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Webinar: 12 Things Equity-Focused Teachers Should Say To Students In The New School Year

09.08.2020

Welcome

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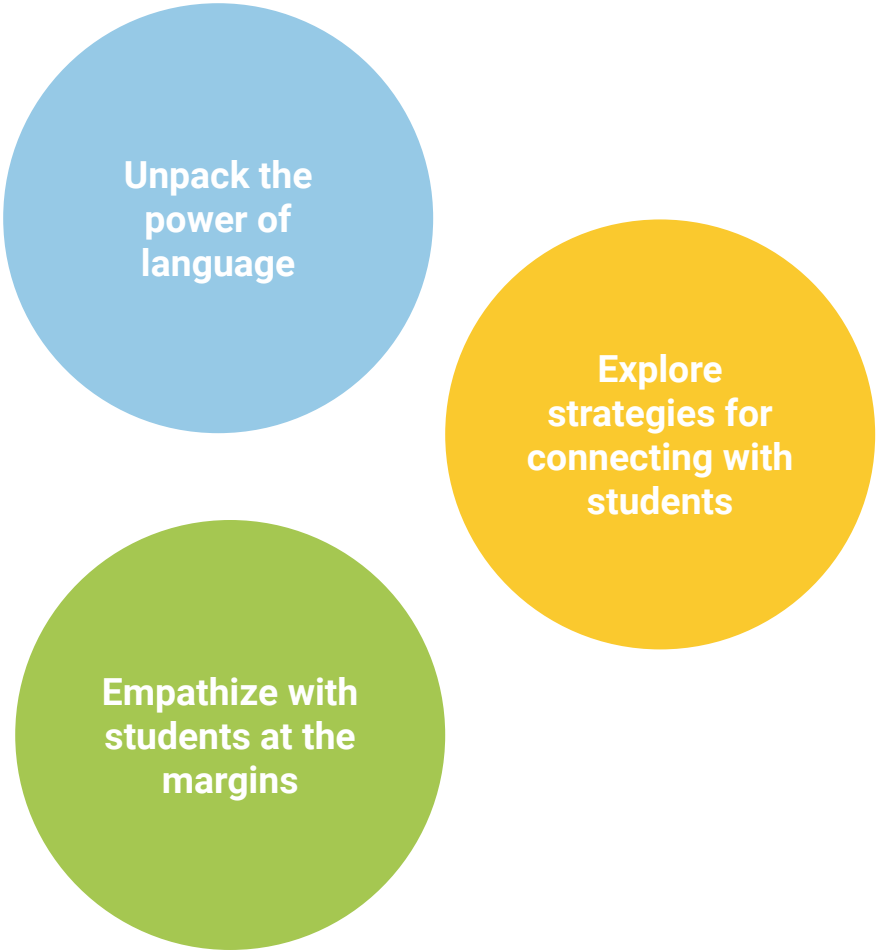
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"Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers"

- Cesar Chavez

How are you using **language** to build a road map for inclusive and equitable **culture** in your classrooms?

Objectives

Unpack the power of language

Explore strategies for connecting with students

Empathize with students at the margins

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12 THINGS EQUITY-FOCUSED TEACHERS CAN SAY TO STUDENTS AS YOU RETURN TO SCHOOL

As school returns, we know this year presents unique challenges and changes to both educators and students. With such change, it may be especially difficult to communicate with students. While your intentions may be good, sometimes the impact of what we say can have unintended consequences. Consider some of these alternatives to have the impact you wish to have to start the year on a strong note.

AVOID SAYING	HERE'S WHY	INSTEAD, SAY:
"Now class, everyone please turn on your video." -Or- "[Insert student name], why don't you have on your video?"	Not every student is in a position where they can afford to turn on their video. Shift your focus away from pointing out which students are not on video or making video mandatory, to instead focus on making space for each student to navigate the complexities of this moment with creativity and support.	"Good morning, everyone! If you are able to, join the class by video. If not, feel free to participate in the lesson by chat or use the reactions button to give a thumbs up. You can also unmute yourself when you would like to share." ▶ Or have the class all create cool virtual backgrounds together perhaps around a class theme ▶ Or have students share about how they feel about having their cameras on in a survey or journal response
"With everything happening in the world, the riots and looting - I just want to check-in on everyone. Did anyone have their homes damaged?"	While there were agent provocateurs amongst the crowds at BLM protests nationwide, demonstrations were primarily composed of peaceful protesters. Avoid using language that puts emphasis on destruction and property damage. The conversation should focus on people, not property.	"This year there have been many Black Lives Matter protests across the world. I know this has impacted everyone in different ways. So I just want to check-in and see how you are doing. If you don't wish to talk about it, that's ok as well. Either way, I'm here."
"Good to see that you're all alive and well!"	For those impacted by the virus, racial injustice, or other traumas not as readily visible, they may feel a need to "perform wellness" to meet this standard. Also, considering the profound loss of life this year, statements that put such emphasis on living and health may be triggering for students.	▶ "Welcome everyone! I am excited to learn from and with each of you this year."
"I know that learning this way is not ideal. I'm not that worried about the virus, but this is what we have to do for now."	For those that have lost family members, friends, and acquaintances to COVID-19, any comment that diminishes the impact of the virus can be hurtful. Focus more on finding ways to shift everyone's thinking around distance learning toward excitement.	"I know that there are many changes to how we are learning for now, but I'm excited to try some new things with you all this year." ▶ Consider trying an activity that is enhanced by -or- only possible through virtual platforms like zoom or google hangouts.

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12 THINGS EQUITY FOCUSED TEACHERS SHOULD SAY

AS THEY RETURN TO SCHOOL

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Focusing On Summer

1

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Reflect on Your Summer:
- **Name, Role**
- **I went to…**
- **I went with…**
- **It was…**

Put your answers in the chat.

Focusing on Summer - Avoid Saying:

"How was your summer?"

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The "How was…" Effect

How? vs. What matters!

sage

BECOME: ⟶	
How do you do it?	What refusal have I been postponing?
How long will it take?	What is the commitment I am willing to make?
How much does it cost?	What is the value of it to me?
How do you get those people to change?	What is my contribution to the problem?
How do you measure it?	What is the judgment I need to make?
How have other people done it successfully?	What do we want to create together?

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Just a note of transparency...

12:11

Tweet

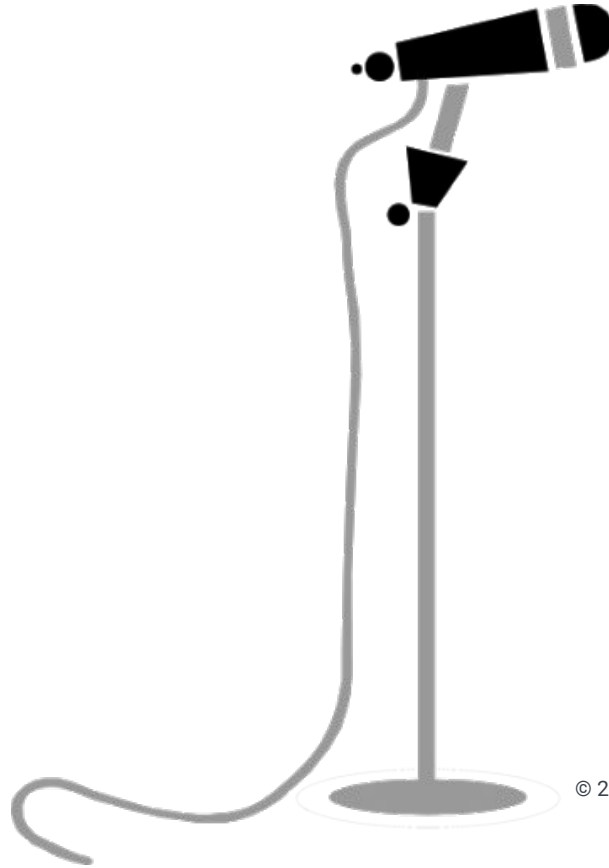Just a note of transparency... not everyone has a "fun fact" or "something interesting happened over the "break"." Some of your teachers (and students) have experienced trauma, death, and are currently grieving.

8:19 AM · 8/24/20 from Houston, TX · Twitter for iPhone

29 Retweets and comments **95** Likes

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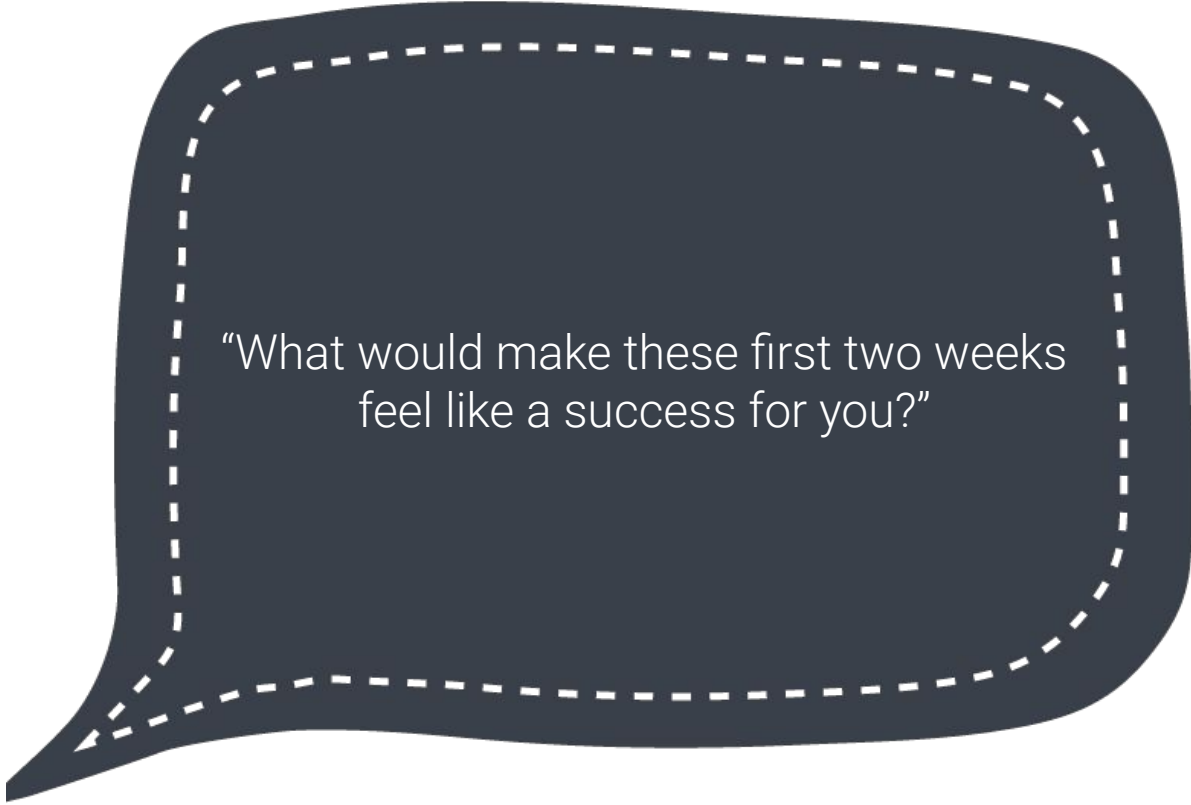
Build Trust with "Open Mic" Discussions: What Do You Need?

Give Students a Seat at the Table

Prompt Excitement for the School Year - Instead Say:

"What would make these first two weeks feel like a success for you?"

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What Students Need Right Now

"It's the way that you teach your students."

"Helping people find their goal."

"With mentorship, you have to always show up."

"The social aspect of school is also very important to the well-being of students."

"Til today, I have my own planner."
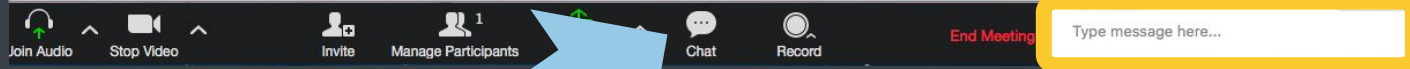
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2 Discussing Protests

How might you go about checking in with students surrounding the racial climate of the summer?

Put your ideas in the chat.

Discussing Protests

"With everything happening in the world, the **riots and looting** - I just want to check-in on everyone. Did anyone have **their homes damaged**?"

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Reinforcing Associations of Blackness & Criminality

Seeing Black: Race, Crime, and Visual Processing

- Black faces influence participants' ability to spontaneously detect degraded images of crime-relevant objects
- Activating abstract concepts (i.e., crime and basketball) induces attentional biases toward Black male faces

Jennifer Eberhardt, et al 2004
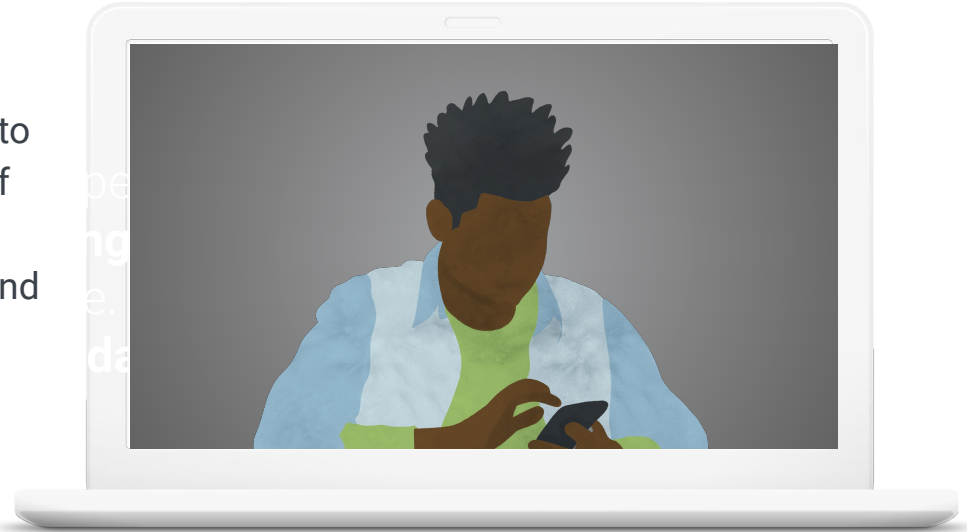
Understanding The Root of Riots

*"Certain conditions continue to exist in our society, which must be condemned as vigorously as we condemn riots. But in the final analysis, **a riot is the language of the unheard.** And what is it that America has failed to hear? It has failed to hear that the plight of the Negro poor has worsened over the last few years. It has failed to hear that the promises of freedom and justice have not been met. And it has failed to hear that large segments of white society are more concerned about tranquility and the status quo than about justice, equality and humanity. And so in a real sense **our nation's summers of riots are caused by our nation's winters of delay.** And as long as America postpones justice, we stand in the position of having these recurrences of violence and riots over and over again. Social justice and progress are the absolute guarantors of riot prevention"*

- Martin Luther King Jr. 1967

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Unpacking Language In Response To Riots

Q. How would you define somebody who smashes in the window of a television store and takes what he wants?

BALDWIN: Before I get to that, how would you define somebody who puts a cat where he is and takes all the money out of the ghetto where he makes it? **Who is looting whom?** Grabbing off the TV set? He doesn't really want the TV set. He's saying screw you. It's just judgment, by the way, on the value of the TV set. He doesn't want it. He wants to let you know he's there. The question I'm trying to raise is a very serious question. **The mass media-television and all the major news agencies-endlessly use that word "looter".** On television you always see black hands reaching in, you know. And so the American public concludes that these savages are trying to steal everything from us, And no one has seriously tried to get where the trouble is. After all, **you're accusing a captive population who has been robbed of everything of looting.** I think it's obscene.

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How To Discuss Protests

1

Dissociate Black people from violence & crime

2

Communicate the value of people over property

3

Contextualize riots in American history

4

Co-develop digital literacy & critical analysis of media coverage

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Discussing Protests: *Where To Start*

This year there have been many Black Lives Matter protests across the world. I know **this has impacted everyone in different ways.** So I just want to check-in and see **what do you need**. If you don't wish to talk about it with me, that's ok as well. **Either way, I'm here.**"

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Contacting Students & Families

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CLICK and BUY

With shops closed, what have people been buying online?

SHIFTING TO ONLINE PURCHASES BECAUSE OF THE COVID- 19 PANDEMIC 2020, BY CATEGORY IN PERCENT	GER	UK	USA
RESTAURANT DELIVERY / TAKEAWAY	12	18	33
FOOD AND DRINK DELIVERY (E.G. FROM SUPERMARKET)	9	24	31
HYGIENE PRODUCTS (E.G. HAND SANITIZER, TOILET PAPER)	12	18	30
HEALTH PRODUCTS (E.G. MEDICINE)	12	12	20
CLOTHING	20	20	20
BOOKS	12	16	13
CONSUMER ELECTRONICS, HOUSEHOLD APPLIANCES, FURNITURE	8	8	9

PIZZA

The NEW normal?

Almost **80%** of students worldwide are currently impacted by the closure of educational insitutions.

At the end of February 2020, 0.3 billion learners had been affected by school closures. By late March this figure had risen to 1.38 billion.

0.3 b   1.38 b

SCHOOL'S out for ... ?

Where possible, learning is now taking place online, on TV or even via the radio!

The rise of REMOTE WORKING

Before the outbreak of coronavirus, just 7% of Americans regularly worked from home. As of April 2020, this figure had risen to 20%.

7%   20%

Following the pandemic, **68%** of employees in Germany would like to work remotely more often.

A shift already adopted by some major companies including Twitter which has extended its WFH policy until "forever"...

GAME TIME!

With people confined to their homes, online gaming has experienced a surge in popularity.

Global video game sales rose by **63%** in March 2020.

Likewise for eSports, global viewership of ESL Pro League increased from 115,000 in 2019 to 146,000 in 2020.

115,000   146,000

20% of Germans reported spending more time playing video games in March 2020. In the US, this figure was as high as 45%.

20%   45%

statista Content & Design

Contacting Students & Families - Avoid Saying:

"I've done all that I can, [name] hasn't responded to any of my messages."

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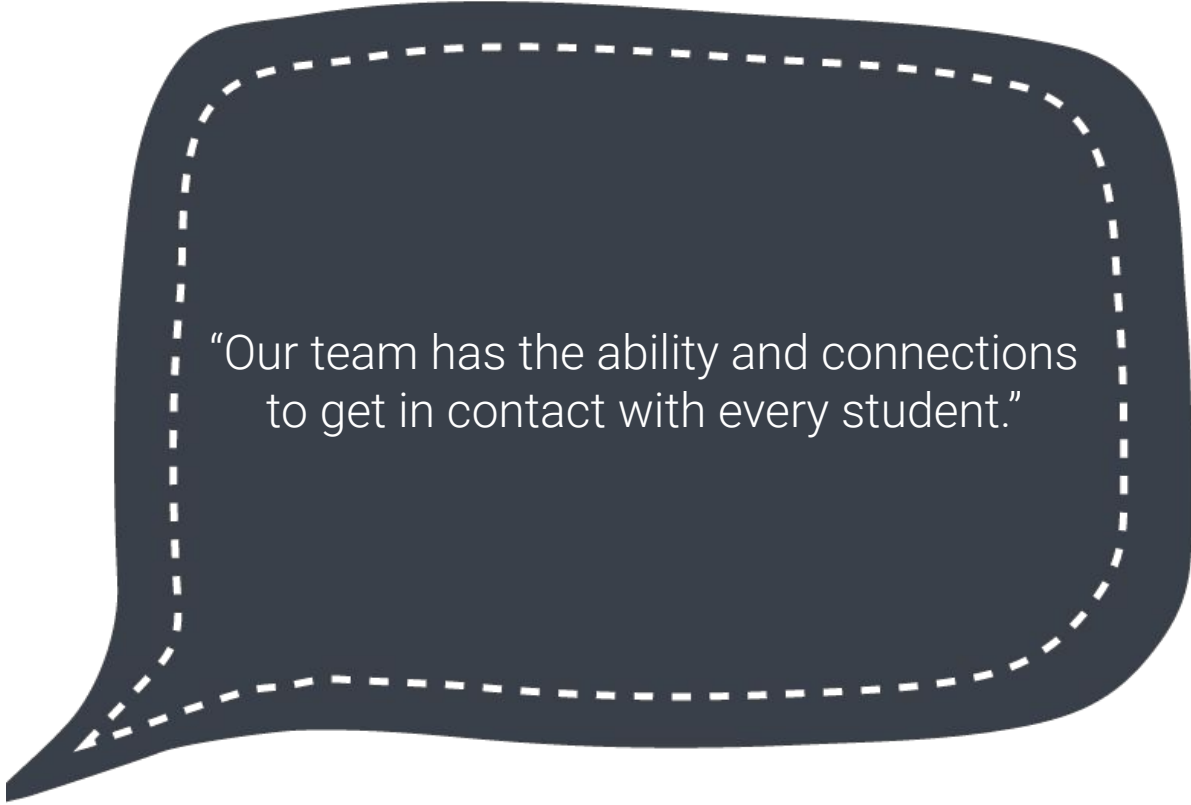
Children Will Bear the Brunt of a Looming Eviction Crisis

- Mikaela's mother, Ashley Johnson, has lost track of all the places they've lived.
- Mikaela just completed eighth grade. She has lived the kind of transient life that school leaders worry about — especially now.
- Educators fear the upheavals created by the coronavirus will cause more instability for low-income families already struggling to find and afford decent housing.

    - Hechinger Report, 2020

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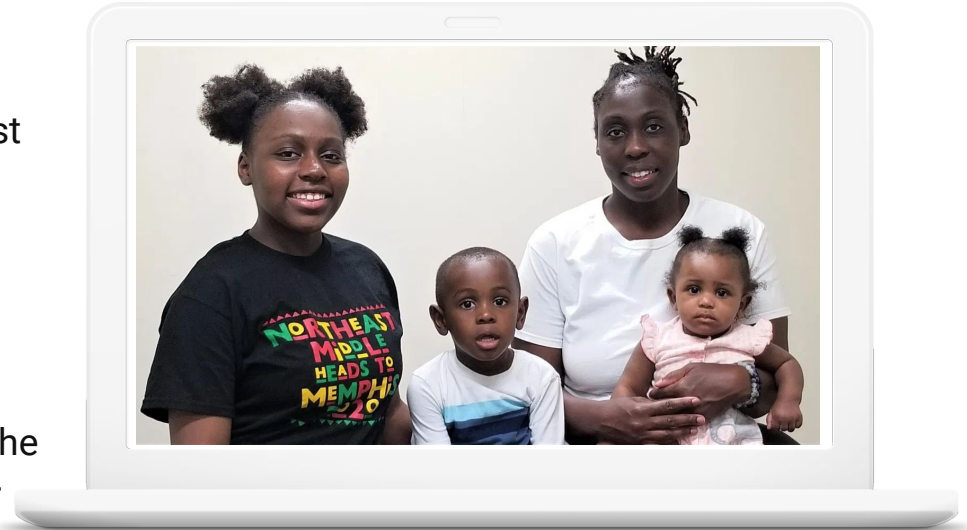
Explore Community Connections & Alternatives - Instead Say:

"Our team has the ability and connections to get in contact with every student."

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You Have Everything You Need to Make Connections

Life lessons from a 102-year-old who survived Covid, the Spanish flu and two types of cancer

Published Tue, Aug 11 2020·4:03 PM EDT • Updated Tue, Aug 11 2020·11:20 PM EDT

Jade Scipioni
@JADESCIPIONI

Share f 𝕏 in ✉

Mildred Geraldine "Gerri" Schappals, 102, who survived Covid-19, the 1918 flu pandemic and cancer. Courtesy of Julia Schappals

1. **Get perspective**: Increase your awareness of your students' needs and realities.
2. **Find balance**: Infuse your outreach attempts with information <u>and</u> entertainment.
3. **Have lots of friends**: Rely on their network to foster connection: classroom peers, community resources, mentors/coaches, etc.
4. **Listen to wise advice**: Rely on your network; who may have already developed a relationship with this student or family?

When Might you Use These?

1

Get in touch with underserved students

2

Share information with non-native English speakers

3

Keeping an absent student in the loop

4

Building relationships with families

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Zoom Behavior

Scenario - A Perspective

Zoom Behavior

"Now class, everyone please **turn on your video**."
"Josh, **why don't you have on your video?**"

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Scenario - B Perspective

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Zoom Behavior: *Instead Say*

"Good morning, everyone! **If you are able to**, join the class by video. If not, feel free to participate in the lesson by **chat or use the reactions button** to give a thumbs up. You can also **unmute yourself when you would like to share.**"

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Zoom Behavior: *Instead Try*

"Good morning, everyone! **If you are able to**, join the class by video. If not, feel free to participate in the lesson by **chat or use the reactions button** to give a thumbs up. You can also **unmute yourself when you would like to share.**"

❏ Incorporate the chat, reaction buttons, or audio into your lesson plans
❏ Create Zoom backgrounds together as a class
❏ Ask students how they feel about being on video through a survey or journal response

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Zero Tolerance

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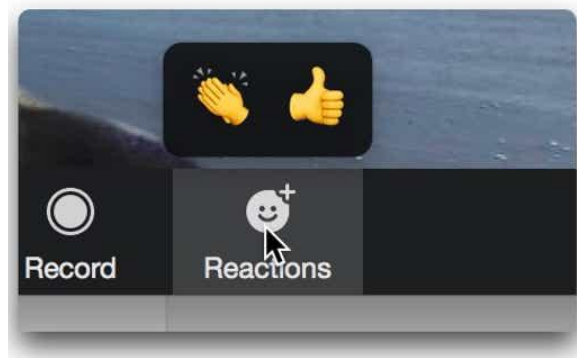
Zero Tolerance Culture

"I'm giving you **plenty of time** to do this, **no excuses.**"

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The Impact of A Zero Tolerance Culture

Advancement Project (2010). Test, punish, and push out: How "zero tolerance" and high stakes testing policies funnel youth into the school-to-prison pipeline. Washington, DC.

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendation. American Psychologist, 63, 852-862.

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Zero Tolerance Culture: *Instead Say*

"Did you understand the lesson? How can I support you in completing this? **Here are some tips that I use to help manage my time** now that I work from home."

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6 Growth Mindset

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Answer in the Chat:

What is one virtual teaching practice you are putting to bed for the time being?

Whiparound

Popcorn

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Growth Mindset - Avoid Saying:

"It's hard to teach [insert topic] virtually, but I'm doing my best."

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Be Kind to Yourself!

Some of the greatest teachers of all time...
taught virtually.

CASE
Curriculum for Agricultural Science Education

In the Chat:
Which "virtual instructor" do you resonate with the most?

Virtual environments require shared ownership of learning

	Time	Space	Routines	Communication	Accountability
Brick + Mortar	Teacher manages schedule	Teacher guides classroom layout	Teacher initiates and guides learning routines	Face-to-face communication and interaction	Teacher continuously monitors student progress
Virtual	Teacher manages class schedule with family support and student engagement	Student and family guide learning space design	Teacher and students share creation and practice	Two-way communication and multiple ways to interact	Teacher and student shared ownership of learning, feedback and response are critical

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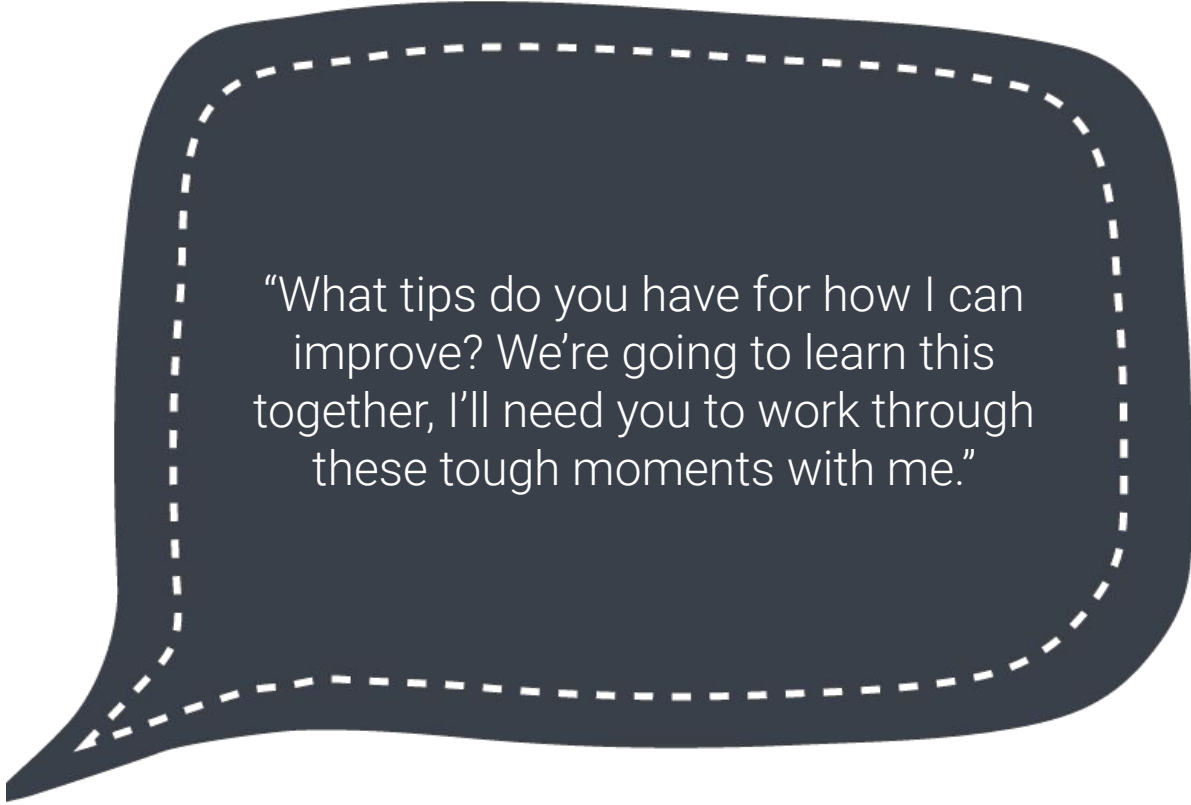# The Perfect Opportunity to Try Something New

Richard Carranza, chancellor of New York City public schools, says he **doesn't allow people to talk about "going back to normal."**

"Normal was a system in which social and economic privilege determined too much about the quality of a student's education — from funding, to access, to expectations. ***Normal was never good enough for our kids****."*

Superintendent of Palo Alto USD Don Austin, New York City Schools Chancellor Richard Carranza, Superintendent of Aldine Independent School District LaTonya M. Goffney and Superintendent of Eugene School District 4J Gustavo Balderas
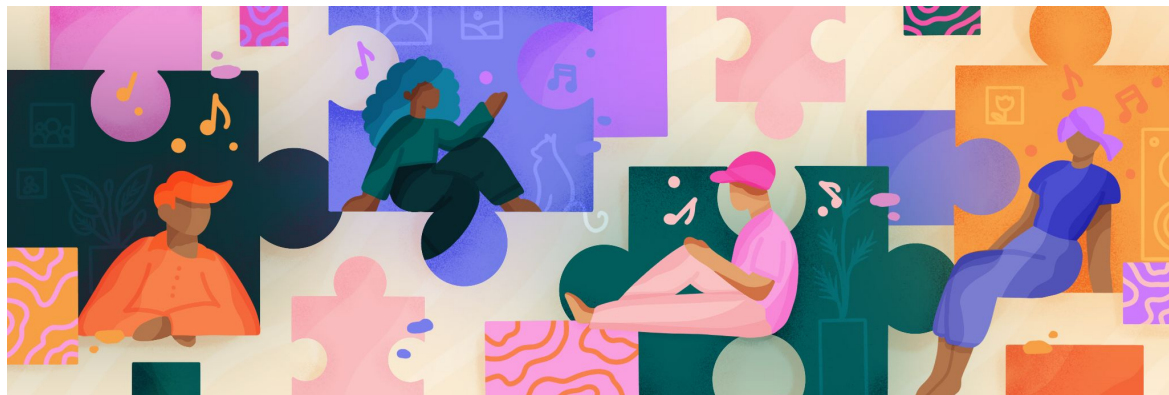
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Students Are Powerful Resources for Assessment - Instead Say:

"What tips do you have for how I can improve? We're going to learn this together, I'll need you to work through these tough moments with me."

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# A growth mindset lends itself to…

Diversity: Set up engaging virtual learning experiences

- **Pre-recorded video instruction might not work for all of your students.** Mix it up with live sessions.
- **Using student academic interests as a data point** to form groups instead of just focusing on ability or work ethic
- **Bring your virtual classroom to life** by creating a virtual mural using chart paper and or post its. Share messages you know your students will appreciate, laugh at, or reflect on.

Equity: Validate and support your students' leadership potential

- **Introduce students to as many new experiences as possible**—students are more willing to try new things than adults, adults forget that and make assumptions.
- **Provide your students time to reflect on their definition of success.** Remind them that their definitions may change often as they continuously reflect on current goals.
- **Connect your students experiences**, identities, and histories to that of historical figures to drive home the point of their leadership potential.
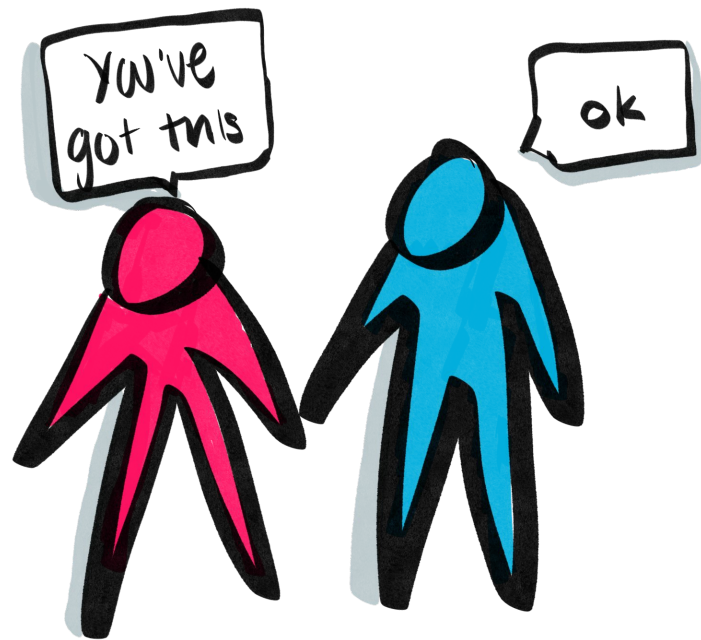
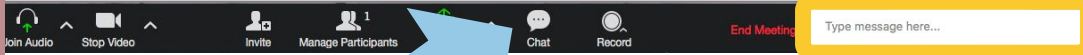# Inclusion: Students Need Genuine Community Building Activities

- **Build time for connecting students to each other.** Large classes can make it difficult for students to make friends and to find their place. Intentional community building activities can help to address these.
- **Help students develop their learning styles.** The more they know about the kind of learner they are, the more they will feel empowered to make learning their own. Once they've identified their learning styles, encourage them to discuss how they can use this information in the classroom.
- **Co-create classroom norms with your students.** First, determine which existing policies are flexible and open to change vs. those that need to stay in place for student learning and wellness.

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Feedback from Students is a Reflection Opportunity not Value Judgement

When it comes to your language/communication - where do you need to reflect and make changes?

1. Before Instruction
2. During Instruction
3. After Instruction

Chat

Type message here...

Join Audio | Stop Video | Invite | Manage Participants | Chat | Record | End Meeting

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Closing

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Summary + Closing Statements

1. Discuss protests & racial climate with context, empathy & intention
2. Use all tools at your disposal for distance learning, not just video
3. Value and engage student voices

12

THINGS EQUITY-FOCUSED TEACHERS CAN SAY TO STUDENTS AS YOU

RETURN TO SCHOOL

As school returns, we know this year presents unique challenges and changes to both educators and students. With such change, it may be especially difficult to communicate with students. While your intentions may be good, sometimes the impact of what we say can have unintended consequences. Consider some of these alternatives to have the impact you wish to have to start the year on a strong note.

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"Now class, everyone please turn on your video." -Or- "[Insert student name], why don't you have on your video?"	Not every student is in a position where they can afford to turn on their video. Shift your focus away from pointing out which students are not on video or making video mandatory, to instead focus on making space for each student to navigate the complexities of this moment with creativity and support.	"Good morning, everyone! If you are able to, join the class by video. If not, feel free to participate in the lesson by chat or use the reactions button to give a thumbs up. You can also unmute yourself when you would like to share." Or have the class all create cool virtual backgrounds together perhaps around a class theme. Or have students share about how they feel about having their cameras on in a survey or journal response.
"With everything happening in the world, the riots and looting - I just want to check-in on everyone. Did anyone have their homes damaged?"	While there were agent provocateurs amongst the crowds at BLM protests nationwide, demonstrations were primarily composed of peaceful protesters. Avoid using language that puts emphasis on destruction and property damage. The conversation should focus on people, not property.	"This year there have been many Black Lives Matter protests across the world. I know this has impacted everyone in different ways. So I just want to check-in and see how you are doing. If you don't wish to talk about it, that's ok as well. Either way, I'm here."
"Good to see that you're all alive and well."	For those impacted by the virus, racial injustice, or other traumas not as readily visible, they may feel a need to "perform wellness" to meet this standard. Also, considering the profound loss of life this year, statements that put such emphasis on living and health may be triggering for students.	"Welcome everyone! I am excited to learn from and with each of you this year."
"I know that learning this way is not ideal. I'm not that worried about the virus, but this is what we have to do for now."	For those that have lost family members, friends, and acquaintances to COVID-19, any comment that diminishes the impact of the virus can be hurtful. Focus more on finding ways to shift everyone's thinking around distance learning toward excitement.	"I know that there are many changes to how we are learning for now, but I'm excited to try some new things with you all this year." Consider trying an activity that is enhanced by -or- only possible through virtual platforms like zoom or google hangouts.

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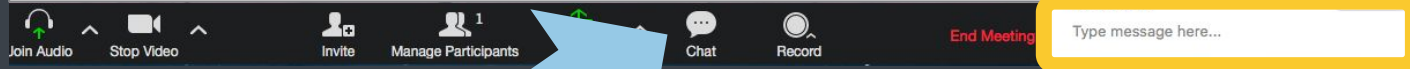
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AS THEY RETURN TO SCHOOL

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Which shift in language feels safe enough for you to try?

Put your ideas in the chat.

Chat

Type message here...

Join Audio Stop Video Invite Manage Participants 1 Chat Record End Meeting

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