



Building on Equity Day 2

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Building on Instructional Practice

Equity

Individual Tasks:

- + Sit at the table that matches your card sort.
- + Get out your name tent.
- + Review your Equity Belief Sort. Consider -
 - + What belief do you want to shift this year?

Team Tasks:

- + Introduce yourselves.
- + Would you rather:

- + Share something from your paper plate with your new teammates.

OpenTip

Getting Session Resources



The screenshot shows the OpenTip user interface. At the top, there is a dark blue header with the text "The Parking Lot***" and the user's name "Ashley Boyd" next to a profile picture. A search bar and notification bell are also visible. A white dropdown menu is open, listing several options: Dashboard, Profile, Learning Log, File Cabinet, CPM eBooks, Messages, Preferences, and Log out. A red arrow labeled "1st" points to the user's name, and another red arrow labeled "2nd" points to the "File Cabinet" option in the dropdown menu.

File Cabinet

3rd

- ▼ Folder
- ▶ Folder 01. Foundations for Implementation
- ▶ Folder 02. Building on Assessment
- ▶ Folder 03. Building on Equity
- ▶ Folder 04. Building on Discourse
- ▶ Folder 05. Building on Foundations

ation of)
documents so they are easily accessible
ild upon across this three day learning event.

Icebreaker Goals

CCA2 Lesson 1.1.1

Solving Puzzles in Teams



Math goal:

Work together as a team to create specific shapes.



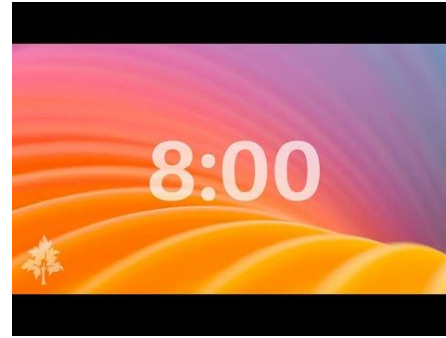
Team goal:

Putting ideas on the table.

Icebreaker

CCA2 Lesson 1.1.1

Solving Puzzles in Teams



As a team:

- + Have one eBook open to CCA2 Lesson 1.1.1.
- + Read all of 1-1, including the Team Roles.
- + Make each of the shapes in 1-1 out of a single loop of yarn. You may make the shapes in any order.
- + When you make one of the shapes successfully, Resource Managers call the teacher over to celebrate your team's accomplishment.

Icebreaker Debrief

CCA2 Lesson 1.1.1



Think-Pair-Share:

How does the team goal of 'putting ideas on the table' support equitable teamwork?

Social Emotional and Academic Development (SEAD)

Agency

Combines identity (who we are) with what we can do

Belonging

Sense of fitting in or feeling like you are an important member of a group

Discourse

Ways of representing thinking, talking, agreeing, and disagreeing

Identity

Deeply held beliefs about our ability to participate and perform and use math effectively in our lives

Opening Vision



"Equity isn't a destination but an unwavering commitment to a journey."

"The problem arises when we view this leader as an equity 'expert' rather than a dedicated, lifelong equity student."

(Educational Leadership, Jamila Dugan, 2021)

Opening

Session 2 Outcomes



Together we will:

- + Reflect upon how **math identity, math agency**, shared **math authority**, and classroom **status** affect students as independent learners.
- + Curate strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.
- + Enhance lesson plans to create a more **equitable classroom culture**.
- + Continue developing an **Equity Action Plan** to support the development of independent learners.

Opening

Agenda



Morning

Afternoon



Opening



Microteaching



Math Task: 5 Practices



Establishing Learning Alliances



Planning for Equitable Discourse



Equity Action Plan



Lunch



Session Closure

Opening

REDI (Race Equity Diversity & Inclusion) Working Agreements



REDI Working Agreements

Stay
engaged.

Speak
your truth.

Experience
discomfort.

Expect and
accept
non-closure.

Grace
with
yourself.

Grace
with
others.

Opening

Learning Event Intentions



What is the pact that you will make with yourself today?

- + "I intend to..."
- + "I give myself permission to..."
- + "I will give myself the opportunity to..."
- + "I will show myself grace by..."
- + "I will challenge myself by..."
- + "I will show up for myself by..."

"What is powerful about Agreements is that they are a pact you make with yourself."

-The Equity Lab

Opening

Questions, Comments, and Concerns



- + Day 1 Feedback
 - Paste feedback here.
 - Paste feedback here.
 - Paste feedback here.
- + Parking Lot



WHIPAROUND

Recorder/Reporters

Share a notice or wonder your team discussed.

Opening

Representation



Think-Pair-Share

- + **Think** about how the quote on the next slide connects with the NY Times Article.
- + **Pair** up, and share with your elbow partner.
- + **Share** with your whole team.



- RM** Call over the teacher with team questions.
- R/R** Ensure all voices are heard.
- T** Manage the allotted time.
- F** Begin the team discussion.

Opening

Representation



*“**Successfully teaching** students from culturally and linguistically diverse backgrounds - especially students from historically marginalized groups - involves **more than just applying specialized teaching techniques**. It means placing instruction within the larger sociopolitical context...an **understanding** that we live in a racialized society that gives **unearned privilege** to some while others experience **unearned disadvantage** because of race, gender, class, or language. [Teachers] are aware of the role that **schools** play in both **perpetuating and challenging** those inequities.”*

(Culturally Responsive Teaching & the Brain, Hammond, 2015)

Put yourself in the shoes of your students.

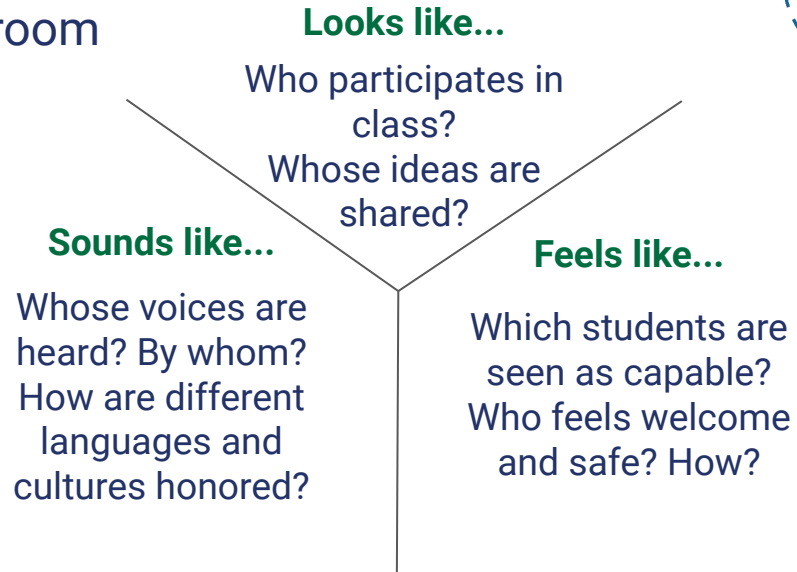
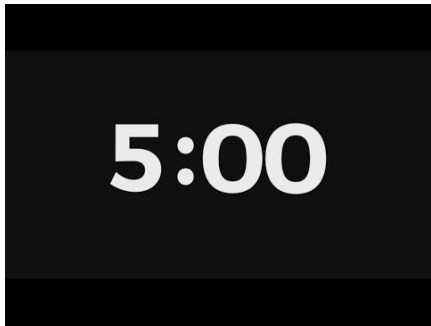
Why (and how) do the things we noticed and wondered matter to them?

Opening

Student Representation in the Classroom



What does your classroom look, sound, and feel like?



Dyad

Why does representation matter in our classrooms?

Opening

Brain Science Connection



“The brain needs to be a part of a caring social community to maximize its sense of well-being. Marginalized students need to feel affirmed and included as valued members of a learning community.”

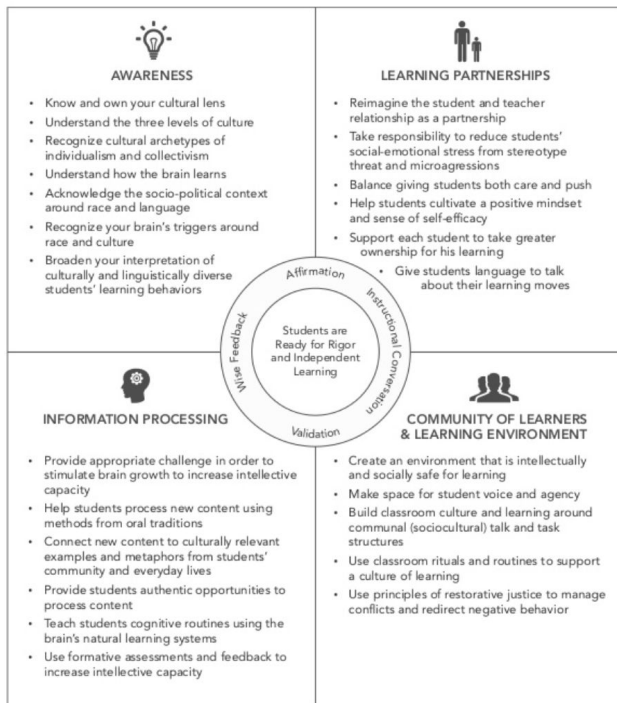
Culturally Responsive Teaching & The Brain, Hammond, 2015, pgs 46-49

Opening

Ready For Rigor Framework



Locate the Ready for Rigor Framework on
p. 17 or on the Links Document



MARK THE TEXT:

Strength =

Area of Growth =

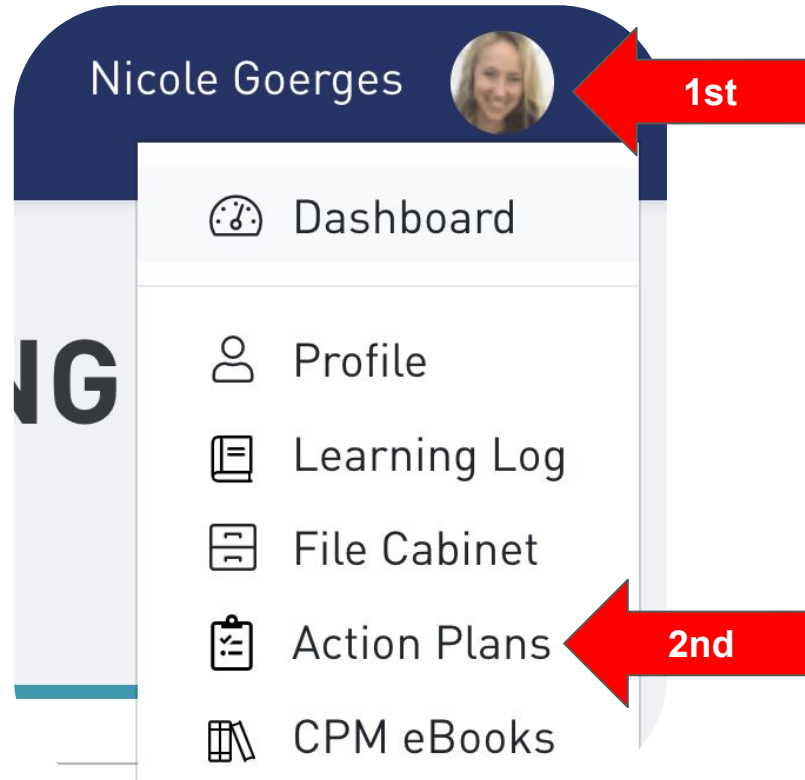
Question =



Turn & Talk

Opening

Accessing the Equity Action Plan



Opening

Equity Action Plan- Awareness



Your Task:

- + Complete the Awareness Section of your Equity Action Plan.



AWARENESS

- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

Opening

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Connect learning from Day 1 by engaging with the *Ready for Rigor Framework Awareness* section.

Success Criteria:

1. Reflect on representation and its connection to the brain's need for connection to a community.
2. Reflect on how awareness is currently present in your practice.

Agenda

Day 2



Morning



Opening



Math Task: 5 Practices



Planning for Equitable Discourse

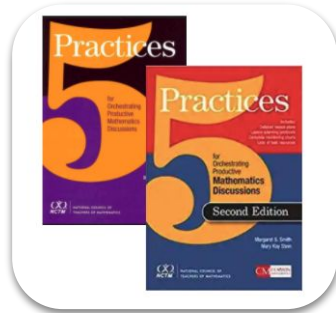


Lunch

Learning Target:
Experience the 5 Practices as way to orchestrate equitable mathematical discourse and support students as independent learners.

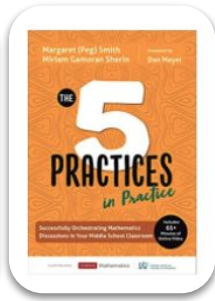
5 Practices

Resources



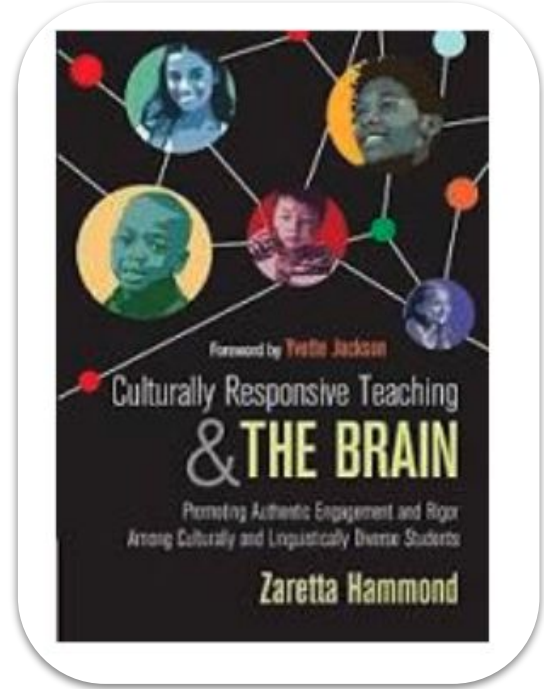
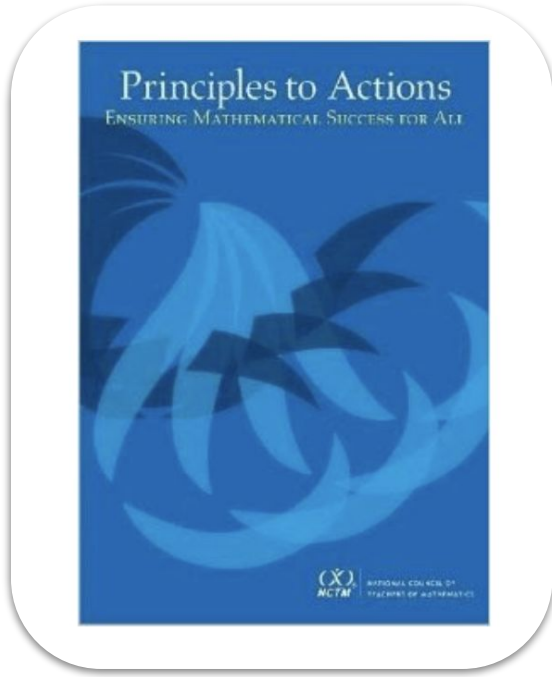
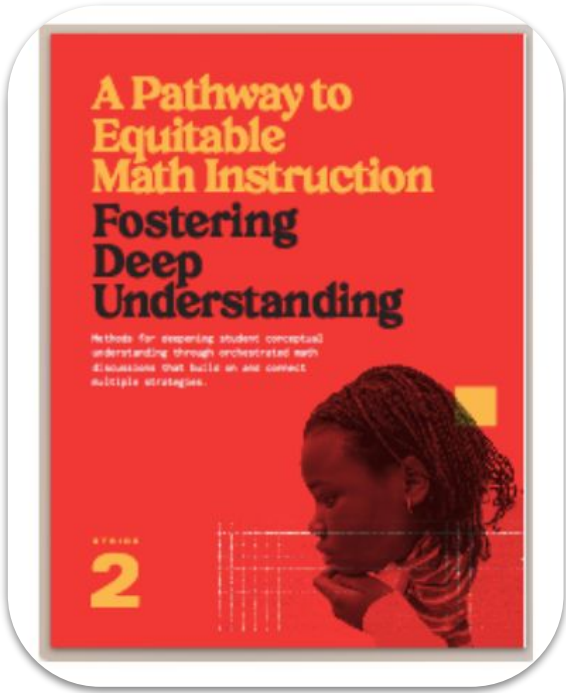
What are the 5 Practices?

- + Anticipating
- + Monitoring
- + Selecting
- + Sequencing
- + Connecting



5 Practices

Culturally Responsive Teaching Resources



5 Practices

Modeling the 5 Practices



As you **engage** with your team in the mathematics using a student lens today, think about this question:

How do the 5 Practices support students in becoming independent learners?

5 Practices

Working Agreements



Choral Reading

- + We agree **everyone's** thinking and ideas **matter**.
- + We agree to value **thinking** ahead of **knowing**.
- + We agree **confusion** is a part of learning.
- + We agree to **ask questions** until it **makes sense**.
- + We agree that **helping** is not giving answers.
- + We agree to say our "**because**".

5 Practices

Teacher's Promise



My Promise

- + I will not w
 - + I will re
 - + I will supp
 - + I will learn v
 - + I will ensure that ea
- Optional Slide -
Customize based upon
your intentions as a
facilitator, consider
making poster and
hanging it in the room.
- on.
ons as a positive
learning environment.

5 Practices



Getting Started



RM

Please get one cup with pennies and hand sanitizer.

F

Please get one bag of two-colored cubes and calculators.

T

When instructed to do so, help your teammates locate problem 2.9 in their Participant Handbook.

R/R

Please get a sheet of chart paper and a box of markers. Fold the chart paper so it has four quadrants and put in the middle of the table. Pass out a different color marker to each team member

5 Practices

Constructive Conversations



Use I or we statements whenever possible.

- + One idea could be...
- + I see what you are saying. Here's another way of looking at it...
- + I am not sure I understand. Would you explain your reasoning?
- + I agree because...
- + I am not sure that would work because...
- + What am I missing in my idea?
- + Are we making any assumptions?
- + Is there a different way we can do this?

5 Practices

Math Problem Goals



Math goal:

- Make sense of a proportional situation and represent it.
- Develop connections between the representations.



Team goal:

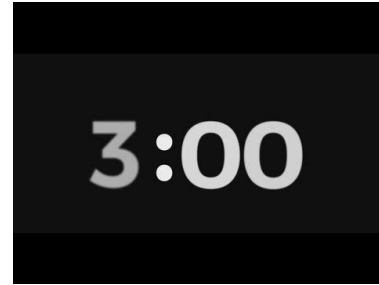
Collaborate and actively listen to your team because everyone's thinking and ideas matter.

5 Practices

Rough Draft Thinking



Think-Ink



Individually Read and Think about the following prompts: *(3 min)*

- + What do you know?
- + What do you wonder?
- + What questions might you have for your team?
- + What strategies might you want to use?

Individually Ink your responses to the questions within your quadrant. Please do not begin solving the problem, *YET*. *(2 min)*

5 Practices

Pure Paradise Perfection



1. Two Cents Worth (4 min)



Facilitators: guide your team through the following steps:

- + Each team member has two pennies. Place cup in the middle of the table.
- + Each team member takes turns sharing an idea from their quadrant. When you share, place one penny in the cup.
- + Repeat this process until all pennies are in the cup.
- + When all pennies are in the cup and everyone has given their “two cents worth”, the team can start solving the problem.

2. Solve the Problem as a Team (16 min)

- + As a team. decide on a path forward to solve this problem.
- + Create your poster as a team

5 Practices

Making Connections



Present Selected Strategies *(18 min)*

- + Team presentations.
- + Presenters answer clarifying questions.
- + Record connections between your team's thinking and the team presenting on your quadrants.

5 Practices

Lesson Closure



Exit Ticket Stoplight (2 min)

- + Write your name on the back of a sticky note.
- + On the front, write and respond to one of the following:
 - + *Today, I made a connection between...*
 - + *Today, I still have a question about...*
 - + *Today, my learning stopped because...*
- + Place your sticky note on the matching stoplight circle.

5 Practices

Information Processing



INFORMATION PROCESSING

How does using the 5 Practices lesson planning protocol support students in becoming independent learners?

- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellectual capacity

5 Practices

Brain Rules Cont.



How does using the 5 Practices connect to the brain rules?

4. Attention drives learning.

5. All new information must be coupled with existing funds of knowledge in order to be learned.

6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.

5 Practices

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Experience the 5 Practices as a way to orchestrate equitable mathematical discourse and support students as independent learners.

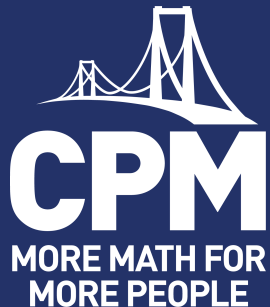
Success Criteria:

1. Identify how the 5 Practices promote equitable mathematical discourse.
2. Connect the 5 Practices to the Information Processing section of the Ready for Rigor framework.

Quick Tasks - 3 min

Before heading out to break:

- + Add any additional instructional strategies discussed in your teams to the Teacher Toolkit.
- + Pack up your space - we will be in course alike teams after the break.



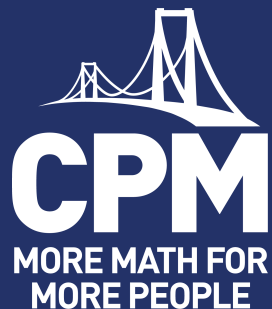
@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople

Break - 10 min



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@CPMmath

#MoreMathforMorePeople

Agenda

Day 2



Morning



Opening



Math Task: 5 Practices



Planning for Equitable Discourse



Lunch

Learning Target:
Apply learning about equitable teaching practices by planning a lesson .

Planning for Equitable Discourse

Getting to Know One Another



- 1. Sit in course-specific teams.**
- 2. Highlight some part of the following from your Mathography:**
 - + About you
 - + About you as a student
 - + About you as a math student

Planning for Equitable Discourse

Preparing a Lesson



“Planning is a premier teaching skill - one that has a significant impact on the quality of students' instructional experiences in the classroom.”

(The Teaching Gap, Stigler and Hiebert, 2009)

Planning for Equitable Discourse

Reflecting on the 5 Practices



How did your experience solving Pure Paradise Perfection model a classroom for equitable discourse?



Planning for Equitable Discourse

Components of an equitable lesson plan



An equitable lesson plan includes:

- + qualities of an equitable environment that **allows all student to belong.**
- + **purposeful questions** to uncover student thinking.
- + **wait time** for students to think.
- + teacher moves that **validate student thinking.**
- + **randomly calling** on students.
- + T.I.P. (**Think- Ink- Pair**) time.
- + a **strong launch** into the lesson.

Planning for Equitable Discourse

Writing an equitable lesson plan



Planning steps for an equitable lesson plan:

1. Pick a rich task, and solve it.
2. Create a learning goal.
3. Start planning the lesson with the following in mind:
 - a. How will I launch this lesson?
 - b. What purposeful questions will advance student learning?
 - c. How does the lesson connect back to the goal?
 - d. What teacher moves or STTSs will I incorporate into the lesson?

Planning for Equitable Discourse

What is a Rich Task?



A rich task should:

- + **build on students' current understanding** of a math concept.
- + provide opportunities for students to **engage in exploration**.
- + allow for **multiple entry points** into the task.
- + require students to provide **justification or explanation**.
- + encourage students to **make connections** between concepts.
- + provide the opportunity to look for **patterns**, make **conjectures**, and/or form **generalizations**.

Planning for Equitable Discourse

Identifying Rich Tasks



Identify a rich task: (10 min)

- + Preview problems in Chapter 1 together as a team.
- + Choose one problem that meets the criteria for a rich task.
- + Make sure everyone in your team agrees on your one problem.
- + Solve the math problem independently.
- + Share your strategies and brainstorm other possible strategies as a team.

Planning for Equitable Discourse

Establishing the Learning Goal



“Formulating clear, explicit learning goals sets the stage for everything else.”

(Preparing Teachers to Learn from Teaching, Hiebert et al. 2007, p.57)

Planning for Equitable Discourse

Creating Effective Learning Goals



Your Task:

- + As a team, write a learning goal for your rich task

Learning Goal

Definition: What students will understand about math by the end of the lesson.

- + The learning goal can be rephrased for students, but is the core understanding that will drive a teacher's instructional moves.

Examples:

- + *Students will make connections between multiple representation of ratios.*
- + *Students will represent growth in a dot pattern in multiple ways.*

Planning for Equitable Discourse

Creating an Equitable Lesson Plan



Your Task:

- + Make a copy of the CPM Lesson Plan from the file cabinet.
- + Fill out the CPM Lesson Plan keeping the following in mind:
 - How will I launch this lesson?
 - What purposeful questions will advance student learning?
 - How does the lesson connect back to the goal?
 - What teacher moves or STTS will I incorporate into the lesson?

Planning for Equitable Discourse

Creating Equitable Environments



Are you creating an equitable environment for discourse?

- + How does your launch provide an entry point for all students?
- + What STTS did you include to support students and teams?
- + How does your lesson share math authority with your students?
- + How are your students making connections to the goal of the problem?
- + How do your questions allow equitable discourse within the team?
- + How will you provide enough wait time when asking for student responses?

Planning for Equitable Discourse

Closure



What is one thing that you can commit to adding to your daily math practices from the 5 Practices?

Add this to your plate.

Planning for Equitable Discourse

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

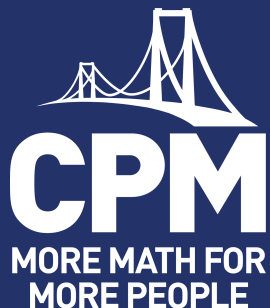
Apply learning about equitable teaching practices by planning a lesson.

Success Criteria:

1. Identify a rich task from your course.
2. Write a clear learning goal that articulates what students will understand about mathematics.
3. Include strategies and practices to intentionally promote equity within your lesson.

Lunch Time

+ See you at **xx:xx PM**



Afternoon



Microteaching



Establishing Learning Alliances



Equity Action Plan



Session Closure



@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople

Agenda

Day 2



Afternoon



Microteaching



Establishing Learning Alliances



Equity Action Plan



Session Closure

Learning Target:

Connect concepts of brain science, status, and agency to a professional learning practice: microteaching.

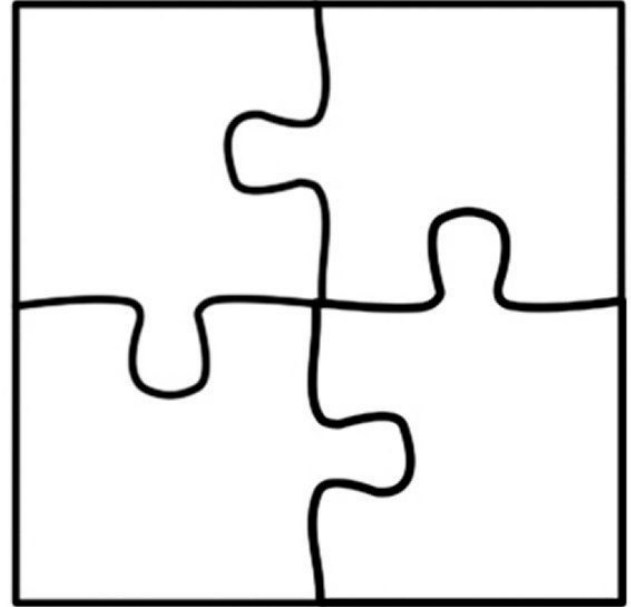
Microteaching

Brain Structures & Culture



Each team has one of the following categories for their team's puzzle pieces:

- + Cellular Structures
- + Nervous System
- + Deep Culture
- + Neocortex



Microteaching

Brain Structures & Culture



Jigsaw



As a team:

- + Take turns reading the information on your puzzle piece in this order:
 - 1) Name & info
 - 2) Background information & function
 - 3) Impact on learning
 - 4) Culturally responsive brain rule
- + Synthesize the following on your graphic organizer for your team's puzzle:
 - + What is it? Why does it matter?
 - + What is your brain rule?
- + Recorder/Reporters, please be ready to share out with the whole group.

Microteaching

The Brain & Culture Jigsaw Debrief

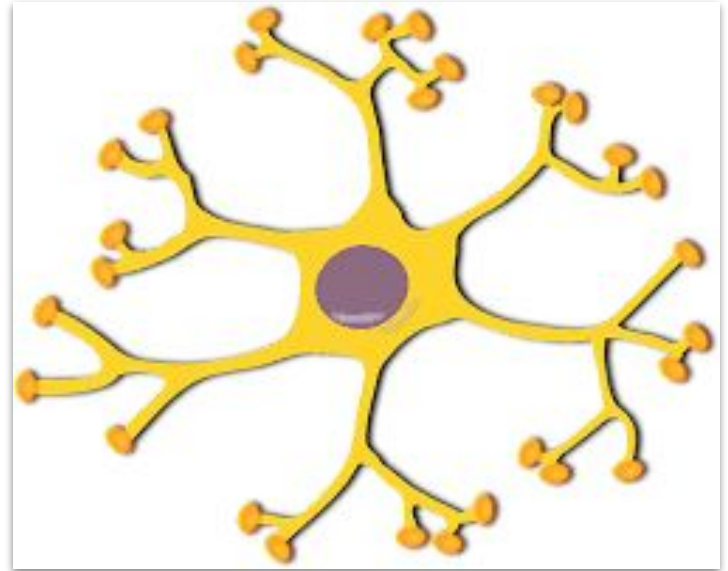


Cellular Structures

What is it?

Why is it important?

What is the brain rule?



Microteaching

The Brain & Culture Jigsaw Debrief



Nervous System

What is it?

Why is it important?

What is the brain rule?



Microteaching

The Brain & Culture Jigsaw Debrief

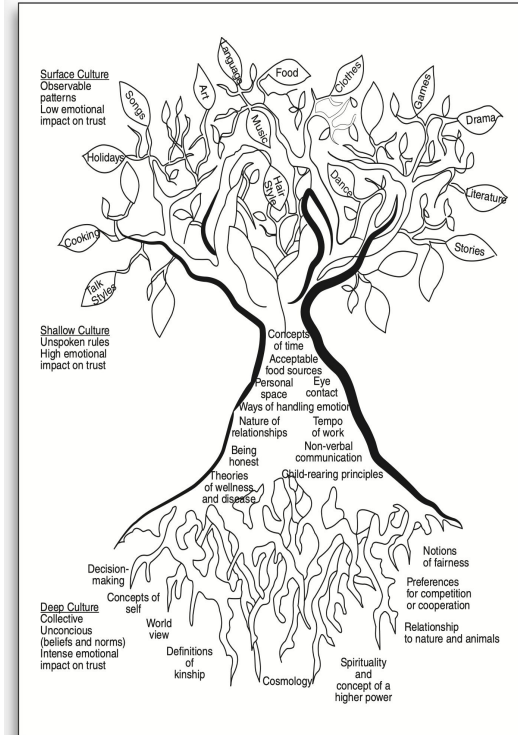


Deep Culture

What is it?

Why is it important?

What is the brain rule?



Microteaching

The Brain & Culture Jigsaw Debrief

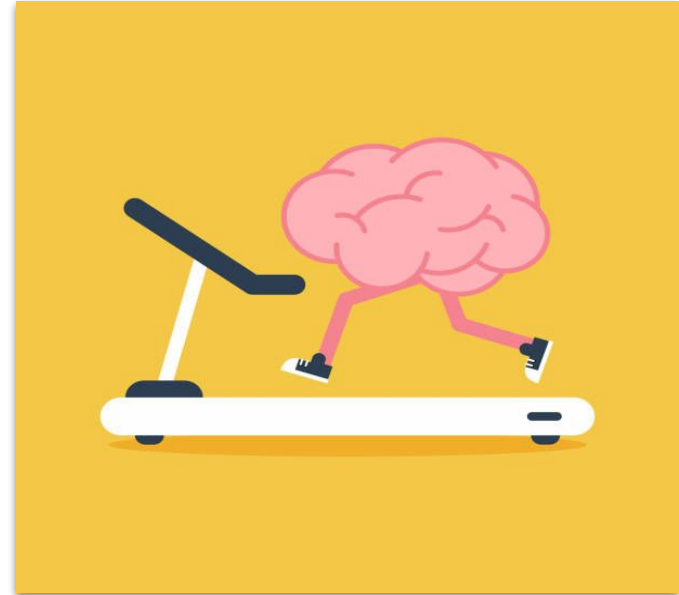


Neocortex

What is it?

Why is it important?

What is the brain rule?



Microteaching

Equitable Collaboration - How?



“Learning for all is the reason we collaborate.”

Ken Williams, <https://unfoldthesoul.com>

Microteaching

Mathematics Identity and Agency



How does mathematics identity and agency play out in collaborative work?

How does your mathematics identity affect your work with peers?



Microteaching

Mathematics Identity and Agency Debrief



Team Whiparound

- + How does mathematics identity and agency play out in collaborative work?
- + How does your mathematics identity affect your work with peers?

Microteaching

What is it?



Microteaching allows teachers to fine-tune their teaching skills in a low-risk, simulated classroom environment.

Microteaching

Feedback

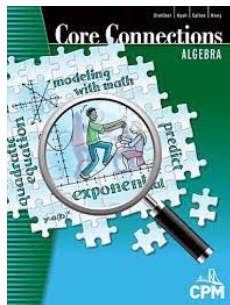


Keep the following questions in mind throughout the next problem:

- + How does the use of the STTS support productive struggle?
- + What potential barriers to student learning still need to be overcome?
- + What suggestion do you have to make the student experience more equitable?

Microteaching

CCA Lesson 4.2.5
Problem 4-78



Math goal:

Justify the choice of strategy for solving a system of linear equations.



Team goal:

Pose questions to explore and clarify thinking.

Microteaching

Math Language Routine



Math Language Routine: Stronger and Clearer

- + **Pre-Write:** Write your strategy ideas, reasoning, questions about a problem, etc.
- + **Think:** Students think about what to say to their first partner to explain what they are doing or did to solve the problem. **(2 min)**
- + **Structured Pairing:** Follow teachers directions to find a partner. **(12 min)**
- + **In Pairs:**
 - a. Partner A shares with a goal of explaining reasoning clearly.
 - b. Partner B listens and asks clarifying questions related to justifying.
 - c. Switch partners, two or three more times.
- + **Post-Write:** Write down final explanation (words, sentences, etc.) **(2 min)**

Microteaching

Team Roles



	A	B
Round 1	RM	F
Round 2	R/R	RM
Round 3	RM	T

	A	B
Round 1	T	R/R
Round 2	F	T
Round 3	R/R	F

Microteaching

Feedback and Debrief



Notice and Wonder

- + What did you notice?
- + What did you wonder?

How did the 'Stronger and Clearer' Routine support productive struggle?

What potential barriers to student learning still need to be overcome?

What suggestion do you have to make the student experience more equitable?

Microteaching

Debrief



Turn and Talk (2 min)

What might microteaching look like in your PLC?

- + Who would be involved?
- + What would the structure look like?
- + How frequently might you want to meet?
- + Do you need anyone else's support?

Microteaching

Reflection



**What might you add to your plate?
What might you remove from your plate?**

Microteaching

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Connect concepts of brain science, status, and agency to a professional learning practice: microteaching.

Success Criteria:

1. Identify new brain structures and their role in learning.
2. Consider strategies for elevating status and agency, both for teachers and students.

Microteaching

Break



- + **10 minute break**
- + **Music will start 5 minutes into the break.**



Agenda

Day 2



Afternoon



Microteaching



Establishing Learning Alliances



Equity Action Plan



Session Closure

Learning Target:

Determine how a learning alliance is different from other types of teacher-student relationships.

Establishing Learning Alliances

Learning Alliance Jigsaw



Jigsaw Reading



RM

Why Marginalized Dependent Learners Need an Ally and Validating Students' Experiences (p.89-92)

R/R

What is an Alliance and Features of the Learning Partnership Alliance (p.92-95)

T

Creating the Pact and Giving Dependent Learners the Basic Tools for Independent Learning (p.95-101)

F

The Power of Feedback to Improve Learning and Making Feedback Culturally responsive: Giving "Wise" Feedback (p.101-106)

Establishing Learning Alliances

Learning Alliance Jigsaw



Jigsaw Share Out

Establishing Alliance in the Learning Partnership Jigsaw	
Role:	Notes:
Resource Manager - <ol style="list-style-type: none">1. Why Marginalized Dependent Learners Need an Ally2. Validating Students' Experiences	
Recorder/Reporter - <ol style="list-style-type: none">3. What is an Alliance4. Features of the Learning Partnership Alliance	
Facilitator - <ol style="list-style-type: none">7. The Power of Feedback to Improve Learning8. Making Feedback Culturally responsive: Giving "Wise" Feedback	
Task Manager - <ol style="list-style-type: none">5. Creating the Pact6. Giving Dependent Learners the Basic Tools for Independent Learning	

How do learning alliances move students to be independent learners?

Establishing Learning Alliances

Team Poster



- + Decide on a visual or analogy that shows **how Learning Alliances move students to be independent learners.**
- + Create a stand-alone poster to represent and summarize Learning Alliances.

- RM** Ensure all materials are gathered and returned.
- R/R** Divide up tasks among team members to create the poster.
- T** Manage the allotted time.
- F** Make sure everyone's voice is included.

Establishing Learning Alliances

Debrief



Carousel

As you view other teams' posters on Learning Alliances, consider the following:

- + What **connected** to what you already knew?
- + What **extended** or **broadened** your thinking in new directions?
- + What **challenges** have come up in your mind from the ideas and information presented?

Establishing Learning Alliances

Revisiting Your Plate



Consider how developing learning alliances supports the development of independent learners.

- + How might you work to form learning alliances with your students? What are you currently doing? What might you try?*



Rough-Draft Talk

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Differentiate how a learning alliance is different from other types of teacher-student relationships.

Success Criteria:

1. Identify key features of a learning alliance.
2. Create a visual or analogy for learning alliances that is personally meaningful.

Agenda

Day 2



Afternoon



Microteaching



Establishing Learning Alliances



Equity Action Plan



Session Closure

Learning Target:

Consolidate learning by identifying moves that support the Ready for Rigor Framework.

Equity Action Plan

Ready for Rigor Framework



*Learning to put culturally responsive teaching into operation is like learning to rub your head and pat your stomach at the same time...The trick is to get each movement going independently then synchronizing them together. **The practices are only effective when done together.***

(Culturally Responsive Teaching & the Brain, Hammond, 2015, pg. `8)

Equity Action Plan

How do we challenge inequity?



Math Chat

- + Each person needs one marker.
- + Facilitator will direct each team to a poster.
- + Silently circulate to each poster, and record your response to the prompt on the poster.
- + After one rotation, do a second rotation to read others' responses.

Equity Action Plan

Math Chat Prompts



Math Chat



How do I challenge inequity by...

- + developing independent learners?*
- + elevating status, agency and identity?*
- + building learning alliances?*
- + reflecting on my own beliefs and culture?*
- + ensuring every student feels a sense of belonging?*

What are some tools and strategies for each area?

Equity Action Plan

Accessing the Equity Action Plan



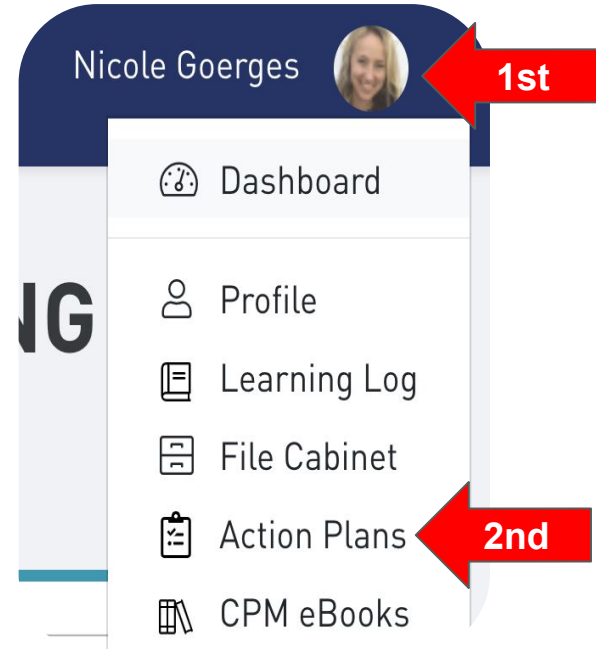
Your Task:

- + Work on any of the following sections in your Equity Action Plan.

Information Processing

Learning Partnerships

Community of Learners and Learning Environment



Equity Action Plan

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Consolidate learning by identifying teaching moves that support the Ready for Rigor Framework.

Success Criteria:

1. Identify teacher moves that support specific aspects of equity.
2. Revise your action plan.

Agenda

Day 2



Morning

Afternoon



Opening



Microteaching



Math Task: 5 Practices



Establishing Learning Alliances



Planning for Equitable Discourse



Equity Action Plan



Lunch



Session Closure

Closure

Teachers Matter



Closure

Session Outcomes



Together we:

- + Reflected upon how **math identity**, **math agency**, shared **math authority**, and classroom **status** affect students as independent learners.
- + Curated strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.
- + Enhanced lesson plans to create a more **equitable classroom culture**.
- + Continued developing an Equity Action Plan to support the development of **independent learners**.

Closure

- + Parking Lot



Closure

Closing Circle



- + **Round 1:** Say one word (or phrase) representing something you learned today.
- + **Round 2:** Choose one of the following to respond to:
 - a. I hope to bring an attitude of ___ tomorrow.
 - b. Something I appreciated about myself today was ___.
 - c. Something I hope to learn more about in the future is ___.
 - d. Something I am proud of today is ___.
- + **Round 3:** I appreciate...

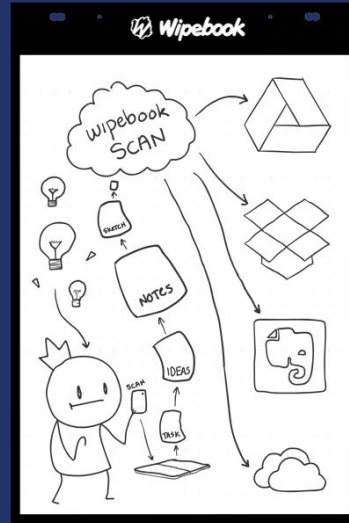
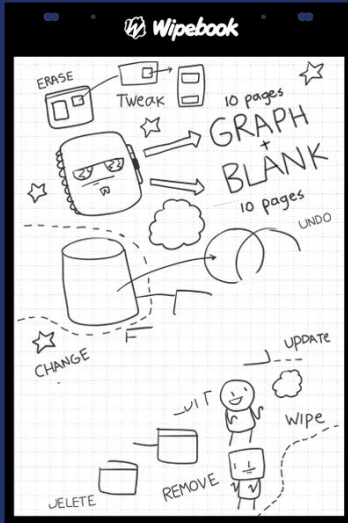
Closure

When We Know Better, We Do Better



Proximity Partners

- + Stand up, push in your chair, touch 2 tables/desks, 3 walls, and a chair.
- + The person closest to you is your partner.
- + Share your response to one of the following:
 - + *I will take..... off my plate so I can add.....*
 - + *Instead of..... I will.....*



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Closure

- + Parking Lot
- + Attendance & Feedback
 - In the Portal
- + Continuing Education Credit

MY DASHBOARD

IN PROGRESS

In-Person Learning Events

Building on Equity - Salt Lake City, UT

Attendance - Day 2

Day 2 Feedback

