

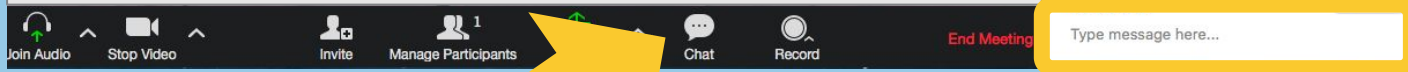


Equitable and Engaging Concurrent Virtual Learning

November 10, 2020

- Name
- Your role in our education landscape
- *My engagement is at its highest when...*

For example: *“My name is Crystal, my role is to serve as a partner for districts across the country seeking to bridging gaps in the learning experience. My engagement is when there is a clear sense of purpose*



The image shows the bottom control bar of a Zoom meeting. From left to right, the icons are: Join Audio, Stop Video, Invite, Manage Participants (with a '1' next to the person icon), Chat, and Record. A large yellow arrow points from the bottom center towards the Chat icon. To the right of the icons is a red 'End Meeting' button. Further right is a white chat input field with a yellow border and the placeholder text 'Type message here...'. Above the input field, the word 'Chat' is visible with a dropdown arrow.



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#returntoschool

Goals for our time together today

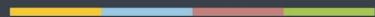
Hear from student voices around their virtual learning needs

Spark ways to **CONNECT** around engagement using steps from our guide

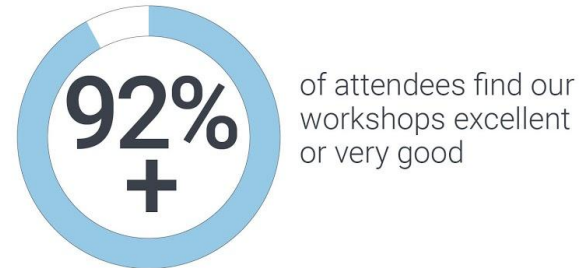
Share recommended starting points to start addressing student trends



Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS



Educational Equity

WHAT IS EDUCATIONAL EQUITY?

Educational Equity is the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them.

An iceberg floating in a blue ocean. The tip of the iceberg is above the water line, and the much larger base is submerged below. The text is overlaid on the iceberg.

WHAT WE SEE, FEEL, HEAR

Student and Family Engagement

**EVERYTHING THAT DRIVES THE
SYSTEM
(CONDITIONS = CULTURE)**

Overt

(Socially Unacceptable)

Within Education

Tip of the Iceberg

Racial Slurs

Racial Bullying

Racial Profiling

Enrollment Discrimination

Hate Speech

Racists Jokes

Covert

(Socially Acceptable)
Passive Acceptance- Too Hard

No critical pedagogy

Not understand the cultural strengths of POC

Equity as the holy grail

Poverty

White Fragility (DiAngelo)

Gap in student achievement based on race, wealth, gender, etc

Omission of history from curriculum

Notion of mainstream

Subject hierarchy

Blinked focus on literacy/ numeracy

Perceiving Black and Brown boys as threatening

Under-resourcing of POC-driven options

Racial Microaggressions

We are all one people

Post-racial

Deficit labels for students

Accusation of separatism

Cultural Appropriation

Timetabling

Low Expectations

Token one-off "weeks" or activities

Allowing racists jokes to go unchallenged

Eurocentric context/ context

Promotion discrimination

Inclusion that is no different from assimilation

Deficit thinking

Student of color disciplined more harshly

No challenge to White definitions and structures

Parent-blaming

Hiring discrimination

70% White teaching force

Mispronunciation of names

Race demographics of lowest performing schools

Claiming neutrality

Assimilationist policies and practices

Myth of Meritocracy

Fear of white parent or wealthy parent backlash

Blaming children for poor results

"Other people's children" (delpit) vs authentic caring relationships

"Culturally responsive as end point"

Academic hegemony

Savory Complex

Negative Stereotyping

Assessment against white middle class norms

Internalized acceptance of low outcomes

Doing nothing is acceptable default

White driven notion of success

No authentic consultation with POC community

inequitable suspensions, exclusions and etc

Discriminatory policies

Pedagogy of Poverty (Lieberman)

The SEEM User Journey

STEP 0: Start with Yourself + Cede Power
Identify how power and privilege impacts decisions



STEP 1: Connect

Unpack the challenge by understanding the experience by those most deeply impacted

**YOU
ARE
HERE**



STEP 2: Include

Include and elevate the voices of stakeholders at the margins

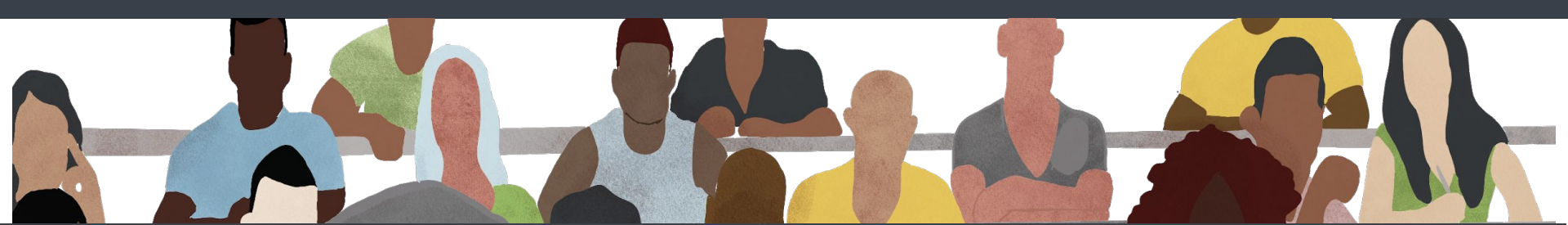


STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

STEP 4: Action

Implementation of redesigned system and/or equity plan



Top Question:

How do we drive for more student engagement in distance learning?

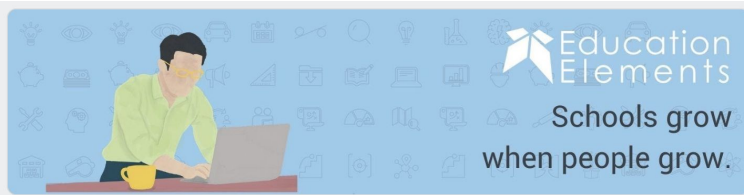


Ask Your Students

Design *With* Not *For* Them



Equity-Driven Student Reflection & Input Survey



Equity-Driven Student Reflection and Input Survey

* Required

Which of the following pronouns represents your gender? *

- She/Her
- He/Him
- They/Them
- Other: _____

WHAT WE SEE, FEEL, HEAR

Student and Family Engagement

**EVERYTHING THAT DRIVES THE
SYSTEM
(CONDITIONS = CULTURE)**

Equity-Driven Student Reflection & Input Survey



Student Social Emotional Reflection +
Needs

Student Learning Environment

Engagement: Effort, Focus, Connection

Cultural Awareness and Action

Questions About You

Learning Style

Learning Preference



Who is most impacted?

How is the challenge
presenting it self?

Why does this matter?

Provides the Mirror



... and the Magnifying
Glass

Continue to Connect

What questions may you have around the student input survey? Which trend resonates with you? Help us learn with you. Continue the conversation on Twitter **#ReturnwithEquity** @edelements

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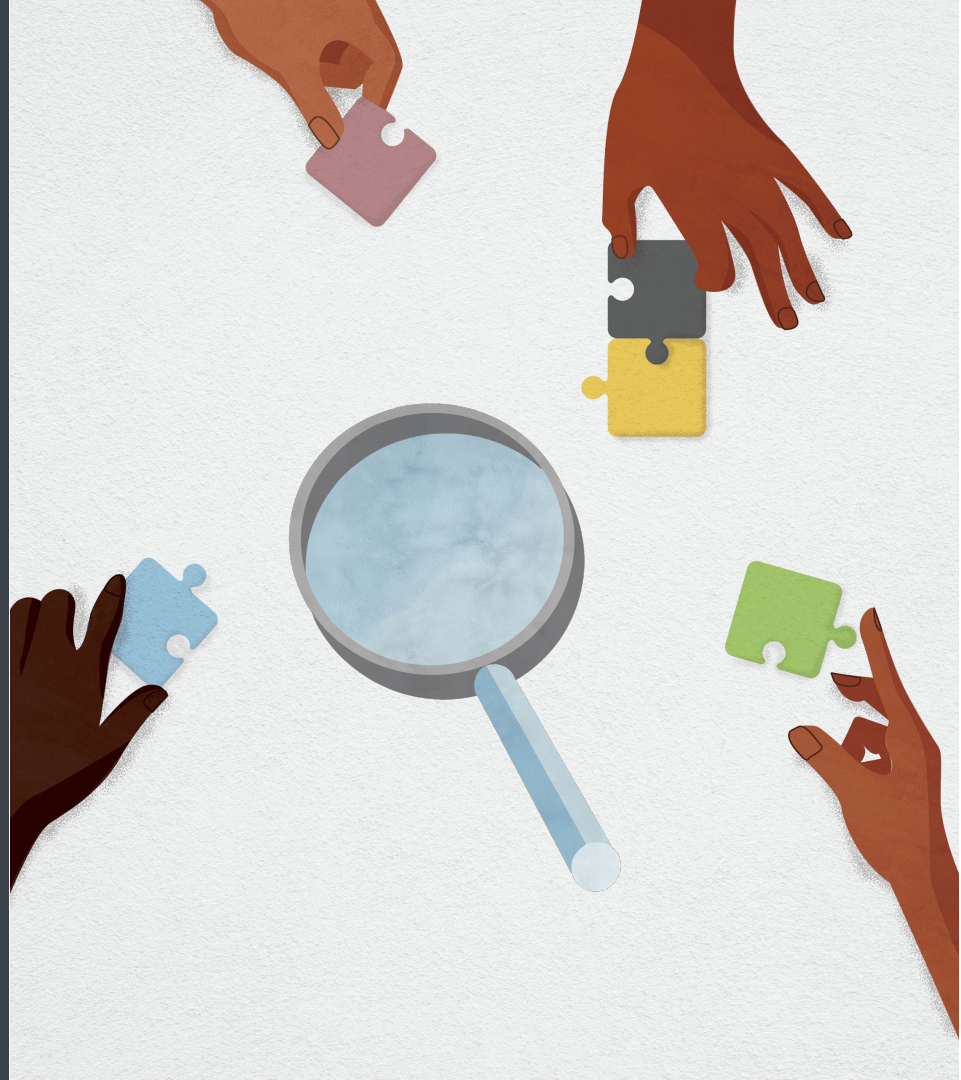
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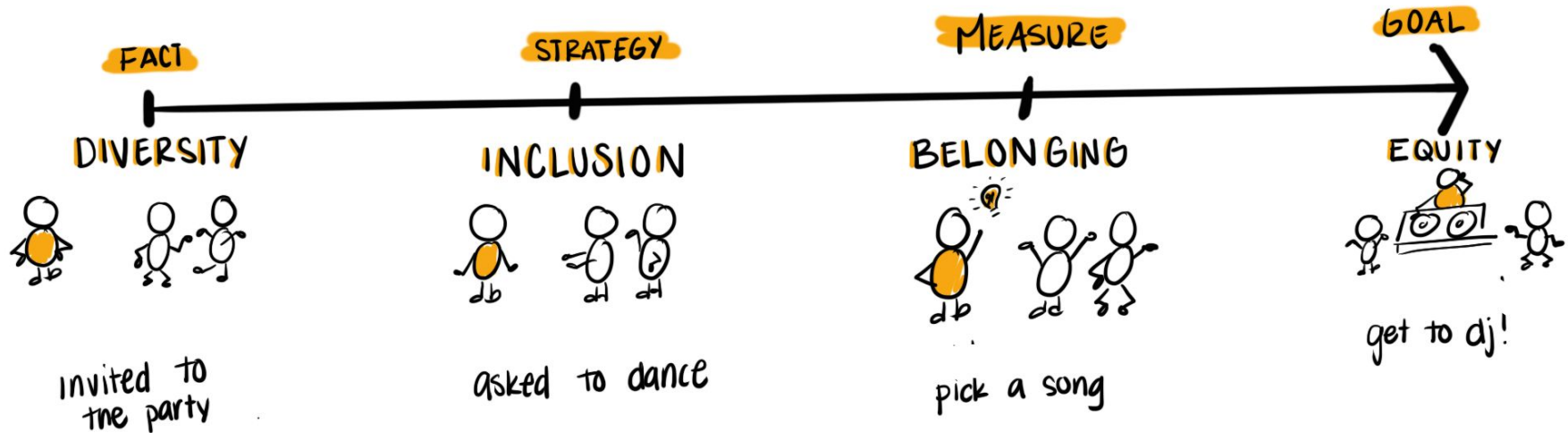
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How we will get there

- ✓ Present trend
- ✓ Propose potential root causes
- ✓ Recommend starting actions




Diversity as a Means Towards Equity



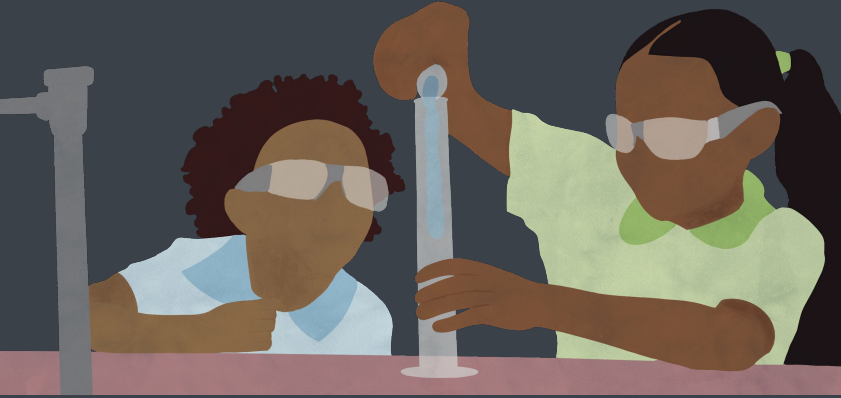
“**Diversity** is a fact, **inclusion** is a strategy, **belonging** is a measure, and **equity** is the goal.”

-Dereca Blackmon



While teachers may not think students are putting enough effort on their assignments, students are saying they are **putting more than normal effort** with higher levels of difficulty to concentrate

*How is this creating inequity
for the learning environment?*



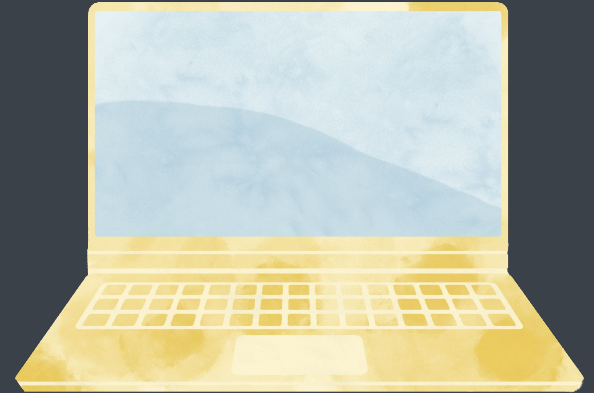
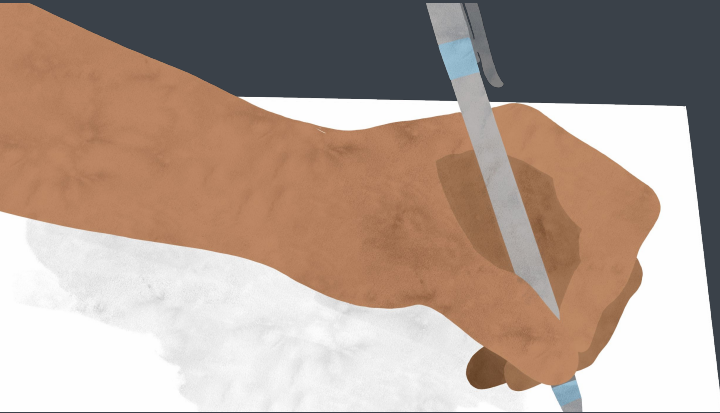
*Pathways to **reflection**,
accountability, and
transparency*



2

Students are perceiving that teachers are giving them **more work** in a virtual setting

*How is this creating **inequity** for the learning environment?*



A bit more *make-up time* because they give out a lot of work at 1 time so it is kind of *hard to keep up with all my work* from every single teacher.

Reflect & Assess Alignment



Check-in & Recommend



For her/him to communicate more and tell me what I am doing wrong instead of telling me after i have already failed

Communicate Flexibility



3

Kids don't feel **safe making mistakes.**

*How are we removing
barriers for a more inclusive
learning environment?*



4

They know adults want them to be successful BUT they don't feel **seen and celebrated**

How are we removing barriers for a more inclusive and authentic learning environment for strengths, identities, and unique cultures?



**Specific Praise and
Recognition of
Growth**



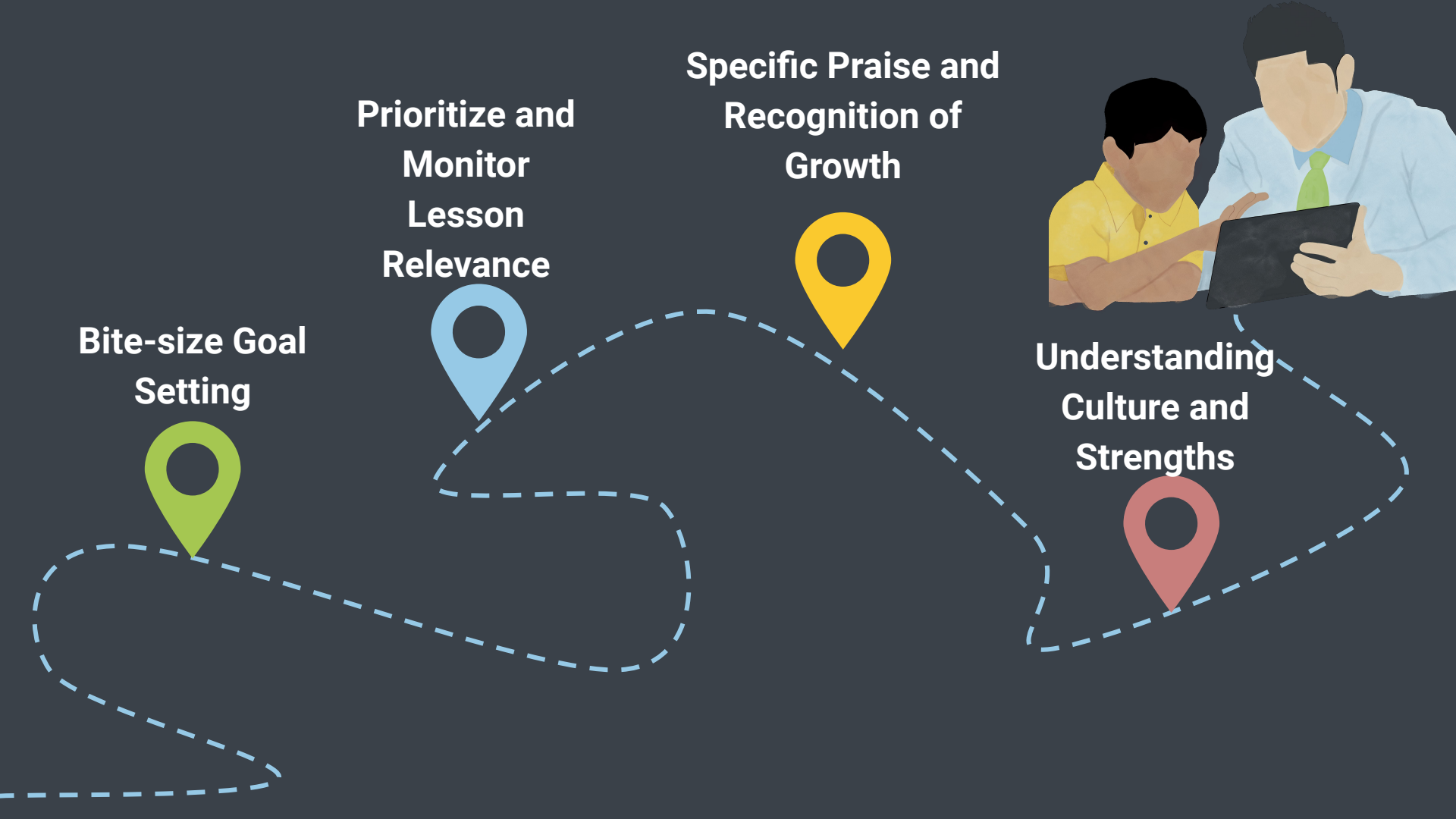
**Prioritize and
Monitor
Lesson
Relevance**



**Bite-size Goal
Setting**



**Understanding
Culture and
Strengths**



5

Kids don't feel like they are
using their strengths to
demonstrate mastery

How is the current assessment practice hindering some groups from an equitable recognition of their strengths, knowledge, and potential?



Diverse **growth** requires
diversified **assessment**



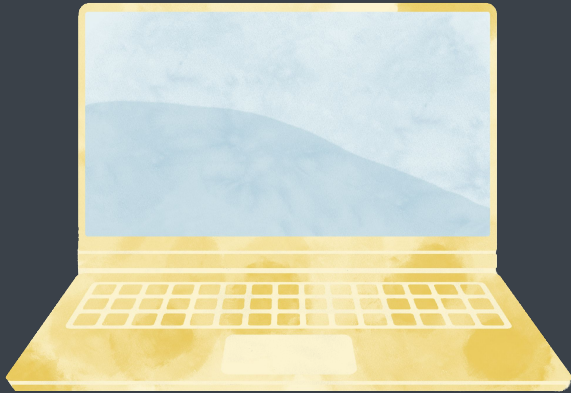


Use their strengths to show what they know.

6

1/3 feel like they are learning **more**
1/3 feel like they are learning the **same**
1/3 feel like they are learning **less**

How are multiple learning experiences in one classroom hindering some groups from an effective learning environment?



“Personally everything is a bit underwhelming if I'm honest, everything has been quite easy to say the least. Nothing's been too hard and honestly I feel like everything is great.”

“Being online, it was really difficult to get in the same mindset I would be in if I were at school. The assignments all felt like too much and it was difficult to take in information because it wasn't the same as being in person.”

**Student learning virtually
(same high school)**

I picked all because it's true i'm really learning more at home there is less distractions unlike school at school it's easy to get distracted by the kids for example when they start interrupting the class with their bad behavior.

I chose these answers because some teachers give big assignments or test on days where we have other work from others teachers and so i feel they must not know the struggle from us students' standpoint from where its hard to manage especially through time management.



The systems may be working for some it has not in the past but it doesn't mean it is yet personalized for all

What are we working on now?



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December 12th
Creating New “Micro”
Systems for Equitable
Teacher Hiring

Systems Audits
Include Guide
Staff Input Survey



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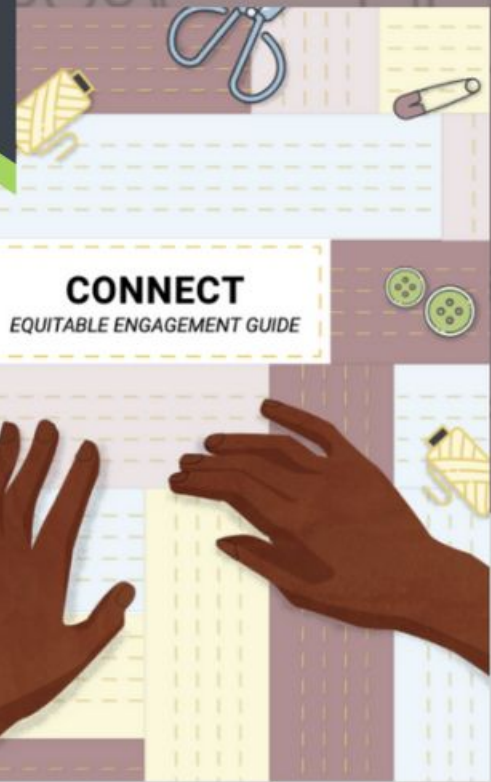
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**New
Guide**



CONNECT: EQUITABLE ENGAGEMENT GUIDE

A Guide To Equitable
Engagement for Educators

DOWNLOAD YOUR FREE COPY

