A photograph of a school hallway with rows of orange lockers on both sides. The floor is made of light-colored tiles. There are several doors along the walls, and a clock is mounted on the wall on the left. The ceiling has recessed lighting. The text is overlaid in the center of the image.

What is it like to be a student in your school?

Reflecting on the teaching and learning context



Initial thoughts, reflections, and
ideas?



Let's look at the data

High school diploma outcomes

Your turn:
 Look at the percentage of student who graduated with a college preparatory diploma at your school or district.

College preparatory diploma (Advanced studies)

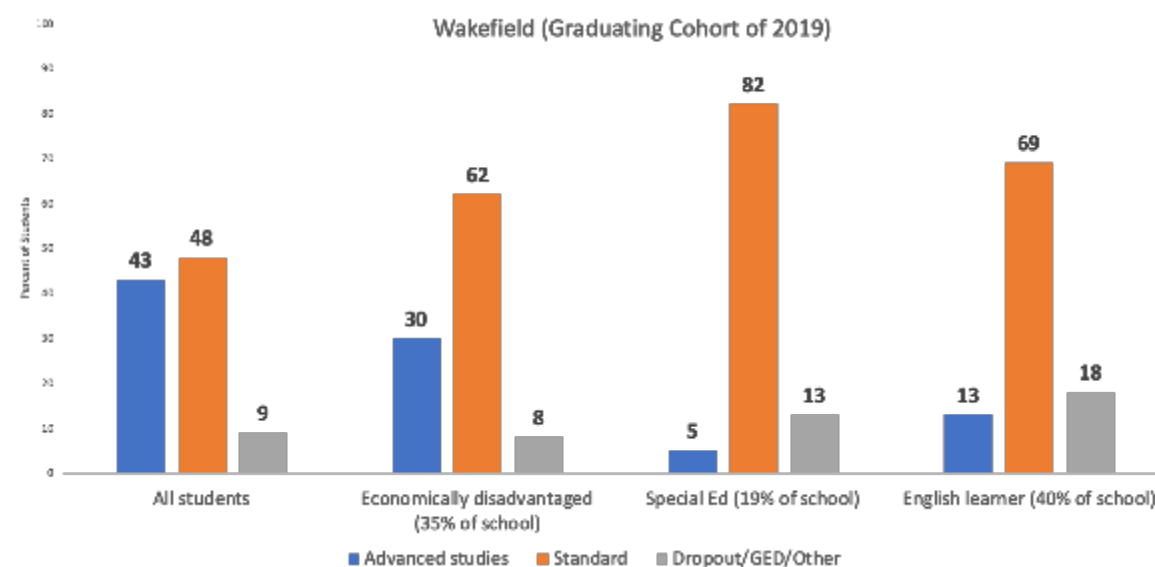
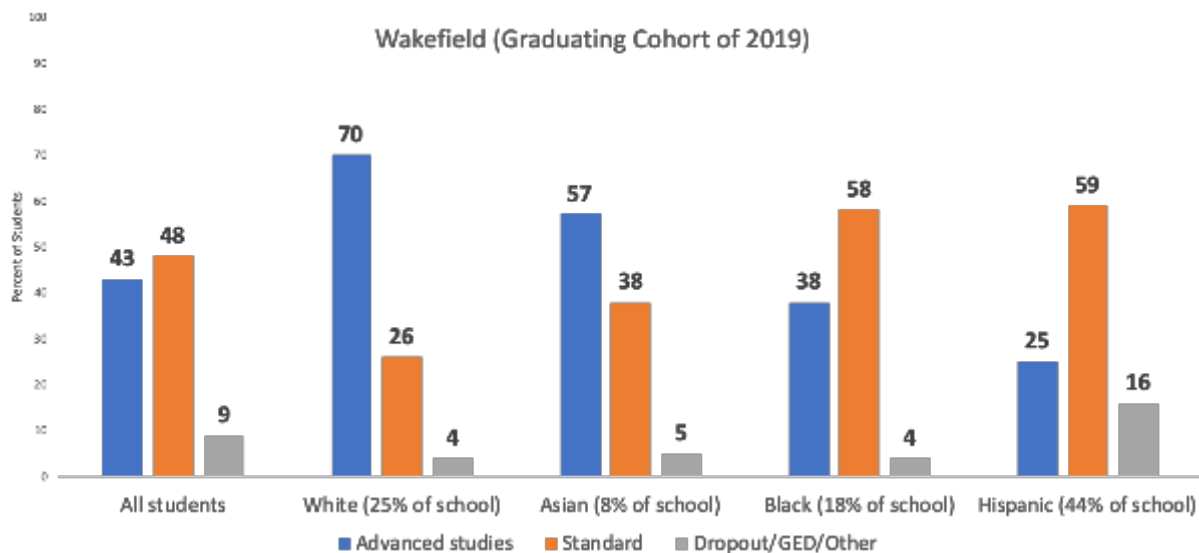
- More White and Asian students earned a college preparatory diploma

Standard diploma

- More Black, Hispanic, economically disadvantaged, special education, and English learner students earned a Standard diploma

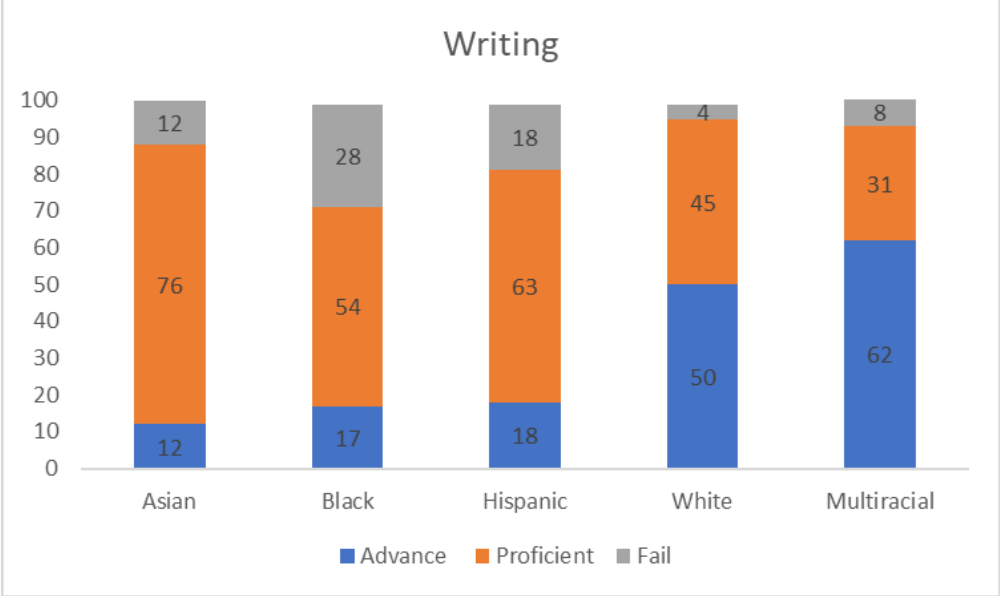
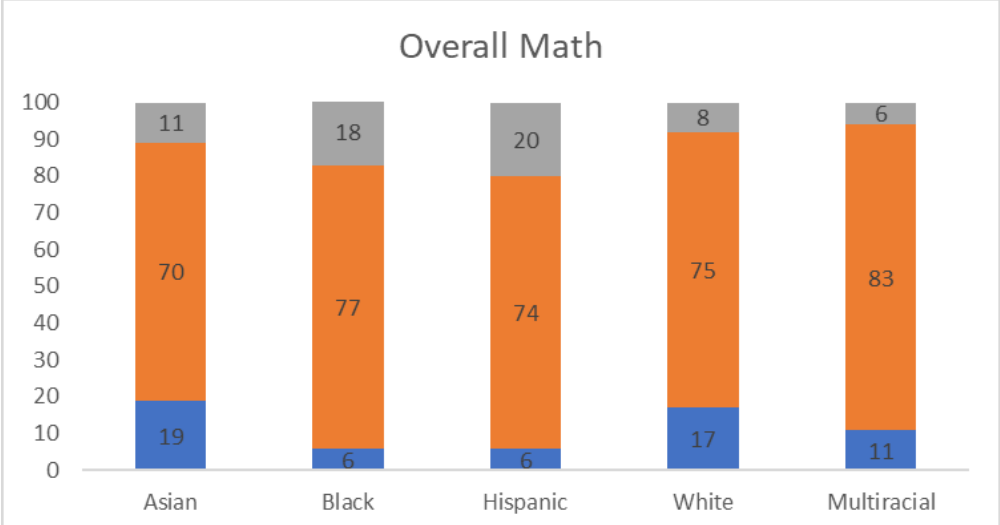
Dropped out

- More Hispanic students, English learners, and special education students dropped out of high school



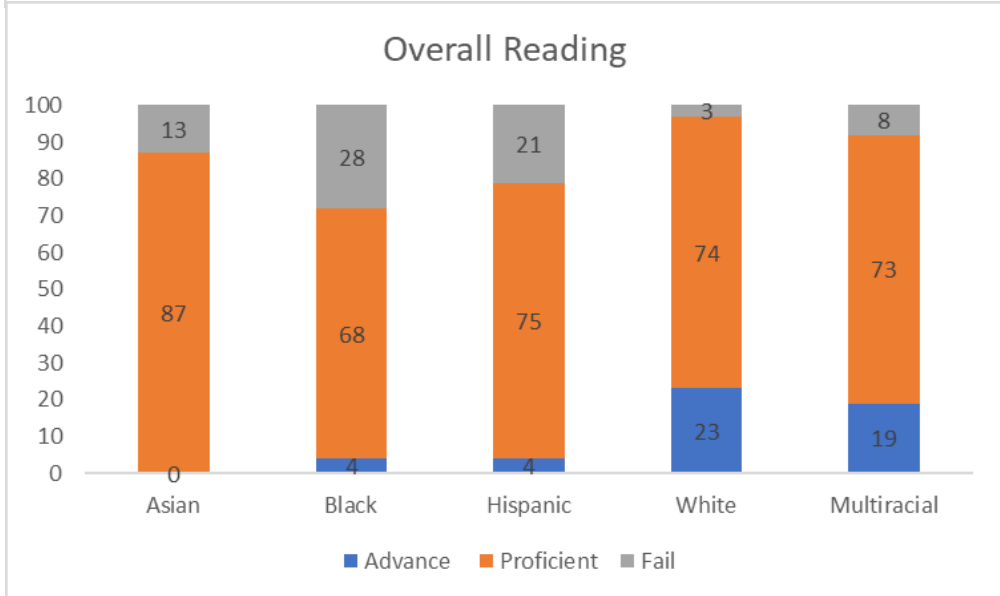
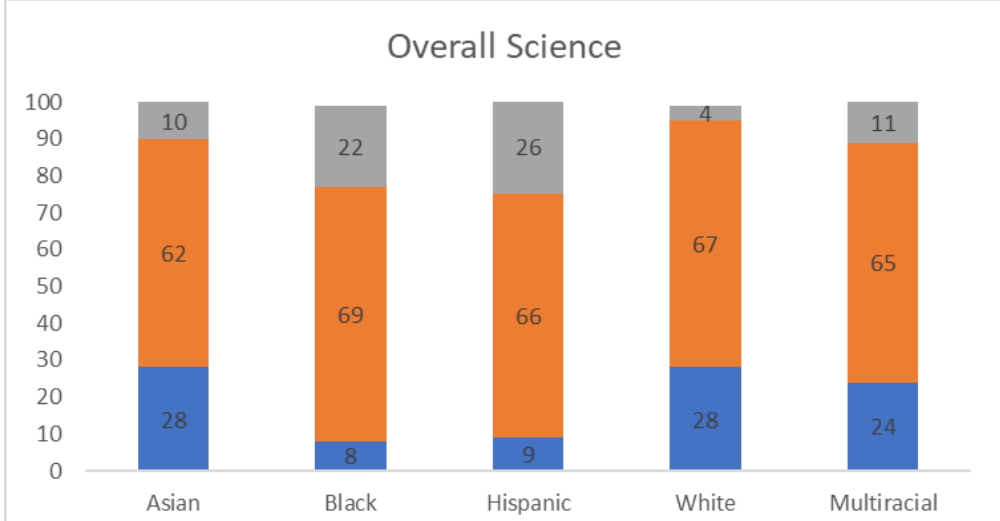
Proficiency level outcomes

Your turn:
 Look at the percentage of student who scored Advanced Proficient (highest level) at your school or district.



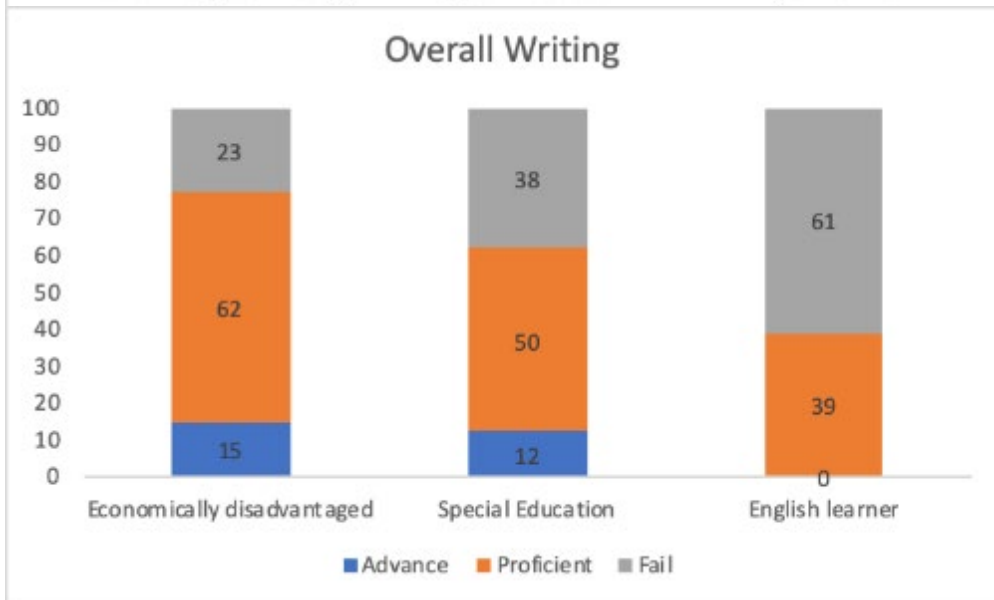
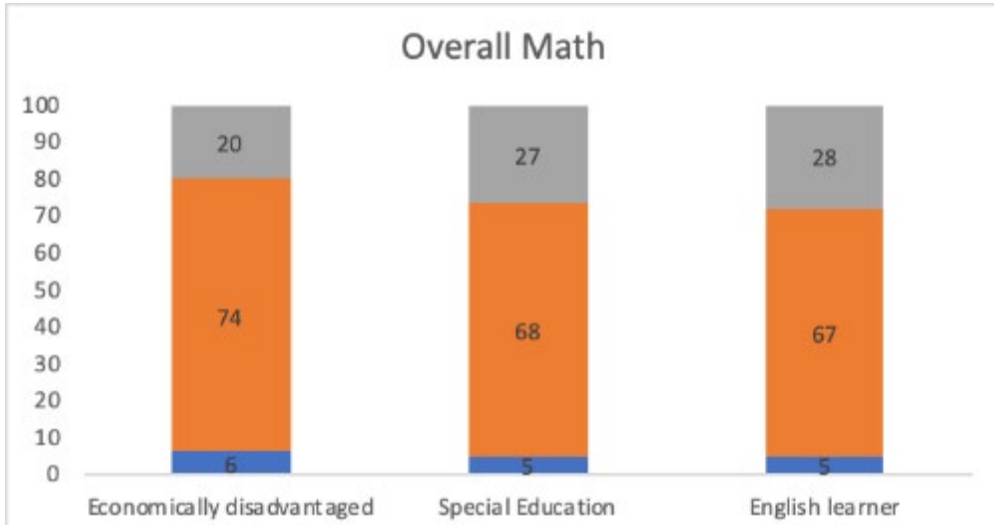
More Asian, Black, and Hispanic students failed their state assessments across all subjects.

2018/19 SY
[Source: VDOE School Quality Report Card](#)



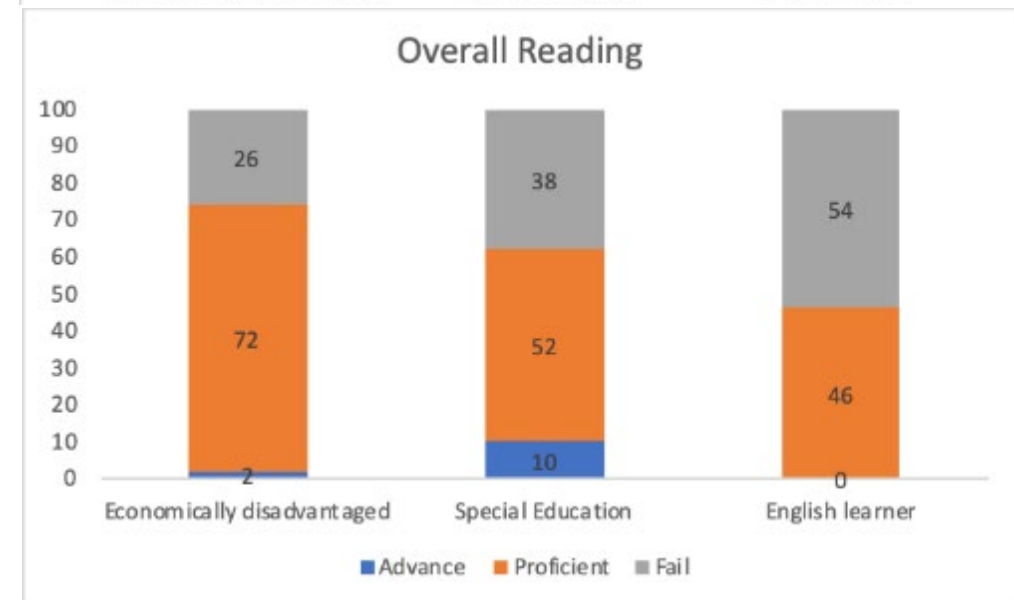
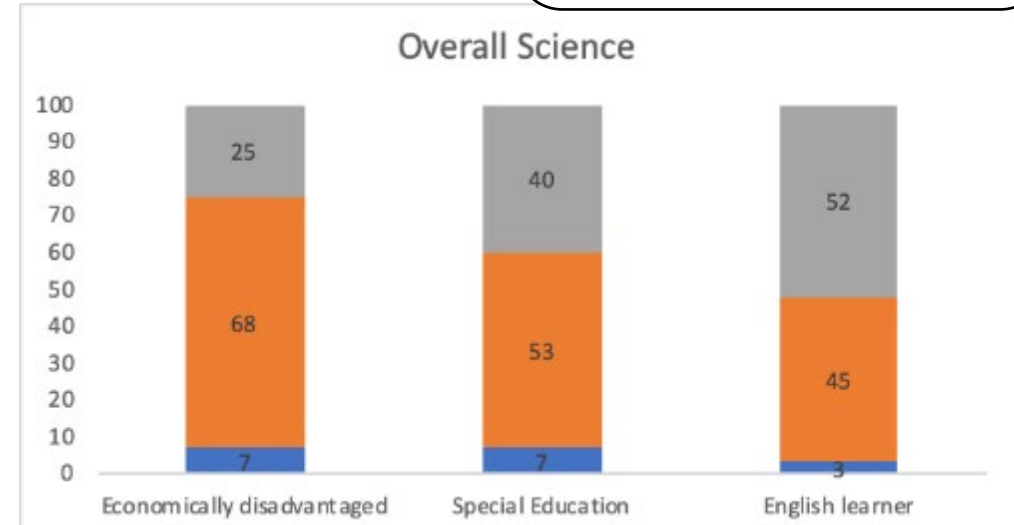
Proficiency level outcomes

Your turn:
Look at the percentage of student who scored Advanced Proficient (highest level) at your school or district.



More economically disadvantaged, special education, and English learner students **failed** their state assessments across all subjects.

2018/19 SY
[Source: VDOE School Quality Report Card](#)



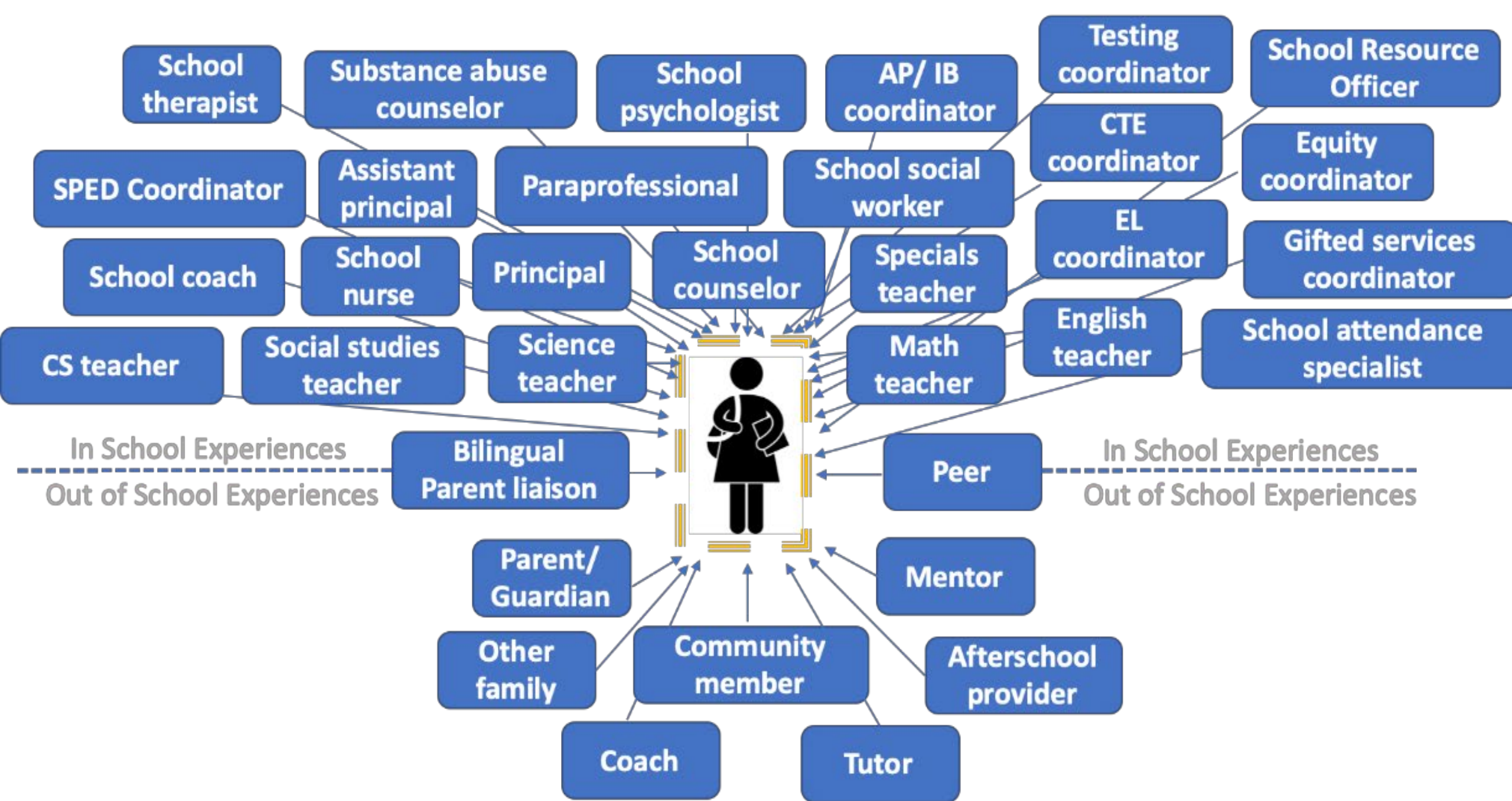
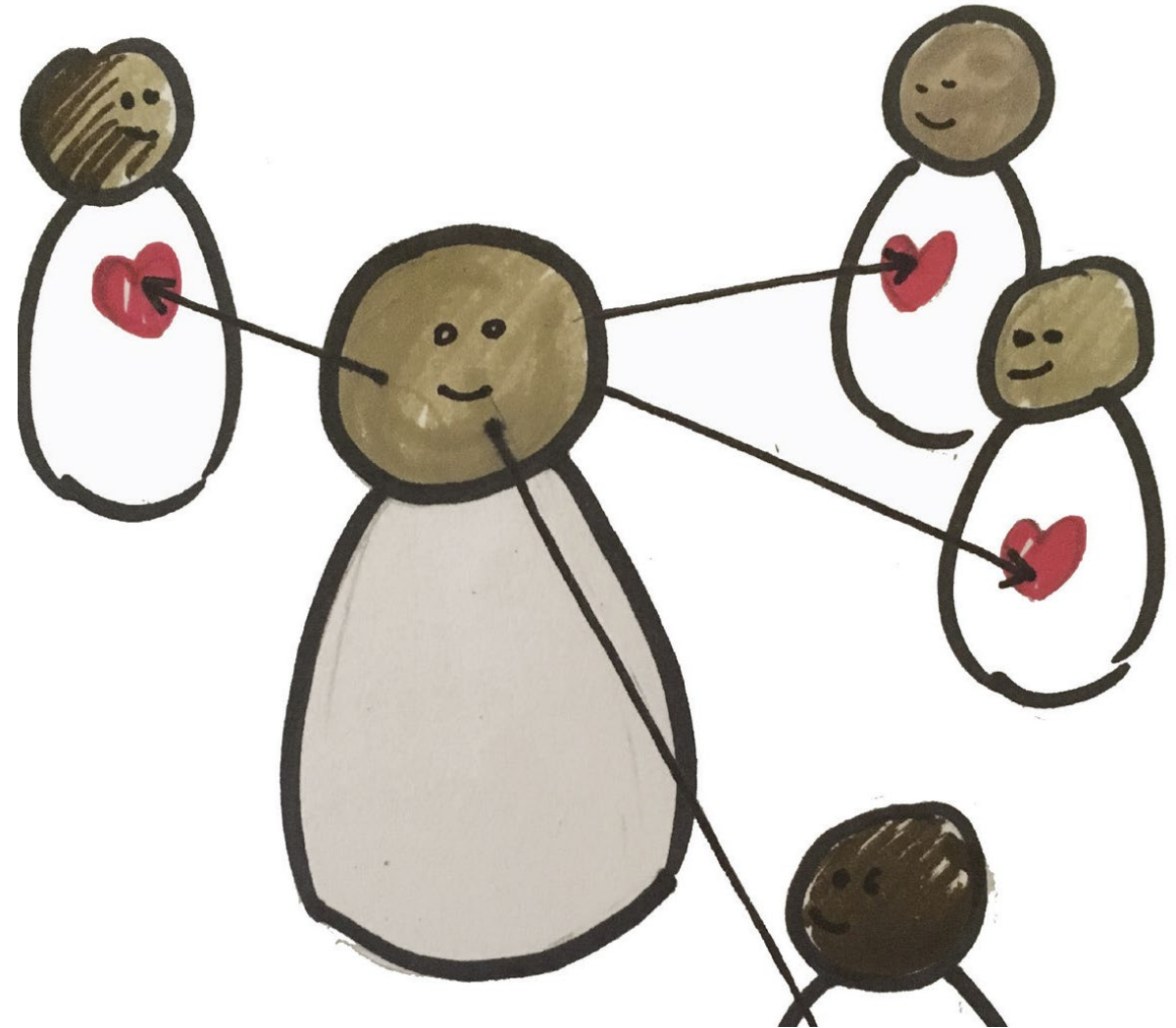


Figure adapted from: Pollock, M. (2017). *Schooltalk: Rethinking what we say about—and to— students every day*. New York, NY: The New Press.

Student empathy interviews (2019)

Your turn:
Conduct empathy interviews
using these questions with
your students.

- N = 5 students (3 girls/ 2 boys)
- Empathy interview questions:
 - Tell me about a **great experience** you had at school.
 - Tell me about a **bad experience** you had at school.
 - Tell me about a recent time you were absent from school. What was it like to **return to school**?

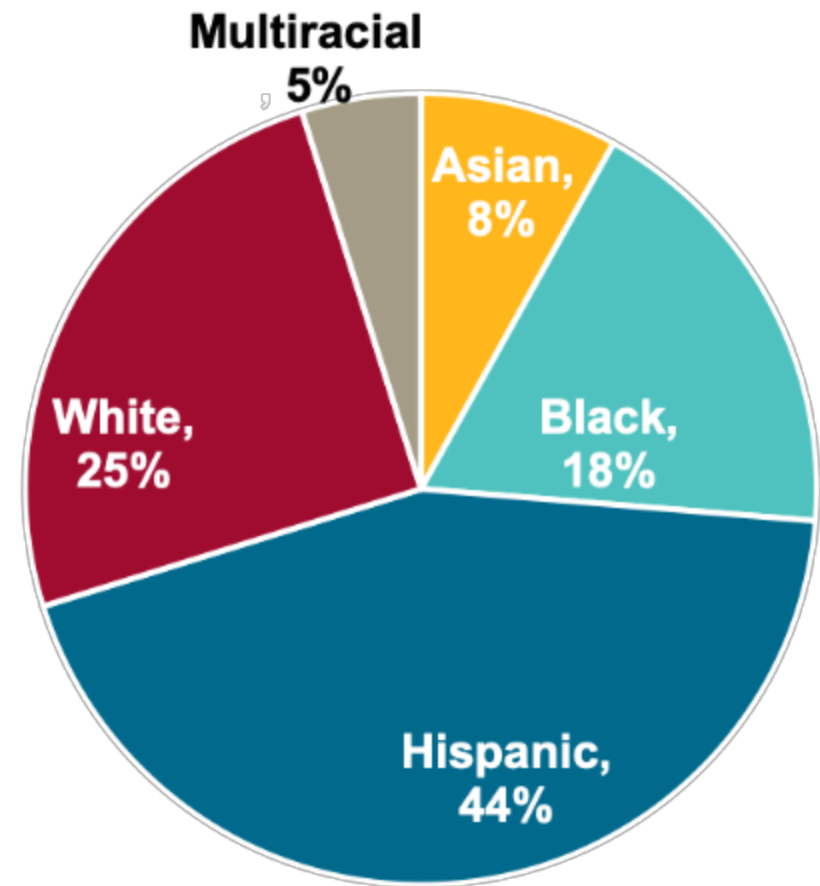


“You definitely notice”: Being “The Only One”

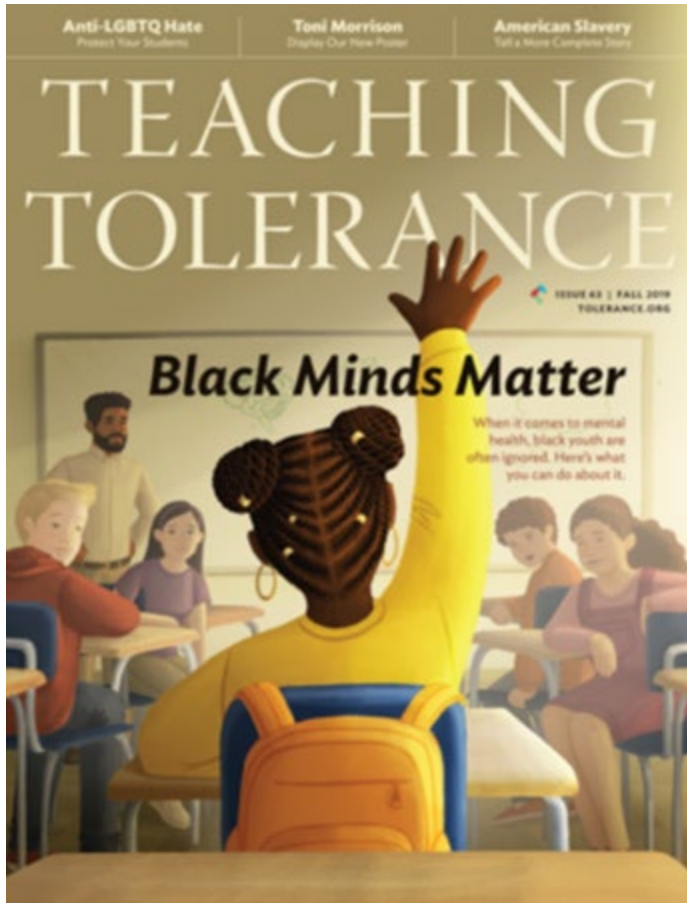
Classroom-level diversity

- I’m the only one in my government class.
- In higher-level or advanced-classes, you won’t see a lot of students of color.
- We’re not shown as much attention.
- My friends and I were talking about this the other day. We’re the only three Black girls in class and the vibe is just off. This one girl is looking at us, and we all sit in the same section, it depends on the vibe and you know the kids.

School-level diversity



The Vibe: A chilly learning environment



<https://www.tolerance.org/magazine/fall-2019>

Silencing of students of color in class

- I see myself as an outgoing person. And if I'm given a chance to be outgoing, then I take it. If I see that there aren't many opportunities to be outgoing in that class, I'll have 5 seconds to talk or no chance to talk, then I know it's not a good vibe. [R: Do you try again?] No. I don't.
- It takes me about a week or two to get the vibe. If there's something I'm not feeling, I'm not going to make a big deal out of it.
- I think a lot of American people have a vibe where they are entitled to a lot of things.
- If you can continuously make eye contact or open the floor for me. If I see you making an effort, I'll make an effort too.

Trusted adult at school: Eroding or building trusting relationships

None

- It's hard to find [the counselor]. It is a lot of work [to see the counselor].
- I go to my parents [for advice]. I only see my counselor for classes. It's good to go see [the counselor] once or twice a year to talk about classes.
- I don't talk to my counselor about personal stuff.
- I don't want to go back. Why are you going to say you're there when you're not there. It happens all the time.

One... by accident

- I've never told no teacher about my personal life issues. But I would come in for work and agree and see certain things eye to eye over like, a math problem. I feel like the more you spend time around that teacher, you all can have a good vibe around each other.
- He's trying to help me get somewhere in life. I thought the popular kids were in there, and I'm like, "That's not me." [Friend] said to go see him, and I did. And he helped me, and then he continued to help me.

Effective teaching: Far more relational than relaying content

Characteristics of a “dream teacher”

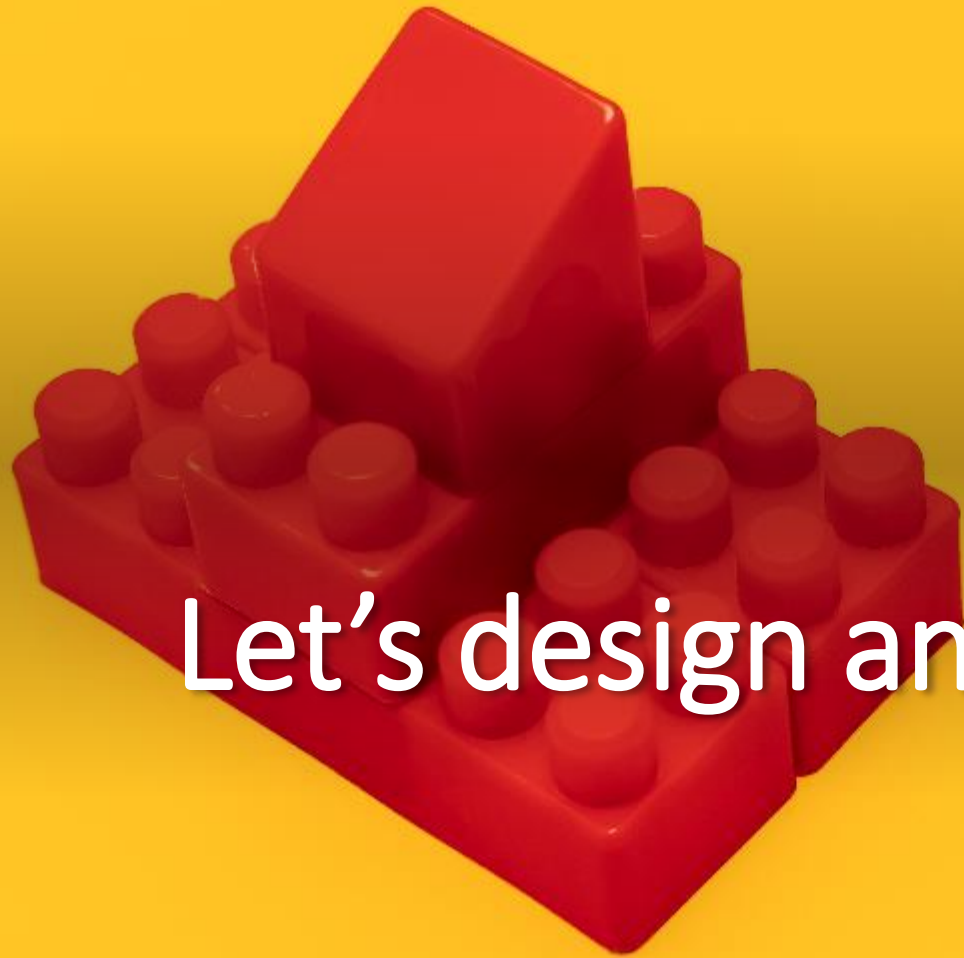
- A person who can understand where all of us are coming from instead of trying to get this and that done and putting more stress on you.
- It is your job to communicate with your students, you want the best for your students. Don't be so distant. Don't be the kind of teacher where it's like, “Here, do the work.”
- She wants everybody to pass. She's like, “Here, come here. Let's go over it together. Tell me what you need help with.”
- They make an effort to build a relationship, they talk to you. They work with you.
- You can see it in her voice. You can tell she wants all of us to pass her class.





What is it like to be a culturally and linguistically diverse student in your school?

Figure adapted from: Pollock, M. (2017). *Schooltalk: Rethinking what we say about—and to—students every day*. New York, NY: The New Press.



Let's design and build equity

Inputs

Leaders with equity mindset

Educators with equity mindset

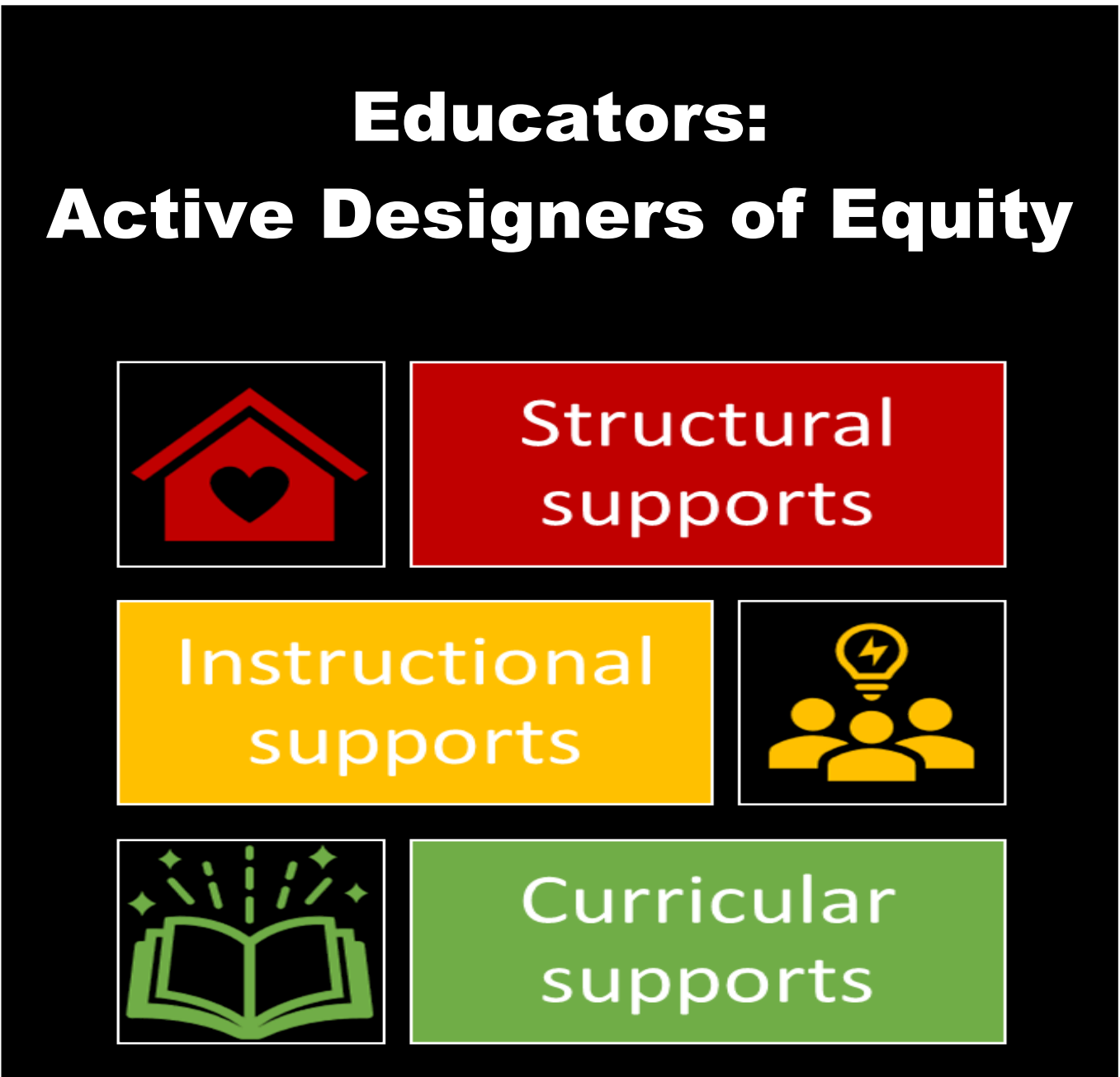
“All hands on deck” work culture

Dedicated time for PD

Dedicated time to practice

Networked Improvement Community

Key Components for School Improvement



Short-Term Educator Outcomes

Effective School Collaboration & Practices

Effective Classroom Practices

School improvement

Mid-Term Student Outcomes

Cognitive Development

Academic Development

Social Development

Emotional Development

Student learning behaviors

Long-Term Student Outcomes

Student Access & Opportunity

Student Performance

Student outcomes

Impact

Every student actualizes their full potential (Equity)