



Webinar: Engaging student voices to promote equitable classrooms

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Welcome



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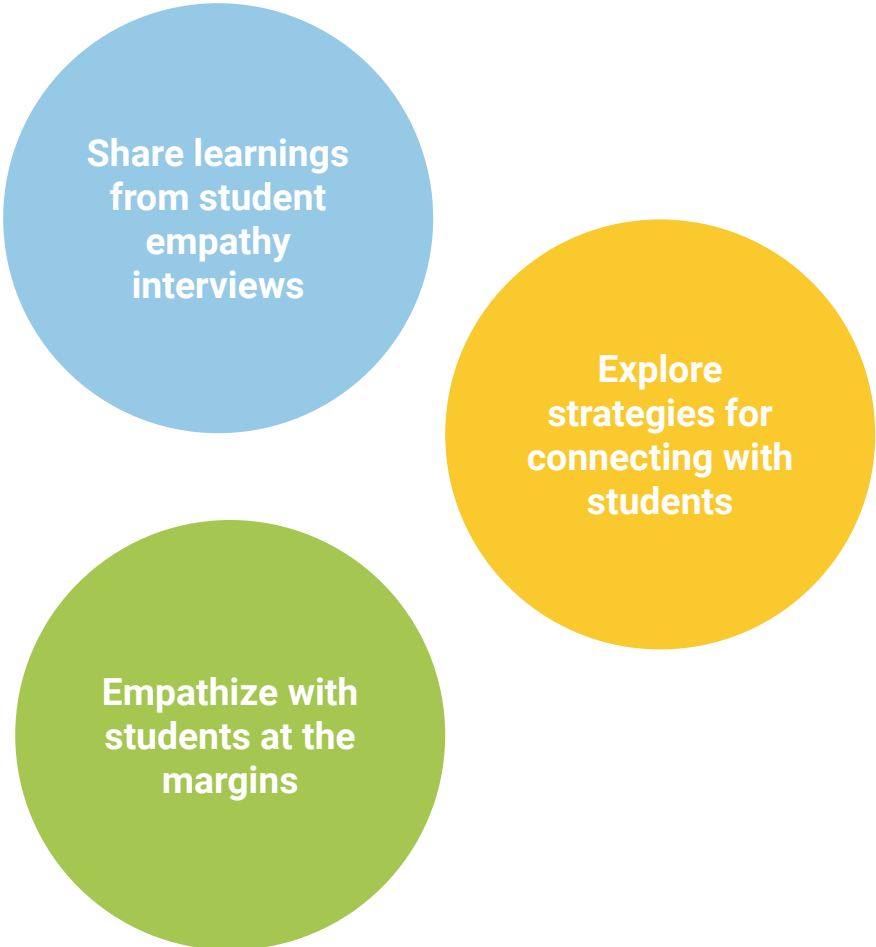


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Objectives



Share learnings
from student
empathy
interviews

Explore
strategies for
connecting with
students

Empathize with
students at the
margins

Check-In [In the Chat]: Which “R” Resonates With You the Most?



Elements of Building Knowledge Overview



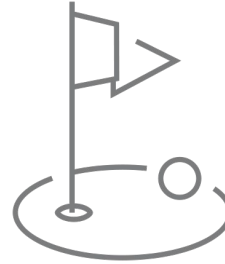
SPARK

Understand why this idea matters through first-hand experiences



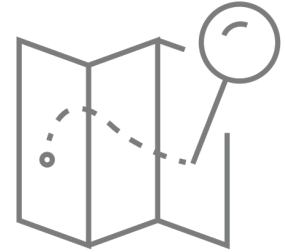
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

Elements of Building Knowledge



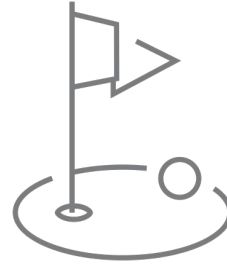
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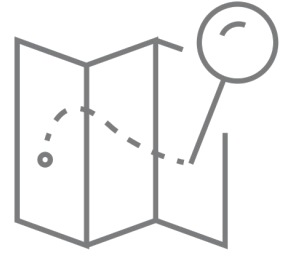
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Return Planning



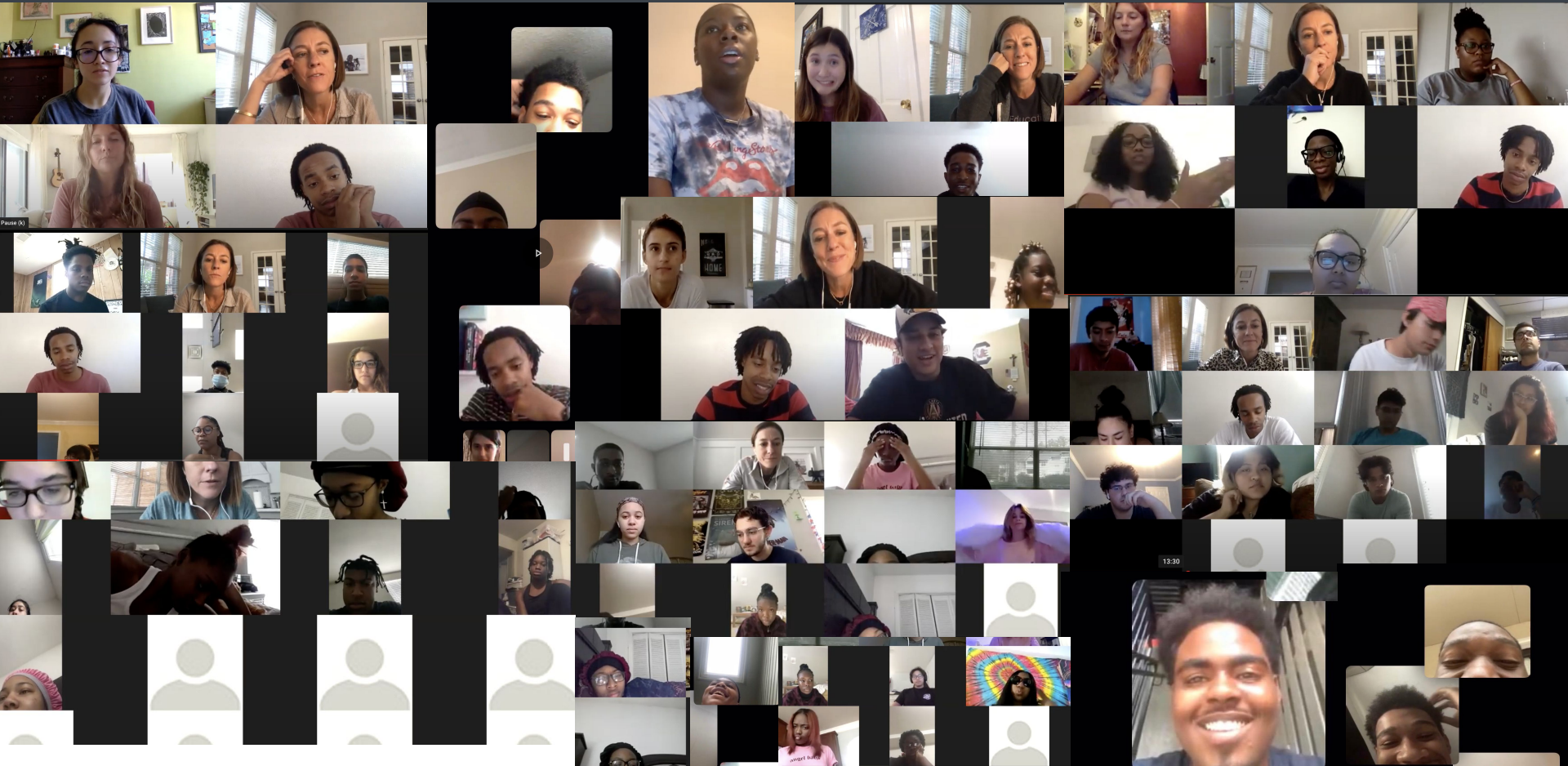
Who is at the table?



*“Truly **empathetic listening** requires courage—the **willingness to let go** of the old habits and embrace new ones that may, at first, feel time-consuming and inefficient.”*

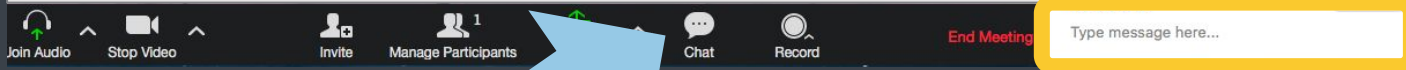
-Ram Charan

Give Students a Seat at the Table



**What are ways you have
tried to engage student
voices or what is
resonating with you?**

Put your ideas in the chat.



The image shows a Zoom meeting interface. At the bottom is a black toolbar with icons for 'Join Audio', 'Stop Video', 'Invite', 'Manage Participants' (with a '1' next to it), 'Chat', and 'Record'. A large blue arrow points from the bottom center towards the 'Chat' icon. To the right of the toolbar is a white chat window with a yellow border. The chat window has a 'Chat' title bar and a text input field with the placeholder text 'Type message here...'. The 'End Meeting' button is visible in red text on the right side of the toolbar.

Elements of Building Knowledge



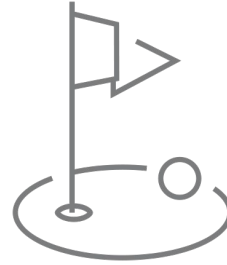
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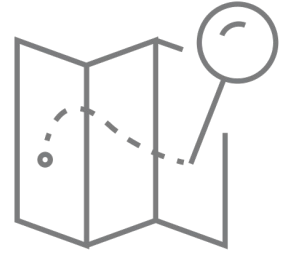
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The Perfect Opportunity to Try Something New

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

Empathetic Listening

"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."

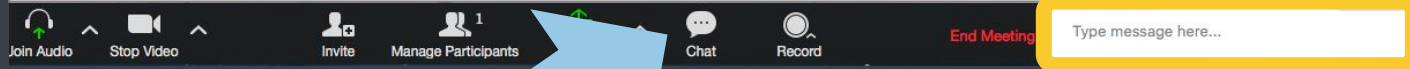


"Til today, I have my own planner."



**After hearing the clips -
what trends do you notice?**

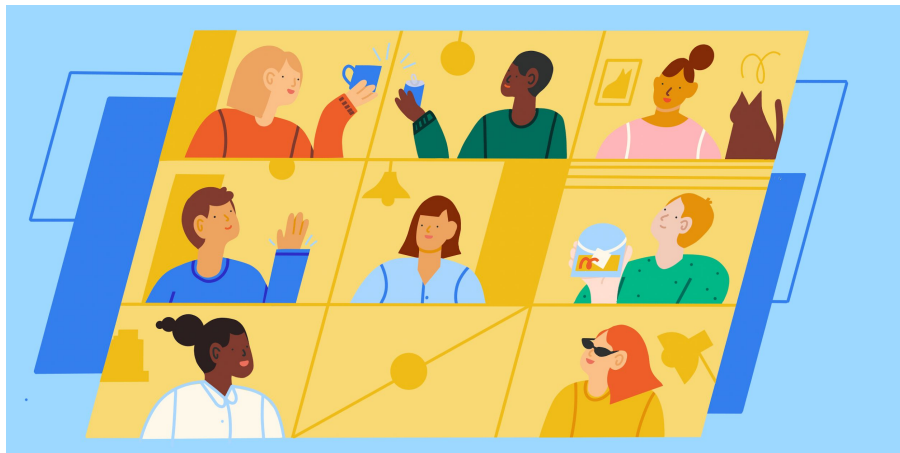
Put your ideas in the chat.



The image shows the bottom toolbar of a Zoom meeting interface. From left to right, the icons are: Join Audio (headphones), Stop Video (video camera), Invite (person with plus), Manage Participants (group of people), Chat (speech bubbles), and Record (microphone). A large blue arrow points from the bottom center towards the Chat icon. To the right of the toolbar is a chat window with a yellow border and a text input field labeled "Type message here...". The "End Meeting" button is visible in red text on the right side of the toolbar.

Join Audio Stop Video Invite Manage Participants Chat Record End Meeting Type message here...

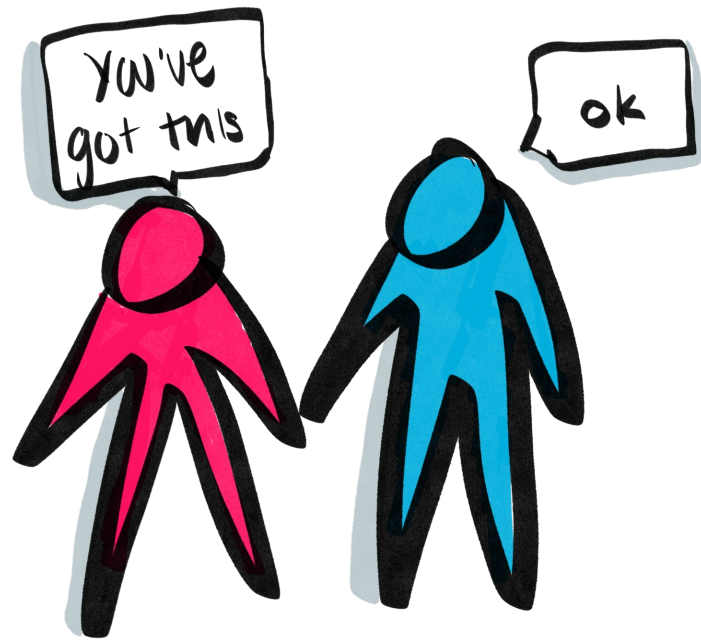
Trend 1: Students Need Genuine Community Building Activities



- **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.

Trend 2: 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.



Trend 3: 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.

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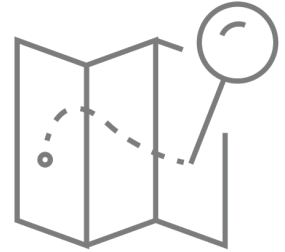
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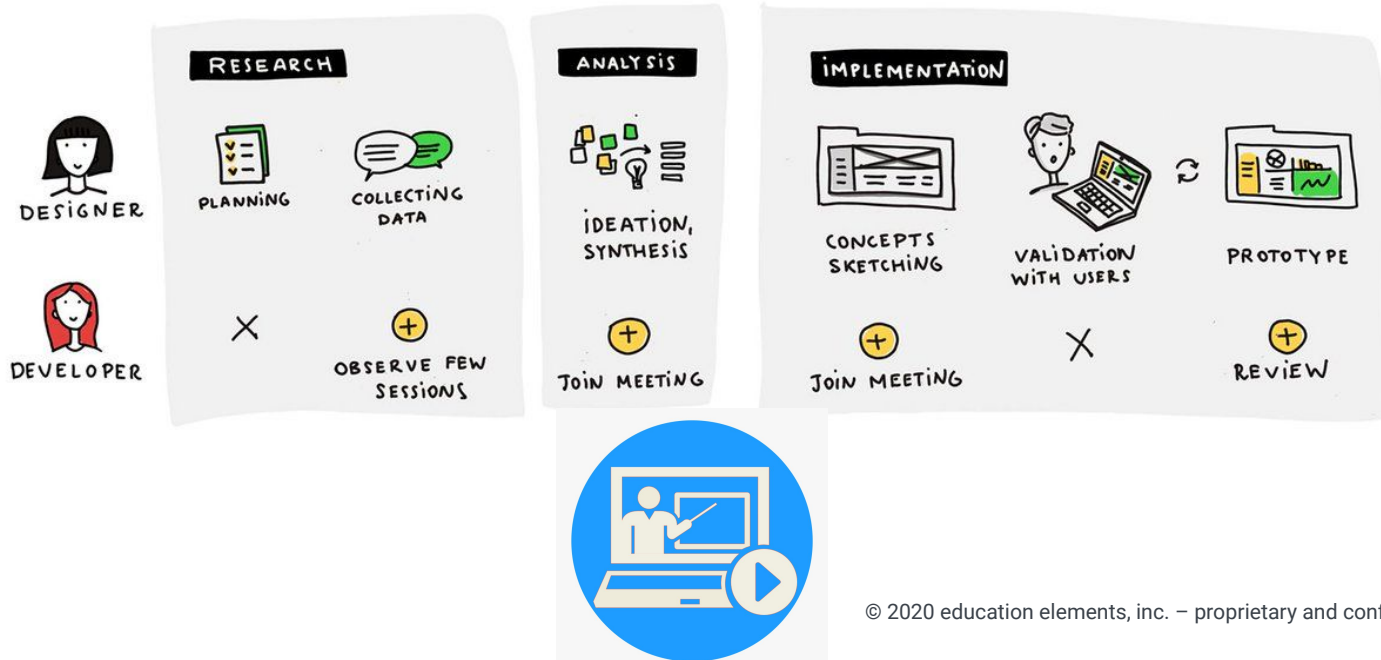
We Had An Initial Plan In Mind...

NON-COLLABORATIVE PROCESS



...That Was Changed Significantly After Engaging Students

COLLABORATIVE DESIGN



Collaborative Design Informed Our Next Steps + Introduced a New Insight

*For **marginalized students**, they believe that the **mentoring relationship between teacher and student** is the single-most determining factor in their **success**.*

*We are therefore developing a series of **student-facing** learning modules for **teachers and families to deliver** - with the goal of making the virtual classroom a more relevant and purposeful learning environment, while also fostering a mentoring relationship.*

***Listening** is the first step to opening them up to **learning**.*

Formalize Your Approach to Listening: Outreach Opportunities

Send Surveys



Embrace Digital Dialogue



Give Them a Reason to Check Email



Set up Zoom Focus Groups



Phone + FaceTime



Build Reflection Opportunities into Your Lessons



Prioritize Building Relationships In Live Sessions



Practice: Case Study

You are an elementary teacher kicking off the new school year. You planned a number of community building activities, but they were met with mixed reviews and engagement. You know it will be important to build relationships and trust in this new environment early on, what do you do to better understand how students are feeling?

In the Chat: Which outreach opportunity(ies) might you employ in this situation and why?

Send
Surveys

Embrace
Digital
Dialogue

Email

Zoom
Focus
Groups

Phone +
FaceTime

Reflection
in Lesson

In-Class
Relationships

Practice: Case Study 2

You are a secondary teacher who is new to the school. You've heard from other colleagues that students are nervous about your class - you're taking over a course that has a reputation of being challenging for the kids. You've heard this story before, and don't want to start off your tenure with behavior or academic integrity issues - what do you do to address their concerns?

In the Chat: Which outreach opportunity(ies) might you employ in this situation and why?

Send
Surveys

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Digital
Dialogue

Email

Zoom
Focus
Groups

Phone +
FaceTime

Reflection
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In-Class
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Elements of Building Knowledge



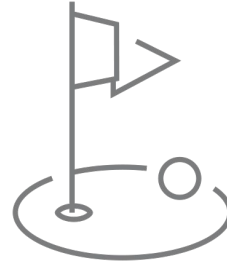
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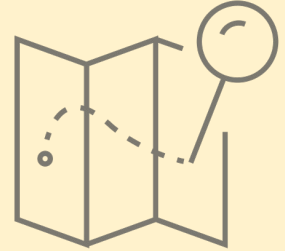
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Key Considerations

Time investment



Recording consent



Setup multiple opportunities to check-in



Go all out!



Rely on peer to peer networks



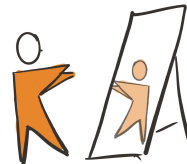
Step outside of your comfort zone



Plan questions ahead of time, share them if possible



Be open to criticism and suggestions.



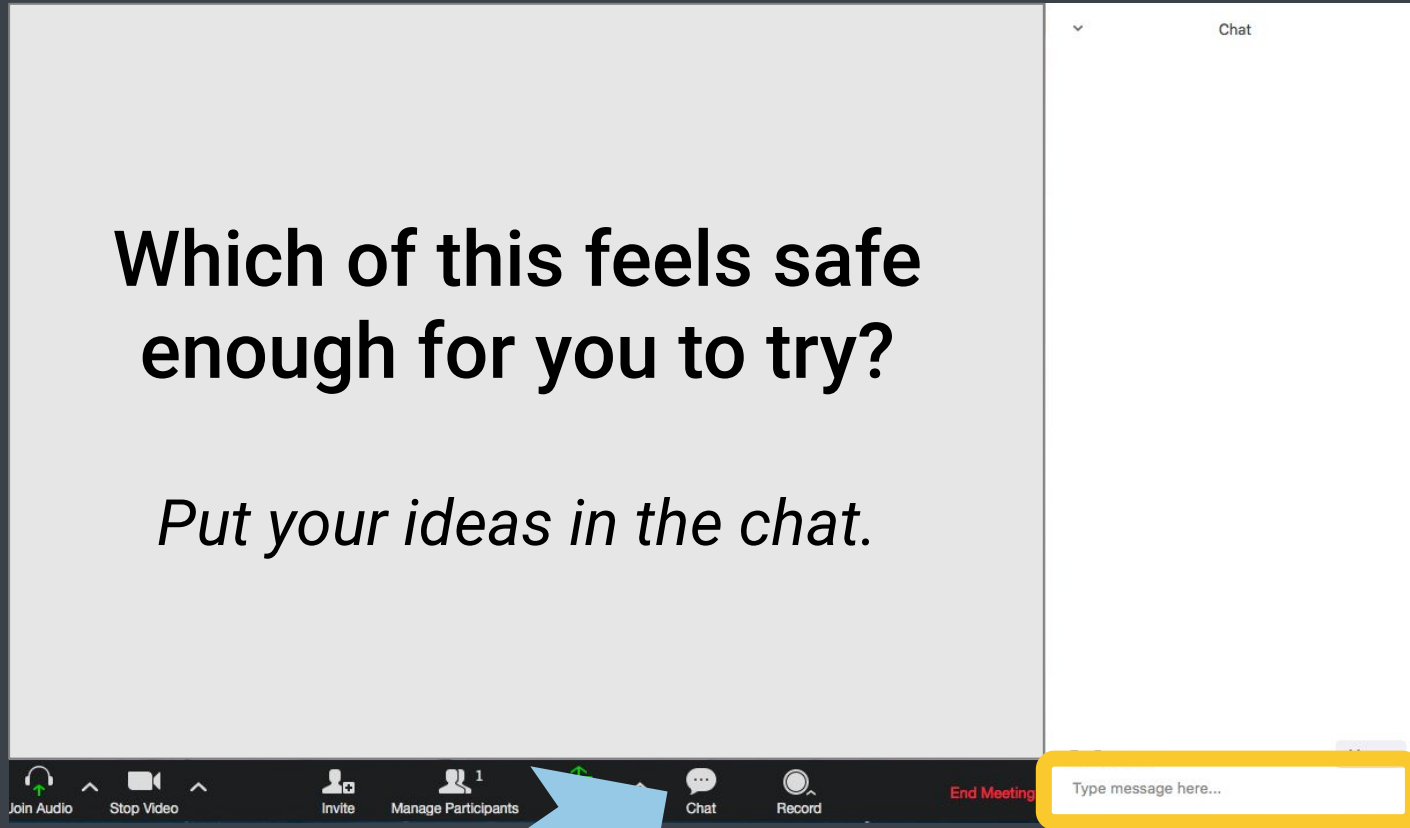
10 Steps to Engaging Student Voice “Virtually”

- ❑ Identify purpose: Why are you seeking student voice?
- ❑ Map out the student populations that will give you a diverse perspective
- ❑ Create multiple ways for outreach (i.e., send emails, create surveys, VideoAsk)
- ❑ Commit time on your calendar to accommodate student dynamic schedules
- ❑ Consider which platforms will work best for your students (i.e., Zoom calls, FaceTime calls)
- ❑ Prep questions and talking points, but let students drive conversation
- ❑ Co-create norms for the conversation
- ❑ Take notes + record (with their permission and parental/guardian, if applicable)
- ❑ Identify trends from conversation + use to build/frame future conversations
- ❑ Plan for responsive supports + keep students updated



**Which of this feels safe
enough for you to try?**

Put your ideas in the chat.



The image shows a Zoom meeting interface. The main window displays a slide with the text "Which of this feels safe enough for you to try?" and "Put your ideas in the chat." Below the slide is a toolbar with icons for Join Audio, Stop Video, Invite, Manage Participants, Chat, and Record. A large blue arrow points from the bottom center towards the Chat icon. To the right of the main window is a chat panel with a yellow border and a text input field labeled "Type message here...". The chat panel is currently empty.