pradosbeauty
@byellowtail
@ntvsclothing
@oxdxclothing
@urbannativeera
@thundervoicehatco

Native American Heritage Month
Graphic @sustainably_avery

Causes to Support

@kumeyaaydefenseagainstthewall
@wetsuweten_checkpoint
@societyofnativenations
@defendthesacredak
@r.i.s.e.now
@indigenousaction
@protectmaunakea
@defendoodhamjewed
@standingrocksiouxtribe
@unitedtribesofbristolbay

Native American Heritage Month
Graphic @sustainably_avery

Native Creators

@riseindigenous
@adinasdoodles
@etippeconnic
@alymcnight
@tekpatl
@j.okuma
@mangeshig
@bykellibear
@stoodis_vision
@stevenpauljudd

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Crisis Acknowledgement

I'M GLAD YOU'RE HERE.

IF YOU'RE COLD, WEAR A HOODIE, OR A BLANKET.

I'M GLAD YOU'RE HERE.

NO SHOES NEEDED TO LEARN FROM HOME.

I'M GLAD YOU'RE HERE.

I'D LOVE TO SEE YOUR FACE ON THE SCREEN EVERY DAY,

BUT IF YOU NEED TO MUTE YOUR CAMERA IT'S OK.

I'M GLAD YOU'RE HERE.

IF YOU CAN'T COME AT THAT TIME, CHECK IN LATER.

I'M GLAD YOU'RE HERE.

IF YOU HAVE A QUESTION, PLEASE UNMUTE AND ASK.

I'M HERE TO HELP, AND

I'M SO SO GLAD YOU'RE HERE.

K. Devaney 2020

Teaching Lab

Today's Topic

Important Now More Than Ever: Culturally-Responsive Teaching in Remote and Hybrid Instruction

Teaching Lab will elevate voices from the field to highlight best practices for integrating culturally-responsive teaching practices into using high-quality instructional materials in a remote or hybrid learning context. Teaching Lab facilitators and educators from the field will ground this learning opportunity in: Chief Council for State School Officers' *Restart and Recovery: Considerations for Teaching and Learning* guidance and WI's Model to Inform Culturally Responsive Practices.

Participants will learn from examples from educators to answer the following questions: What does it look like to..

- Examine teacher identities that help or hinder students?
- Embed culturally-responsive teaching practices into the content areas? Into the use of HQIM?
- Center cultural-responsiveness in remote and hybrid environments?

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This is the third in a series...

Session I: "Help! I'm Stuck in a Boring Box of Zoom!"

Session II: "Help! I Don't Know What to Prioritize to Teach!"
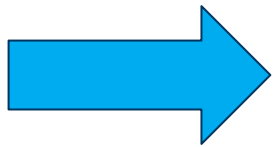
Session III: Important Now More Than Ever: Culturally-Responsive Teaching in Remote and Hybrid Instruction

Let us know if you want the materials from the previous sessions and we will send them to you!

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Agenda

Welcome & Introductions (10)

Introduction to Resources and Strategies (30)
- **Framing (Sarah)**
- **Introduction to Equity: Wisconsin's Model to Inform Culturally Responsive Practices and Strategies for this Context (Kao Moua Her & Melissa Moe)**

In Practice: Conversation with Panelists (30)

Breakout Discussion (30)

Closing (10)

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Agreements

- Ask questions

- Be present and fully engage

- Consider differing perspectives

- Create and maintain a safe space for professional learning

- Monitor tech use

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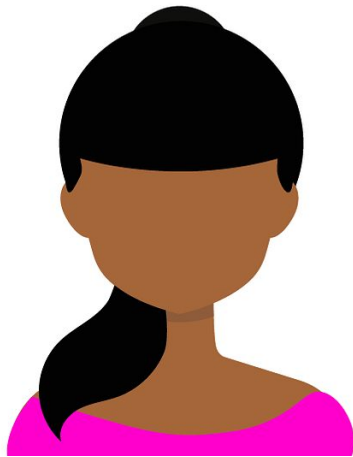# We're going to take a few polls to see who's here today…

Grounding in the WI Context

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Ground our Discussion in WI Context

Access the Padlet here

On the Padlet:
- *Read the data and quotes*
- *Respond with questions and reflections*
- *Make connections to your context*

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Whole Group Share-out

What is ONE challenge you are working on or ONE opportunity you see related to what you just read?

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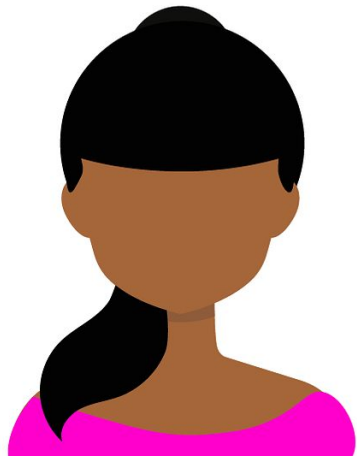
Introduction to Helpful Resources (Framing)

Inequities are not new

They're the same gaps that marginalized many of the same students before COVID-19 and that will continue to do so after the crisis if we fail to make fundamental shifts, not just to what we're doing, but also to how we're thinking. After all, what we think drives what we do…

When we talk about this crisis only in terms of its newness, we fail to recognize its connection with generations of inequity and limit the equity impact of our responses.

-Marceline DuBose & Paul Gorski, equityliteracy.org

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CCSSO's Restart & Recovery: Considerations for Teaching & Learning

Where do I find recommendations in the guidance?

1. What should each student know?

    ➔ **Priority Instructional Content**

2. How will each student learn this content, whether in-person or remote?

    ➔ **Curriculum and Instruction**

3. How prepared and how well is each student learning this content?

    ➔ **Assessment**

4. How will teachers be prepared to teach this content effectively, whether in person or remote, and meet the needs of each student?

    ➔ **Professional Learning**

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CCSSO
Council of Chief State School Officers™

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It's important to listen to students

"A lot of teachers really tried really hard to post fun assignments for you to do and make it easier for you to do. But, as the time went on, I think the teachers just got tired or they forgot how important it is to try to keep the students engaged, or maybe it was just because they had to change their learning, but they would send a video to you and say, 'Hey, here's what you'll be doing. I posted an assignment in [Google] Classroom. Go do it. It's due on this day.'"

- Evelyn Livingston, sixth grader in WI

"Obviously we need to learn, but giving us more work doesn't necessarily mean we're learning more. It's one thing for a teacher to just say that you're heard, but it's a different thing for a teacher to say, 'Ok. I'm hearing your concerns. All of you have to work during the school week. Let me look at this work load and see if this is really necessary.' I think that's one big thing: for teachers to not only hear us, but to act on the things that we're saying."

-Sophia Perry, 12th grader in TN

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Reflect: Stop and Jot

Who is a young person in your life or a student who you have taught/are teaching?

- **Name** the student to yourself
- **Hold them in your mind** as we discuss how we prioritize culturally relevant teaching practices

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Defining the Problem/Opportunity
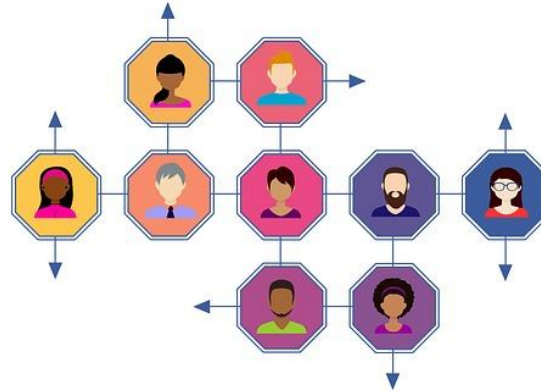
Research has shown that:

- "Black students who had one teacher of the same race in elementary school are **13 percent more likely to enroll in college than those who didn't."**
- "...all **educators hold 'slight' pro-white/anti-Black implicit bias** [Black teachers less than white teachers] and this bias is more strongly related to individual factors than contextual factors."
- "...**larger racial disparities in test scores and suspensions** [were found] in counties with stronger implicit and explicit pro-white/anti-Black bias among teachers."
- **Three studies of culturally responsive pedagogy using experimental or quasi-experimental methods have found positive outcomes**, such as increases in student academic achievement.
- 80% of teachers nationwide identify as white; 52% of our nation's 50 million public school students identify as Black, Latino/a/x, Asian/Pacific Islander, Native American or two or more races and this will increase to 56% by 2026.

Sources:
- https://nces.ed.gov/programs/raceindicators/spotlight_a.asp#f1
- Egalite, A.J., and Kisida, B. (2018). The Effects of Teacher Match on Students' Academic Perceptions and Attitudes. *Educational Evaluation and Policy Analysis, 40*(1): 59–81.
- Egalite, A.J., Kisida, B., and Winters, M.A. (2015). Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement. *Economics of Education Review, 45*, 44–52.
- https://diverseeducation.com/article/135965/
- https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/

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Defining the Opportunity

It is urgent that we **shift teacher mindsets** and **expectations** so that educators stop harming students and **create classroom environments where all students thrive**.

Defining Culturally-Responsive Teaching

- CRT is about **"building brain power"**
- Focuses on improving the learning capacity of students who have been **marginalized educationally because of historical inequities in our school systems**
- Builds cognitive capacity and academic mindset by pushing back on **dominant narratives about people of color**

"An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that **use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing***. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning." -Zaretta Hammond*

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Authors integrate CRT and the evidence-base from other fields

Type	Author	Book
Integrates CRT and Learning Science-based Practices	Zaretta Hammond	*Culturally-Responsive Teaching and the Brain*
Integrates CRT and Math Instruction	Julia Aguirre Karen Mayfield Ingram Danny Bernard Martin	*The Impact of Identity in K-8 Mathematics*
Integrates CRT and Literacy Instruction	Gholdy Muhammad	*Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*

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CRT is powerful when integrated into the content areas

"Because we are complex beings, we have racial, cultural, gender, environmental, and community identities, to name a few. Not only is it important to teach youths who they are, but educators should also teach students about the identities and cultures of others different from them. **When we have true, clear, and complete understandings about people different from us, we are less inclined to hate, show bias, or hold false views of others.**...When [students] don't know themselves, others may tell them, and sometimes that may not be positive. **With each lesson or unit plan, teachers should ask,** *How does our curriculum and instruction help students to learn about themselves or others?*"

- Dr. Gholdy Muhammad
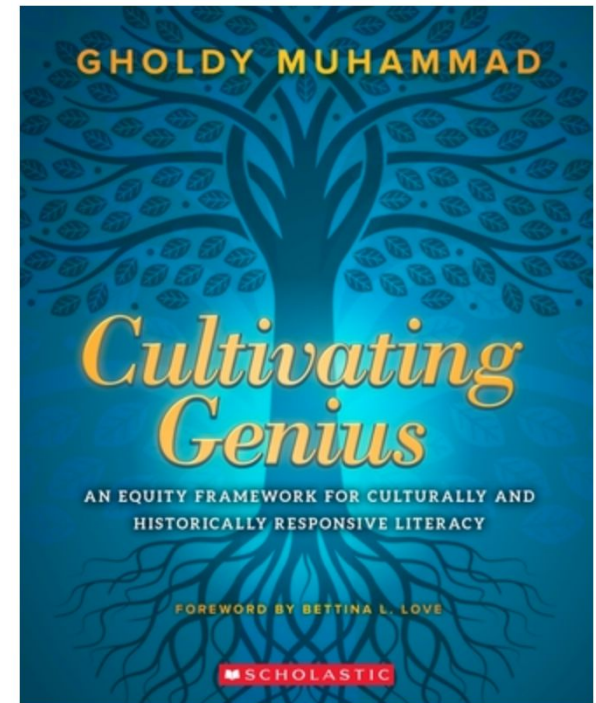
Source: Muhammad, Gholdy, and Bettina L. Love. *Cultivating Genius: an Equity Framework for Culturally and Historically Responsive Literacy*. New York, NY: Scholastic Inc., 2020.

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When teachers interrogate their identities, they support students in developing strong academic identities

"**Mathematical identities** are **the dispositions and deeply held beliefs that students develop about their ability** to participate and perform effectively in mathematical contexts and to use mathematics in powerful ways across the contexts of their lives."
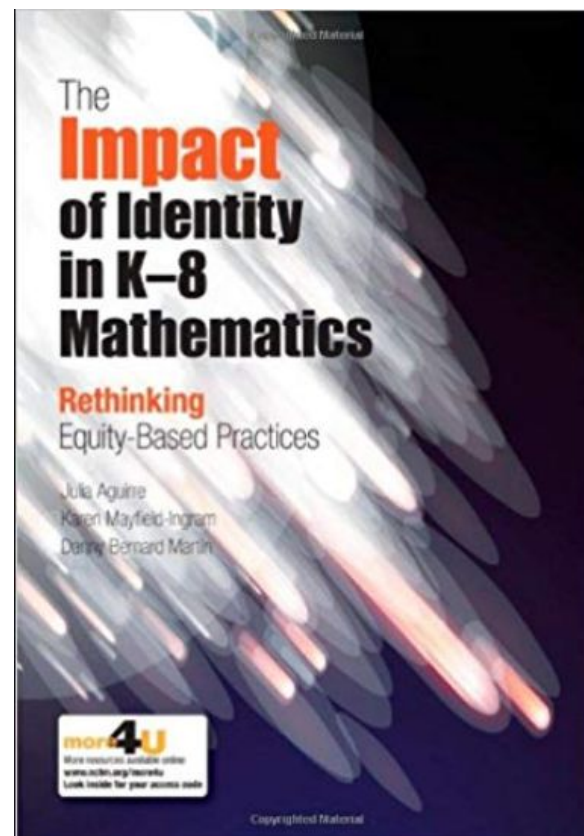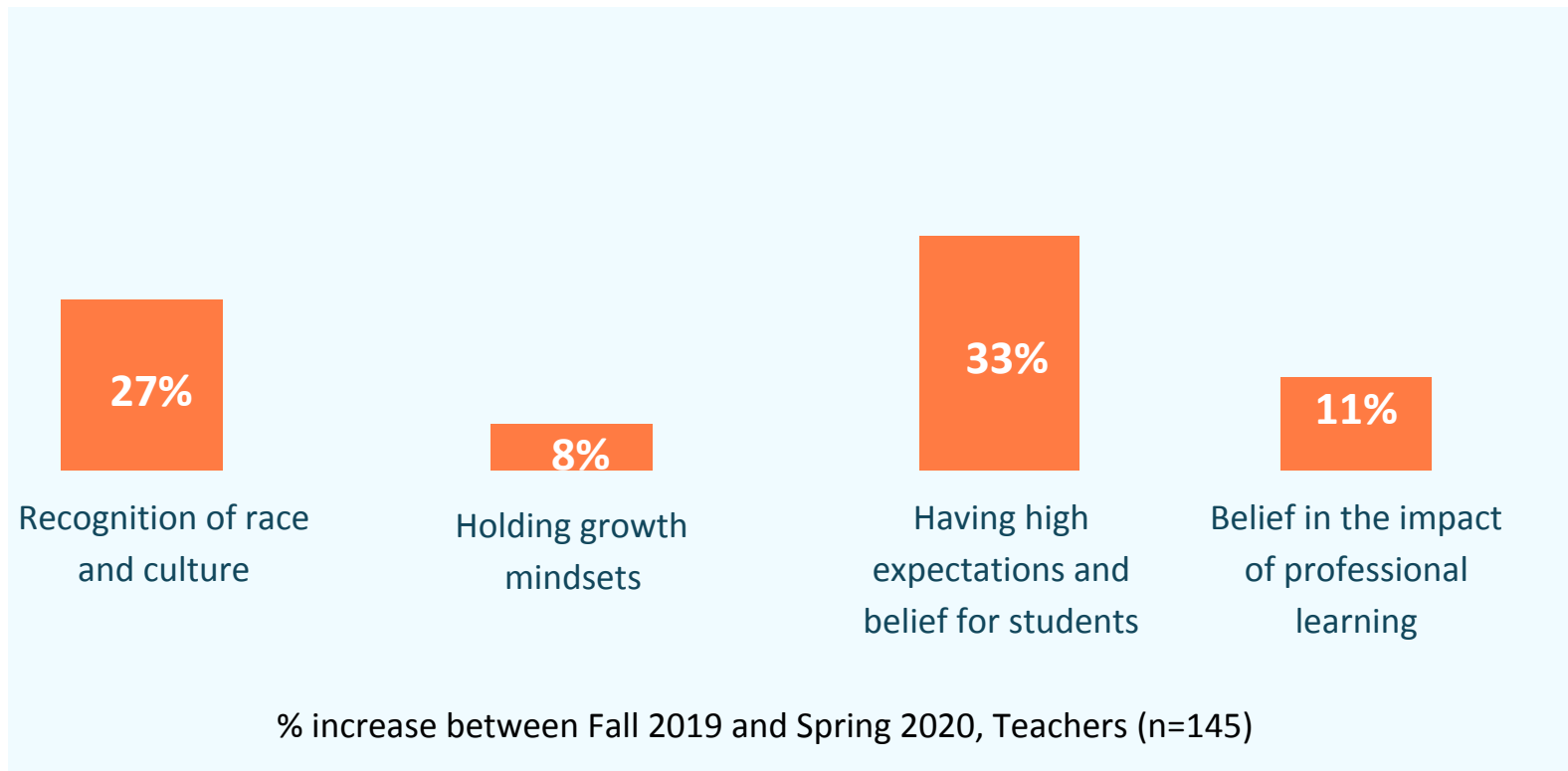

Source: The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices, by Julia Aguirre, Karen Mayfield-Ingram, and Danny Bernard Martin (p. 14)

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Early Data on Teacher Mindset Shifts

Educators complete a survey twice a year, focused on the mindsets, beliefs, and expectations most correlated to increasing student learning outcomes. The following results are from teachers who completed the knowledge survey in both Fall 2019 and Spring 2020.

See here for our lit review on teacher mindsets.

27%
Recognition of race and culture

8%
Holding growth mindsets

33%
Having high expectations and belief for students

11%
Belief in the impact of professional learning

% increase between Fall 2019 and Spring 2020, Teachers (n=145)

Teaching Lab's Remote and Hybrid Learning Principles

1. **Prioritize,** both tech and curriculum so students don't get bored from being on Zoom all-day and **continue to learn the most important content** to keep them on track
   - Tip: align tech and curriculum
2. **Build strong relationships,** as relationships are an essential part of student engagement
3. **Establish consistent instructional routines,** as students are more likely to be engaged in rigorous content if they understand what to expect and what is expected of them
4. **Center equity in all decision-making,** as we cannot allow biases about how students/families should engage in a remote/hybrid setting to get in the way of equity in engagement and learning

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Pssst...these strategies are good in any instructional context

"When it comes to distance learning, applying culturally responsive teaching requires "remixing" education by borrowing from the best practices in how kids learn in a way that repositions the student as the leader of their own learning. By giving students more agency, the idea is to disrupt old routines around teaching and learning that make the student dependent on the teacher for receiving knowledge."
- Zaretta Hammond

Strategies	How to in remote/hybrid settings:
Deepen background knowledge	- Assign non-fiction books that build on student interests - Create a "Netflix" playlist of documentaries, nature shows, historical events, etc. connected to what students are learning - Encourage kids and parents to do a walk-about to make connections, if that's possible in their community, following social distancing guidelines
Cultivate cognitive routines	- Talk to learn: teach students how to engage in discussion protocols in a remote setting; use tools they use like social media or fun tools like Jamboard or Padlet - Teach students "thinking routines": find similarities and differences, make whole to part connections, ask them to write blog post, ask them to discuss with family members (especially if they can't talk with peers due to connectivity issues)
Build word wealth	- Explicitly build vocabulary and "word consciousness" - Use online tools to encourage students to sketchnote or doodle to actively process what they're learning as an alternative to note-taking

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Strategies compiled by educators that can be used with HQIM

- **I activate student prior knowledge** by using digital tools such as Pear Deck and Google Forms to gain a deeper understanding of their background knowledge.
- **To amplify student voice,** I use breakout rooms or cooperative documents to give students opportunities to learn from one another and negotiate for meaning. My favorites include Jamboards, Padlet, and shared Google Docs, for cooperative learning opportunities.
- **I engage students with material in a variety of manners.** For example, a science lesson on dinosaurs might include a reading, a video lecture, an educational game, an online museum visit, an at-home craft, and a face-to-face discussion.
- I intentionally learn how to correctly pronounce student names and **have students share the story of their names** through identity webs.
- Greeting each of my students with a **warm welcome** when they enter my online classroom and saying goodbye at the end of every class period is a daily routine.
- If a student arrives late, I privately message the student, say hello, and say how happy I am to see them.
- I allow **students to learn from wherever is most comfortable for them** and do not question when they need to go off video.
- I do **social-emotional check-ins** each class period to learn more about their interests both in school and out of school.
- I consider my students' social and emotional well-being **by providing time for students to have brain breaks**.

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"Turn and Talk Over Zoom"

Consider: How is this lesson **culturally-responsive?** How could it be **more culturally-responsive**?

Esser. Turn and talk over Zoom. Clip 3102

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Collaborate Board

Compelling Strategies

What strategies are most compelling? What other strategies might you add? What is something new you learned?

I love how the teacher engaged students by asking questions and scaffolding their ability to make connections with the content. 1 ♥

Teacher was posing questions that allowed students to share opinions/thinking. 2 ♥

He sent students into break-outs so that they could have authentic conversations with each other. 0 ♥

Teacher gave specific information about order of speaking in the small groups and to revoice. 0 ♥

I wonder how much think time was allowed for processing beforehand. So I would make sure that time is built in to support all students who may process at different rates. 1 ♥

Clear expectations for the breakout rooms 0 ♥

Small protocol was used in the breakout room to ensure equity of voice 1 ♥

It was a topic that students could connect with - relevance. 1 ♥

Community of learners and relationships are so crucial to this work! 1 ♥

Everyone had a voice and their thoughts were all honored through the means of building upon the previous person's thoughts 1 ♥

I appreciated the teacher having the students collaborate. 0 ♥

I appreciate the clarity in directions for the turn and talk (eg who speaks first, how the second person should engage with the first persons

Providing opportunities for discussion via zoom with clear structure so

The teacher encouraged

to work - even virtually!

I learned the importance of establishing cognitive routines and that is absolutely possible to translate those best practices on Zoom! 1 ♥

Share thoughts and/or images here   250   Post

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Small protocol was used in the breakout room to ensure equity of voice

It was a topic that students could connect with - relevance.

Community of learners and relationships are so crucial to this work!

Everyone had a voice and their thoughts were all honored through the means of building upon the previous person's thoughts

teacher having the students collaborate.

I appreciate the clarity in directions for the turn and talk (eg who speaks first, how the second person should engage with the first persons thoughts).

Providing opportunities for discussion via zoom with clear structure so students were clear on expectation of acidity and very engaged. Is the link for this video available?

The teacher encouraged conversation and student voice

Students had intentional structure (protocol, order of speaking) from which to work - even virtually!

Using the breakout room to allow students opportunity to discuss the learning for the day (exit ticket).

I learned the importance of establishing cognitive routines and that is absolutely possible to translate those best practices on Zoom!

I think a Jamboard would offer opportunities to capture and value thinking as well as adding some accountablity for rigorous responses when the teacher leaves the room.

Turn & talk is important to give all students a voice. Setting up protocols is also important in providing an opportunity for all to engage in conversation.

Directions intentionally supported students in making connections to each others thoughts which affirms learners identities.

Students had the opportunity to build background knowledge to be successful while engaging in academic discourse with their peers.

Share thoughts and/or images here

250

Post

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Introduction to Equity: Wisconsin's Model to Inform Culturally Responsive Practices

Validate | Affirm | Build | Bridge

Wisconsin's Model to Inform Culturally Responsive Practices

Wisconsin's Framework to an Equitable MultiLevel Systems of Supports
Equity: Wisconsin's Model to Culturally Responsive Practices

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The WILL

WILL: Desire to lead

Become self-aware

Examine the system's impact on families & students

Believe all students will learn

EQUITY: CULTURALLY RESPONSIVE PRACTICES

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Reflection Questions

How does **WILL** show up in…

- Your personal examination of your culture, beliefs and biases?
- Your personal and professional practices?
- Conversations about students and their families?
- Conversations with students and their families?
- Personal, professional and institutional decision-making?
- How do we assist in personal identity development?
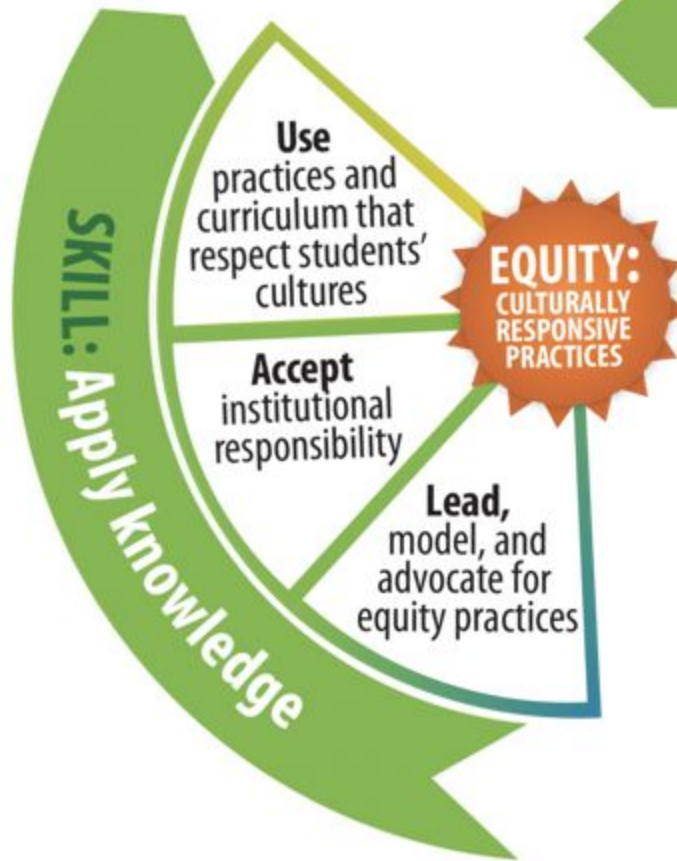- Are the materials in our classroom supportive of positive identity development?

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The FILL

Reflection Questions

How does **FILL** show up...

- To allow for us to create safe spaces so we can be open to the multiple perspectives?

- To allow for us to create a safe space for students and families to have an equal voice and be a partner in solution-seeking and are comfortable to offer ideas?

- To provide us the chance to interrogate purposefully, the stereotypes that are perpetuated throughout our practices and resources/curriculum?

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The SKILL

SKILL: Apply knowledge

Use practices and curriculum that respect students' cultures

Accept institutional responsibility

Lead, model, and advocate for equity practices

EQUITY: CULTURALLY RESPONSIVE PRACTICES

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Reflection Questions

What **SKILLS** do you need to develop so you can…

- Build a professional community of support to persevere in leading this work?
- Take action...apply your skills…?
- Provide students with the knowledge and opportunities they need for interactions with other students and families whose race or culture differs from their own?
- Provide consistent opportunities for students to speak about and stand up to inequities when they see them?
- Does our system acknowledge the practices and beliefs that have created inequities and seek opportunities for courageous conversations about needed changes?

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I AM SOMEBODY

By Andreal Davis

I am somebody.
I am capable & loveable.
I am teachable & therefore
I can LEARN.
I can do anything when I try.
I'll be the best I can be.
Each Day.
Each Day.
Each Day.
I will not waste time.
Because it's too valuable.
And I am too precious & bright.
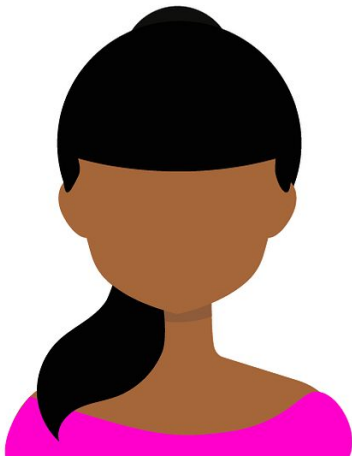I am somebody.
I **am** somebody.
I am **somebody**!
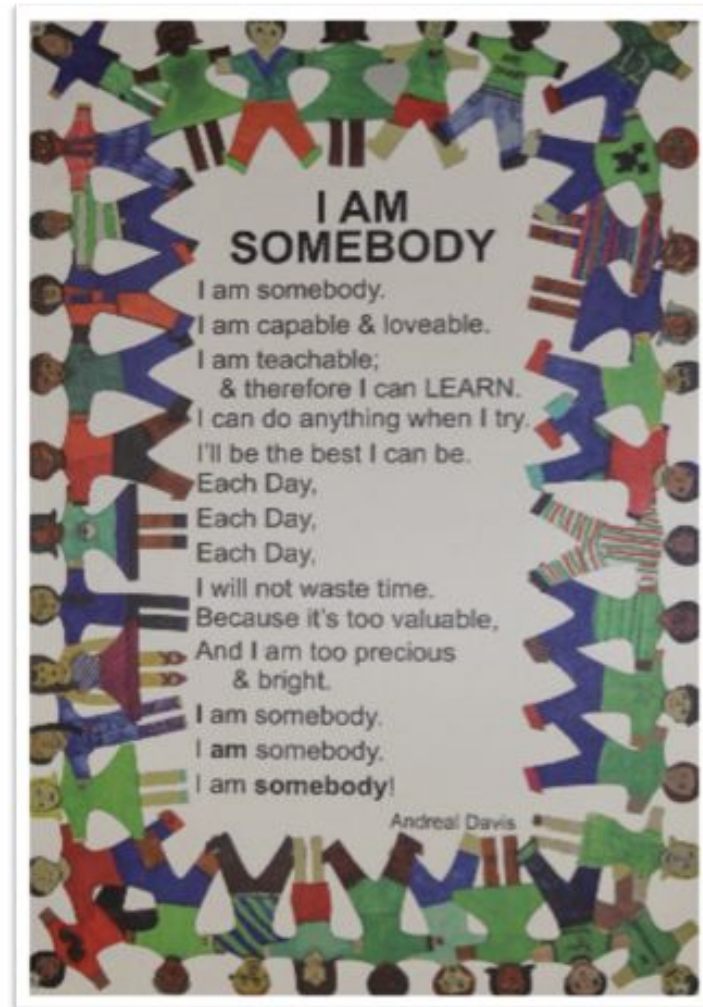
I Am Somebody YouTube Video

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Whole Group Share-Out

We're in this together!

Stop and jot a reflection on what you just heard.

Is there a reflection you'd like to share?

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Panel Discussion

Panelist Discussion

Kao Moua Her
Wisconsin RtI Center
Technical Assistance
Coordinator-Academic

Melissa Moe
CESA 11
Education Consultant

Ryan Colon
Director of Math
Content Design
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Breakout Discussion

Breakout Discussion

Read the Planning Questions

Focus on the **"Green Section"** or "The Skills" for your group discussion

How will these questions help you **center culturally-responsive teaching as you plan for remote and/or hybrid instruction**?

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Closing

Collaborate Board

What is **one big reflection** you have from today?

What is **one lesson learned** that will influence the way you plan for equity in remote and hybrid instruction?

Pssst...these strategies are good in any instructional context

"When it comes to distance learning, applying culturally responsive teaching requires "remixing" education by borrowing from the best practices in how kids learn in a way that repositions the student as the leader of his own learning. By giving students more agency, the idea is to disrupt old routines around teaching and learning that make the student dependent on the teacher for receiving knowledge."

- Zaretta Hammond

Strategies	How to in remote/hybrid settings:
Deepen background knowledge	● Assign non-fiction books that build on student interests ● Create a "Netflix" playlist of documentaries, nature shows, historical events, etc. connected to what students are learning ● Encourage kids and parents to do a walk-about to make connections, if that's possible in their community, following social distancing guidelines.
Cultivate cognitive routines	● Talk to learn: teach students how to engage in discussion protocols in a remote setting; use tools they use like social media or fun tools like Jamboard or Padlet ● Teach students "thinking routines": find similarities and differences, make whole to part connections, ask them to discuss with family members (especially if they can't talk with peers due to connectivity issues)
Build word wealth	● Explicitly build vocabulary and "word consciousness" ● Use online tools to encourage students to sketchnote or doodle to actively process what they're learning as an alternative to note-taking

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Strategies compiled by educators that can be used with HQIM

- **I activate student prior knowledge** by using digital tools such as Pear Deck and Google Forms to gain a deeper understanding of their background knowledge.
- **To amplify student voice,** I use breakout rooms or cooperative documents to give students opportunities to learn from one another and negotiate for meaning. My favorites include Jamboards, Padlet, and shared Google Docs, for cooperative learning opportunities.
- **I engage students with material in a variety of manners.** For example, a science lesson on dinosaurs might include a reading, a video lecture, an educational game, an online museum visit, an at-home craft, and a face-to-face discussion.
- I intentionally learn how to correctly pronounce student names and **have students share the story of their names** through identity webs.
- Greeting each of my students with a **warm welcome** when they enter my online classroom and saying goodbye at the end of every class period is a daily routine.
- If a student arrives late, I privately message the student, say hello, and say how happy I am to see them.
- I allow **students to learn from wherever is most comfortable for them** and do not question when they need to go off video.
- I do **social-emotional check-ins** each class period to learn more about their interests both in school and out of school.
- I consider my students' social and emotional well-being **by providing time for students to have brain breaks**.

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Let's Celebrate!

Add to the chat: Who is someone who pushed your thinking, supported your learning, or made this session more enjoyable?

Shout Outs!

Join Teaching Lab Curriculum Hubs!

Are you interested in seeing what virtual professional learning for ELA or Math high-quality instructional materials *looks, sounds and feels like*? We are offering this FREE opportunity to 10 WI teams!

If you are already implementing, or interested in piloting or implementing EL Education's (K-5) or Illustrative Math's (6-12) curriculum, join Teaching Lab's Curriculum Hub sequence of learning, beginning in Winter 2021!

Purpose: to engage in curriculum-specific professional learning *like a teacher* with an instructional leadership team in your district or CESA to support:

- Building ELA or Math content & pedagogical content knowledge
- Improvement of teacher practice in the (in-person, hybrid or virtual) classroom
- Culturally responsive teaching
- Supporting students with unfinished learning

Click here for interest form

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Wrap-Up: Help us continuously improve!

Please take our **one-minute** survey!

Access the Link Here

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Share resources on social media

We're learning about new resources everyday.

Share your resources with us on social media!

@TeachinglabHQ

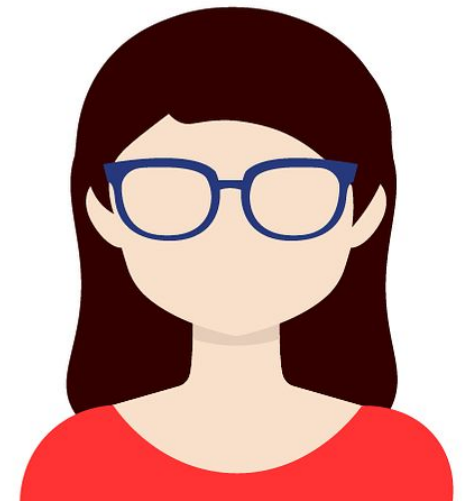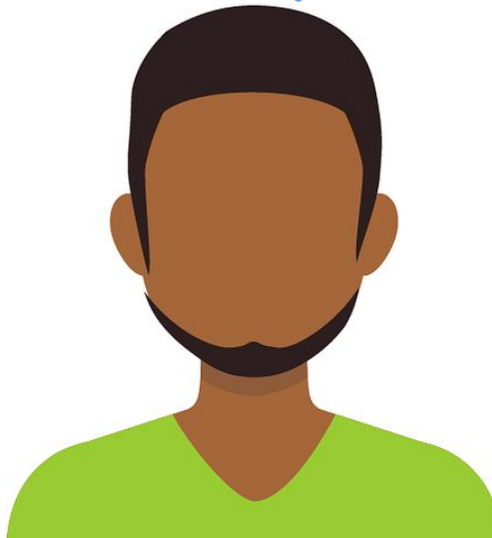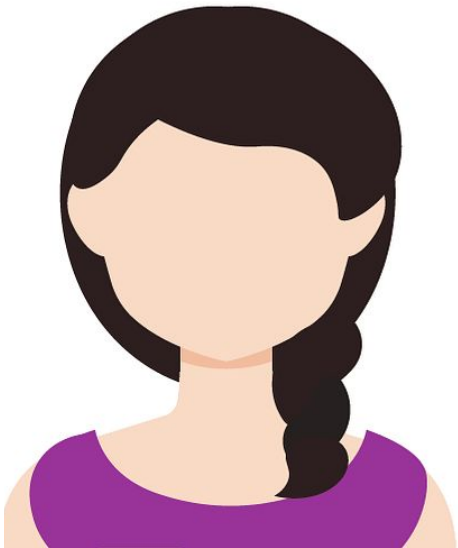**Or email them to us and we'll post:**
cara.grom@teachinglab.org

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Additional Resources

Additional CRT Strategies

1. **Get to know your students on their terms.**
Teachers can use online forums to allow students to introduce themselves on their own terms. Start by introducing yourself including culturally meaningful aspects of your self-identification. Then, assign all students to similarly introduce themselves to you and the whole class. Younger students might do this with a picture or recorded video while older students can simply write an introduction.

2. **Engage students in critical self-reflection.**
Students can learn material during online sessions, reflect before class, and then discuss the material when meeting face to face to help others reflect on the culturally contextualized material. This can be as simple as journaling after a history lesson or as intricate as working in synchronous online groups to break down inequities from the same lesson. Teachers can use writing prompts and breakout groups to encourage students to reflect on related experiences and build background knowledge and respect for others' individual experiences.

3. **Create multimodal learning stations.**
Online and hybrid learning offers a unique opportunity for this kind of learning where students can engage with material in a variety of manners. For example, a science lesson on dinosaurs might include a reading, a video lecture, an educational game, an online museum visit, an at-home craft, and a face-to-face discussion.

4. **Use counter-stereotypic exemplars.**
Counter-stereotypic exemplars are images that represent individuals in ways that are not consistent with stereotypes such as a Black male teacher, a female construction worker, or a Latina surgeon. By including pictures that represent counter-stereotypes, students can see themselves and others represented in different manners. Not only will this contribute to a reduction in their own biases, but it can also encourage students to excel in a wider variety of occupational fields.

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SAP's Priority Instructional Content

2020-21 Priority Instructional Content Considerations in Literacy and Math

2020-2021   June 2020

PRIORITY
INSTRUCTIONAL
CONTENT IN
ELA/LITERACY AND
MATHEMATICS

STUDENT
ACHIEVEMENT
PARTNERS

- **Determine how to bring students into grade-level instruction, not when**

- **Focus on standards that represent major work of ELA/Math**

- **Facilitate Social Emotional & Academic Development through promoting equity of student voice and responsibility**

- **Guidance for teachers + coaches by grade-level**

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WI Created their Own Version Aligned with Your Context

WI Priority Instructional Content in ELA and Math

Wisconsin Priority Instructional
Content in English Language Arts
and Mathematics
2020-2021

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What it is and What its not

WI Priority Instructional Content in ELA and Math

Priority Instructional Content IS...	Priority Instructional Content IS NOT...
● For use during 2020 - 2021	● A permanent narrowing of curriculum
● One way to address educational equity by ensuring meaningful instruction for all learners	
● Major content likely to lead to college and career readiness	● The only content that should be taught
● A way for all learners to access grade-level content while completing unfinished learning from previous years	● Replacing universal instruction and grade-level content with remediation or intervention
● One way to use academic instruction to meet students' social emotional learning needs	

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Equity: Just in Time vs Just in Case

Just in case: try to cover, in an expedited fashion, the units that students missed at the end of last year, before moving on to any grade-level content.

BUT this may cause **unnecessary deficit mindsets**, **frustrate kids** right off the bat by focusing on what they maybe didn't learn last year, and **eat up time** in a year when time is going to be at a real premium.

Just in Time: A just-in-time approach **focuses forward on the current grade-level content**, rather than backward on the skills missing from the prior grade. It gives your students the chance to feel some learning momentum, as they continue to acquire new skills and understanding.

Remediation

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What's the connection to HQIM?

Publishers took the guidance and adapted their instructional materials!!

Many of these materials are open source and available for you to use NOW

Collaborative For Student Success shares:

- **Adjusted curriculum scope and sequences**
- Info on how publishers provide **educators with specific supports to use materials for remote and hybrid learning**
- Info on how publishers **provide students, families and other caregivers supports for using materials at home**

SO MUCH AWESOME

memegenerator.net

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Bring Caregivers into the Classroom

Seek Common Ground and **Student Achievement Partners created Family Guides** to help anyone supporting a child's learning in the 2020-21 school year learn more about what children should know and be able to do, grade by grade, in math and literacy.

What does look like in practice?

Check out this case study on Teaching Lab's work with Freire Charter Schools in PA

Education

TOPICS / PROFESSIONAL LEARNING FOR EDUCATORS

How to Accelerate Learning for All Students in the 2020–21 School Year

Carnegie Corporation of New York grantees support grade-level instruction to overcome lost learning caused by the pandemic

Stephanie Hirsh, September 1, 2020

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Reminder: definition of terms

Synchronous Learning

- a learning event in which a group of students is engaged in **learning at the same time**
- **Examples**: in-person class, webinar held with class, small group instruction, etc.

Asynchronous Learning

- students learn **at their own time and at their own pace**
- **Examples:** Watching recorded videos, using Lexia/Dreambox in a self-paced way, etc.

How many times synchronous and asynchronous were said during Day 1 of Remote Professional Development

@CHICAGO.TEACHER.MEMES

Synchronous | Asynchronous

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"The Answer is In The Room"

"**Overall the research suggests that** "good" learning at any age or stage is simply good learning across any modality**, assuming that the design for online approaches acknowledges and capitalizes on differences experienced by learners in online environments.** Put another way by Clark in 1983, "…**media are mere vehicles that deliver instruction** but do not influence student achievement **any more than the truck that delivers our groceries causes changes in our nutrition**."

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What does look like in practice?

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Education

TOPICS / PROFESSIONAL LEARNING FOR EDUCATORS

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Stephanie Hirsh, September 1, 2020

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Resource on student engagement in remote learning

VOICES | TEACHING & LEARNING

How Can Educators Tap Into Research to Increase Engagement During Remote Learning?

By Kerry Rice and Kristin Kipp   May 6, 2020

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How Teachers Can Increase Learner Engagement in a Remote Classroom

- **Post regular announcements:** A funny video or meme along with a hello and a weekly reminder of due dates can go a long way in reconnecting learners.
- **Reply early and often:** Students need to feel that teachers are immediately available to help and may feel isolated when educators take a full business day to respond to a request for help. Quick communication builds connection.
- **Vary communication tools:** Teachers should consider the communication preferences of individual students and make sure that their tools are best positioned to respond to students' questions. **Phone calls, synchronous video tools, instant messaging or texting** are all good options to use in combination.
- **Use feedback to build relationships:** Providing personalized feedback to let students know their work has been reviewed can strengthen relations. Video feedback is also effective in building a connection with learners.
- **Physical connections under social distancing:** Teacher parades and chalk messages on students' sidewalks are a great example of recent efforts teachers have taken to demonstrate their level of commitment to maintain high levels of engagement with their students. Similar online approaches such as recorded or live book readings and virtual office hours can be just as effective.

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Resource for how to engage families during distance learning

GETTING STARTED WITH REAL FAMILY ENGAGEMENT DURING DISTANCE LEARNING

A REAL Family Engagement Resource

FLAMBOYAN FOUNDATION

OVERV

From families to nation we are n learning at hom educators and f ensure all stude At Flamboyan v **Engagement** h

» **Connect** with families to ensure they are physically healthy and emotionally well before assigning academic directives. Consider using our Wellness Check In to do so.

» **Schedule** conversations with families in advance, at a time that is convenient for the family. When you reach out to families, ask "Is now a good time to talk?"

» **Ask** families what is most important to them and their child.

» **Encourage** staff members who have existing relationships with the family to be a bridge and continue their relationship.

» **Practice two-way communication** with families and meet their needs! **Learn** each of your families' communication preferences. For example, do you know:

- *What is their preferred method?* Text, email, phone call, FaceTime, Facebook message, etc.
- *How often do they want to be contacted?* Daily, weekly, bi-weekly, etc.
- *What they would like to get out of each engagement?* Does the family want ideas and resources, a thought partner, or something else?

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The Learning Accelerator's Driving Quality in Remote Learning

Driving Quality in Remote Learning:
A framework for research-informed remote experiences for K-12 learners

September 2020

Created by The Learning Accelerator

Interested in helping us make this document better? Provide suggestions, questions, or links to relevant resources by using the comments feature.

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Day in the Life (DILO) resources are Useful for system-level leaders

2: Districts adapt a starter list of operational questions associated with each activity

ILLUSTRATIVE EXAMPLE ONLY – NOT A RECOMMENDATION FOR A SCHOOL DAY

Maria – 5th grade in-person GenEd student

1 Maria travels to school
7:15 – 7:45 AM

2 Maria arrives at school
7:45 AM
- Where does Maria go after disembarking the bus?
- Who conducts Maria's health screening, how, and where?
- What does Maria do after she passes her health screening?

3 Maria sits in her homeroom seat
8:15 AM
- How are desks/ tables arranged?

4 Maria has morning classes
8:15-11:30AM
- What space(s) is she using?
- What subjects is she learning?
- How is she graded?
- By whom is she taught?
- Which peers are in her class?
- Is she learning the same content as peers who remain remote?
- What objects does she share with others?

5 Maria eats lunch
11:30 AM – 12:00 PM
- Where does she eat?
- How does she receive her lunch/ what does she eat?
- What protocols are in place?
- Who is coordinating/ supervising?
- How does she get to her next activity?

6 Maria has recess
12:00-12:20 PM
- Is physical distancing enforced?
- Is group size restricted?
- Are there hand sanitation protocols?
- What equipment is she using?
- What space does she use?
- Who enforces/ supervises rules and procedures?

7 Maria has afternoon classes
12:30 - 2:00 PM
- What space(s) is she using?
- What subjects is she learning?
- How is she graded?
- Are her classmates and teacher the same as in homeroom?
- Is she learning the same content as peers who remain remote?
- What objects does she share with other?

Operational questions

Details to follow

8A Maria goes home
2:15 PM
- How are the hallways set up?
- Where does she exit the building?
- How does she leave campus?
- What does she take home with her vs. leave at school?
- Does she end her school day the same time as all other students?
- Who is coordinating/ supervising?

OR

8B Maria goes to after care
2:15 PM – 6:00 PM
- Where does she go if she needs after-care?
- What extra-curriculars are available?
- How does she interact with others during this activity?

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SAP's Blogs have great and accessible resources

CLASSROOM STRATEGIES

Fostering Academic Discussion Online

By: Match Fishtank

POSTED: 08/24/20

Share   Print

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SAP's Blogs have great and accessible resources

Amplifying Student Voices During Distance Learning

Using asynchronous tools to create a math share-out for the kindergarten classroom

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SAP's Blogs have great and accessible resources

CLASSROOM STRATEGIES, TOOLS AND RESOURCES

5 Ideas to Engage K-2 Students in Math Remotely

Using video, interactive platforms, and at-home materials to support math instruction for young students

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Appendix

The Paradigm Shift

From Professional learning that is …

- One and done
- Disconnected from curriculum
- Top-down
- Not based in evidence
- Not linked to student learning
- Does not connect equity to instructional shifts
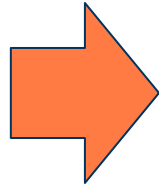
To Professional learning that is…

- Cyclical and **ongoing**
- **Relevant** to curriculum
- Grounded in **evidence-based** practices
- Always linked to **student work analysis**
- Centers **equitable instruction** for **equitable outcomes**

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The Head, Heart, Habits Effect

Common Versions of PD	Understand & Use HQ Content?	Build Community & Leadership?	Engage in Cycles of Learning?	What Happens
Top-Down	🧠	🚫❤️	🚫⚙️	Teachers are told what to do; low buy-in or resentment leads to passive compliance or resistance.
Feel-Good	🚫🧠	❤️	🚫⚙️	Teachers meet and feel good but are not supported to learn and grow their practice.
Slow Learning	🚫🧠	❤️	⚙️	Teachers engage in cycles of learning but progress slowly without the benefit of research-based content; may even adopt ineffective or counterproductive techniques.
Lonely-Slow Learning	🚫🧠	🚫❤️	⚙️	Teacher learning is neither research-based nor collaborative; teachers are overwhelmed and revert to traditional teaching methods.
Professional Learning	🧠	❤️	⚙️	Teacher-led communities are focused on core academic content and repeated cycles of inquiry, building social capital and buy-in from teachers to dramatically improve teacher learning.

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