#EachChildOurFuture

Ohio Perkins V Equity Lab

#CareerTechOhio

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Skills for a **lifetime.**

Instructor Lab

April 2021

Ohio Department of Education

Welcome!

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Agenda

- Introduction
- Becoming a Catalyst for Change
- Discovering Inequities Through Data
- Exploring Equity in Instruction & Strategies for Improvement
- Action Planning & Office of CTE Equity Initiatives

Toolkit Icon

Each participant will receive a “swag bag” after the lab which will include a toolkit with the resources that we will be referencing throughout the presentation.

When we reference one of these tools, you’ll see this toolkit icon in the bottom corner of the slides.

Engage with Us! - Jamboard

We'll be using Jamboard to interact and engage with one another throughout the presentation.

To access the Jamboard, click the link that's shared in the chat.

If you cannot access the Jamboard, feel free to engage in the chat box instead!

Introduction

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What is the Difference?

"Diversity is being invited to the party; inclusion is being asked to dance."

Scott Page: Professor of Complexity, Social Science, and Management at the University of Michigan

Used a formal mathematical formula that a diverse group of people with different skills and perspectives "found better solutions to problems and made more accurate predictions than a homogeneous group of people of high achievers who think alike."

Cognitive (Identity) Diversity—differences in how people perceive, encode, analyze, and organize the same information and experiences—are linked to better outcomes. These cognitive differences are influenced by other kinds of diversity, including racial and gender differences.

Why identity diversity is significant in developing approaches to the equity goals in your Perkins plan

1. **Sparks greater insight**
2. **Promotes more active sharing**
3. **Makes implicit ideas more explicit**
4. **Encourages diversity of thought**
5. **Generates better outputs**

The Difference

"Diversity is being invited to the party; **inclusion is choosing the music**" or **"inclusion is being a member of the party planning committee"**

Becoming a Catalyst for Change

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Why is equity in CTE important?

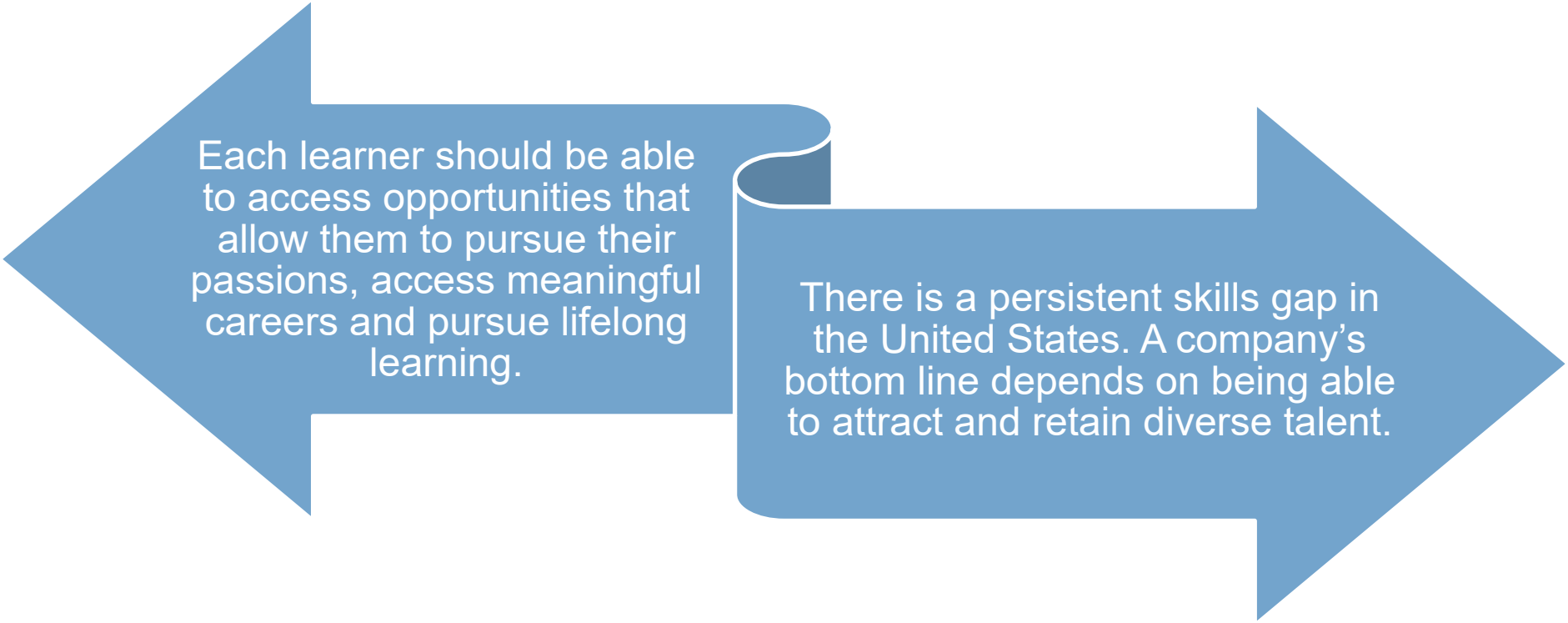
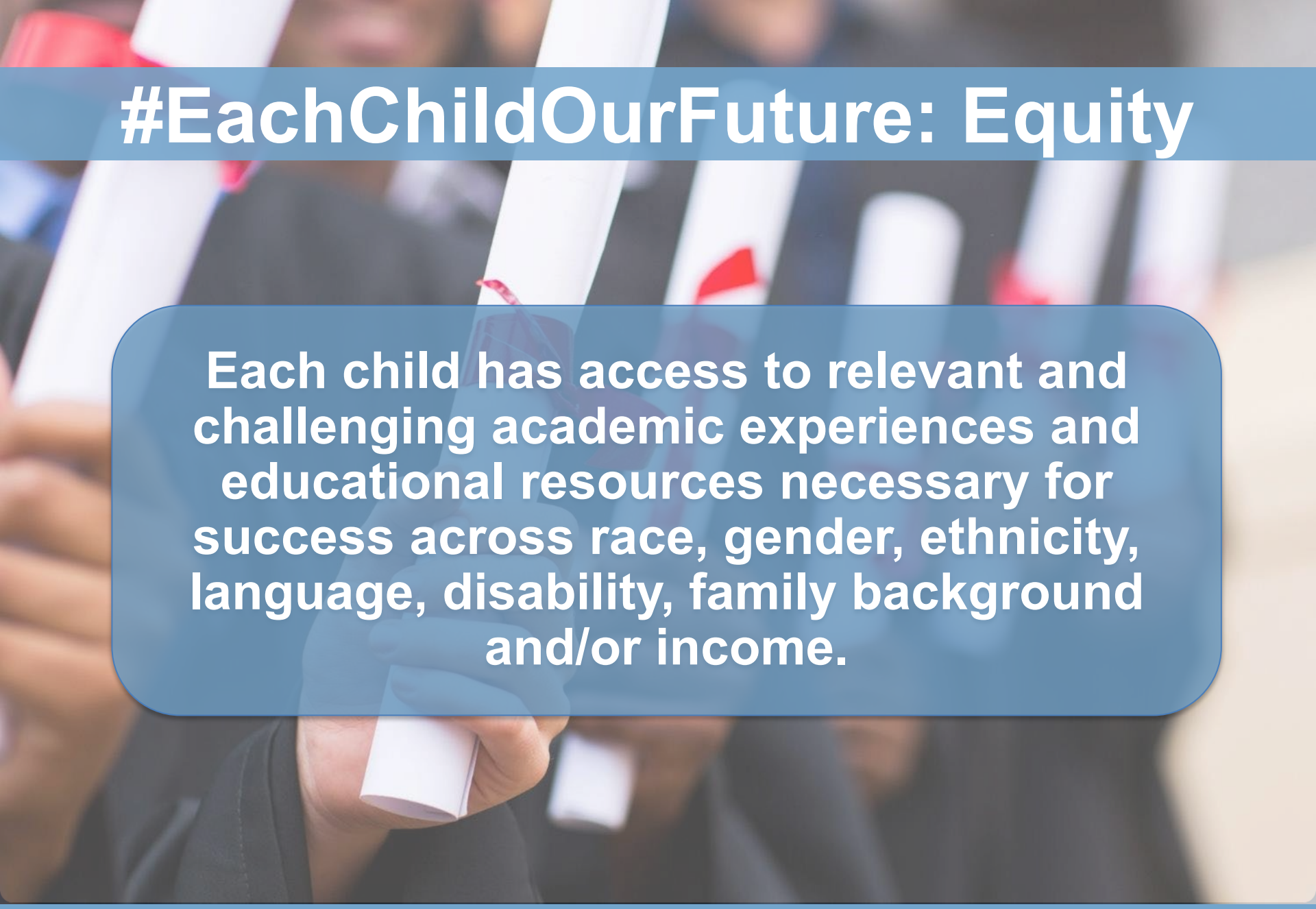


Image adapted from Advance CTE, 2020.



#EachChildOurFuture: Equity

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Perkins V Special Populations

- Students with disabilities
- Students from economically disadvantaged families
- Single parents (including pregnant women)
- Students preparing for non-traditional fields
- English Learners
- Homeless students
- Youth in or aged out of foster care
- Students with a parent on active military duty

Additional Subgroups

- Gender
- Race & Ethnicity
- Migrant Status

Why Are You Here?

Collective Work

Discovering Inequities Through Data

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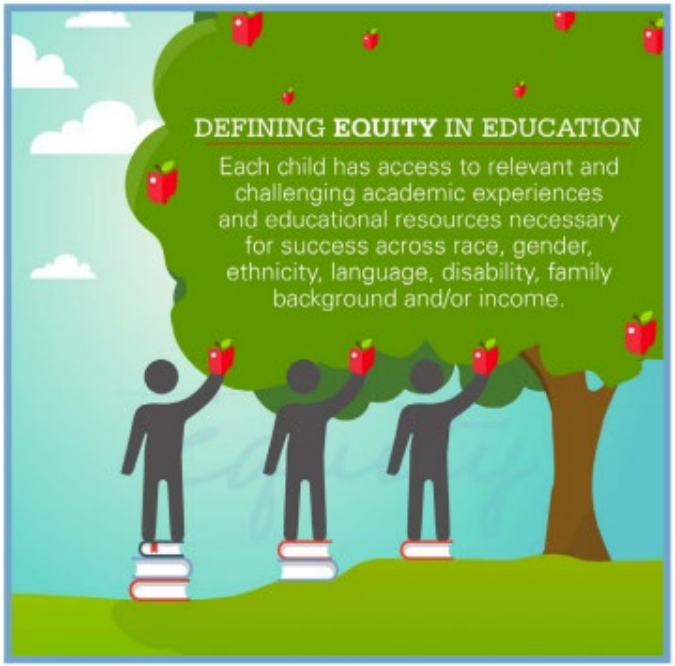
What is Inequity?

Inequality ≠ Inequity



What is Inequity?

Inequality can refer to a disparity in distribution or circumstances; it often relates to things that can be expressed in numbers.

Inequity refers to unfair, avoidable differences often arising from the bias of a system and is much more qualitative in nature.

What is Inequity?

Inequality can often to lead to ***inequity***.

For example: a lack of resources can lead to the prioritization of one group over another.

Fortunately, inequities can often fall within our scope of control.

Equity Indicators

"How can I identify a qualitative concern through quantitative data?"

Numbers tell us *what*, we have to figure out the *why*.

- Enrollment
- Engagement
- Outcomes

Equity Indicators

Enrollment

- By Special Populations & Subgroups
- By Grade Level
- Across Districts

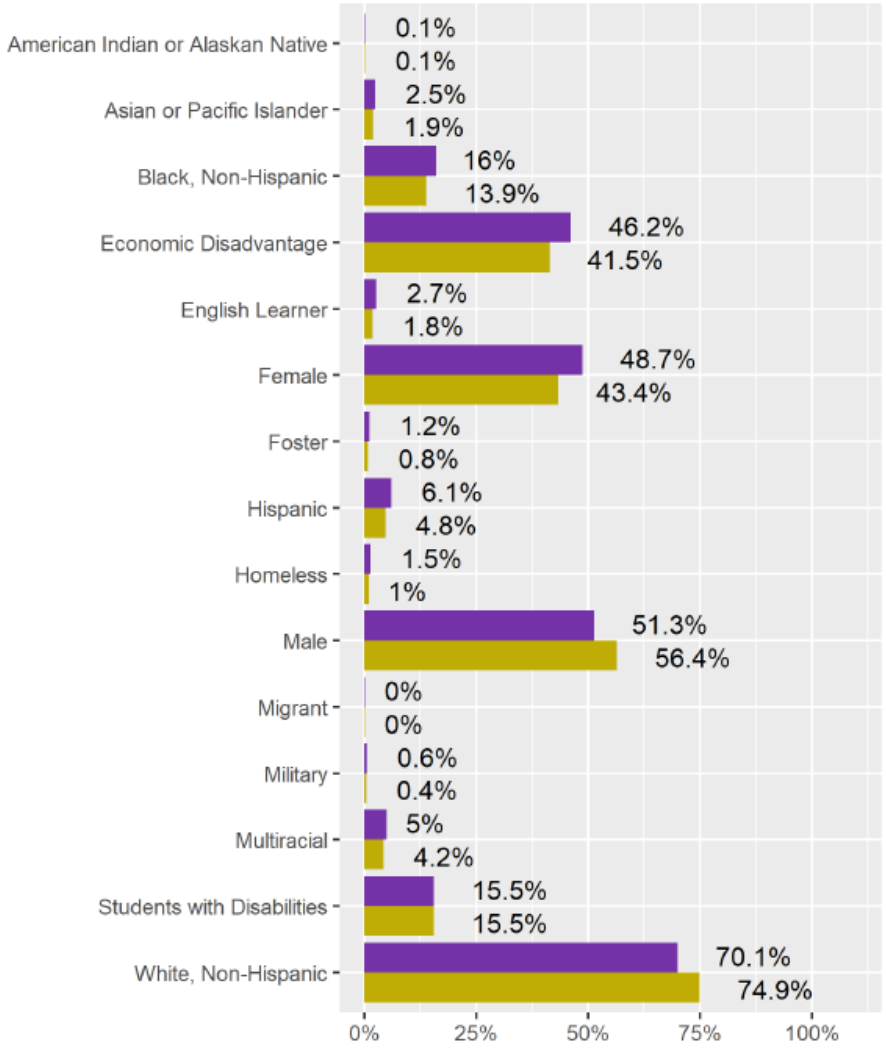
Engagement

- Non-Traditional Program Concentration
- Work-Based Learning

Outcomes

- Technical Skill Attainment
- Graduation Rate
- Post-Program Placement
- Academic Proficiency

Enrollment



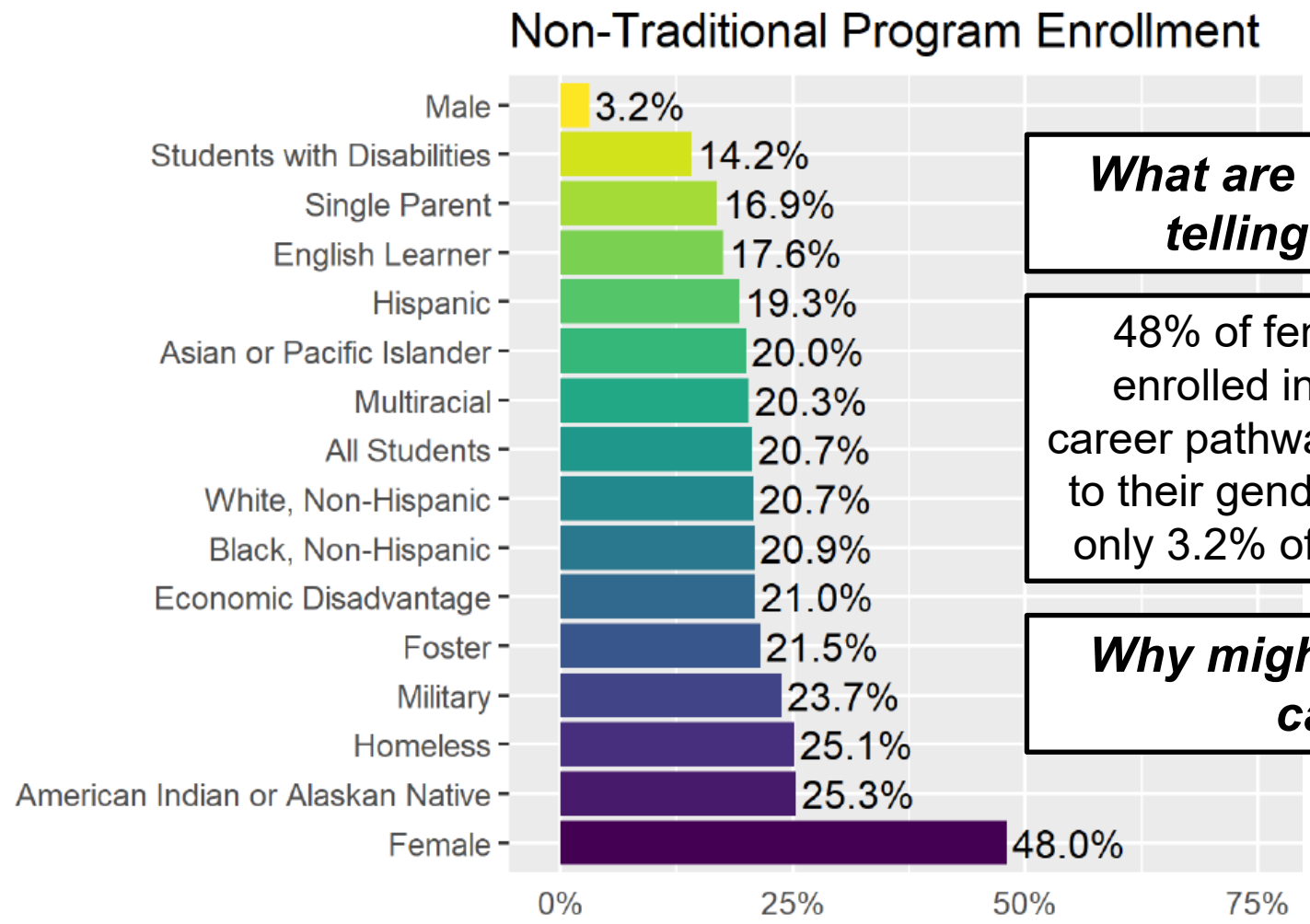
One goal is equitable access to CTE.

Ideally, enrollment figures across a district and enrollment in CTE would be closely aligned.

The numbers tell us what; what do you see?

The numbers behind % are important; in this case, a few % represents thousands of students.

Engagement

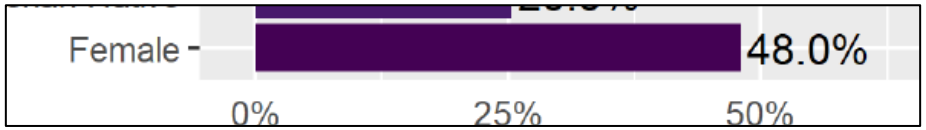


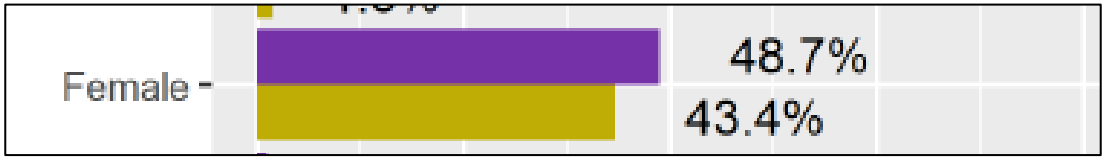
What are the numbers telling us here?

48% of female students enrolled in CTE are in a career pathway non-traditional to their gender, compared to only 3.2% of male students.

Why might that be the case?

The What & The Why





High non-traditional enrollment for female students might provide insight into under enrollment for the group:

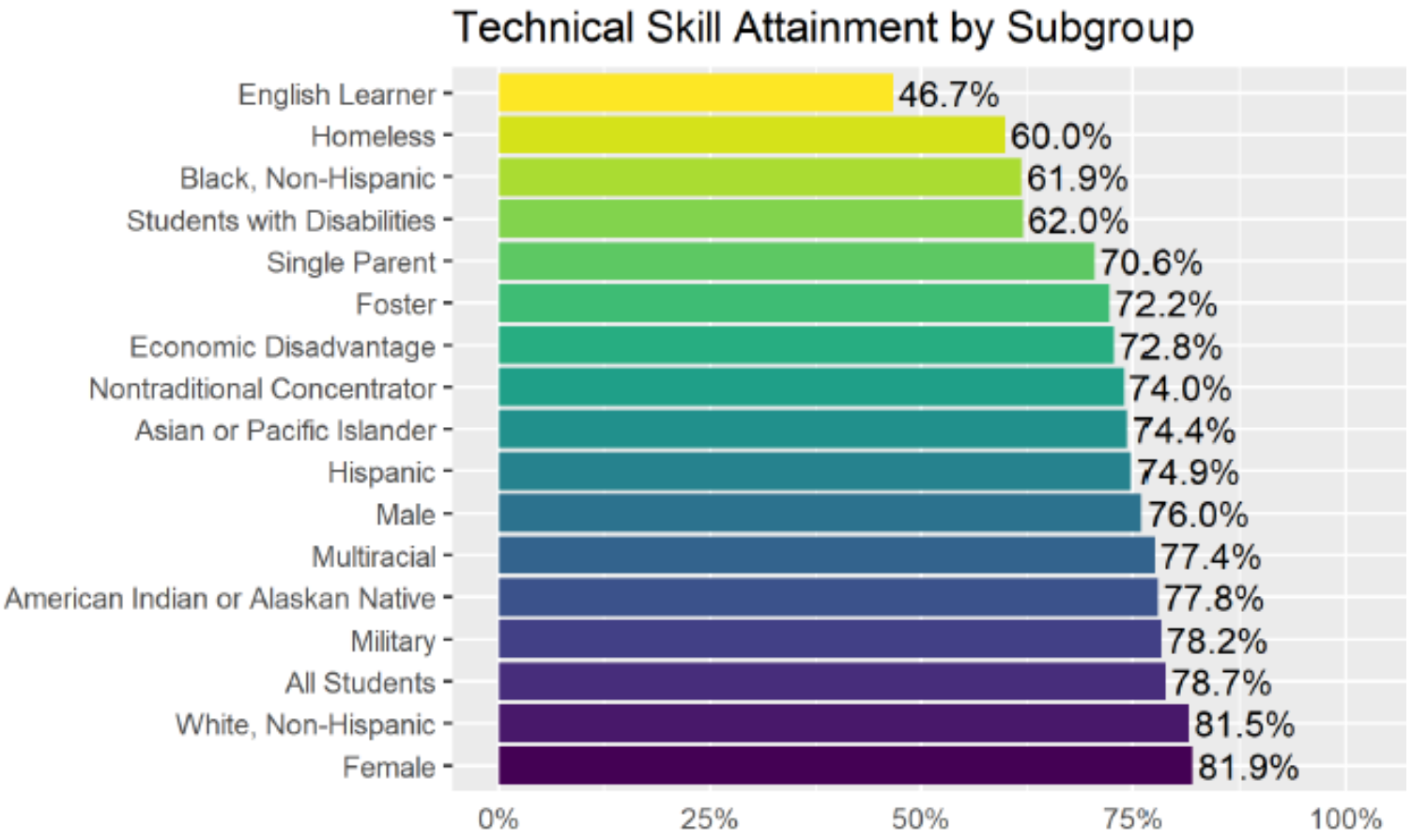
What barriers or challenges might female students face when enrolled in non-traditional pathways?

How could we learn more about why female students choose to enroll in CTE?

What do you notice?

Why might this be occurring?

How can we learn more?



Share in the Chat!

What data do you currently use in your classroom?

What kind of data would you like to start using?

5 Minute Break

Exploring Equity Gaps in Instruction & Strategies for Improvement

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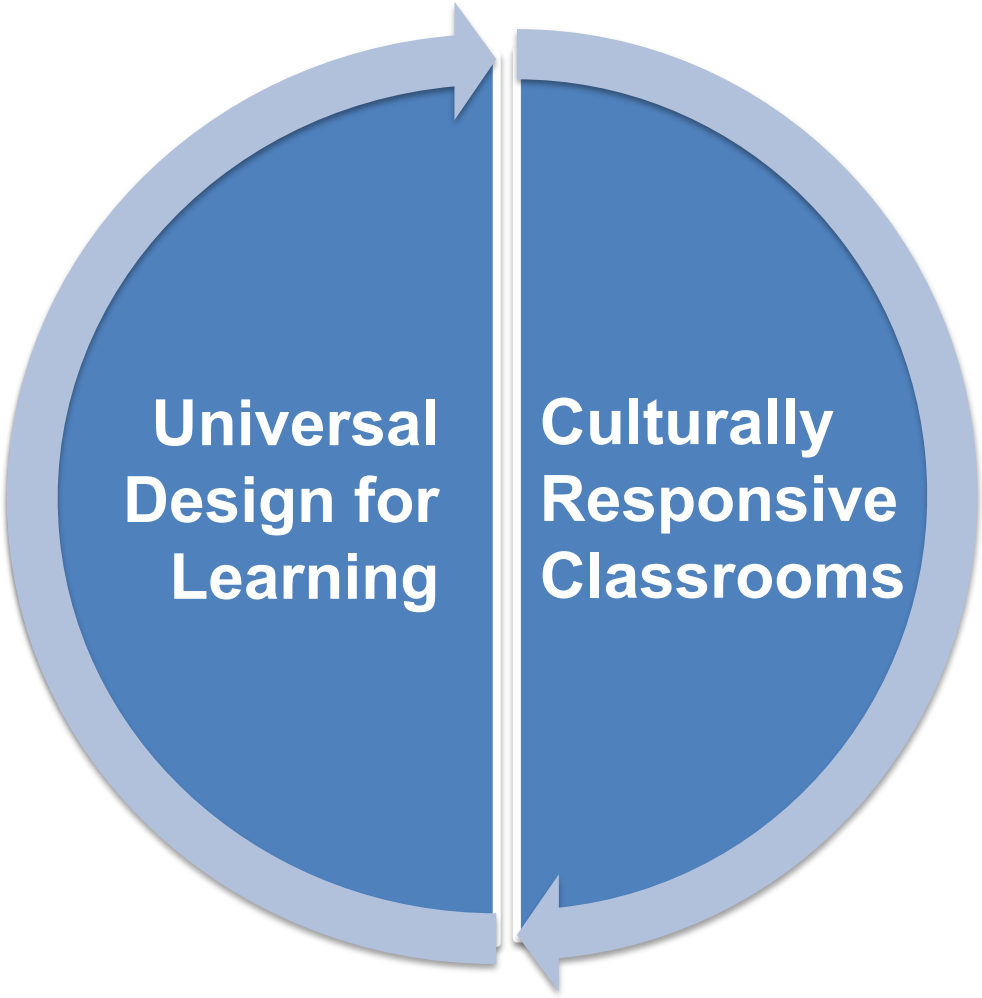
Equity Gaps

Enrollment, Engagement & Outcomes

Students in special populations and subgroups experiencing:

- Lower scores on technical skill assessments
- Lower rates of reading & math proficiency
- Lower graduation rates
- Disproportionate enrollment

Strategies for Improvement



Universal Design for Learning

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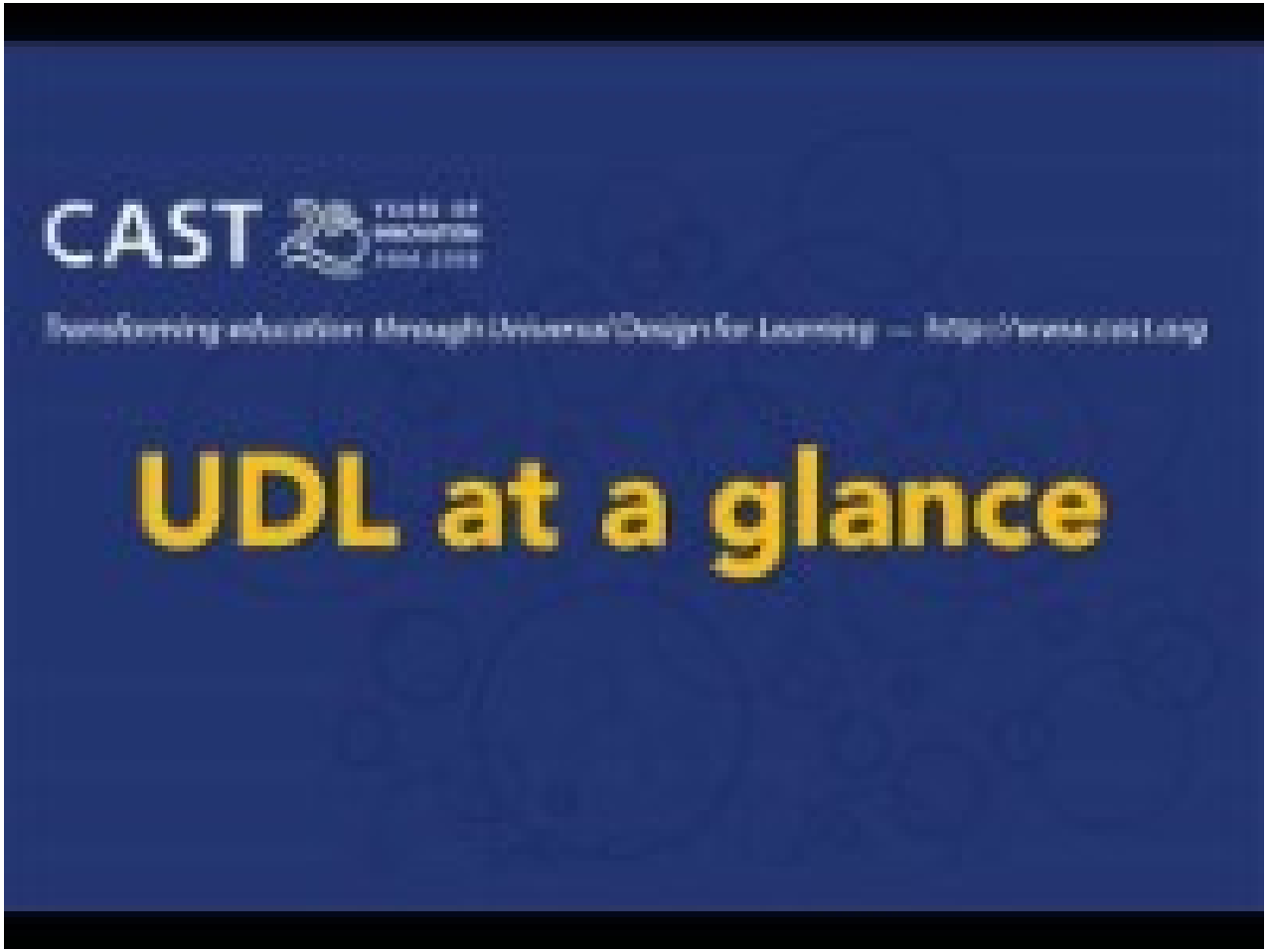
Universal Design for Learning

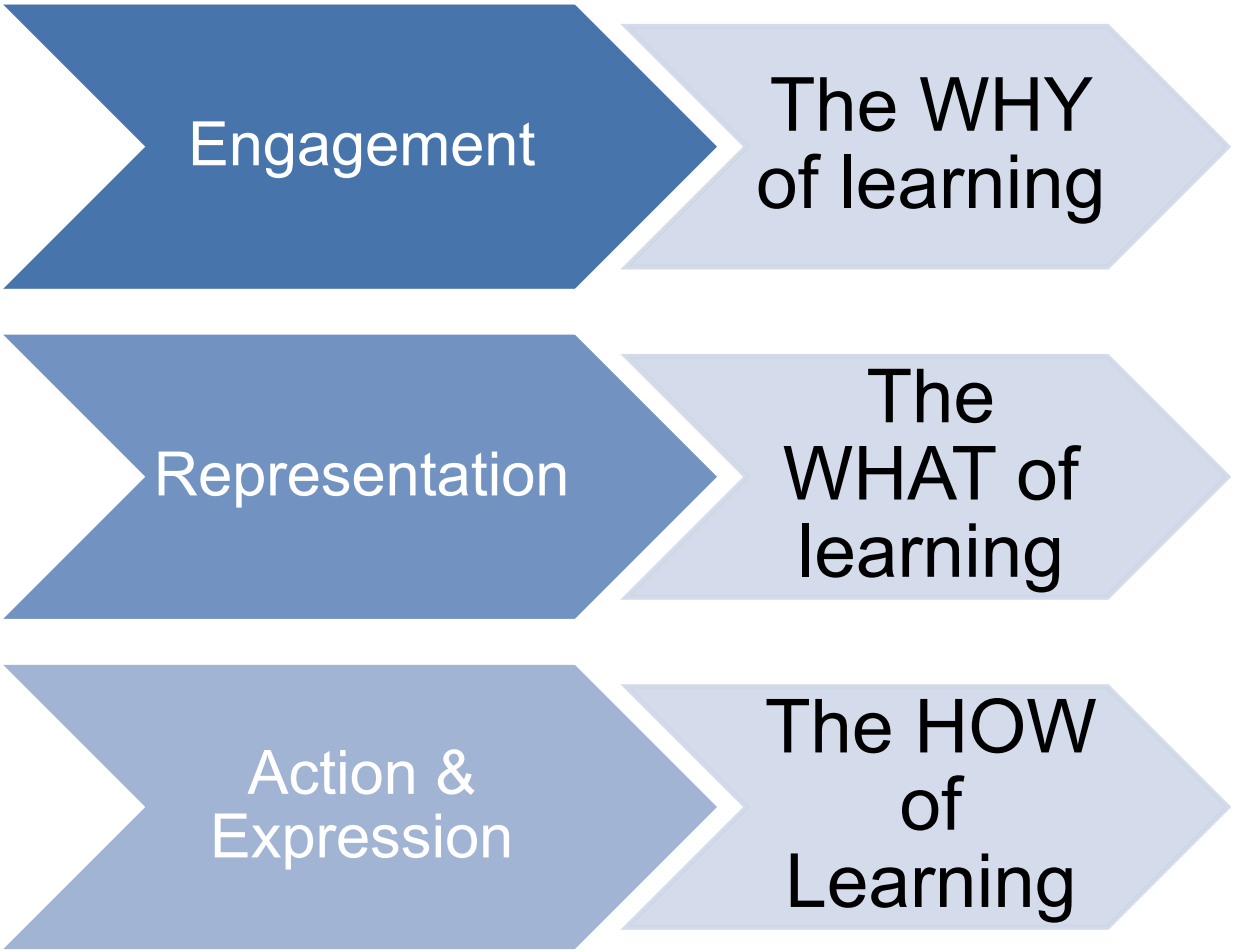
Universal Design for Learning (UDL) is a framework for meeting the diverse needs of individual students.

It provides variety in the ways students are engaged and represented in learning, and how they can demonstrate what they learn.

Making Sense of UDL



Universal Design for Learning



Universal Design for Learning

Ways to Engage

- How do you recruit student interest?
- How do students sustain effort & persistence in learning?
- How can students self-regulate their learning?

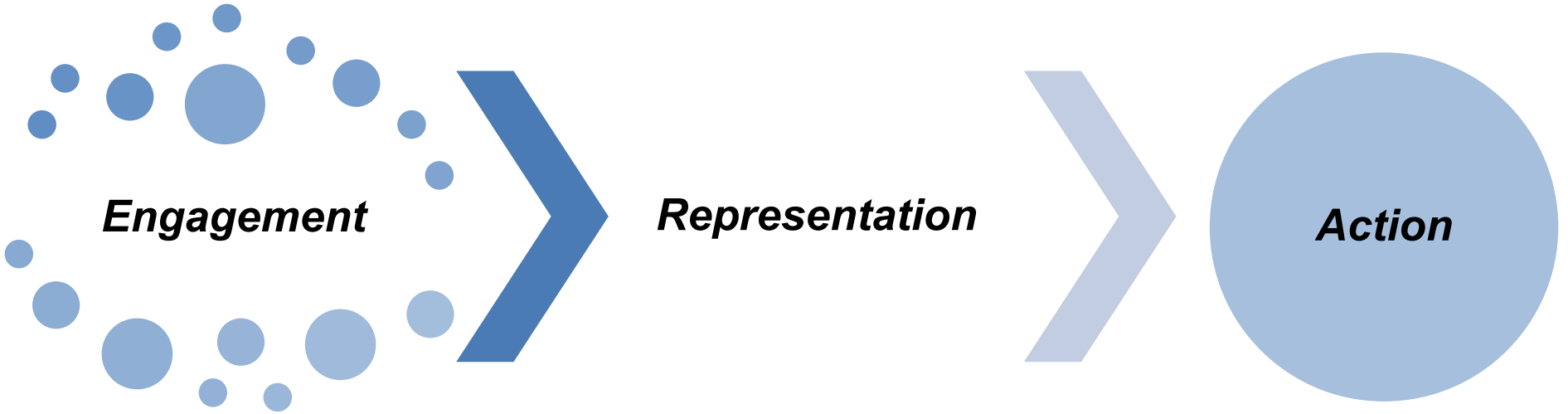
Ways to Represent

- What are different ways students can receive the information?
- What opportunities do students have to explore vocabulary & symbols?
- What supports increase comprehension?

Ways to Act & Express

- What opportunities for physical interaction are there?
- What options do students have for communicating what they have learned?
- How can students assess their own learning and set goals?

UDL in Action

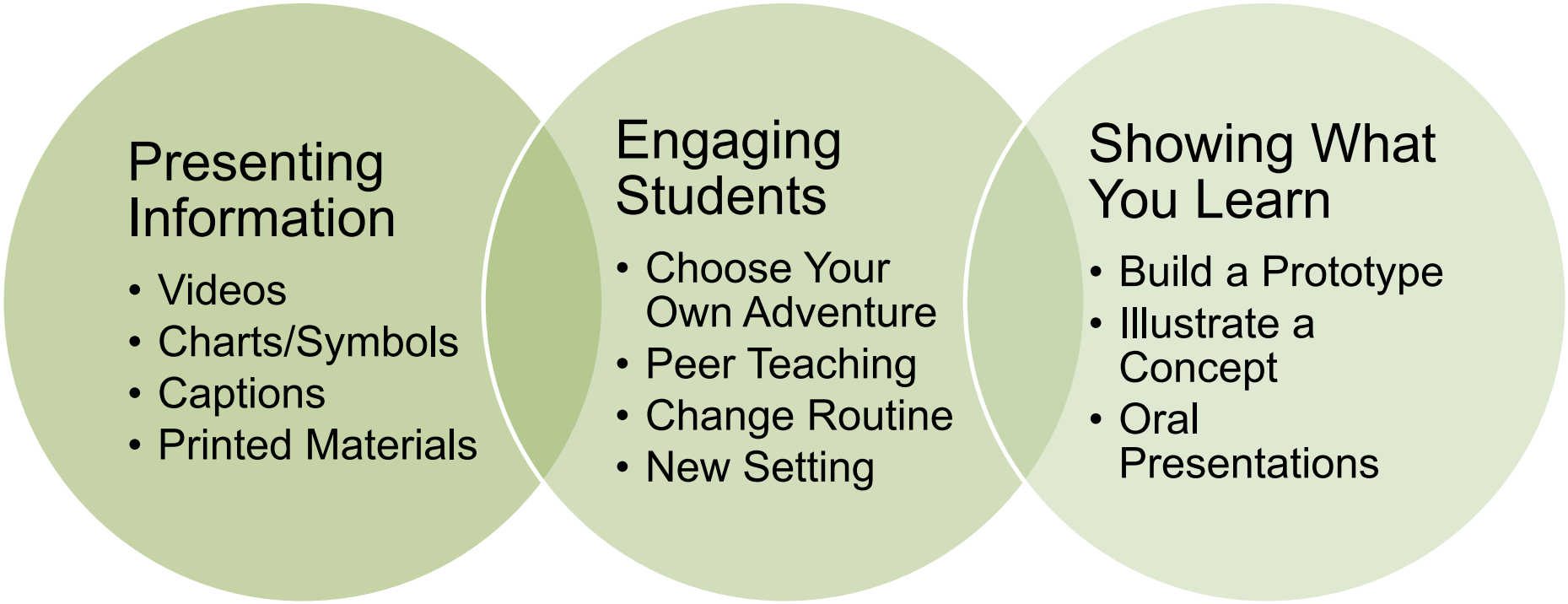


- Posted Lesson Goal
- Student Journal
- Student's Set Personal Goal

- Visual & Oral Presentation
- Demonstration of Skill

- Flexible Work Space (Individual, Partner, Group)
- Assignment Choice (Video, Essay, etc.)
- Feedback & Reflection

Other Examples



Have students design the assignment or grade themselves…the goal is to be flexible and creative!

UDL in Action

ATOMIC CHAT!

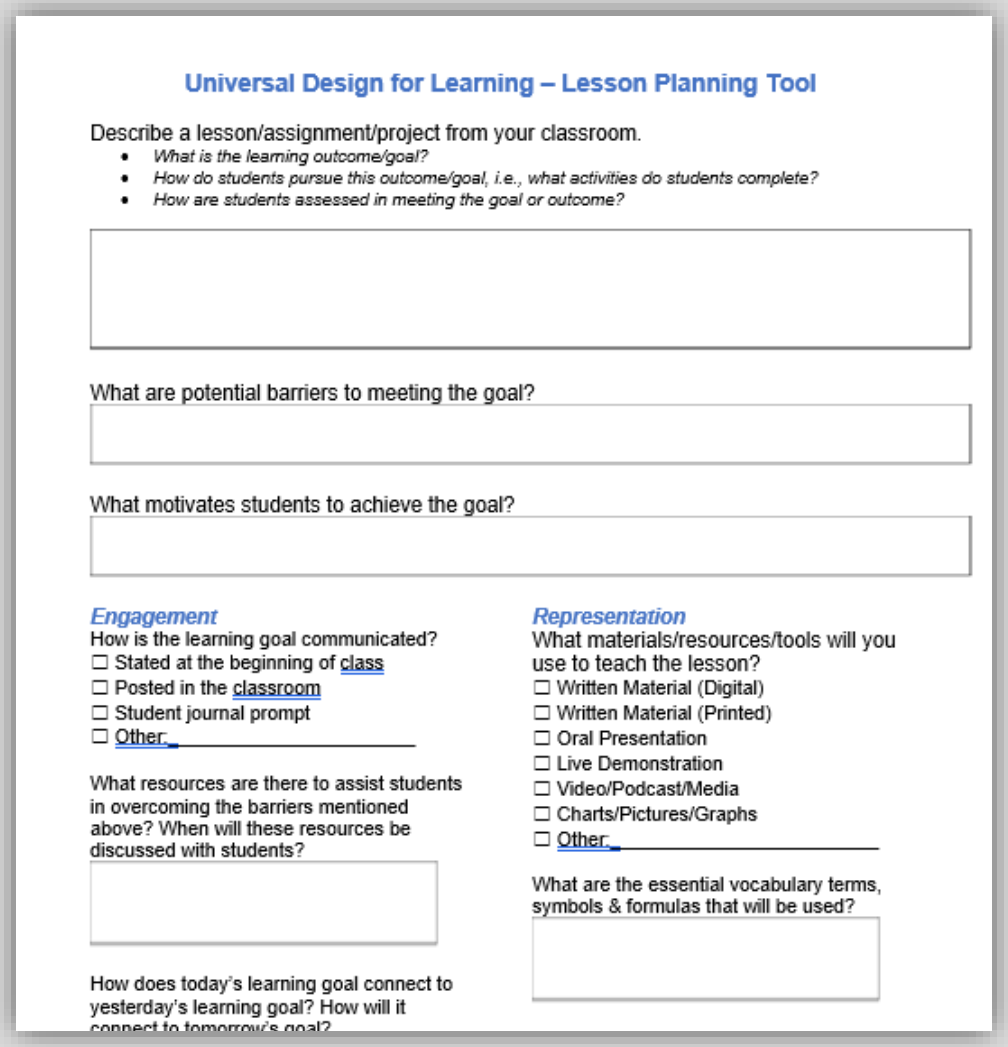
Identify an assignment you use in your classroom. How could you add an element of student choice to the assignment?

In the chat, write a UDL technique that you could add to your lesson.

Do not hit ENTER! We will all hit ENTER together!

Virtual Gallery Walk

Take a few minutes to read through the UDL ideas and react to the ones that you feel would be beneficial to add to your lessons.



Universal Design for Learning – Lesson Planning Tool

Describe a lesson/assignment/project from your classroom.

- *What is the learning outcome/goal?*
- *How do students pursue this outcome/goal, i.e., what activities do students complete?*
- *How are students assessed in meeting the goal or outcome?*

What are potential barriers to meeting the goal?

What motivates students to achieve the goal?

Engagement

How is the learning goal communicated?

☐ Stated at the beginning of class
☐ Posted in the classroom
☐ Student journal prompt
☐ Other: _____

What resources are there to assist students in overcoming the barriers mentioned above? When will these resources be discussed with students?

How does today's learning goal connect to yesterday's learning goal? How will it connect to tomorrow's goal?

Representation

What materials/resources/tools will you use to teach the lesson?

☐ Written Material (Digital)
☐ Written Material (Printed)
☐ Oral Presentation
☐ Live Demonstration
☐ Video/Podcast/Media
☐ Charts/Pictures/Graphs
☐ Other: _____

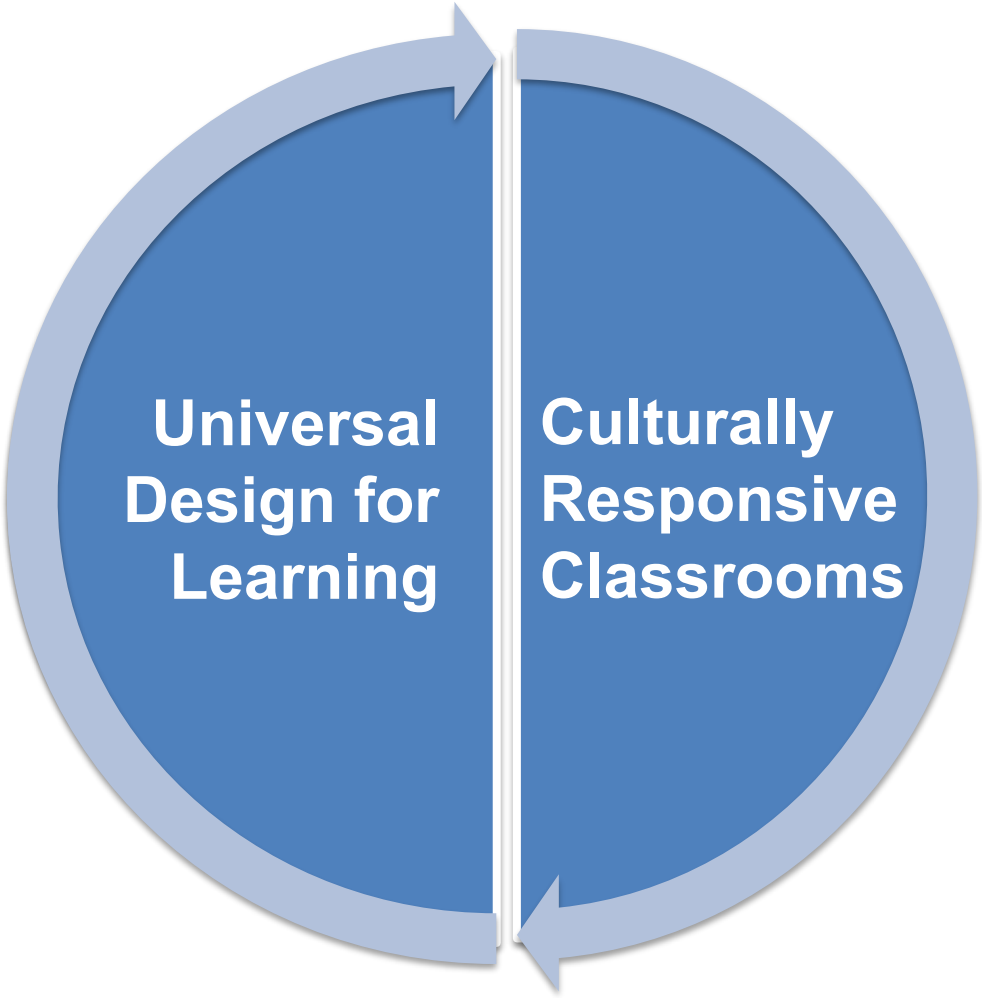
What are the essential vocabulary terms, symbols & formulas that will be used?

UDL Lesson Planning Tool

Plan for including greater learner variability in your lessons by looking for opportunities to add or change elements in each of the three UDL principles.

5 Minute Break

Strategies for Improvement



Culturally Responsive Classrooms

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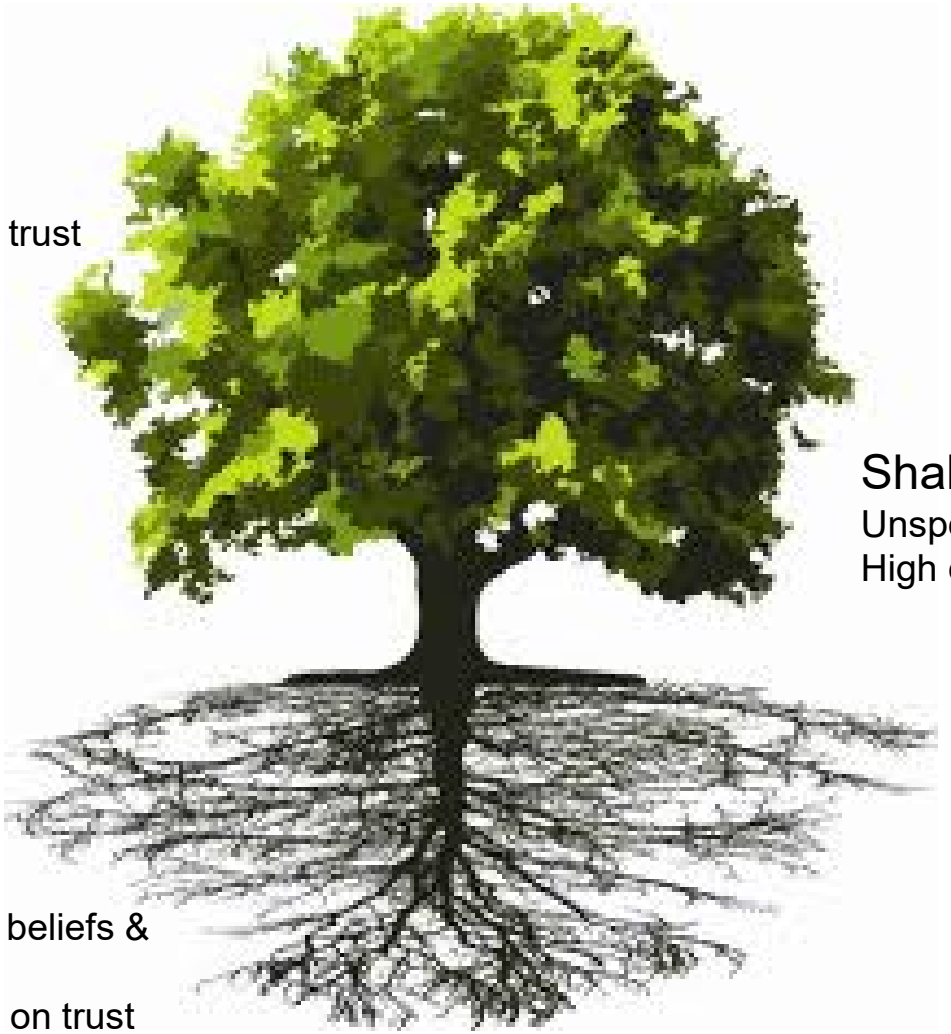
https://sites.google.com/a/odu.edu/teaching-learning-in-fall-2016/home/content/section-2-sociological-influences/culturally-responsive-teaching/culturally-responsive-discipline

"Culture, it turns out, is the way that every human brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of a culture as software for the brain's hardware."

What is culture?

Surface Culture:
Observable patterns
Low emotional impact on trust



Shallow Culture:
Unspoken rules
High emotional impact on trust

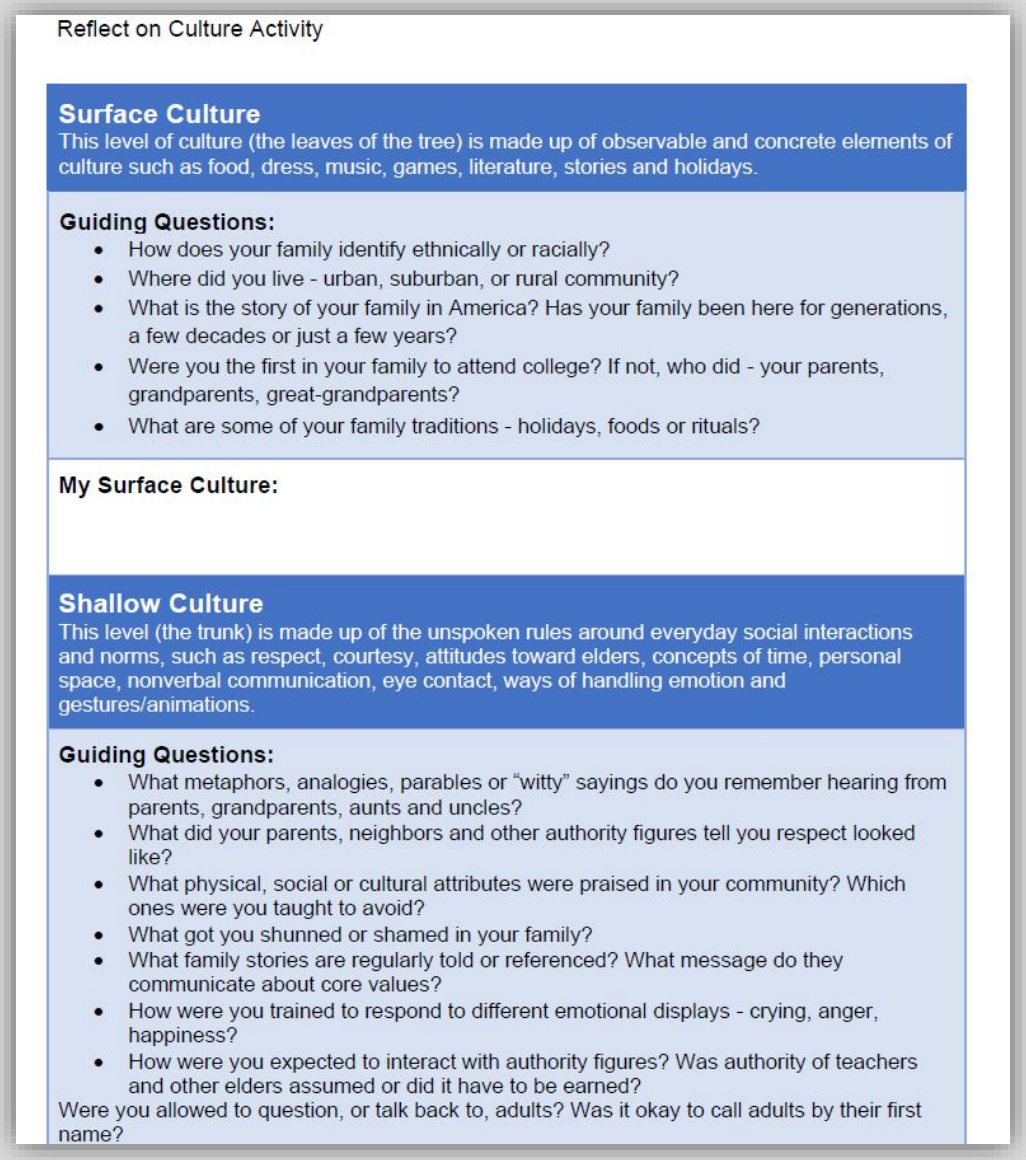
Deep Culture:
Collective unconscious – beliefs & norms
Intense emotional impact on trust

Image adapted from Hammond, Z. (2015). Culturally Responsive Teaching & the Brain. Thousand Oaks, CA: Corwin, 24.

Deep Culture Activity

Return to the Jamboard!

On Slide 5, use a sticky note to respond to one of the 3 questions to reflect more on your own deep culture.



Reflect on Culture Activity

Surface Culture
This level of culture (the leaves of the tree) is made up of observable and concrete elements of culture such as food, dress, music, games, literature, stories and holidays.

Guiding Questions:

- How does your family identify ethnically or racially?
- Where did you live - urban, suburban, or rural community?
- What is the story of your family in America? Has your family been here for generations, a few decades or just a few years?
- Were you the first in your family to attend college? If not, who did - your parents, grandparents, great-grandparents?
- What are some of your family traditions - holidays, foods or rituals?

My Surface Culture:

Shallow Culture
This level (the trunk) is made up of the unspoken rules around everyday social interactions and norms, such as respect, courtesy, attitudes toward elders, concepts of time, personal space, nonverbal communication, eye contact, ways of handling emotion and gestures/animations.

Guiding Questions:

- What metaphors, analogies, parables or "witty" sayings do you remember hearing from parents, grandparents, aunts and uncles?
- What did your parents, neighbors and other authority figures tell you respect looked like?
- What physical, social or cultural attributes were praised in your community? Which ones were you taught to avoid?
- What got you shunned or shamed in your family?
- What family stories are regularly told or referenced? What message do they communicate about core values?
- How were you trained to respond to different emotional displays - crying, anger, happiness?
- How were you expected to interact with authority figures? Was authority of teachers and other elders assumed or did it have to be earned?

Were you allowed to question, or talk back to, adults? Was it okay to call adults by their first name?

Reflecting on Culture Tool

Learn more about your personal lived experience and the culture of your students and collegues.

https://sites.google.com/a/odu.edu/teaching-learning-in-fall-2016/home/content/section-2-sociological-influences/culturally-responsive-teaching/culturally-responsive-discipline

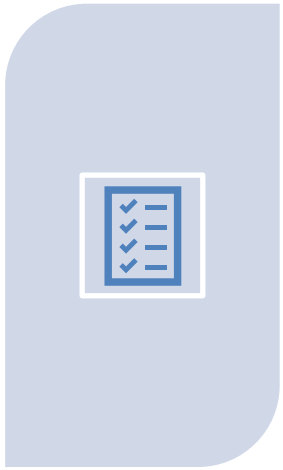
"While cultures may be different at the surface and shallow levels, at the root of different cultures there are common values, world-views, and practices that form these archetypes."

-Zaretta Hammond

Hammond, Z. (2015). Culturally responsive teaching & the brain. Thousand Oaks, CA: Corwin, 26.

Individual vs. Collective

Ways to Learn More



QUESTIONNAIRE OR SURVEY

VISIT THE NEIGHBORHOOD WHERE YOU TEACH

STUDENT AUTOBIOGRAPHY

ME BAG

Understanding Your Students

ATOMIC CHAT!

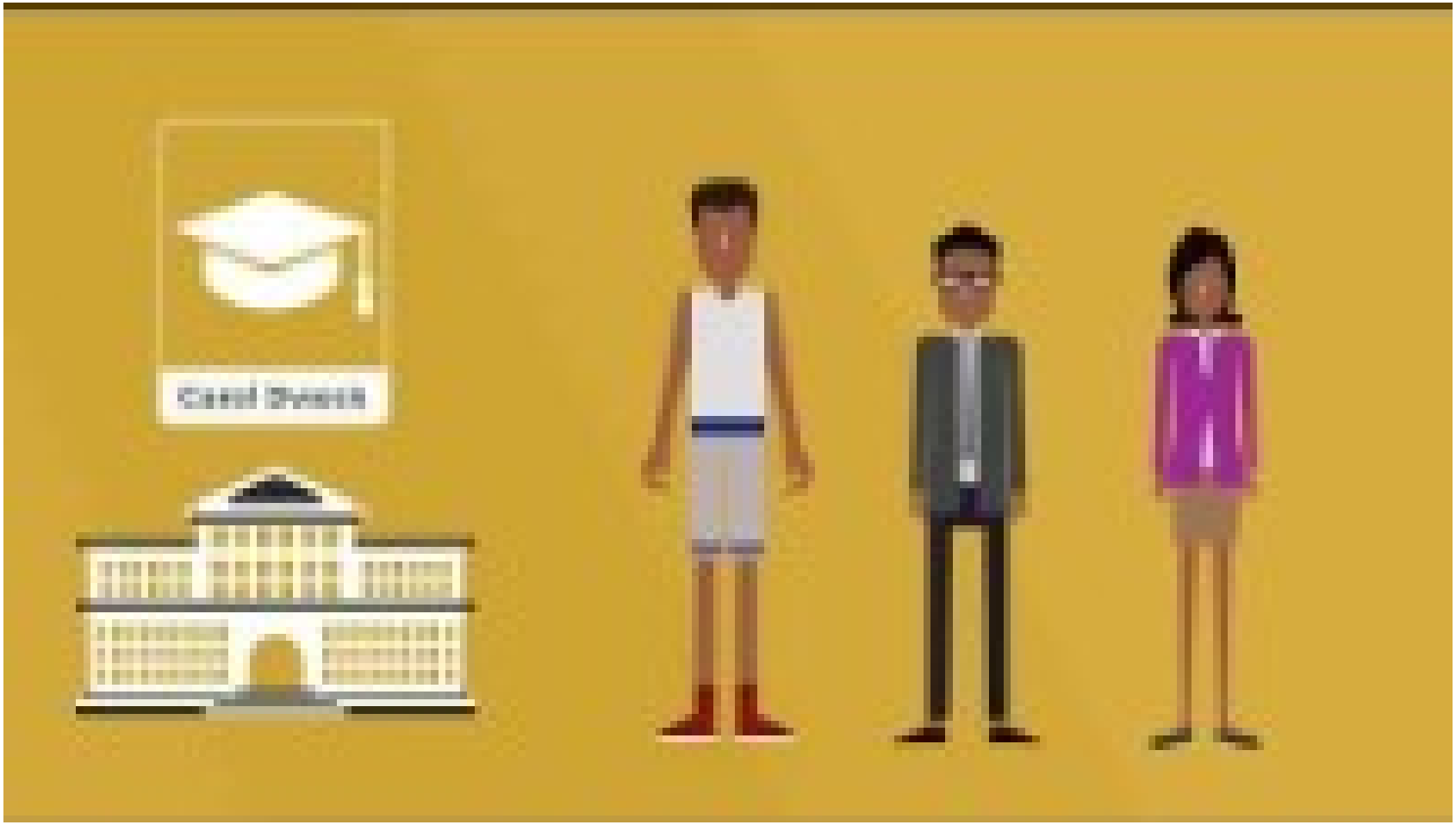
What is a question you could include on a student survey to learn more about your students and their culture?

In the chat, write a creative survey question that could be used to understand your student's background.

Do not hit ENTER! We will all hit ENTER together!

https://sites.google.com/a/odu.edu/teaching-learning-in-fall-2016/home/content/section-2-sociological-influences/culturally-responsive-teaching/culturally-responsive-discipline

Growth Mindset



Stimulating a Growth Mindset

"This was a challenging project, but you stuck with it. You should be proud of yourself."

"With hard work and effort, you will get the job done. Let's see where you are now and what you can work on next."

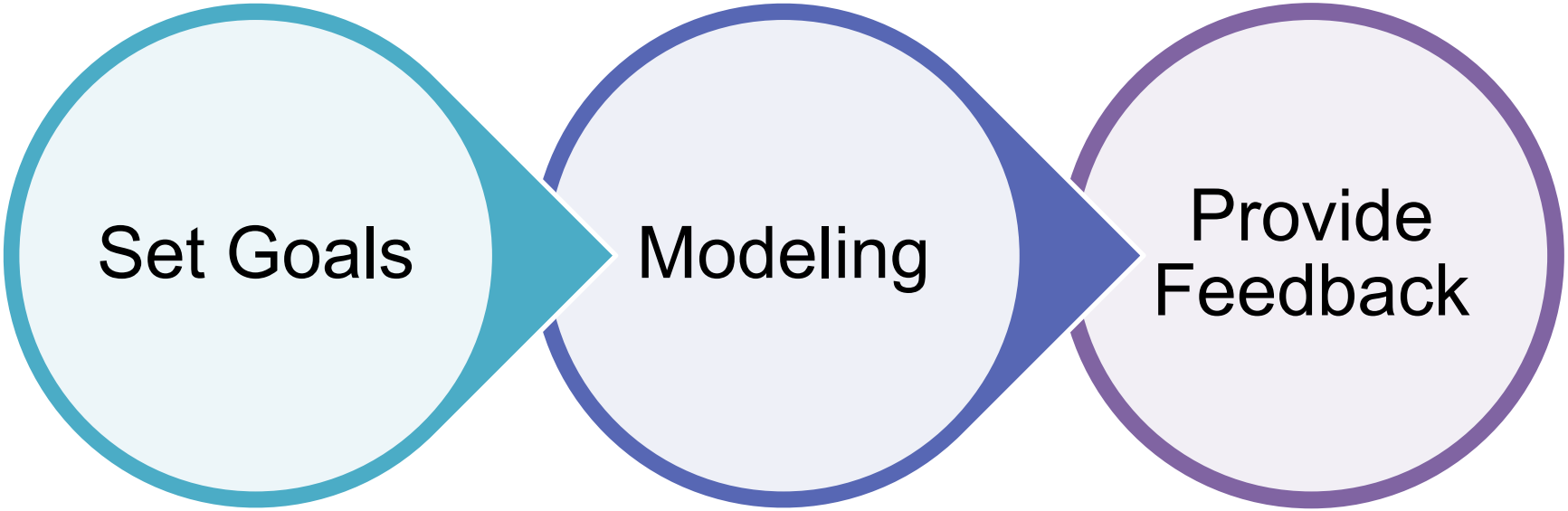
Micro-affirmations

When I work hard, I see results.

I am capable of completing challenges

I can do hard things.

Effective Strategies for Improving Self-Efficacy



Mindset Quiz

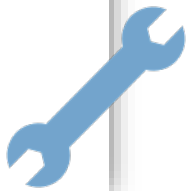
What is your mindset?

	Agree	Disagree
1. Your intelligence is something very basic about you that you can't change very much		
2. You can learn new things, but you can't really change how intelligent you are.		
3. No matter how much intelligence you have, you can always change it significantly.		
4. You are a certain kind of person, and there is not much that can be done to change that.		
5. No matter what kind of person you are, you can always change substantially.		
6. You can do things differently, but the important parts of who you are can't be changed.		

Results:

Statements 1 – 3: Beliefs About Intelligence. Agreement with statements 1 and 2 and disagreement with statement 3 indicate a fixed mindset about intelligence. This means that you think intelligence is statis. Opposite results indicate a growth mindset about intelligence and the belief that intelligence grows with effort.

Statements 4 – 6: Beliefs About Personality. Agreement with statements 4 and 6 and disagreement with statement 5 indicate a fixed mindset about personality. Opposite results indicate a growth mindset about personality. It is possible to have different mindsets about different domains.



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Project Based Learning

Benefits	Proven to improve student engagement
	Includes everyone
	Develops critical thinking skills, collaboration, creativity, communication
	Address real-world problems
	Employability & life skills

https://www.pblworks.org/what-is-pbl

Project Based Learning

Include Everyone

Give each student a topic to teach the class. It can be prerecorded or live, on PowerPoint or with a worksheet.

Make sure all student have a voice and are heard. Call on students to answer questions and check them off a list.

Resource to Evaluate the Project Design

PROJECT DESIGN RUBRIC

	Lacks Features of Effective PBL *The project has one or more of the following problems in each area:*	Needs Further Development *The project includes some features of effective PBL but has some weaknesses:*	Includes Features of Effective PBL *The project has the following strengths:*
Student Learning Goals: **Key Knowledge, Understanding & Success Skills**	• Student learning goals are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of success skills.	• The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. • Success skills are targeted, but there may be too many to be adequately taught and assessed.	• The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. • Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
Essential Project Design Element:			
Challenging Problem or Question	• The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: – it has a single or simple answer. – it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher).	• The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	• The project is focused on a central problem or question, at the appropriate level of challenge. • The project is framed by a driving question, which is: – open-ended; there is more than one possible answer. – understandable and inspiring to students. – aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	• The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. • There is no process for students to generate questions to guide inquiry.	• Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). • Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.	• Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). • Inquiry is driven by student-generated questions throughout the project.

Essential Elements Checklist

ESSENTIAL PROJECT DESIGN ELEMENTS CHECKLIST

WHATEVER FORM A PROJECT TAKES, IT MUST MEET THESE CRITERIA TO BE GOLD STANDARD PBL.

DOES THE PROJECT MEET THESE CRITERIA?	👍	👎	?
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			

PBL Teaching Rubric

PROJECT BASED TEACHING RUBRIC

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Design & Plan	• Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some detail; project calendar needs more detail, or is not followed. • Some resources for the project have not been anticipated or arranged in advance.	• Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs. • Most resources for the project have been anticipated and arranged in advance.	• Project includes all Essential Project Design Elements as described on the Project Design Rubric. • Plans are detailed and include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. • Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.

PBL in Action

ATOMIC CHAT!

Provide an example of a Project Based Learning activity that you have used in your classroom.

OR

Share an example of how you could incorporate Project Based Learning in your classroom.

Do not hit ENTER! We will all hit ENTER together!

https://sites.google.com/a/odu.edu/teaching-learning-in-fall-2016/home/content/section-2-sociological-influences/culturally-responsive-teaching/culturally-responsive-discipline

Creating a Learning Community

Non-traditional methods to encompass all backgrounds

Use professional organizations to network

Make others feel they are the expert in the classroom

Have guest speakers from the community

Classroom Environment

Literature/displays in the classroom

- Windows to other perspectives
- Mirrors to their own lives

Academic achievement and maintaining cultural identity

Build meaningful bridges from home to school

Community Engagement

ATOMIC CHAT!

How could you engage parents/caregivers and other community members in your classroom?

In the chat type one strategy for engaging family and community in the classroom.

Do not hit ENTER! We will all hit ENTER together!

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The Starfish Story

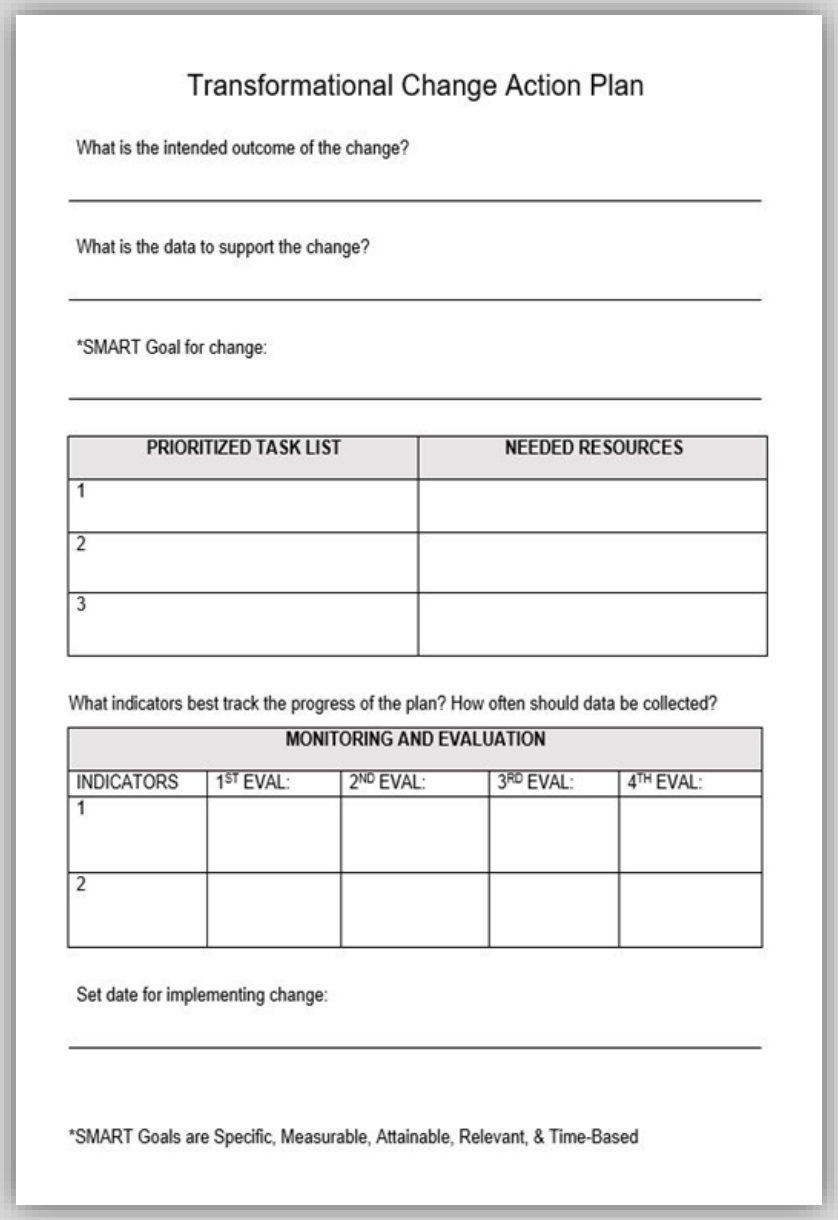
"While wandering a deserted beach at dawn, stagnant in my work, I saw a man in the distance bending and throwing as he walked the endless stretch toward me. As he came near, I could see that he was throwing starfish, abandoned on the sand by the tide, back into the sea. When he was close enough I asked him why he was working so hard at this strange task. He said that the sun would dry the starfish and they would die. I said to him that I thought he was foolish. There were thousands of starfish on miles and miles of beach. One man alone could never make a difference. He smiled as he picked up the next starfish. Hurling it far into the sea he said, "It makes a difference for this one."

8-Step Change Model

1	Establish a Sense of Urgency
2	Form a Powerful Guiding Coalition
3	Create a Vision
4	Communicate the Vision
5	Empower Others to Act on the Vision
6	Plan for and Create Short-Term Wins
7	Consolidate Improvements & Produce More Change
8	Institutionalize New Approaches

Transformational Change Action Plan

Initiating changes to the system, environment and processes that encourage transformation within an organization.



Transformational Change Action Plan

What is the intended outcome of the change?

What is the data to support the change?

*SMART Goal for change:

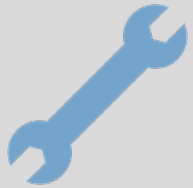
PRIORITIZED TASK LIST	NEEDED RESOURCES
1	
2	
3	

What indicators best track the progress of the plan? How often should data be collected?

MONITORING AND EVALUATION				
INDICATORS	1ST EVAL:	2ND EVAL:	3RD EVAL:	4TH EVAL:
1				
2				

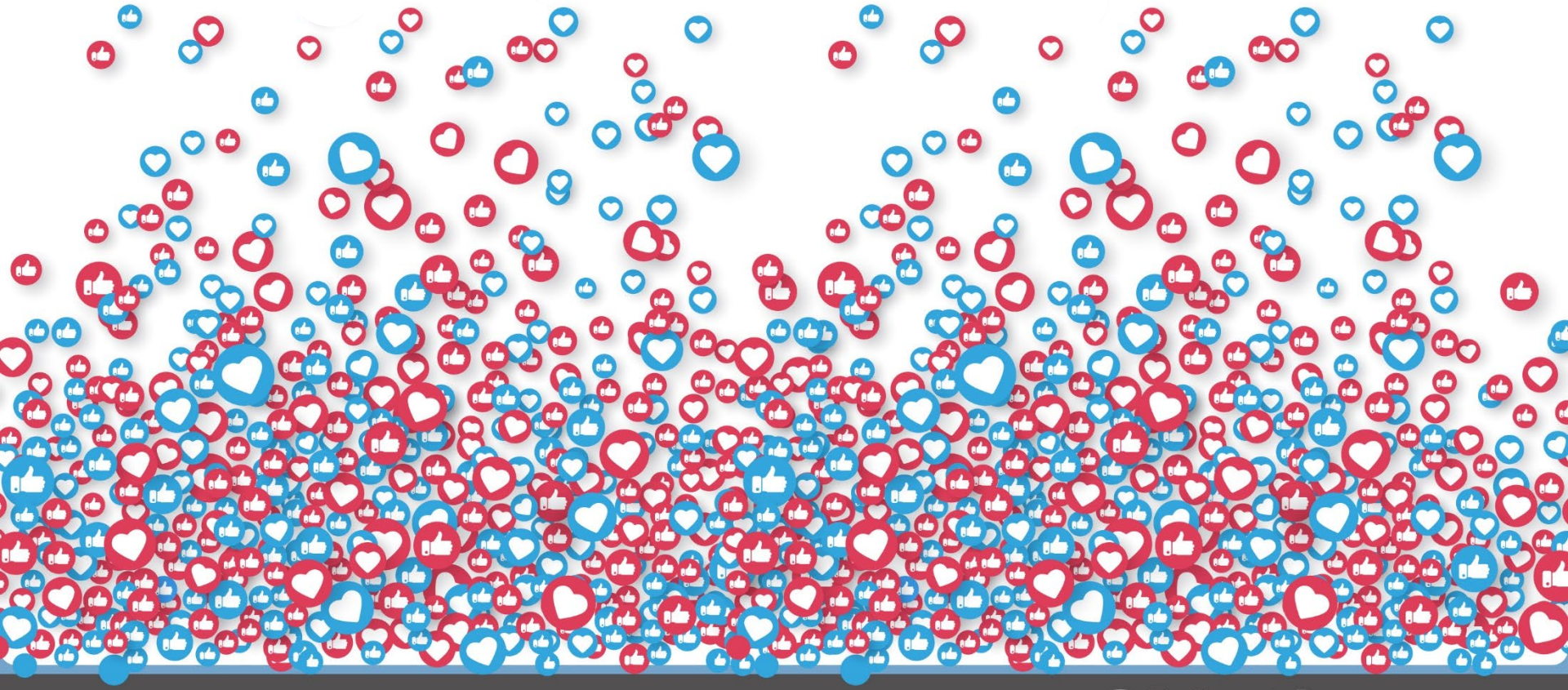
Set date for implementing change:

*SMART Goals are Specific, Measurable, Attainable, Relevant, & Time-Based



CTE Equity Initiatives

@OHEducation



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Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers