Project I^4 Learning Exchange
Summer 2021
Cohort 3

Funded by
United States Department of Education
SEED Grant (Supporting Effective Educator Development)

Hosted by
East Carolina University in collaboration with
Institute for Educational Leadership

July 18-23,2021

ECU.edu/projecti4

PROJECT I⁴

Innovate, Inquire, Iterate, and Impact:
Igniting the Power of Networked Improvement Communities to Enhance Professional Learning for Educational Leaders

Project Team

All persons are not participating in summer, but all support the work on the project.

ECU PROJECT I⁴ TEAM

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PARTNERS

Mark Blitz, CALL, University of Wisconsin
John O'Neill, Spark Plug Games
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All Are Welcome

Welcome /Bienvenidos/Welina to Project I⁴.

We are excited to have participants from across the US in Cohort 3 of Project **I⁴**. Read carefully as we have detailed information about the grant, our approach, and the 2021 micro-credential. We have attempted to be explicit and intentional in the booklet. By meeting on virtual platforms, we have fewer opportunities to clarify in person. The Summer Learning Exchange agenda follows the introductory materials. Documents are available on the Project I⁴ website.

The booklet is in Font 14 to meet Universal Design Standards (UDL) and provide better access for persons with visual disabilities. We provide more detailed agendas during the week.

Table of Contents *(click link to go directly to the page)*

Project I⁴ Summer Learning Exchange Overview

The **Project I⁴** Summer Learning Exchange begins Sunday, July 18, with a whole group gathering. On Monday through Friday, our time is split between whole group and small Equity-Centered, Networked Improvement Community (EC-NIC) coaching teams. A schedule overview is on the next page. Detailed agendas will be provided each day during the Summer Learning Exchange.

The **Project I⁴** goal is to improve student achievement by supporting educational leaders to work with classroom teachers more effectively. *By fully engaging project participants in using evidence-based tools to observe classrooms and have more effective conversations with teachers, then school-based EC-NICs can collectively improve equitable access, academic rigor, and outcomes in classrooms, particularly in mathematics.*

The **Project I⁴ micro-credential learning** is focused on improving the capacity of school leaders to promote equitable access and rigor, academic discourse, and culturally and linguistically responsive pedagogy (CLRP). As a result, instructional leaders exponentially (to the fourth power!) increase their knowledge, skills, and efficacy in the following areas:

- Cultivate and sustain relational trust in school communities.
- Rely on a network of school leaders as a collaborative resource to fortify each other to cultivate more equitable instructional outcomes.
- Engage a school-based EC-NIC in improving instructional practices.
- Develop the knowledge and skill in observing and having effective conversations with teachers to improve equitable access and academic rigor in math classrooms.
- Observe classrooms for academic discourse and engage in evidence-based conversations with teachers using observation tools.
- Use classroom evidence to plan instruction and professional learning.
- Use schoolwide evidence from the Comprehensive Assessment for Leadership and Learning (CALL) formative leadership survey to diagnose and design improvement efforts.

An innovative feature of **Project I⁴** is the development of a **virtual reality gaming tool** for classroom observations that improves the ability of educational leaders in observing and having conversations with teachers about continuous improvement.

The project is grounded in **community learning exchange** (CLE) philosophy and processes and intentional application of evidence-based tools to improve teacher practice through more effective principal observation and conversations.

Overview of July 18-23

Click each day for a detailed agenda

DAY *(Click each day to be linked to a detailed agenda and resources)*	Full Cohort Meeting Zoom Link: https://zoom.us/j/3991798631	EC-NIC Coach Meeting (2 hrs.) *(Time TBD by coach and team)*
Sunday July 18 3-7 pm ET 2-6 pm CT 12-4 pm PT 11 am-3 pm AKT	Welcome Land Acknowledgement Project I⁴ Framework	No EC-NIC meeting
Monday July 19 12-3 pm ET 11 am-2 pm CT 9 am-12 pm PT 8 am-11 am AKT	Equity and Academic Discourse	• Math Journey Line • Unpack Readings & Framework
Tuesday July 20 12-3 pm ET	Observing Math Classes for Equitable Academic Discourse	• Observation Practices • Observation Tools for Equity
Wednesday July 21 12-3 pm ET	Improving Academic Discourse in Classrooms	• Unpack Readings & Framework • Using Protocols
Thursday July 22 12-3 pm ET	Focus on CLRP in Mathematics	• CLRP
Friday July 23 12-4 pm ET	Planning for Fall	• Reflection and Evaluation

Learning Outcomes for Summer 2021	Key Products and Assessments

Learning Exchange	
1. Cultivate **relational trust** among participants, including EC-NIC groups and coaches.	• Observation in large and small groups • Survey • Reflection
2. Increase **self-efficacy** as effective equity-driven instructional leaders by emphasizing mathematics, academic discourse (AD), and culturally and linguistically responsive pedagogy (CLRP).	• Observation Beliefs and Practices • Observation of Math Activities • Equity Leader Profile • Reflection
3. Analyze and improve processes for **evidence-based observations.**	• Video Notes and Analysis
4. Fully participate in sessions with **effective meeting protocols** and develop plans for using protocols.	• Survey • Observation • Plan for Implementation

Teaching and Learning Pedagogical Approach

Our teaching and learning approach to pedagogy (instructional practice) is straightforward: We believe that everything we support in classroom practice should be modeled in meetings and professional development from the district office to the adult meetings and learning sessions in schools to the classroom. We attempt to model effective teaching and learning –academic discourse, inquiry, effective questioning, and equitable access and rigor – so that the participant experience mirrors what we expect in your meeting facilitation and in the ways you support teachers to improve their instructional practices.

Project I[4] is a grant to support principals in their practices as instructional leaders, and the grant requires extensive research outcomes to determine how and how well we accomplished the project goals. First, we are transparent about the **essential questions** on which we are collecting and analyzing evidence.

Secondly, we have identified four key **learning outcomes** for the Summer Learning Exchange, and we match those outcomes with learning activities and **products** that we can use to determine your learning. Too often, we see activity teaching in

classrooms without clarity about how learning is occurring. We cannot "measure" all outcomes precisely, but we do have a set of metrics that are critical for our determination about participant learning. Those double for our collection of evidence for grant purposes. Most outcomes are a result of our daily activities, and, at the end of the week, we collect information through a survey.

Finally, our approach to learning – the learning exchange – values experiences and inquiry, participant engagement, and is based on the axioms of the CLE, detailed below, and the project framework, which we use to focus your learning during the Summer Learning Exchange. We believe in constructivist pedagogy in which the learning participants co-construct meaning together. We expect that you will be prepared by engaging in the readings and activities and supporting your learning and the collaborative learning that results from discussions with colleagues.

Project Design

Equity-Centered Networked Improvement Communities (EC-NICs)
Instructional Leadership

The term – networked improvement communities -- is based on a school improvement reform strategy that fosters teams (i.e., grade level teams, professional learning communities, communities of practice) that work together with the aim of changing student learning outcomes. Bryk, Gomez, Grunow & LeMahieu (2015) indicate key criteria for a networked improvement community (NIC):

(1) focus on a common aim;
(2) deeply understand the problem;
(3) analyze the system that produces the problem,
(4) develop a shared working theory to improve it, and
(5) choose disciplined methods to develop, test, and refine interventions.

We would add that the NIC needs to cultivate and sustain relational trust and be focused on equitable outcomes for student access and rigor. We include Equity Centered (EC) as critical to the work. During the Project I^4 period, you are enrolled in a non-degree graduate program of six credits; you have summer and fall courses and earn a **Micro-credential**.

Common Aim: The common AIM in all Equity-Centered Networked Improvement Communities (EC-NICs): To improve equitable access and rigor for students by observing and having evidence-based conversations with teachers. The Project I^4 methods, practices, and pedagogical approaches support leaders to achieve the aim by:

(1) choosing a group of teachers with whom to work– a school-based EC-NIC;
(2) cultivating and sustaining strong relational trust with teachers through using learning exchange processes in meetings;
(3) using evidence-based tools to observe classrooms and have conversations in which the teachers make decisions about improvement choices;
(4) grounding the work in the project framework, readings, and research to inform practices;
(5) diagnosing the leadership and learning for the entire school by using the Comprehensive Assessment for Leadership and Learning (CALL) formative tool and using the evidence to design improvements;
(6) working with a network of educators/colleagues and a coach to support your growth and development as an instructional leader.

During Project I^4 Cohort 3, a coach facilitates and supports each EC-NIC. During the summer, the Project I^4 Team members facilitate and support the work of the EC-NIC. During the project, the EC-NIC meets monthly (virtually or in person) with a coach, and the coach has a 1:1 meeting each month with each participant.

Equity-Driven Instructional Leadership

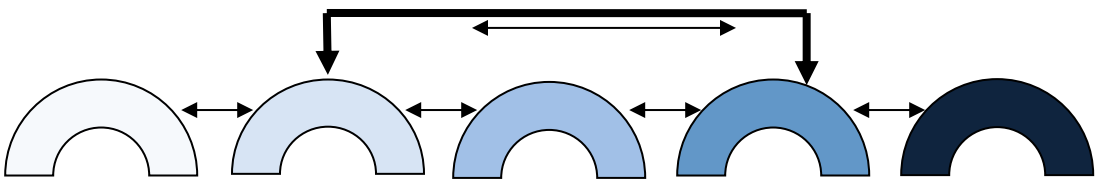
We subscribe to the importance of school leaders as **instructional leaders who lead with an equity lens.** We do not expect all leaders to become experts in math instruction or mathematics. However, the key ways in which leaders can fully support teachers and raise the equity bar higher in math classrooms are:

(1) **using observation tools** that promote equity in academic discourse, inquiry, culturally and linguistically responsive pedagogy, and universal design for learning;
(2) **identifying and using ambitious math tasks** that promote rigor and supporting teachers to design tasks that are culturally responsive and inquiry-based;
(3) **facilitating post observation conversations** to collaboratively support teachers improve their practices; and
(4) **analyzing CALL data** to assess distributed leadership practices and identify areas for opportunity (self-as-leader).

We believe leaders need to carry the equity torch, develop their capacity as equity warriors in the service of equitable student learning outcomes, and use evidence to guide teacher practice more effectively. We know a leadership chain of effect (see figure below) is responsible for improving student outcomes. However, what we, as a profession, have not fully understood is how transfer from principal observation to teacher conversation to teacher decisions to implement changed practices and hopefully achieve stronger student outcomes actually works effectively.

Our theory of action is: ***By fully engaging project participants in using evidence-based tools to observe classrooms and have more effective conversations with teachers, then school-based EC-NICs can collectively improve equitable access, academic rigor, and outcomes in classrooms, particularly in mathematics.***

The Leadership Chain of Effect on Student Learning Outcomes



District **Principals** **AP/Coach** **Teachers** **Students**

Project I⁴ Professional Learning includes:

- Micro-credential readings and activities
- EC-NIC participation in monthly synchronous meetings
- Individual and group coaching
- Emphasis on project framework
- Improved expertise at using evidence from observations to use in conversations with teachers
- CLE facilitation skills for meetings, including emphasis on relational trust
- CALL data for full school use and making shifts

Project I⁴ participants (principals, APs, coaches) support teachers:

- School-based EC-NICs
- Principal observation with equity tools for access and rigor
- Conversations using evidence to engage teachers in making decisions about changing practices.
- Coaching for academic discourse
- Using CALL data to support change in practice

Project I⁴ Research Questions

The SEED grant is an implementation and research grant. Therefore, to meet the requirements of the grant, we conduct research on participant experiences and outcomes.

1. To what extent do participants **increase and sustain relational trust** in the school leader EC-NICs and in the school-based EC-NICs?

2. To what extent do participant school leaders **increase their knowledge and skills** in:
   - using observational protocols to gather and analyze classroom evidence?
   - having useful evidence-based conversations with teachers?

3. How effectively do participants **refine and use the Project I⁴ Equity Framework** to improve their capacities as instructional leaders, particularly in mathematics?

4. To what extent do participant school leaders **increase their efficacy as equity-driven instructional leaders**?

5. How effectively do the project experiences support school leaders in achieving specific improvement goals?

6. How effectively do the EC-NIC coaches support participant school leaders in developing and deepening their instructional leadership capacities?

7. How effectively do program staff support EC-NICs and program participants?

Looking forward…

1. **Supplemental Learning Opportunities**
   - As a part of the Project I[4] family, you will be invited to participate in other opportunities (free of charge) such as the upcoming **Leadership for Equity Series** presented by the Zinn Education Project: https://www.zinnedproject.org/news/teach-outside-textbook-wake (August 21, October 16, and February 5, 2022—Register for each session separately through the website)
2. **Future Web Exchanges**
   - Comprehensive Assessment for Leadership and Learning (CALL) Introduction
   - Ambitious Math Tasks
   - Equity Summit
   - Capstone
   - Digital Badge Award Ceremony (May 7, 2022)—*for those who complete 2nd CALL survey*
3. **Fall Meetings**
   - Monthly EC-NIC Synchronous Meeting
   - Monthly 1:1 with coach
4. **Develop clear plan for school-based EC-NIC**
   - Use common AIM statement
   - Choose teachers (perhaps include instructional coach) school-based EC-NIC
   - Use CLE protocols in your meetings with EC-NIC
   - Use tools for collecting and analyzing classroom observations and post-conversations
   - Document numbers of classroom observations and post-conversations
   - Administer CALL Survey in Fall & Spring
5. **Complete readings and assignments/assessments as designed in fall course.**
6. **Complete program reflections and survey.**
7. **Participate in focus groups as needed by outside evaluators.**

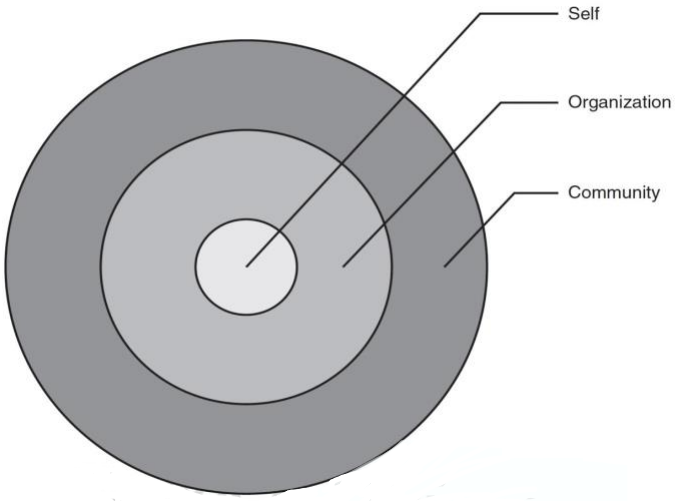
APPENDIX A
What is a (Community) Learning Exchange?

" We strive to create gracious space not with the goal of becoming safe and comfortable with each other, but in order to become safe and secure enough in our relationships so we can better challenge ourselves to become better friends, better neighbors, better parents, better [teachers and leaders] and better change agents" (Guajardo, Guajardo, Janson & Militello, 2016, p. 6).

COMMUNITY LEARNING EXCHANGES integrate content, context, pedagogy, and action to reclaim education and sustain our democracy. Learning Exchanges catalyze individuals and teams to re-imagine how schools and communities can fully engage collective power for the benefit of children, youth, and families. By reclaiming the purposes of education as academic, social-emotional, and civic, we unite the power of place and wisdom of local people, redefine professional learning as a hopeful process that engages the heart, mind, and spirit. We collectively take actions to eliminate inequities and advocate for just schools and communities.

CLEs are designed to focus on how the self exists within an organization, usually a school, and how understanding self and committing to your values you work to fully serve the communities in which we live and work.

ECOLOGIES OF KNOWING: MICRO (SELF)/ MESO (SCHOOL) AND MACRO (COMMUNITY)



Why do we use Community Learning Exchange principles and processes?

Learning Exchange Axioms
The five axioms of the LE approach are critical to changing the conditions for equitable dialogue in schools and classrooms. Our theory of action: If students have more and deeper opportunities for co-constructing meaning in classrooms, then they are more confident and successful students. If the adults collaborate to ensure improvement using key processes, then students are more successful.
1. Learning and leadership are dynamic social processes.
2. Conversations are critical and central pedagogical processes.
3. The people closest to the issues are best situated to discover answers to local concerns.
4. Crossing boundaries enriches development and the educational process.
5. Hopes and change are built on assets and dreams of locals and their communities.

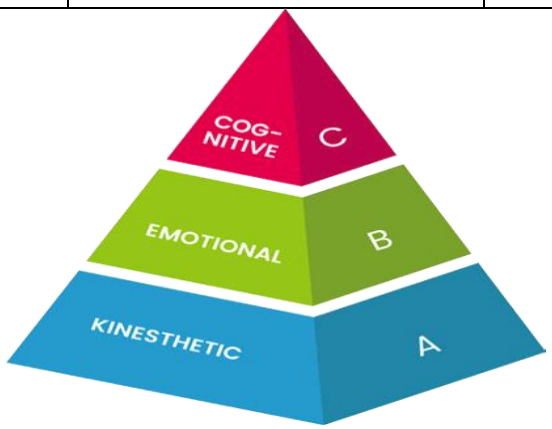
(Guajardo, Guajardo, Janson & Militello, 2016)

APPENDIX B

Why do we use Dynamic Mindfulness?

We use **DYNAMIC MINDFULNESS** not simply as a set of protocols but offers a way of being and doing that substantially changes how we engage in our full selves in schools and communities. Dynamic mindfulness (DMind) promotes equity through a trauma-informed approach that strengthens individual and collective resilience and empathy in schools and communities (Bose, Ancin, Frank & Malik, 2017). By using the ABC (Action, Breathing and Centering) of DMind, one can fully sense an integration – the Niroga of mind, spirit, and body (niroga.org).

Action	Breathing	Centering
Moving with purpose and mindfulness clears tension in the body	Noticing and consciously shifting breath helps shift emotions and responses	Focusing movements and breath supports calm attentiveness



APPENDIX C
Land Acknowledgment

https://usdac.us/nativeland

855-917-5263 (*text your zip code to this number—share in the chat*)

We call on all individuals and organizations to open public events and gatherings with acknowledgment of the traditional Native inhabitants of the land.

Acknowledgment is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people's history and culture and toward inviting and honoring the truth. Imagine this practice widely adopted: imagine cultural venues, classrooms, conference settings, places of worship, sports stadiums, and town halls, acknowledging traditional lands. Millions could be exposed—many for the first time—to the names of the traditional Indigenous inhabitants of the lands they are now on, inspiring them to ongoing awareness and action. Acknowledgment by itself is a small gesture. It becomes meaningful when coupled with authentic relationship and informed action. But this beginning can be an opening to greater public consciousness of Native sovereignty and cultural rights, a step toward equitable relationship and reconciliation.

WHY INTRODUCE THE PRACTICE OF LAND ACKNOWLEDGMENT?

- Offer recognition and respect.
- Counter the "doctrine of discovery" with the true story of the people who were already here.
- Create a broader public awareness of the history that has led to this moment.
- Begin to repair relationships with Native communities and with the land.
- Support larger truth-telling and reconciliation efforts.
- Remind people that colonization an ongoing process, with Native lands still occupied due to deceptive and broken treaties.
- Take a cue from indigenous practices, opening up space with reverence and respect.
- Inspire ongoing action and relationship.

APPENDIX D
Micro-credential (MC) Courses (3 graduate credits each)

Summer: **LEED 8055: Seminar in Curriculum and Instruction**
Fall: **LEED 7520: Special Topics Seminar in Educational Leadership**

All participants receive six graduate credits and take one graduate level course in each of two sessions (summer 2021 and fall 2021) to earn the micro-credential. The Project I^4 team shares instructional responsibilities for Summer Learning Exchange and an introduction to Comprehensive Assessment for Leadership and Learning (CALL).

The total course time for a three-unit graduate course is typically 42 class hours; 32 of those are accomplished by the Virtual Summer Learning Exchange and Coaching sessions after each daily virtual session. The other hours will come from the virtual orientation and other meetings with your coach.

At the end of each course, we submit grades to the graduate school. Typically, graduate school grades are A or B and depend on the timely completion of the Project I^4 commitments to which you agreed. If any difficulties arise, please contact the coach immediately so we can support your timely completion. In general, the course responsibilities include:

- Administering and analyzing the CALL survey to entire school (fall/spring)
- Keeping quantitative data on observations and conversations with teachers.
- Setting up a group of teachers in our school, site-based EC-NIC, with whom to work during the program.
- Fully participating in group and individual meetings and WebExchanges.
- Completing reading and other assignments/assessments.
- Completing reflections and surveys.
- Participating in evaluation as needed by outside evaluators.
- Signing release statement to use evidence for grant purposes

APPENDIX E
Project I^4 Readings

Booklist: We have carefully chosen the books as a set of resources for your learning during the year-long micro-credential and for your professional library. We want you to be fully aware of the research and practice conversations that are relevant to the Project I^4 outcomes. In addition to the books and articles, you will receive a year-long subscription to *Educational Leadership,* a publication of ASCD (Association of Supervision and Curriculum Development).

Books (Note: All references are in APA style, which is the style format for graduate schools of education. APA does not use first names (only initials) and has odd capitalization formats).

Boykin, A. A., & Noguera, P. (2011). *Creating the opportunity to learn : Moving from research to practice to close the achievement gap*. Association for Supervision and Curriculum Development (ASCD).

Guajardo, M. A., Guajardo, F., Janson, C., & Militello, M. (2016). *Reframing community partnerships in education: Uniting the power of place and the wisdom of people*. Routledge.

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Corwin.

Kendi, I. (2019). *How to be an antiracist*. One World.

Khalifa, M. (2018). *Culturally responsive school leadership*. Harvard Education Press.

National Council of Teachers of Mathematics (NCTM). (2014). *Principles to action: Ensuring mathematical success for all*. NCTM.

Radd, S., Generett, G. G., Gooden, M. A., & Theoharis, G. (2021). *Five practices for equity-focused school leadership*. Association for Supervision and Curriculum Development (ASCD).

Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning (4th ed.)*. Corwin.

Articles and Chapters (On Project I⁴ website)

Hamilton, C. (2019). *Hacking questions: 11 answers that create a culture of inquiry in your classroom.* Hack Learning Systems.

Leverett, L. (2002). Warriors to advance equity: An argument for distributing leadership. *Laboratory for Student Success: Spotlight on Student Success,* 709, 1-2. Mid-Atlantic Regional Educational Laboratory.

Militello, M., & Argent, J. (2021). Struck by dual pandemics: A renewed call for equitable instruction and a new call for antiracist leadership. *Principal Leadership*, 21(6), 22-24.

Militello, M., Simon, K., & Tredway, L. (2021, April). From coach to leader to teacher, a tightly woven learning community. *Learning Professional.*

Militello, M., Tredway, L., & Argent, J. (2020). Our moment to lead: Equitable instructional and COVID-19. *Education NC.*

Militello, M., Tredway, L., & Argent, J. (2020). Self-care for school leaders starts now. *ASCD Express: Ready for Restart: teaching Smarter.* 15(23).

Militello, M., Tredway, L., Hodgkins, L. & Simon, K. (2021). Virtual reality classroom simulations: How school leaders improve instructional leadership. *Journal of Educational Administration.*

Rigby, J. G., Forman, S., & Lewis. R. (2019). Principals' leadership moves to implement a discipline-specific instructional improvement policy. *Leadership and policy in schools,* 1-25.

Tredway, L., Militello, M., & Simon, K. (2021). Making classroom observations matter. *Educational Leadership (78)*7, 56-62.

These readings are from the April 2020 *Educational Leadership* on Deeper Discussions

- Everette, M., & Shuldiner. (2020). Let's talk math. *Educational Leadership,* pp. 63-67.
- Coleman L. (2020). Deeper discussions in math add up. *Educational Leadership,* pp. 59-62.
- Hammond, Z. (2020). The power of protocols for equity. *Educational Leadership,* pp. 45-50.
- Anderson, M. (2020). Your words matter. *Educational Leadership,* pp. 22-26.
- Berg, J. H. (2020). Deepening faculty dialogue. *Educational Leadership,* pp. 84-85.
- Roberts, T. (2020). Opening up the conversation—and students' thinking. *Educational Leadership*, pp. 52-57.

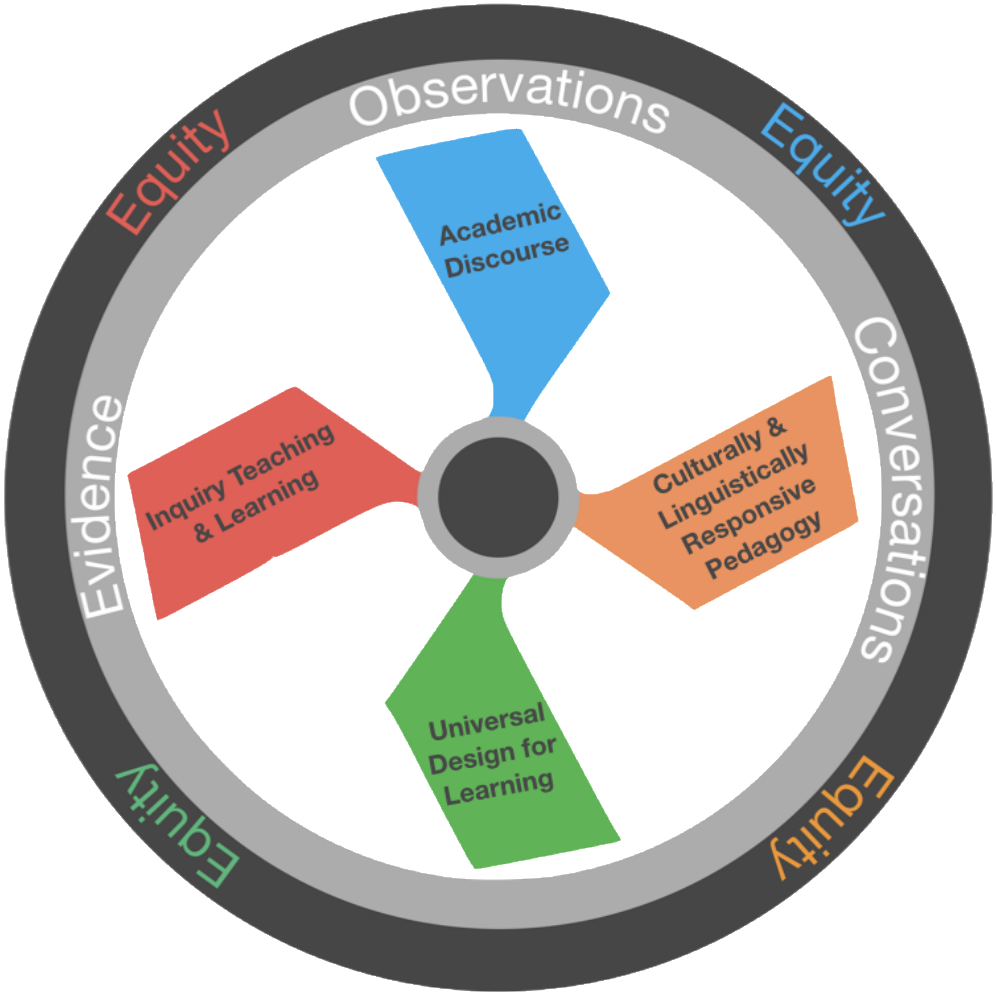
Materials

Lyman, Frank: Think Pair Share Smart Card
https://www.kaganonline.com/catalog/smartcards.php

APPENDIX F

Project I⁴ FRAMEWORK

of Classroom Learning and Practice:
Propelled by Equity-Driven Tools for School Change



Real inspiration means to inspire people to live more abundantly, to learn to begin with life as they find it and make it better.
Carter G. Woodson, *The Miseducation of the Negro*

OVERVIEW OF THE FRAMEWORK

The Project I^4 goal is to exponentially improve student access, engagement and outcomes. By ensuring equity-driven classrooms that demonstrate rigorous academic discourse, culturally and linguistically responsive pedagogy, universal design for learning, and inquiry teaching and learning, school leaders can support teachers to change their instructional practices in the key areas we have targeted for changing practice. The propeller blades on the cover graphic represent the possibility of creating productive and synergistic movement in four instructional design areas – all of which are necessary for creating more equitable conditions for student learning.

The framework flow -- reading from left to right in and within each of the three columns -- represents how we expect leaders to support teacher knowledge, practices, and dispositions. Thus, moving from left to right on the framework suggests that we move toward students as co-generators and co-facilitators with the teacher. Moving up and down the columns speaks to the complexity of each of the four propellers. In addition to the four propeller blades, the introductory part of the framework addresses the persons/groups engaged in the work: administrators, teachers, students, parents, and community members.

We expect participants to use the framework as a tool to diagnose the current "stage" of development in each area and as a rubric for thinking about possible steps for change. While all are necessary, part of your task is to decide the strongest leverage points in your school context – because, of course, you cannot concentrate on everything in this framework at once.

NOTE: We have used a small font for the framework pages so that they would fit on one page and you can use the zoom feature (125-150%) so that you can view each page more easily.

EQUITY-DRIVEN STANCES AND PRACTICES TO SUPPORT STUDENT OUTCOMES			
AGENCY PARTICIPANT STANCE	Hierarchical	Collaborative	Distributed*
ACADEMIC DISCOURSE INQUIRY TEACHING AND LEARNING	Teacher-Generated Teacher-Facilitated Learning	Teacher-initiated and -Facilitated Collaboration for Individual and Group Outcomes	Student-Generated Learning Teacher and Student Co-Facilitated Learning
CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY UNIVERSAL DESIGN FOR LEARNING	Minimally Inclusive	Moderately Inclusive	Fully Inclusive

*Distributed leadership as a concept means that leadership in a school or district is already cognitively distributed. Your role as a leader is to make certain all the leadership in a school (adults and students) is directed to changing the student outcomes (Spillane, Halverson & Diamond, 2001; Spillane & Diamond, 2007; Spillane, 2012; Spillane & Coldren, 2013).

Real inspiration means to inspire people to live more abundantly, to learn to begin with life as they find it and make it better.
Carter G. Woodson, *The Miseducation of the Negro*

AGENCY: PARTICIPANT STANCE Culturally and Linguistically Relevant Pedagogy (CLRP), Academic Discourse (AD), Inquiry Teaching and Learning (I:TL), and Inclusion with Universal Design for Learning (I:UDL) practices are participant-dependent (particularly for administrator, teachers and students) Hierarchical----------Collaborative----------Distributed			
Administrator (Principal and Assistant Principal)	• **Leadership model**: Hierarchical, leadership viewed as a role • **Organizational model**: District-driven instructional leadership • **Instructional leadership**: Evaluative-driven; focused on structures, systems and discipline; observations often judgmental and one-size fits all to prepare an evaluation (*pro forma* evaluation) • **Professional learning:** Primarily based on outside expertise; often a mis-match with desired classroom practices	• **Leadership Model**: School leader and ILT (instructional leadership team) primary decision-makers • **Organizational model**: Collaborative in pockets; decisions often responsive to external pressure • **Instructional leadership:** Improvement-driven; observations (often walk-throughs) with checklists based on common criteria and at times group feedback or closely tied to common format for all teachers • **Professional learning:** Co-designed; mix of external and internal design and facilitation	• **Leadership Model**: Distributed leadership, recognizing leadership as cognitively distributed, meaning that leadership knowledge, skill and disposition is already present in every person in some way • **Organizational model**: Internally-driven leadership structures • **Instructional leadership:** Equity-driven; observations evidence-driven for deeper conversations and professional learning design; peer observations common • **Professional learning**: Dependent on evidence from classroom; teacher-generated; internally designed & facilitated
Teacher	• **Teacher view**: Students as blank slates • **Theory of teaching:** Teacher-directed learning • **Key Features:** Outcomes-driven focus; coverage of standards; externally developed content	• **Teacher view:** Students as capable; uses students' ideas in classroom discourse processes • **Theory of teaching:** Teacher-facilitated learning • **Key Features:** Protocol and strategy dependent; teacher questions spark student thinking; PLCs drive teacher professional learning	• **Teacher view:** Students as partners in learning process; authorizes student-generated learning • **Theory of teaching**: Invitational; open to collaboration with students as co-learners • **Key Features:** Formative assessment built into daily activities; emphasis on metacognitive and meta-affective for student ownership of their learning
Student	• Limited access to self-advocacy • Teacher questions • Expected to be receptive and compliant • Social contract/rewards based on behavior	• Increased willingness to take risks and advocate • Teacher-facilitated questions and discussion • Openness to new ideas • Initiating conversations with peers	• Strong student self-advocacy and self-efficacy • Student -initiated questions and student facilitation • Student interest-driven • Classroom norms and curricula co-developed
Family	• **Interactions:** Designed as *pro forma* process • Receptive and compliant • Individual contact with families as needed • Communication with family largely driven by deficit thinking	• **Interactions:** Designed to be collaborative and supportive • Regular contact with increasing numbers of family • Parent contact emphasizes support for student learning	• **Interactions:** Purposely designed to integrate family in ongoing dialogue/support; sustained contact linked to student learning • Family perception: school as a community to meet a broad range of needs. • Family culture integrated into school community
Community (Including after-school)	• After-school separate from school program • Limited connection to culture and community	• Some connections between school & afterschool • Moderate connection to community culture	• Coherence & overlap between school & after-school • Community used as text for curriculum

Real inspiration means to inspire people to live more abundantly, to learn to begin with life as they find it and make it better.
Carter G. Woodson, *The Miseducation of the Negro*

ACADEMIC DISCOURSE (AD) Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated			
Academic Task	• **Designer:** Teacher-designed, directed & controlled • **Cognitive Demand:** Typically low	• **Designer:** Teacher-initiated & facilitated • **Cognitive Demand:** Medium to high, teacher-facilitated	• **Designer:** Teacher and student collaboratively-designed & facilitated • **Cognitive Demand:** High cognitive demand
Protocols and Questioning	• **Teacher Role:** Teacher-designed questions; teacher-controlled protocols • **Underlying focus:** Often compliance & behavior-driven; concerned with pacing & fidelity • **Primary interaction relationship**: Teacher-to-student; often pseudo-discourse • **Calling on strategies**: Typically raised hands; limited use of strategies for equitable access • **Level of questions**: Often recall and the application questioning levels with few questions at higher cognitive levels	• **Teacher Role:** Teacher-initiated, including encouraging student-to-student dialogue • **Underlying focus:** Student understanding and teacher use of student experiences • **Primary interaction relationship**: Teacher-to-student, with teacher encouragement of student-to-student & small groups • **Calling-on strategies**: Designed for equitable access of all students • **Level of questions:** Attention to higher cognitive level questions, including synthesis and creativity	• **Teacher Role:** Coaching students as facilitators; warm demander & strong student relationships • **Underlying focus:** Encouraging more student-facilitated groups • **Primary interaction relationship:** Student-to-student • **Calling on strategies:** Primarily student-generated questions & student-to-student interaction • **Level of questions:** Higher level questions that elicit creative responses & authentic problem-solving
Dialogue	• **Teacher role in questioning:** All questions by teacher; posed for short responses; teacher often looking for right answers • **Teacher-to-student dialogue**: Typically one-way dialogue and with a subset of students • **Student responses:** Inaudible and short; often repeated by teacher or ignored if "wrong answer"; teacher often repeats student responses	• **Teacher role in questioning:** Most questions generated by teacher; questions range: recall to analysis • **Teacher-to-student dialogue:** Focusing on extensions ▪ Teacher asking for elaboration & clarification ▪ Teacher requesting support for ideas ▪ Student paraphrasing encouraged ▪ Student questions encouraged • **Student responses**: Often recorded by students or teachers; equitable access for student responses; complex thinking and interactions in teacher-student interchanges; multiple student ideas or solutions considered; paraphrasing of student responses encouraged	• **Teacher role in questioning**: Collaboratively generated • **Teacher-to-student dialogue:** Primarily coaching; focusing on probing questions for deeper learning • **Student responses**: Student-to-student dialogue, often initiated by students; student-driven conversations; built on and challenging ideas of other students; ideas supported with evidence, often co-generated

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INQUIRY TEACHING AND LEARNING (I:T&L) Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated			
Construction of Learning	Individual learning outcomes	Teacher-initiated collaboration for individual and group outcomes	Collaborative construction of knowledge
Model of teaching (MOT)	**MOT:** mostly Direct instruction (DI): • I do, we do, you do • Static student & teacher roles • Structures controlled by teacher • Curriculum content set by district or guides • Banking method: primary mode of instruction • No attention to community as text	**MOT**: Teacher-facilitated inquiry structures, including DI, Presentation, Cooperative Learning • Shifting student & teacher roles depending on projects and activities • Structures flexible; student thinking incorporated • Some use of community as text	**MOT**: Student-driven Inquiry • Evolving student & teacher roles as responsibility for learning by students deepens • Co-constructing & collaborating • Structures that fully elicit student thinking • Local community as curricular text; anchored in problems developed from community context
5 Practices (Math & Science)	• **Student Knowledge:** Limited student knowledge about practices and reasons for use • **Facilitation:** Directed by the teacher • **Primary Use:** Completion of tasks; often graded to ensure compliance • **Academic Task:** Drawn from required curriculum; rudimentary tasks & simplistic student responses	• **Student Knowledge:** Students knowledge of practices and rationale for use • **Facilitation:** Primarily facilitated by teacher • **Primary Use:** Integrated into classroom routines & focused on multiple representations of knowledge & problem-solving • **Academic Task:** More complex tasks; may relate to culture of community	• **Student Knowledge:** Co-facilitated knowledge by teachers & students • **Facilitation: I**ntegrated in class culture; fully understand importance & co-facilitation by students • **Primary Use:** Focused on multiple representations of knowledge & problem-solving • **Academic Task:** CLRP-informed problems; community dilemmas used as text
Questioning	• **Level of complexity:** Mostly recall, basic; often fill-in the blank questions or Y/N questions • **Format:** Teacher-to-individual student; if directed at student, may name student first	• **Level of complexity:** Combination of recall & application/analysis; focus on multiple strategies for solving a particular problem • **Format:** Small & large group with teacher instructions & questions	• **Level of complexity**: Students encouraged to ask questions & develop problem-solving processes • **Format:** Small groups work on similar but different problems; locally contextualized examples; students group themselves by interests and kind of problems they choose
Meta-cognitive Meta-affective	• **Metacognition:** Little to no attention • **Affective domain/ social-emotional learning (SEL):** Little to no attention	• **Metacognition:** Structured opportunities but limited opportunity to share • **Affective domain/social-emotional learning (SEL):** Teacher-facilitated	• **Metacognition:** Fully integrated reflection • **Affective domain/social-emotional learning (SEL** Authentic community-based contexts; opportunities for meaningful cognitive SEL learning
Assessment	• **Focus:** Equitable results framed as achievement gap; **f**ocused on right answer & using proper procedures/formulas • **Checking for understanding (CFU):** Limited attention to CFU/formative assessment; • **Formative Assessment**: Limited use • **Summative assessments:** Stand-alone; test format	• **Focus:** Process & conceptual understanding • **Checking for understanding (CFU):** Structured opportunities for practical formative evidence • **Formative assessment:** Multiple metrics used for assessment; teacher-designed &/or from curriculum or test companies • **Summative:** Some use of multiple metrics	• **Focus:** Development of student thinking • **Checking for understanding (CFU):** Formative assessments fully integrated (individual & groups) • **Formative Assessment:** Students analysis of formative evidence to understand learning • **Summative:** Multiple metrics used for assessing student progress

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CULTURALLY AND LIGUISTICALLY RESPONSIVE PEDAGOGY Minimally Inclusive----------Moderately Inclusive----------Fully Inclusive			
Culturally Responsive Practices	• **Relationships:** Superficial and focused on work completion and behavior modification • **Personal identity of students:** Superficially recognized although generally not connected to culture • **Teacher disposition:** Focus on treating all students the same • **Content: "**Neutral"; limited attention to culture and language • **Background and prior knowledge:** Limited and surface level use of student experiences & background. • **Cultural view/use:** Attention to food, flags & festivals • **Culture and classroom:** Culture of the classroom norms - white middle-class behaviors and learning processes • **Culture and community**: Often seen as deficits for students of color; instruction designed to overcome deficits	• **Relationships:** Intentional relationships built & sustained with some students but not all • **Personal identity of students:** Cultural & linguistic identity celebrated but infrequently integrated into learning context • **Teacher disposition:** Relationship often determined by teacher's level of empathy for particular student situations. • **Content:** Conscious of CRP content and processes • **Background and prior knowledge:** Tapping prior & background knowledge support for learning; cultural & linguistic prior knowledge activated • **Cultural view/use:** Diversity celebrated in general but sometimes viewed as a challenge. • **Culture and classroom**: Cultivated to use as starting points for students to engage • **Culture and community:** Culture & community often celebrated but seen as a challenge; connections with community focused on overcoming challenges	• **Relationships** Deep relationships with students and families • **Personal identity of students:** Identities validated as unique perspectives on content; integrated into the learning experience • **Teacher disposition:** Warm demander; fully accommodating individual learning profiles • **Content:** Community-focused with intentional connections to student experiences • **Background and prior knowledge:** Content & practice internalized/embedded in relationships; student knowledge socially constructed; • **Cultural view/use:** Fully integrated into classroom; students viewed as social activists with important roles in their communities • **Culture and classroom:** Multiple perspectives integrated in learning experiences as students engage with deeper and more complex content • **Culture and community:** Culture and community identity of students seen as assets
Linguistically Responsive Practices	• **View of language:** English seen as primary key to learning; language diversity viewed as a challenge • **Teachers knowledge of students:** Through test scores and other baseline academic data; little attention to personal identity as it relates to culture and linguistics • **Expertise for learning language:** External expertise to support ELL students; students often pulled from class; work with "different" instructional materials than their grade level colleagues; support and curriculum for ELL students primarily driven by ESL teacher • **Curricular and instructional supports:** Focused on simplification to make it easier for ELL students; little to no connection to the cultures represented in class or school.	• **View of language:** Home language seen as asset and used to access concepts but prefer students convert/use English • **Teacher knowledge of students:** Some knowledge and use of cultural and linguistic context of students; some knowledge of home situations and histories • **Expertise for learning language** External experts (ESL teachers) "translate" class experience • **Curriculum and instruction:** Some materials used in the mainstream class and supplement with other materials designed to make the tasks easier; some attention to cultural representation of class or school	• **View of language:** Trans-languaging key to instructional process; ability to speak multiple languages is seen as an asset • **Teacher knowledge of students**: Deep knowledge and use of cultural, historical & linguistic contexts of ELL students; • **Expertise for learning language:** Co-teaching of ESL and general ed. teachers; collaboration to determine support needed; student determination of language use • **Curriculum and instruction:** Authentic opportunities to develop language by providing challenging grade level content for students; amplification (not simplification) to ensure rigor and engagement;

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UNIVERSAL DESIGN FOR LEARNING (I:UDL) UDL is an outgrowth of attention to fully inclusive classrooms for students with disabilities; however, UDL should be considered as a way to teach all students. The three categories of UDL in the fully inclusive column benefit all students. Minimally Inclusive----------Moderately Inclusive----------Fully Inclusive (UDL for all students)			
Role of Teacher Co-teaching	Pull-out models of serving students; student fully dependent on teacher; Teacher centered lesson design	Pull out/push in combination used for co-planning and co-teaching	Co-planning and co-teaching models fully implemented; expert learners; purposefully engaged, resourceful, knowledgeable, strategic and self-directed; UDL for all learners; learner variability anticipated; instruction designed to the margins, meaning to respond to all learners, not the middle range learners.
Purposeful Engagement	• **Student engagement:** Generic options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions; Minimal options for methods of interacting with environment, content, instructor, and peers • **Support:** Minimal for self-regulation, coping & self-reflection • **Intervention:** Pull-out for basic skills and RTI	• **Student engagement:** Uneven set of options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions; Some options for interacting with environment content, instructor, and peers • **Support:** Moderate for self-regulation, coping & self-reflection • **Intervention:** Mix of pull-out and push-in	• **Student engagement:** Options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions; Multiple options for meaningful interactions with environment, content, instructor, and peers • **Support**: Multiple options for self-regulation to optimize motivation, facilitate coping, and promote self-reflection; effort & persistence sustained by clear goals, warm demander presence, mastery-oriented feedback • **Intervention:** Students fully included with SPED teacher as full co-teacher
Multiple Representations	• **Background knowledge:** Supplied by teacher • **Presentation of Task and Content:** Single representation of content, concepts or way of accomplishing task • **Support:** Scaffolding for preferred method • **Assessment:** Single option	• **Background knowledge:** Moderate activation • **Presentation of Task and Content:** Individual choice and perceptual options enhanced; uneven variety of methods for presenting content; student choice of best way to accomplish task • **Support**: Personal coping skills facilitated; personal choices validated and scaffolded primarily by SPED teacher • **Assessment:** Different representations possible	• **Background knowledge:** Multiple options; fully activated background knowledge, relationships, guided information processing & transfer • **Presentation of Task and Content:** Strategic options for language and math; variety of methods for representing content expressions and symbols through multiple media • **Support:** Teacher scaffolding; **s**tudent support encouraged • **Assessmen**t: Options based on deep knowledge of student (visual, auditory, kinesthetic, tactile/VKAT)
Strategic Actions for Supporting Learning	• **Executive functioning:** Minimal options provided for goal-setting and strategizing • **Assistive technology:** Minimal access to technology that could enhance learning • **Physical space**: Little consideration to reconfiguring space for maximum learning	• **Executive functioning** Moderate options provided for goal-setting and strategizing • **Assistive technology:** Teacher control of access; teacher determination of student use • **Physical Space:** Moderate attention to spatial considerations, including seating and activity accommodation	• **Executive functioning** Multiple options for clear goal setting and strategy support and monitoring progress • **Assistive technology:** Multiple options for expression & communication • **Physical Space:** Specifically designed for full access

APPENDIX G

The Resilience Manifesto

Elena Aguilar

1. A wellspring of resilience is inside us. We are stronger than we think.
2. We were born with individual and collective resilience. Our quest is to find our way to these internal springs and nourish them.
3. We cultivate resilience so that we can thrive, not simply to survive.
4. Resilience is cultivated through daily habits and thoughts that strengthen dispositions.
5. It is a human right to explore and express emotions.
6. To help students build their emotional intelligence and resilience, we must simultaneously tend to our own emotional intelligence and resilience.
7. Powerful and effective educators talk about emotions at work.
8. How we interpret events and tell our story matters. In our interpretation, we exercise the freedom to choose our attitude.
9. We are all connected and responsible for each other: Caring for the other is caring for the self.
10. We cultivate our resilience and become stronger so that we can help others become stronger; we cultivate our resilience so that we have energy to heal and transform the world.

Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators.* San Francisco, CA: Jossey Bass

Project I^4 Learning Exchange
Summer 2021
Cohort 3
Detailed Daily Agendas and Resources

(Online version)

July 18-23,2021

Resources also available by day on the Project I^4 Website under Cohort III
Ecu.edu/projecti4

There will be many readings throughout this week. To prepare, we suggest you review the following before Sunday's opening session:

Guajardo, M., Guajardo, F., Janson, C. & Militello, M. (2016). *Reframing community partnerships in education: Uniting the power of place and the wisdom of people*. Routledge. **Chapter 2 (book).**

Radd, S., Generett, G. G., Gooden, M. A., & Theoharis, G. (2021). *Five practices for equity-focused school leadership*. Association for Supervision and Curriculum Development (ASCD). **Chapter 3 (book).**

Back to Overview Agenda

Sunday, July 18
3:00-7:00 pm EDT
Who are we as Project I⁴ Cohort 3?
Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs
- Develop the capacity to fully participate in and facilitate **effective meeting protocols** in plans for school-based EC-NICs.
-

Time (ET)	Activity	Facilitator
3:00pm 60 minutes	**Welcome** **Dynamic Mindfulness** **Agreements and Outcomes** **Opening Circle & Personal Narrative** The Mustard Seed Poem	Matt & Lynda Larry *Whole group* Ken *Pairs*
4:00pm 45 min	**Team Introductions** Land Acknowledgement 855-917-5263 (*text your zip code to this number*)	Ken *Whole group in the chat box*
4:45pm 30 min	**Math Activity**	Larry
5:15pm 10 min	**Break**	
5:25pm 35 min	**Seeing Self as Observer of Math Instruction** Beliefs vs. Observational Practices LINK HERE	The Project I⁴ Team *Individual*
6:00pm 30 min	**Meet your Equity-Centered Networked Improvement Community (EC-NIC)**	EC-NIC Coaching groups
6:30pm 15 min	**Preparation for Tomorrow** **Reflection** Chat Box Closing Circle: *What are you excited about moving forward?*	Jim *Whole group*

Preparation for Monday/Readings:

Boykin, A.W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap.* Association for Supervision and Curriculum Development (ASCD). **Chapter 3 (book)**

Guajardo, M., Guajardo, F., Janson, C. & Militello, M. (2016). *Reframing community partnerships in education: Uniting the power of place and the wisdom of people.* Routledge. **Chapter 2 (book)**

For coaching group:

Leverett, L. (2002) *Equity Warrior.* **(Article on website)**

NCTM (2014). *Principles to action: Ensuring mathematical success for all.* National Council of Teachers of Mathematics, **pp. 1-16 and 59-67. (book)**

Back to Overview Agenda

Monday, July 19
12-3 pm
Equity and Academic Discourse

Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs.
- Increase **self-efficacy** as effective instructional leaders of equity by addressing academic discourse (AD) and culturally and linguistically responsive pedagogy (CLRP) in mathematics classrooms.

Time (ET)	Activity	Facilitators
12:00pm 20 min	**Dynamic Mindfulness** **Personal Narrative** *This is not a small voice you hear*: **Stories of Students**	Project I⁴ Team/Coach Jim *Pairs*
12:20pm 20 min	**Math Activity**	Larry
12:40pm 25 min	Boykin: Chapter 3 Engagement and Access Unpacking	Lynda *Whole group*
1:05pm (25 min groups & break) 1:10-1:35 **1:35-1:45 Break** 1:50-2:15 2:20-2:45	CAROUSEL (CHART) 1. **Using Equity Tools for Observation:** *Calling-On* 2. **Framework Introduction** *Equity and Academic Discourse* 3. **Community Learning Exchange (CLE)** *CLE Axioms* *(Zoom links also embedded in the CHART)*	Lynda & **Larry** Anita's Zoom Ken & Jim Ken's Zoom Matt & Carrie Carrie's Zoom
In each rotation, move to a new Zoom room. See the CHART for your session.		
2:50pm 10 min Finish in the last room	**Debrief/Reminders** Chat Room response: *One insight or key learning from today.*	In last group

Project I⁴EC-NIC Meeting
Monday, July 19, 2020

"Equity is hard work and requires the collective commitment and energy of the entire school..." (Leverett, 2002).

12 noon	2:00	4:00	6:00	8:00	10:00	12:00 midnight

TIME	ACTIVITY	FORMAT
20 min	**Opening Circle (OC)** Review outcomes and agreements Assign roles as needed: Notetaker & Timekeeper **Personal Narrative:** Read the Resilience Manifesto (Aguilar, 2018). Choose one of the10 statements and discuss a leadership experience that speaks to that section.	Whole Group
5 min	**Dynamic Mindfulness**	
30 min	Math Journey Line	Whole Group Individual
30 min	**Equity Warrior:** Unpack Leverett (2002) article.	Whole Group
20 min	**Reflection:** Equity Leader Profile	Individual
5 min	**Closing Circle** Share a short passage from your equity leader profile reflection.	Whole Group

Preparation for Tuesday/Readings:
Selective Verbatim Overview/Posted on Project I⁴ Website
National Council of Teachers of Mathematics (NCTM). (2014). *Principles to action: Ensuring mathematical success for all.* NCTM. Pp. 29-37.
Tredway, L., Militello, M., & Simon, K. (2021). Making classroom observations matter. *Educational Leadership (78)*7, 56-62.

Back to Overview Agenda

Tuesday, July 20
12-3 pm

Teaching and Learning: Observing Math Classes for Equitable Access

Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs.
- Increase **self-efficacy** as effective instructional leaders of equity by addressing academic discourse (AD) and culturally and linguistically responsive pedagogy (CLRP) in mathematics classrooms.
- Analyze and improve processes for use of **evidence-based observations.**

TIME (ET)	ACTIVITY	Facilitators
12:00pm 15 min	**Dynamic Mindfulness**	Jim
12:15pm 25 min	**Personal Narrative: Math Teacher Story**	Larry *Trios*
12:40pm 10 min	**Observation with Evidence** Overview of the Session: • Reminder to Selective Verbatim Tool Ready • Overview of video and connect to Monday's math session. • Overview of tool and selective verbatim	Lynda & Ken *Whole Group*
12:50pm 15 min	**Video of Math Lesson** Collect Selective Verbatim using Selective Verbatim Tool	
1:05pm 10 min	Think Match #1 Match selective verbatim	
1:15pm 25 min	**Use Selective Verbatim Think Match #1 example** Code the document using the calling on codes Put codes in the Time column In pairs, compare coding and discuss Examine Think Match #2 and compare the coding	*Pairs*
1:40pm 10 min	**Break**	

1:50pm 15 min	Look at the evidence and make 3-5 factual statements about the evidence from the observation. Look at Academic Discourse Framework and discuss	Ken & Lynda *Whole group*
2:05pm 20 min	Share a few of your factual statements with the group. **What are the key equity issues?**	*Trios*
2:25pm 10 min	Introduction to Calling On Tool (Unpacking in EC-NIC) How did we get to the tool? Why is it important? How did participants use the tool?	Lynda *Whole group*
2:35pm 15 min	Written response in Qualtrics LINK. **Tomorrow's Overview/Announcements**	Larry *Individual*

Project I⁴ EC-NIC Meeting
Tuesday, July 20, 2020

Find a seat at the table!

12 noon	2:00	4:00	6:00	8:00	10:00	12:00 midnight

TIME	ACTIVITY	FORMAT
20 min	**Opening Circle (OC) –** Review outcomes and agreements Assign roles as needed: Notetaker & Timekeeper **Personal Narrative** Describe a recent experience with a classroom observation and follow-up conversation with a teacher. What were some attributes of the conversation?	Whole Group
5 min	**Dynamic Mindfulness**	Whole Group
20 min	**Breakdown of whole group session**	
30 min	**Analyzing observation tools** Calling On Tool	Pairs and Whole Group

15 min	**Math Discourse-what am I looking for during an observation?**	Whole Group
15 min	**Reflection:** Equity Leader Profile	Individual
5 min	**Preparation for tomorrow- Article Selection** Each group member selects **one** article to read for tomorrow. Be prepared to use quotes and evidence from the article in a discussion tomorrow. 1. Everette, M. & Shuldiner. (2020). Let's talk math. *Educational Leadership*, pp. 63-67. 2. Coleman L. (2020). Deeper discussions in math add up. *Educational Leadership*, pp. 59-62. 3. Hammond, Z. (2020). The power of protocols for equity. *Educational Leadership*, pp. 45-50. 4. Anderson, M. (2020). Your words matter. *Educational Leadership*, pp. 22-26. 5. Berg, J H. (2020). Deepening faculty dialogue. *Educational Leadership*, pp. 84-85. 6. Roberts, T. (2020). Opening up the conversation—and students' thinking. *Educational Leadership*, pp. 52-57.	Individual
10 min	**Closing circle** Prompt: Select a quote from your Equity Leader Profile and share in closing circle.	Whole Group

Preparation for Wednesday/Readings

Zwiers, J. & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and classroom understanding.* Stenhouse. Read pp. 7-26.

Hamilton, C. (2019). *Hacking questions: 11 answers that create a culture of inquiry in your classroom.* Hack Learning Systems.

READ the THINK PAIR SHARE card.

Back to Overview Agenda

Wednesday, July 21
12-3pm
Improving Academic Discourse in Classrooms

Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs.
- Increase **self-efficacy** as effective instructional leaders of equity by addressing academic discourse (AD) and culturally and linguistically responsive pedagogy (CLRP) in mathematics classrooms.
- Analyze and improve processes for use of **evidence-based observations.**

TIME (ET)	ACTIVITY	Facilitator
12:00pm 30 min	**Dynamic Mindfulness** **Personal Narrative: What was your experience in class discussions in school?**	Carrie *Trios*
12:30pm 20 min	**Math Activity** *Difference between procedural math and doing math*	Larry
12:50pm 25 min	**Academic Discourse** Zweirs video and activity	Matt & Larry *Trios*
1:15pm 15 min	**Break**	
1:30-2:10pm 2:15-2:55pm (40 min sessions)	**VIRTUAL CAROUSEL–See CHART** **Think Pair Share** (Resources) (1st Group A, 2nd Group B) **Hacking Questions** (Resources) (1st Group B, 2nd Group A)	Think Pair Share: *Lynda & Jim* *Jim's Zoom* Hacking Questions: *Ken & Carrie* *Ken's Zoom*
2:55pm 5 min	**Written Reflection & Debrief** *What are the current strategies used in your school to promote equitable academic discourse?*	Finish in the last room *Chat box*

Project I⁴EC-NIC Meeting
Wednesday, July 21, 2020

"Many people will say that math is different because it is a subject of right and wrong answers, but this is incorrect… the change we need to see in mathematics is acknowledgment of the creative and interpretive nature of mathematics. Mathematics is a very broad and multi-dimensional subject that requires reasoning, creativity, connection making, and interpretation of methods; it is a set of ideas that helps illuminate the world; and it is constantly changing" (Boaler, 2016).

Find a seat at the table!

12 noon	2:00	4:00	6:00	8:00	10:00	12:00 midnight

TIME	ACTIVITY	FORMAT
20 min	**Opening Circle (OC) –** Review outcomes and agreements Assign roles as needed: Notetaker & Timekeeper **Personal Narrative** Poem: *Two Kinds of Intelligence* by Rumi Read the poem and choose a line or phrase that matches your experience as an educational leader. How does that phrase relate to a spring that nourishes your springbox?	Whole Group
5 min	**Dynamic Mindfulness**	Whole Group
20 min	**Breakdown of the whole group session**	
50 min	**Article Discussion: Reading Seminar** Be prepared to use quotes and evidence from the article in the discussion. As you are listening to others in the conversations, what are the connections between the article and your experiences? 1. Everette, M. & Shuldiner. (2020). Let's talk math. *Educational Leadership*, pp. 63-67. 2. Coleman L. (2020). Deeper discussions in math add up. *Educational Leadership*, pp. 59-62.	Small Groups

	3. Hammond, Z. (2020). The power of protocols for equity. *Educational Leadership*, pp. 45-50. 4. Anderson, M. (2020). Your words matter. *Educational Leadership*, pp. 22-26. 5. Berg, J H. (2020). Deepening faculty dialogue. *Educational Leadership*, pp. 84-85. 6. Roberts, T. (2020). Opening up the conversation—and students' thinking. *Educational Leadership*, pp. 52-57.	
5 min	**Review readings for Thursday Jigsaw and write a one-two paragraph synopsis of your reading for your EC-NIC members.**	Whole Group
20 min	**Reflection:** Equity Leader Profile	Individual
5 min	**Closing Circle** Share a passage from your equity leader profile.	Whole Group

In preparation for Thursday:

Radd, S., Generett, G. G., Gooden, M. A., & Theoharis, G. (2021). *Five practices for equity-focused school leadership*. Association for Supervision and Curriculum Development (ASCD). **Chapter 3**

Readings for Thursday Jigsaw readings, but eventually read all of them. Prepare synopsis for your EC-NIC.

Hammond, Z. (2015). *Culturally responsive reaching & the brain*. Corwin. **Chapter 4.**

Khalifa, M. (2018). *Culturally responsive leadership*. Harvard Education Press. **Chapters 1**

Khalifa, M. (2018). *Culturally responsive leadership*. Harvard Education Press. **Chapters 3**

Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. ASCD. **Chapter 5.**

Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. ASCD **Chapter 6.**

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Thursday, July 22
12-3pm
Focus on CLRP

Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs.
- Increase **self-efficacy** as effective instructional leaders of equity by addressing academic discourse (AD) and culturally and linguistically responsive pedagogy (CLRP) in mathematics classrooms.

TIME (ET)	ACTIVITY	Facilitator
12:00pm 15 min	**Dynamic Mindfulness** **Personal Narrative**	Coach *Whole group/ small group*
12:15pm 20 min	**Math Activity** *How does using evidence-based observation tools support equity-driven instructional leadership?*	Larry & Jessica, Lessie, Myra
12:35pm 45 min	**Equity-Driven Instructional Leadership** Last Word Protocol to unpack Radd, et al.	Facilitated by Coaches *EC-NIC groups*
1:20pm 15 min	**What does it mean to be a CLRP Leader?** CLRP Framework	Larry & Ken Matt *Whole group*
1:35pm 25 min	**Equity-Driven Instructional Leadership** Jam board to represent Equity-Driven Instructional Leadership in practice (photos, images, quotes, etc.).	Larry & Ken *Small mixed groups*
2:00pm 10 min	**Break**	
2:10pm 30 min	**Unpacking Equity-Driven Instructional Leadership** Combine two groups (8 rooms) to present Jam boards and continue discussion about Equity-Driven Instructional Leadership.	All *Small groups*
2:40pm 15 min	**Closing Circle** (in the chat): *Equity-Driven Instructional Leadership is…*	Matt & Lynda *Whole group*

Thursday, July 22, 2020
Project I⁴ EC-NIC Meeting
Agenda

Find a seat at the table!

12 noon	2:00	4:00	6:00	8:00	10:00	12:00 midnight

TIME	ACTIVITY	FORMAT
20 min	**Opening Circle (OC)** Review outcomes and agreements Assign roles as needed: Notetaker & Timekeeper **Personal Narrative** Describe a place/space where you feel most at home in terms of your culture?	Whole Group
5 min	**Dynamic Mindfulness**	Whole Group
20 min	**Breakdown of the whole group session**	
50 min	**Reading Seminar: Leadership and CLRP** Expert groups using Protocol.	Small Groups
15 min	**Reflection: Building a Profile of an Equity Leader**	Individual
10 min	**Closing Circle** Prompt determined by coach	Whole Group

In preparation for Friday:
No new readings. Take time to reflect and complete Equity Leader Profile.

Back to Overview Agenda

Friday, July 23
12-4pm
Moving Forward: School-Based EC-NIC

Whole group Zoom link: https://zoom.us/j/3991798631

Learning Outcome Focus

- Cultivate **relational trust** among participants, including EC-NICs.
- Increase **self-efficacy** as effective instructional leaders of equity by addressing academic discourse (AD) and culturally and linguistically responsive pedagogy (CLRP) in mathematics classrooms.

TIME (ET)	ACTIVITY	Facilitator
12:00pm 15 min	**Welcome** **Dynamic Mindfulness**	Coach *Whole group*
12:15pm 10 min	**Personal Narrative**	*Small Groups*
12:15pm 45 min	**Equity-Driven Instructional Leadership** Gretchen's Story Connection to Chapter 3 (Radd, et al.)	Gretchen *Whole Group*
1:00pm 30 min	**Evaluation Survey** *A link will be shared in the chat*	Qualtrics *Individual*
1:30pm 15 min	**Break**	
1:45pm 20 min	**Moving Forward** **AIM: To improve equitable learning access and rigor for students by observing and having evidence-based conversations with teachers by:** • Collecting evidence and using data to make decisions • Participating in a leader EC-NIC with coach • Establishing a school-based EC-NIC of 3-4 people who engage in a year-long project together • Using CLE Protocols • Using CALL survey evidence for full school • Using equity tools for observations • Engaging in effective conversations • Identifying and using ambitious math tasks	Matt & Lynda

2:05pm 10 min	**Appreciations** *Whole Group Chat box*	Lynda & Matt
2:15pm 5 min	**Closing Circle: Resilience Manifesto**	All *Group*
	Coach meetings following whole group.	

Friday, July 23, 2020
Project I⁴ EC-NIC Meeting

"Just as teachers have to create safe spaces for students to try new learning moves, school leaders have to create safe spaces for teachers to expand their instructional repertoire to be more culturally responsive" (Hammond, 2015, p. 153).

TIME	ACTIVITY	FORMAT
20 min	**Opening Circle (OC) –** Review outcomes and agreements Assign roles as needed: Notetaker & Timekeeper **Personal Narrative:** Read the Poem: *A New Beginning* by John O'Donohue. Identify a phrase in the poem that speaks to you. *How could Project I⁴ involvement be a new beginning?*	Whole Group
5 min	**Dynamic Mindfulness**	Whole Group
20 min	Planning for Fall We will provide a format to begin developing plans for the Fall	Individual
25 min	**Tuning the Plans:** Small groups will use a tuning protocol to provide feedback	Small Group
20 min	**EC-NIC Moving forward** • EC-NIC Meetings – Begin in September • 1:1 with Coach – Begin in August	
20 min	**Reflection: Equity Leader Profile** • As a group, co-construct a commitment statement to racial equity. • Appreciations	

Resources

(Linked in daily agendas)

These items and other resources are also available on the Project I⁴ website, organized by day.

Sunday Resources:

The Mustard Seed Poem by Lee Francis IV

Adult Informed Consent Form—complete through DocuSign

The Project I⁴ Framework

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Making It Last (A Mustard Seed Pantoum)*

Lee Francis IV

The mustard seed – coming in many colors and flavors - - is an ancient symbol of the power of something small to become something big.

There are gardens everywhere we look and they are green and they are golden.
We must be careful to let them tangle and twist in the sunshine
unafraid to step into the unknown stories that wrap around each leaf and stem.
and unafraid of hard times, always unfinished, always reaching to the sky.

We must be careful to let them tangle and twist in the sunshine
these mustard seeds. They will grow tall and joyous from strong soil
and unafraid of hard times. Always unfinished and always reaching to the sky,
they will blossom and grow in ways we are not even able to imagine.

These mustard seeds. They will grow tall and joyous. From strong soil,
they emerge with prayers on their leaves which we will eat and form stories;
they will blossom and grow in ways we are not even able to imagine
from months ago when we first pressed our hands into the earth.

They emerge. With prayers on their leaves (which we will eat and form stories)
these ancient plant dreams remind us that we are also mustard seeds
from months ago when we first pressed our hands into the earth
and began a journey of growing. And now we understand:

these ancient plant dreams remind us that we are also mustard seeds
unafraid to step into the unknown stories, that wrap around each leaf and stem,
and begin a journey of growing. And now we understand
there are gardens everywhere we look and they are green. And they are golden.

* The **pantoum** is a form of poetry similar to a villanelle in that there are repeating lines throughout the poem. It is composed of a series of quatrains; the second and fourth lines of each stanza are repeated as the first and third lines of the next.

Back to Sunday Agenda

Monday Resources:

This is not a small voice you hear by Sonia Sanchez

Unpacking Boykin Chapter 3

Carousel Chart:

Which group am I in?

Group A (24)	Group B (24)	Group C (26)
Antonia's EC-NIC (5) Chris T's EC-NIC (4) Vincent's EC-NIC (5) Lessie's EC-NIC (5) Maria's EC-NIC (5)	Brendan's EC-NIC (5) Monica's EC-NIC (5) Jessica's EC-NIC (5) Sarah's EC-NIC (5) Garbo's EC-NIC (4)	Gloria's EC-NIC (5) Janette's EC-NICs (8) Myra's EC-NIC (5) Michael's EC-NIC (4) Will's EC-NIC (4)

Click the Session # and you will be taken to the appropriate zoom room.

Click Resources for materials for the session.

1st Rotation 1:10-1:35pm EDT	Group A-Session 1 Using Equity Tools for Observation with Lynda & Larry (Resources-Session 1)	Group B-Session 2 Project I4 Framework Intro with Ken & Jim (Resources-Session 2)	Group C-Session 3 Community Learning Exchange Axioms with Matt & Carrie (Resources-Session 3)
Break: 1:35-1:45pm			
2nd Rotation 1:50-2:15pm EDT	Group A-Session 2 Project I4 Framework Intro with Ken & Jim (Resources-Session 2)	Group B-Session 3 Community Learning Exchange Axioms with Matt & Carrie (Resources-Session 3)	Group C-Session 1 Using Equity Tools for Observation with Lynda & Larry (Resources-Session 1)
3rd Rotation 2:20-2:45 EDT	Group A-Session 3 Community Learning Exchange Axioms with Matt & Carrie (Resources-Session 3)	Group B-Session 1 Using Equity Tools for Observation with Lynda & Larry (Resources-Session 1)	Group C-Session 2 Project I4 Framework Intro with Ken & Jim (Resources-Session 2)

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LEARNING EXCHANGE PROTOCOL
Personal Narrative
This Is Not a Small Voice

Sonia Sanchez

Sonia Sanchez is an American poet, writer, and professor. She was a leading figure in the Black Arts Movement and has authored over a dozen books of poetry, as well as short stories, critical essays, plays, and children's books. *Wounded in the House of a Friend* (1995).

https://www.youtube.com/watch?v=5JxMXZVafKk

(Sonia Sanchez talking about learning to become a poet.)

This is not a small voice
you hear this is a large
voice coming out of these cities.
This is the voice of LaTanya.
Kadesha. Shaniqua. This
is the voice of Antoine.
Darryl. Shaquille.
Running over waters
navigating the hallways
of our schools spilling out
on the corners of our cities and
no epitaphs spill out of their river
mouths.

This is not a small love
you hear this is a large
love, a passion for kissing learning
on its face.
This is a love that crowns the feet with
hands
that nourishes, conceives, feels the
water sails
mends the children,
folds them inside our history where they
toast more than the flesh
where they suck the bones of the
alphabet
and spit out closed vowels.
This is a love colored with iron and lace.
This is a love initialed Black Genius.

This is not a small voice
you hear.

While the poem speaks mainly to African American young people, you can substitute any student's name for the person in the poem.

Think of a young person whose story you carry with you, who has touched you in a special way, whose voice is not a small voice inside your head whenever you need encouragement or a reminder of why you are who you are doing what you do.

What is about the young person that stays with you and motivates you to do work on behalf of all young people?

Discuss this with your EC-NIC group. Put that young person's name on your poster.
When you are finished, turn back to the group; each person will call the young person's name into the space. All will answer PRESENTE.

Back to Monday's Agenda

Unpacking Boykin
Chapter 3: Engagement

Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap.* ASCD

Active engagement in academic tasks is the primary way that students learn. Thus, **access to equitable academic talk** – purposeful, intentional, thoughtful talk – is a cornerstone of classrooms that matter. The chapter presents findings of multiple studies that link the importance of key factors to student engagement. For example, in one study, for students of color who are often overlooked, learning math through dialogue is central to academic performance. Students are not engaged when they are overlooked or bored or learn better by talking and doing. The first tenet of student dialogue, however, requires that teachers set up the instructional practices to maximize accountable talk.

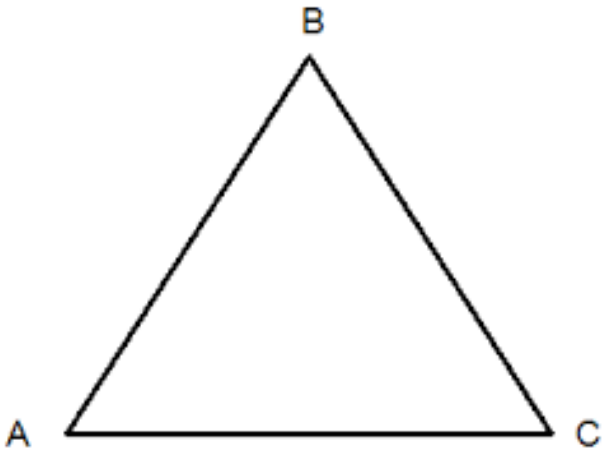
1. How are behavioral engagement, cognitive engagement, and affective engagement linked and interdependent? **Sketch the relationships on the triangle diagram below.**

2. What kind of link do teachers often make between individual student behavior and cognitive engagement?

3. How can a teacher's assumptions about student "attitude" interrupt or interfere with student engagement?

4. How can a teacher's actions negatively influence student engagement?

In the triangle below, A= Affective B= Behavioral C= Cognitive
Diagram the reciprocal relationships of the three factors that constitute engagement.
What is the teacher's responsibility to provide equitable access as a precursor to engagement?



Back to Monday's Agenda

Monday Resources Session #1: Using Equity Tools for Observations

- Calling-On Diagnostic
- Calling On CODES

Summer Learning Exchange, June 19, 2021

CALLING ON CODES (NAMES OF PRACTICE)

CODE	Full CODE NAME	Explanation
R	Raising hand	teacher calls on a student who raises his or her hand
CC	Cold Call	teacher cold calls on a student who did not volunteer
CCD	Cold Call Discipline	teacher cold calls on a student for discipline
B-A	Blurt-out: Accept	teacher accepts an answer that is blurted out by a student or students
B-I	Blurt-out: Ignore	teacher ignores a student who blurts out an answer
C&R	Call & Response	teacher intentionally prompts students to answer together in unison to a known question
ES	Equity Strategy	teacher uses an equity strategy such as pulling a name at random to determine which student to call on
TR	Teacher Repeats	teacher repeats student response verbatim
TRV	Teacher ReVoices	Teacher revoices, which means that the teacher uses a student response to paraphrase and perhaps ask other questions. (Notice difference between simple repeat and revoicing)
TPS	Think-Pair-Share	teacher asks students to think for appropriate think time, pair, and then share

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Gracious Space Definition:

A spirit and a setting where we invite the 'stranger' and learn in public.

Spirit:
Gracious Space has many elements, such as welcoming, compassion, curiosity, humor, that we each embody. When we bring these elements with us into relationships, we are "being" Gracious Space. This spirit of Gracious Space is what sets it apart from other communication or conflict resolution tools.

Setting:
Gracious Space has a physical dimension that can support or impede our ability to feel productive, healthy and connected with our work and with others. What is gracious about the room you are in right now? What about your work space? What would make it more gracious? Paying attention to simple hospitality (food, drink) and items that reflect your energy and personality, or goals for work (artwork, color, dramatic or elegant furniture) create your own unique Gracious Space.

Invite the Stranger:
Gracious Space moves into a "systems" perspective when we invite the "stranger." Borrowed from Parker Palmer, the term "stranger" refers to any individual who is not typically involved in the conversation; someone with a different background, perspective, skin color, gender, geographic orientation, or any other quality that may make him or her seem different. We need the "stranger" when we are considering complex and new ideas; we need multiple perspectives to broaden our viewpoints before decision making lest we take actions that are too narrow-minded or short-term. Inviting the stranger is a strategic decision that is not always necessary. And it's good to remember that we are each the stranger to someone else.

Learn in Public:
The second "systems" approach of Gracious Space is to apply deep listening and learning to the diversity you have gathered into Gracious Space. Learning in Public requires humility, a willingness to explore assumptions, let go of the "right way" of doing things, and being willing to change one's mind.

Gracious Space has the potential to transform the human heart and entire groups or organizations. When we choose graciousness, we choose an approach that fosters understanding. We choose to be open-minded and welcoming of diverse opinions. This attitude grows within us and can be nurtured through practice.

Behaviors to create Gracious Space:

- Pay Attention to Spirit: compassion, curiosity, “being” Gracious Space
- Create Intentional Spaces
- Invite the ‘Stranger:’ when diverse perspective is beneficial
- Learn in Public: open your heart and mind to the thinking of others
- Build Trust: through character, competence, consistency and information
- Inquire: seek first to understand
- Listen Deeply and Slow Down

Oh, the comfort —
the inexpressible comfort of feeling safe with a person —
having neither to weigh thoughts nor measure words,
but pouring them all right out,
just as they are,
chaff and grain together;
certain that a faithful hand will take and sift them,
keep what is worth keeping,
and then with the breath of kindness blow the rest away.

-Dinah M. Craik, from her short story, “A Life for a Life

Axiom Tic-tac-toe

CLE Axioms
1) Learning and Leadership are a Dynamic Social Process Learning how to lead and learn within the context of relationships is at the core of leadership and the construction of the necessary conditions that nurture this development in an inviting and dignified manner.
2) Conversations are Critical and Central Pedagogical Processes At the core of social learning theory is the need to create gracious spaces and healthy relationships for participants, learners, and teachers alike to share their stories. Storytelling and conversation are the mediating tools for the relationships that exist at the core of the learning process.
3) The People Closest to the Issues are Best Situated to Discover Answers to Local Concerns CLEs organize around specific topics and participants share their individual and community stories, experiences, and strategies around those topics. Such engagement fosters a creative agency that helps people find their power and voice, and the process responds to the need for local communities to own their collective destiny.
4) Crossing Boundaries Enriches the Development and Educational Process The willingness and ability to experience a world outside our daily comfort zone is necessary to break the isolation of people, organizations, and communities. This dynamic is activated when teams are invited to join national and local CLEs. The boundary-crossing that occurs at CLEs includes borders of geography, economic standing, age, culture and race, gender, faith, and personal abilities.
5) Hope and Change are Built on Assets and Dreams of Locals and their Communities When CLE participants tell their stories, they begin to map their gifts, ideas, and hopes. This mapping process is ideological, relational, geographical, and political. The identification, construction, and naming of these assets invites CLE participants to view their lives, change efforts, and community in new ways. Issues that may have been viewed historically as intractable immediately become opportunities, invitations, and points of action. This shift occurring during CLEs from distress and hopelessness to hope and possibility represents radical transformation.

Learning and Leadership are a Dynamic Social Process [In Professional Life]	Conversations are Critical and Central Pedagogical Processes [In Personal Life]	Crossing Boundaries Enriches the Development and Educational Process [In Personal Life]
Crossing Boundaries Enriches the Development and Educational Process [In Professional Life]	The People Closest to the Issues are Best Situated to Discover Answers to Local Concerns [In Professional Life]	Hope and Change are Built on Assets and Dreams of Locals and their Communities [In Personal Life]
The People Closest to the Issues are Best Situated to Discover Answers to Local Concerns [In Personal Life]	Hope and Change are Built on Assets and Dreams of Locals and their Communities [In Professional Life]	Conversations are Critical and Central Pedagogical Processes [In Professional Life]

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Monday Resources for EC-NIC meeting:

LEARNING EXCHANGE PROTOCOL PERSONAL NARRATIVE

Journey Lines
Multiple protocols available on iel.org/protocols

Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context.

A journey line uses experience(s) as a moving force for change (Dewey, 1938) in the sense that the individual and collective experience(s) as remembered by participants constitute a story. In turn, the journey line themes provide generative knowledge about a subject. Journey lines can be used to construct the "story of self" on the path from childhood (earliest memories) to the present. The journey lines, when shared, become the "story of us" and can become a "story of collective knowledge or action" about a particular topic. Some examples of journey lines:

- **Journey line of COURAGE**
- **Journey line of CHANGE**
- **Journey line of TEACHING**
- **Journey line of LEARNING**
- **Journey line of TEAMING**
- **Journey line of COACHING**
- **Journey line of LEADERSHIP**
- **Journey line of BOUNDARY**
- **Journey line of READING**
- **Journey line of MATH**
- **Journey line of EVALUATION**
- **Journey line of RESEARCH**

THIS EXCERPT FROM Parker Palmer reminds us of why we need to reconstruct our journeys. Palmer, Parker. (2004). *A Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco, CA: Jossey-Bass, pp. 6-9.

Dividedness is a personal pathology, but it soon becomes a problem for other people. It is a problem for students whose teachers "phone it in" while taking cover behind their podiums and their power. It is a problem for patients whose doctors practice medical indifference, hiding behind a self-protective scientific facade. It is a problem for employees whose supervisors have personnel handbooks where their hearts should be. It is a problem for citizens whose political leaders speak with "forked tongues."

The divided life, at bottom, is not a failure of ethics. It is a failure of human wholeness. Doctors who are dismissive of patients, politicians who lie to voters, executives who cheat retirees out of their savings, clerics who rob children of their well-being – these people, for the most part, do not lack ethical knowledge or convictions. They doubtless took courses on professional ethics and probably received top grades. They gave speeches and sermons on ethical issues and more

than likely believed their own words. But they had a sell-rehearsed habit of holding their own knowledge and beliefs at great remove from their living in their lives.

As teenagers and young adults, we learned that self-knowledge counts for little on the road to workplace success. What counts is the "objective" knowledge that empowers us to manipulate the world. Ethics, taught in this context, becomes one or more arm's-length study of great thinkers and their thoughts, one more exercise in data collection that fails to inform our hearts.

I value ethical standards, of course. But in a culture like ours – which devalues or dismisses the reality and power of the inner life – ethics too often becomes an external code of conduct, an objective set of rules we are told to follow, a moral exoskeleton we put on hoping to prop ourselves up. The problem with exoskeletons is simple: we can slip them off as easily as we can don them.

I also value integrity. But that word means much more than adherence to a moral code: it means "the state of quality of being entire, complete, and unbroken," as in integer or integral. Deeper still, integrity refers to something – such as a jack pine or the human self – in its "unimpaired, unadulterated, and genuine state, corresponding to its original condition."

When we understand integrity for what it is, we stop obsessing over codes of conduct and embark on the more demanding journey toward being whole. Then we learn the truth of John Middleton Murry's remark, " For the good [person] to realize that it is better to be whole then to be good it is to enter on a straight and narrow path to which his [or her] previous rectitude was flowery license."

The introduction for each journey line and the reflection questions may change, but the process is the same.

1. Introduce the concept of journey lines for individual and collective story and set of experiences.
2. CHOOSE A SET OF questions or prompts for the journey line **topic** that stimulate participant thinking.
3. Share 2 examples of a particular journey line you are using based on your experiences (on a journey line you have constructed before the workshop).
4. Ask participants to write or draw on journey line for 6-8 minutes.
5. Share in duos or trios and you may want to share as group.
6. Optional: Collect important attributes and themes of journey lines. Share themes from duos or trios.
7. Optional: Collect and analyze stories from journey lines as practice for community storymapping. (Separate guide for that is available on iel.org)

JOURNEY LINE OF MATH

(Protocol shared on previous pages for your information)

Math experiences – positive, negative, or neutral – influence the way you supervise math teachers and support professional learning in math. From your earliest memories until now, document on the JOURNEY LINE OF MATH 4-5 key experiences in math (in or out of school). You can place them on the journey line for certain years of schooling and your professional life. Then choose one of those experiences about which to tell a story.

Math Journey Line

0-10.....10-14.....14-18…....18-25.....25-35.....35-45…….....45-55……55

Equity Leader Profile

We subscribe to the importance of school leaders as **instructional leaders who lead with an equity lens.** We do not expect all leaders to become experts in math instruction or mathematics. However, the key ways in which leaders can fully support teachers and raise the equity bar higher in math classrooms are:

(1) **using observation tools** that promote equity in academic discourse, inquiry, culturally and linguistically responsive pedagogy, and universal design for learning (Sullivan & Glanz, 2013; Hammond, 2017; Khalifa, 2019; Boykin & Noguera, 2011, Ralabate, 2017);
(2) **recognizing ambitious math tasks** that promote rigor and supporting teachers to design tasks that are culturally responsive and inquiry-based (Stein, Smith, Henningsen & Silver, 2009; Boaler, 2016; NCTM, 2012);
(3) using the observations of multiple classes in **designing differentiated professional learning** in the school by drawing on the assets of teachers in the school (Grissom, Loeb & Masters, 2013). The observation tools promote evidence-based observations and post-observation conversations that coach teachers to actively take on responsibility for change; and
(4) adopting a clear equity stance and clarifying your values.

We believe leaders need to carry the equity torch, develop their capacity as equity warriors in the service of equitable student learning outcomes, and use evidence to guide teacher practice more effectively. In these times, we are in particular focusing our joint efforts on building our capacity as equity warriors for racial justice. Over the course of this week, you have an opportunity to reflect on your role as an equity leader for racial justice. You are building a profile of yourself as an equity warrior and decide as an EC-NIC how you collaboratively live a commitment to racial justice.

Monday

While many issues of equity impact students and their opportunities for success, racial inequities are among the most profound challenges that schools and school leaders face. Understanding the dynamics of race in our experiences can help us, as leaders, meet the challenges of racial inequity in our schools.

Prompt: Your racial identity influences your leadership experiences. What are 2-3 experiences in your racial history that have impacted your leadership?

Tuesday

Critical reflection, based on evidence, offers school leaders the opportunity to understand issues of equity in their schools and to initiate concrete actions to end inequities. Today, we explored how evidenced-based observations can support us to identify and address equitable access to learning classrooms.

Prompt: Think about the classrooms in your school. What issues of inequity currently exist? How are you currently addressing those inequities?

Wednesday

"*Many people will say that math is different because it is a subject of right and wrong answers, but this is incorrect, in part of the change we need to see in mathematics is acknowledgment of the creative and interpretive nature of mathematics. Mathematics is a very broad and multidimensional subject that requires reasoning, creativity, connection making, and interpretation of methods; it is a set of ideas that helps illuminate the world; and it is constantly changing."(*Boaler, 2016, p. xii).

Consider the quote from Jo Boaler. How could you as an equity leader re-imagine mathematics in the school so that all students have access to thoughtful and ambitious mathematics?

Thursday

The philosophy of Project I[4] *We believe leaders need to carry the equity torch, develop their capacity as equity warriors in the service of equitable student learning outcomes, and use evidence to guide teacher practice more effectively.* This is the first week of a year-long journey to establish stronger access and rigor in academic discourse in mathematics in your school.

How do you envision from your racial history and what you have learned to date, being an equity warrior who uses classroom evidence to promote racial equity in your school?

EC-NIC Commitment Statement to Racial Equity
Share your equity warrior profiles and co-construct a joint statement of commitment to racial equity

Back to Overview Agenda

Tuesday resources:

SELECTIVE VERBATIM
MATH LESSON: DOT PATTERNS
CALLING ON to PROMOTE EQUITABLE ACCESS

Selective verbatim is an observation technique that supports teachers in understanding their communication patterns with students, a fundamental of effective teaching. The observer scripts/scribes a written record of what the teacher and students do, say, and, on occasion, do not do (forget to use think time). **Verbatim** is, of course, word for word. The observer gets as close as possible to recording what is said in the words of the speaker and what is done in non-judgmental narrative language. Recording the teacher's exact words is critical. **Selective** is the operative word in the process. The observer cannot possibly record everything. Choosing what to record (how the teacher poses a question and calls on students or teacher questions and student responses) is an important planning step as the observer probably cannot record everything. You may not know what to record in the first observation and do a wide-lens observation, noting as much as possible. In subsequent observations, the observer can "zero in on" what the teacher and observer agree is a focus.

Facility with selective verbatim notes is critical; the notes provide the observer and the teacher with precise evidence that can be coded. We promote short observations in Project I^4 with quick turnaround on evidence and short conversation (within two days) to promote short cycles of improvement in which the teacher chooses a single goal for improvement. Using evidence-based information of 10-15 min observations supports teachers to be specific about changing practice(s).

In a10-minute lesson, the observer can glean sufficient evidence from the teacher questions and calling on choices to have a conversation. See steps on next page and observation tool on page 3 – a tool that can be used for any selective verbatim observation purpose. You can use your computer to record the selective verbatim evidence or write by hand, whichever you prefer. NOTE: More detailed Calling On Observation Tool available on Project I^4 website.

STEPS of the PROCESS

STEP ONE: Record selective verbatim notes, attempting to time code the notes and marking T for teacher and S for student. As much as possible, record the race and gender of the student speaker.

STEP TWO: Use the codes from the calling on observation tool to "code"/name the practice.

Calling On "codes"

R*	Calls on **raised** hand
CC**	Cold Call Calls on student without hand raised
CCD	Cold Call for Discipline: notices a student is off task and uses a content question to "catch" student
B-A	Blurt out-Accepts: a student or students shout out the response and teacher accepts
B-I	Blurt out-Ignores: a student or students shout out the response and teacher ignores
C&R	Call and Response: Teacher cues the students for group response or indicates students should "popcorn"
ES	Uses equity strategy (equity stick or card to call on student); discourages handraising
TR***	Teacher repeats student response to class verbatim (usually because of voice level of student or perhaps because the teacher thinks repeating helps)
TRV***	Teacher revoices student response or checks student response (positive use of student response to emphasize and use to build on)
TPS	Think and Pair and then Share
Other/TP	Any other strategy you note / Teacher prompting question added for this video

STEP THREE: Analyze evidence. Count "instances" (number of codes) and write factual statements about the evidence.
Teacher called on ___ boys and ___ girls.

STEP FOUR: Prepare for and have conversation with teacher using evidence. Get evidence to teacher quickly (one day is best) and schedule conversation (within two days is best – conversation about 15 min).

OBSERVATION TOOL: SELECTIVE VERBATIM

Teacher	**Observer**	**Date**
Duration of Observation _____ **to** _____		

Time Stamp	Evidence from observation	Code

Back to Tuesday Agenda

Calling On Students 1.A
Observation Tool

Overview

Focusing on student access to the classroom discourse so **ALL students** have a regular opportunity to talk in class is a foundational part of building an equitable classroom culture. Every student should have an equitable opportunity to engage in classroom discussions. How teachers call on students influences equitable engagement. Careful observations of classroom discourse can provide specific and useful evidence of what this looks like in the classroom.

The purpose of this document is to provide background information on calling on strategies, connect calling on strategies to the Project I^4 framework, and provide an observation tool for observation use. To fully understand Calling On as an observational tool, follow these steps:

- **Step One**: This is a refresher of the calling on strategies teachers use in the classroom. Specifically, we provide resources for calling on students in the classroom. This section can be reviewed at any time before or after your observations.
- **Step Two:** The template in Step 2 provides a tool for the observer to record calling on strategies used in classrooms. There is a space to sketch the classroom layout to assist in collecting evidence.
- **Step Three:** After you feel comfortable with the observations (step 2), use the table to tabulate and analyze the calling on strategies used. This will provide you with the evidence necessary for a meaningful, data-driven, conversation with the teacher.
- **Step Four**: We provide a guide for the observer to have conversations with the teacher. While we will spend more time on this next semester, teachers will want "feedback" from your observations and we would like you to move from the traditions of "feedback" to evidence-based conversations.

Step One: What You Need to Know

In many math classes, the focus for all student responses (teacher-facilitated or student-facilitated) tends to be the "right" answer instead of adopting the disposition toward learning that mistakes are just as useful for sorting out misconceptions. Right answers often do not lead to uncovering student thinking, sense-making, or developing math concepts. Even in classrooms in which students are presenting or facilitating discussions about math problems, they are often replicating the teacher talk moves of calling on raised hands, selecting only some students, and focusing on right answers.

The problem is: **Teachers' primary way of soliciting access/engagement is through hand raising** (Hamilton, 2019). It is the single least effective way to offer equitable access and fully engage students and motivate students to fully engage in the class. Yet, there are times when calling on hands is appropriate as indicated in the chapter.

Cold calling is useful if used intentionally. Teachers, however, are at different stages of feeling comfortable with other types of calling on strategies, typically used in full group instruction. For example, this routine for cold calling is useful: stating the question, using appropriate wait/think time (3-8 seconds depending on cognitive level of question), and naming a student to respond. However, cold calling on students without think time or because the student is not engaged and the teacher is using the calling on as a disciplinary signal is not useful.

Cold calling by naming the student name before asking the questions signals to other students that they are "off the hook" for responding. Blurt out or "popcorn" is possible if the teacher is intentional about its use; often the teacher just accepts call-outs or blurt-outs. The teacher may use Think-Pair-Share (TPS) or "turn and talk" to have partner talk (useful!); however, in the sharing stage, teachers often recognize raised hands. Instead, the teacher can listen in on student conversations during TPS and support a student to "rehearse" a response and start the group discussion with that student's response.

The charts on the next two pages may be helpful to the principal and the teacher in preparation or in post-conversations. **Note the difference between teacher revoicing and effective repetition**. A teacher's simple repetition of what was said by the student is not typically effective. Revoicing, on the other hand, is paraphrasing and followed by a question to a student to see if that is what the student means is a way of checking for understanding (CFU).

The hyperlinks to resources may be helpful to the principal and the teacher in preparation or in post-conversations. TWO RESOURCES: TEACHER ACTIONS (for calling on) and LEVELS OF CLASSROOM DISCOURSE

Questions for consideration

- How can we better design **calling on strategies** for whole class instruction (used often by the teacher, but increasingly by students who present math problems to the whole class) so the questions are more about student thinking (even misconceptions or "wrong" answer) than right answers?

- How can we move from the teacher **repeating** student responses to students speaking loud enough with full attention from peers so that other students are listening and then responding to the student?
- How can teachers use **revoicing** to fully engage the learners in thinking? How can they revoice and model for students who may revoice/paraphrase what they heard from a classmate?
- How can we use "turn and talk" **systematically** to think, then pair, and then share equitably?
- How can we develop systems for student-to-student interaction that happens automatically?

ACADEMIC DISCOURSE (AD) Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated			
Protocols and Questioning	• **Teacher Role:** Teacher-designed questions; teacher-controlled protocols • **Underlying focus:** Often compliance & behavior-driven; concerned with pacing & fidelity • **Primary interaction relationship**: Teacher-to-student; often pseudo-discourse • **Calling on strategies**: Typically raised hands; limited use of strategies for equitable access • **Level of questions**: Often recall and the application questioning levels with few questions at higher cognitive levels	• **Teacher Role:** Teacher-initiated, including encouraging student-to-student dialogue • **Underlying focus:** Student understanding and teacher use of student experiences • **Primary interaction relationship**: Teacher-to-student, with teacher encouragement of student-to-student & small groups • **Calling-on strategies**: Designed for equitable access of all students • **Level of questions:** Attention to higher cognitive level questions, including synthesis and creativity	• **Teacher Role:** Coaching students as facilitators; warm demander & strong student relationships • **Underlying focus:** Encouraging more student-facilitated groups • **Primary interaction relationship:** Student-to-student • **Calling on strategies:** Primarily student-generated questions & student-to-student interaction • **Level of questions:** Higher level questions that elicit creative responses & authentic problem-solving

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Project I[4] Observation Tool Calling-On Tool 1.A

The tool is designed to collect basic information for the teacher to see how the teacher (or a student leading a discussion of a math problem) is generally calling-on students in classroom setting. **Two types of information are useful: seating chart and selective verbatim of the teacher actions and student responses.** Using one is useful; gaining proficiency at using both at the same time is even better.

Type One of Calling On: Make a seating chart.

Using a seating chart to determine equitable calling on is critical. Too often, some students are totally overlooked – they may not raise their hands, or, if they do, teachers ignore thm. If possible, write student names if you know them. Either use STUDENT NAME or identity (F/M or race/ethnicity): AA= African American; L= Latinx; W=White; AsA= Asian American. This classroom map is of one table of 6 persons.

Make a slash mark (/) for every instance of the items in the tool. Try to indicate with short abbreviation of the type of calling on or teacher response that was used (after the slash mark). It will take a bit of practice to get used to the names of calling on (chart below), but this offers precise data with which to have the conversation with the teacher

St 1 (F/AA) /R/CC		St 2 (M/L) /B-I/TR
St 3 (F/W) /R/R/R/R/R		St 4 (M/AsA) /R/TR
St 5 (M/L)		St 6 (F/L)

NOTE: Raised hands are not always ineffective. See Chapter 1. However, if primary mode of interacting, this reduces equitable student access.

NOTEL Cold calling is not incorrect or ineffective if used in ways that support student thinking and full access (wait/think time) and student name at end of question after think time.

NOTE: difference between simple repetition, effective repetition, and revoicing on charts

Please use this blank page to draw the seating arrangement of the class you are observing and identify students in each place. Mark the slash and abbreviation for each calling on instance.

CALLING ON CODES (NAMES OF PRACTICE)

CODE	Full CODE NAME	Explanation
R	Raising hand	teacher calls on a student who raises his or her hand
CC	Cold Call	teacher cold calls on a student who did not volunteer
CCD	Cold Call Discipline	teacher cold calls on a student for discipline

B-A	**B**lurt-out: **A**ccept	teacher accepts an answer that is blurted out by a student or students
B-I	**B**lurt-out: **I**gnore	teacher ignores a student who blurts out an answer
C&R	**C**all & **R**esponse	teacher intentionally prompts students to answer together in unison to a known question
ES	**E**quity **S**trategy	teacher uses an equity strategy such as pulling a name at random to determine which student to call on
TR	**T**eacher **R**epeats	teacher repeats student response verbatim
TRV	**T**eacher **R**e**V**oices	Teacher revoices, which means that the teacher uses a student response to paraphrase and perhaps ask other questions. (Notice difference between simple repeat and revoicing)
TPS	**T**hink-**P**air-**S**hare	teacher asks students to think for appropriate think time, pair, and then share

Type Two: Selective Verbatim and Use of Coding

In the second type of calling on process, the observer uses selective verbatim to capture the teacher's actions, the time, and the student responses. While think time is a part of the question form and question level tools, the observer can record TT (think time) or NTT (no think time). The lack of think time between asking the question and calling on a student often leads to certain students being quicker thinkers who raise their hands. First, the observer collects time and selective verbatim. After the observation, the observer codes the evidence.

Time Stamp	Evidence	Code

Step Three: Tabulate and Analyze

After the observation, as the observer, tabulate the data from seating chart observation on this chart.

Note: It is possible if you get adept at this to use this as a data tool to collect the data; judge your comfort level with the map and/or this tool. If you use the map, tabulate results on this table to share with teacher.

Teacher **Observer** **Date**
Duration of Observation _____ **to** _____

Student Name OR number	Raised hand **CO: R**	Cold Call **CO: CC**	Cold Call Discipline **CO:CCD**	Calling out **CO: C&R CO: B-A CO: B-I**	Equitable method **CO: ES**	Simple Repetition **TR**	Teacher Revoicing **TRV**	Other
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

After the observation using selective verbatim, tabulate the number of instances of each type of calling on.

Teacher	**Observer**	**Date**
Duration of Observation _____	**to** _____	

CALLING ON CODES (NAMES OF PRACTICE)

CODE	Full CODE NAME	Number
R	Raising hand	
CC	Cold Call	
CCD	Cold Call Discipline	
B-A	Blurt-out: Accept	
B-I	Blurt-out: Ignore	
C&R	Call & Response	
ES	Equity Strategy	
TR	Teacher Repeats	
TRV	Teacher ReVoices	
TPS	Think-Pair-Share	

What are statements of factual evidence from the observation?
Use the evidence categories from the data to record to make 5-6 factual statements about the data.

Examples of Evidence
Of the 27, students in the class:
____ students who were called on after **raising hand** (CO: R)
____ students called out answers and teacher **accepted call-outs** (CO: B-A)
____ students called out answers after direction from teacher to use C&R (Call & Response)
____ students were asked to repeat/paraphrase another student's response
____ students answered more than once
____ students who responded are ____ male/boys and ____ female/girls

OR

Teacher asked ___ questions and called on ___ students whose hands were raised.
Teacher cold-called on ___ students.
Teacher revoiced ___ times.

Step 4: Having a Conversation with the Teacher

We will have much practice in effective conversations (notice we do not use feedback!), but this is a brief primer.

In this section, although you will have ideas about what to do, **engage the teacher in problem solving.** Keep in mind: "Telling people what we think of their performance doesn't help them thrive and excel and telling people how we think they should improve actually hinders learning" (Buckingham & Goodall, 2019, p. 2).

1. **Introduction:** *I was in your class for ___ minutes while the lesson was focused on _____. As you know, I was particularly concentrating on the ways you called on students and perhaps used opportunities to have student-to-student dialogue*

2. **These are the data from that observation: (present factual analysis to teacher).**

3. **Let's talk about what you are observing about these data?** *Continue to ask probing questions, but engage the teacher in making a decision about what specific action to take and how s/he will know there is improvement.*

4. **As a result of this data, what areas of strength do you observe? What is a practice that you want to change?**

5. **What do you want me to observe and when?**

RESOURCE: TEACHER ACTIONS TO IMPROVE CALLING ON

TEACHER ACTION	**EXPLANATION**
REVOICING	Teacher repeats some or all of what a student has said and then asks the student to respond and verify whether or not the teacher's statement is correct. · Involve student in clarifying their own thinking · Help other students follow along with conversation · Make student's ideas available to others
REPEATING/ RESTATING	Teacher extends to another student to repeat or rephrase, in their own words, what first student has said and follow up with the first student. · Another rendition of first student's contribution without interpreting, evaluating, or critiquing · Provide evidence other students hear what was said · Student thinking is important and worth emphasizing

ADDING ON	Teacher increases participation by asking for further commentary, either adding to other comments or agreeing / disagreeing with previous comments. · Extend in open-ended manner near closure · Extend in strategic manner to produce more detailed explanations
WAITING	Teacher gives students time to compose their responses. · Signals value that deliberative thinking takes time · Create respectful, patient environment for digesting important findings and raising any lingering questions · Diversify participation
REASONING	Teacher asks another student to respond to previous student's statement by eliciting respectful discussion of ideas (agree / disagree). · Students provide explanation of their reasoning to someone else's contribution · Compare one's reasoning with someone else

	Teacher role	Questioning	Explaining mathematical thinking	Mathematical representations	Building student responsibility within the community
Level 0	Teacher is at the front of the room and dominates conversation.	Teacher is only questioner. Questions serve to keep students listening to teacher. Students give short answers and respond to teacher only.	Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.	Representations are missing, or teacher shows them to students.	Culture supports students keeping ideas to themselves or just providing answers when asked.
Level 1	Teacher encourages the sharing of math ideas and directs speaker to talk to the class, not to the teacher only.	Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.	Teacher probes student thinking somewhat. One or two strategies may be elicited. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.	Students learn to create math drawings to depict their mathematical thinking.	Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to restate in their own words what another student has said.
Level 2	Teacher facilitates conversation between students, and encourages students to ask questions of one another.	Teacher asks probing questions and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.	Teacher probes more deeply to learn about student thinking. Teacher elicits multiple strategies. Students respond to teacher probing and volunteer their thinking. Students begin to defend their answers.	Students label their math drawings so that others are able to follow their mathematical thinking.	Students believe that they are math learners and that their ideas and the ideas of their classmates are important. They listen actively so that they can contribute significantly.
Level 3	Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.	Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions ask "why" and call for justification. Teacher questions may still guide discourse.	Teacher follows student explanations closely. Teacher asks students to contrast strategies. Students defend and justify their answers with little prompting from the teacher.	Students follow and help shape the descriptions of others' math thinking through math drawings and may suggest edits in others' math drawings.	Students believe that they are math leaders and can help shape the thinking of others. They help shape others' math thinking in supportive, collegial ways and accept the same support from others.

Fig. 11. Levels of classroom discourse. From Hufford-Ackles, Fuson, and Sherin (2014), table 1.

Tuesday EC-NIC Resource:

Mewlana Jalaluddin Rumi

Jalal al-Din Rumi was born on September 30, 1207 in Balkh (Afghanistan). His father Baha' Walad was descended from the first caliph Abu Bakr and was influenced by the ideas of Ahmad Ghazali, brother of the famous philosopher. Baha' Walad's sermons were published and still exist as Divine Sciences (Ma'arif). He fled the Mongols with his son in 1219, and it was reported that at Nishapur young Rumi met 'Attar, who gave him a copy of his Book of Mysteries (Asrarnama). After a pilgrimage to Mecca and other travels, the family went to Rum (Anatolia). Baha' Walad was given an important teaching position in the capital at Konya (Iconium) in 1228 by Seljuk king 'Ala' al-Din Kayq

Two Kinds of Intelligence

There are two kinds of intelligence: one acquired,
as a child in school memorizes facts and concepts
from books and from what the teacher says,
collecting information from the traditional sciences
as well as from the new sciences.

With such intelligence you rise in the world.
You get ranked ahead or behind others
in regard to your competence in retaining
information. You stroll with this intelligence
in and out of fields of knowledge, getting always more
marks on your preserving tablets.

There is another kind of tablet, one
already completed and preserved inside you.
A spring overflowing its springbox. A freshness
in the center of the chest. This other intelligence
does not turn yellow or stagnate. It's fluid,
and it doesn't move from outside to inside
through conduits of plumbing-learning.

This second knowing is a fountainhead
from within you, moving out.

From the translations of Rumi by Coleman Barks

Wednesday Resources:

Academic Discourse: A Primer, in Trios

Zweirs (first 2:20)
https://www.youtube.com/watch?v=4r4s6rwl-fY

Some students—often those who are not engaged or are not learning as fast as others -- are likely to engage in a complementary pact with their teachers: Don't push me out of my comfort zone, and I won't express my frustration in ways that disrupt your class. Our work this year threatens to disrupt that agreement from both sides and must be approached with courage and sensitivity.

Look at the Project I^4 Academic Discourse Framework and then respond to these questions, which we understand are perceptual responses.

1. Where would you rate the math teaching in your school or the school you are using a site for practice regarding academic tasks and dialogue?
    a. Is your rating differentiated by any demographic groupings?
    b. What evidence do you have to support this?

2. How can or do you expect Project I^4 to guide your efforts to move toward student-generated academic discourse?

This document is printed larger in your booklet or in the FRAMEWORK.

ACADEMIC DISCOURSE (AD) Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated			
Academic Task	• **Designer:** Teacher-designed, directed & controlled • **Cognitive Demand:** Typically low	• **Designer:** Teacher-initiated & facilitated • **Cognitive Demand:** Medium to high, teacher-facilitated	• **Designer:** Teacher and student collaboratively-designed & facilitated • **Cognitive Demand:** High cognitive demand
Protocols and Questioning	• **Teacher Role:** Teacher-designed questions; teacher-controlled protocols • **Underlying focus:** Often compliance & behavior-driven; concerned with pacing & fidelity • **Primary interaction relationship**: Teacher-to-student; often pseudo-discourse • **Calling on strategies**: Typically raised hands; limited use of strategies for equitable access • **Level of questions**: Often recall and the application questioning levels with few questions at higher cognitive levels	• **Teacher Role:** Teacher-initiated, including encouraging student-to-student dialogue • **Underlying focus:** Student understanding and teacher use of student experiences • **Primary interaction relationship**: Teacher-to-student, with teacher encouragement of student-to-student & small groups • **Calling-on strategies**: Designed for equitable access of all students • **Level of questions:** Attention to higher cognitive level questions, including synthesis and creativity	• **Teacher Role:** Coaching students as facilitators; warm demander & strong student relationships • **Underlying focus:** Encouraging more student-facilitated groups • **Primary interaction relationship:** Student-to-student • **Calling on strategies:** Primarily student-generated questions & student-to-student interaction • **Level of questions:** Higher level questions that elicit creative responses & authentic problem-solving
Dialogue	• **Teacher role in questioning:** All questions by teacher; posed for short responses; teacher often looking for right answers • **Teacher-to-student dialogue**: Typically one-way dialogue and with a subset of students • **Student responses:** Inaudible and short; often repeated by teacher or ignored if "wrong answer"; teacher often repeats student responses	• **Teacher role in questioning:** Most questions generated by teacher; questions range: recall to analysis • **Teacher-to-student dialogue:** Focusing on extensions ▪ Teacher asking for elaboration & clarification ▪ Teacher requesting support for ideas ▪ Student paraphrasing encouraged ▪ Student questions encouraged • **Student responses**: Often recorded by students or teachers; equitable access for student responses; complex thinking and interactions in teacher-student interchanges; multiple student ideas or solutions considered; paraphrasing of student responses encouraged	• **Teacher role in questioning**: Collaboratively generated • **Teacher-to-student dialogue:** Primarily coaching; focusing on probing questions for deeper learning • **Student responses**: Student-to-student dialogue, often initiated by students; student-driven conversations; built on and challenging ideas of other students; ideas supported with evidence, often co-generated

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VIRTUAL CAROUSEL CHART

Wednesday Carousel Chart:

Which group am I in?

Group A (37)	Group B (37)
Antonia's EC-NIC (5) Janette's EC-NICs (8) Will's EC-NIC (4) Monica's EC-NIC (5) Jessica's EC-NIC (5) Lessie's EC-NIC (5) Sarah's EC-NIC (5)	Chris T's EC-NIC (4) Gloria's EC-NIC (5) Myra's EC-NIC (5) Michael's EC-NIC (4) Brendan's EC-NIC (5) Vincent's EC-NIC (5) Maria's EC-NIC (5) Garbo's EC-NIC (4)

Time	Group A	Group B
1:30-2:10pm	**Think Pair Share** Lynda & Jim/Jim's Zoom Link to Resources	**Hacking Questions** Ken & Carrie/Ken's Zoom Link to Resources
2:15-2:55pm	**Hacking Questions** Ken & Carrie/Ken's Zoom Link to Resources	**Think Pair Share** Lynda & Jim/Jim's Zoom Link to Resources

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THE DIFFERENCE BETWEEN STUDENT TALKING and DISCOURSE

Zwiers & Crawford (2011) are quite right in the analysis of present TPS use as a "ditty" or filler. Too often in current classrooms, the important TPS components and learning capacities are lost when the teacher poses a question (often low level) and says "turn and talk" without think time, clear directions for how to partner, and precise expectations of the conversation. **Those types of teacher moves constitute misuse of TPS as a learning tool and as a formative classroom** assessment tool.

WHY TPS?
Background in Learning Theory and Research Studies

Learning Theory: Information Processing

Frank Lyman introduced TPS in 1977 as a technique to support the basics of information processing as a theory of learning. If a student is given time to process the question (**think** time) and rehearse a response (**pair**), then the student is more likely to **share**. As a result the student is more likely to understand how to go about learning – by thinking, paraphrasing, talking. Academic discourse built on every student response and access for every student to the classroom conversation increases equitable access and leads to stronger academic engagement and performance.

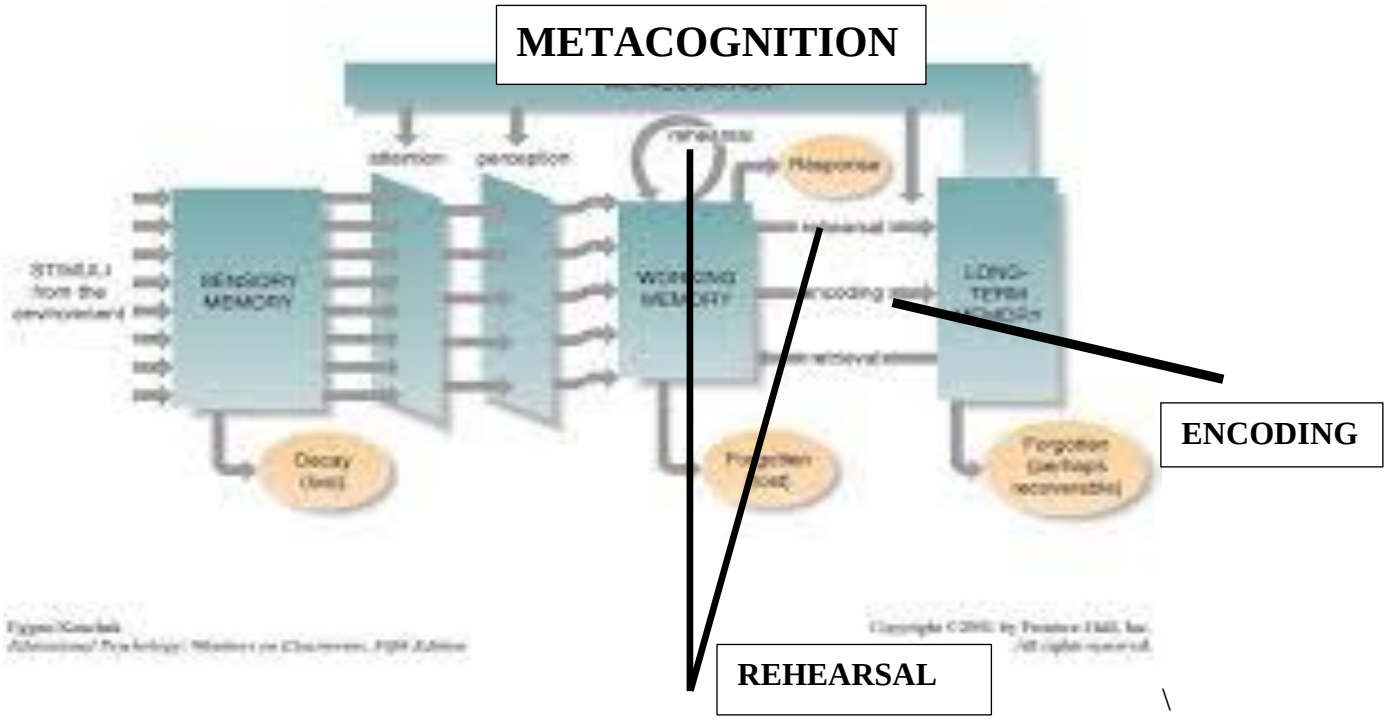
Learning Theory: Constructivism

If a learner engages with a peer in paraphrasing a response to a question or making sense of reading or a problem, the learner's brain actually activates working memory and rehearses his/her/their response to a question or problem. Termed **intersubjectivity** by Vygotsky (1978), peer learners co-construct knowledge and are more likely to encode and retain information. By experiencing phenomena, the learners reflect and make meaning through collaborative discussion.

Research (Both research studies are from a classroom teachers)

Sampsel's (2013) study of mathematics classrooms found that by **using think pair share** the following occurred: students' participation increased, the number of long explanations given by students increased, and students comfort and confidence when contributing to class discussion increased. The author is a teacher and conducted the research in her classroom.
https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1029&context=honorsprojects

Purser, M. (2019) *Pump up the volume: Amplifying student dialogue in 21st century ELL classrooms.* Unpublished dissertation, East Carolina University. (Cohort 1 EdD International) Modeling respectful dialogue through Think Pair Share (TPS) … is instrumental in creating a classroom in which **all voices are heard and respected.** Students developed **metacognition** through a schema of text annotation, supportive dialogue (circles, TPS, Socratic Seminars), and ThinkTrix leading me to understand that students can be taught how to think metacognitively.



Information Processing Process*: A stimulus (problem, question, reading) enters* ***sensory memory****. The learner* ***attends*** *and then actively* ***perceives****. However, if the learner does not* ***rehearse*** *by paraphrasing and making the learning a part of* ***working memory****, the learner does not then attach the new learning to schema by* ***rehearsing and encoding*** *so that the knowledge/learning becomes a part of* ***long-term memory****. In turn,* ***metacognition*** *– becoming aware of how the learner learns and articulating how that happens – helps in retaining. The learner engaged at this level tends to be a more active participant in classroom dialogue.*

Culturally responsive teaching offers a way to reintegrate information processing into everyday instruction because many of the learning strategies parents of culturally and linguistically diverse students use at home resemble the cognitive routines taught in advanced classes…Cognitive scientists recognize three stages in the process: input, elaboration, and application.

Input *- the brain decides what information it should pay attention to....Elaboration - the brain seeks to understand what it means...Application - apply new knowledge through deliberate practice and real life application....Culturally responsive information processing techniques grow out of the learning traditions of oral cultures where knowledge is taught and processed through story, song, movement, repetition chants, rituals, and dialogic talk. They are all forms of elaboration and rely heavily on the brain's memory system.* (Hammond, 2015, pp.125-127).

TPS Purposes

1. **Check for basic understanding of directions of lower-level cognition.**
2. **Increase academic rigor by offering support for students to engage in co-constructing responses to higher level cognitive questions and ambitious math tasks.**

1. **CLASSROOM STRUCTURES**
    - **PREPARE STUDENTS FOR TPS:** Teach students how to partner by practicing the basics of turning to each other, looking at each other, and listening to each other. Practice partnering with one person so students know the process.
    - **OTHER STUDENT ACTIONS**: Students can be observers for the class for use of TPS and equitable classroom dialogue.
2. **TEACHER PLANNING:** Plan for higher cognitive questions and longer conversations as part of lesson planning, especially for key concepts or to share multiple solutions or ideas.
3. **TEACHER ACTIONS**
    - Teacher listens in on pairs as they pair. Ask probing questions if appropriate to boost thinking. (note: do not just stand in front of room and wait).
    - Check for understanding/CFU (particularly with students about whom you may be concerned)
    - Teacher should pay attention to supporting students who do not typically participate and support "rehearsal" so the student is prepared to share with entire group, supporting equitable access in another way.
    - After think and pair, teacher can use "equity sticks' to call on students to share.
    - Teacher should be ready to decide on partner talks if there is a particular issue or question that comes up in the lesson.
    - Use TPS to debrief and engage students in metacognitive understanding of how they learn, an often overlooked part of effective lessons.
    - See below for more formal formative assessment of TPS
4. **FORMATIVE ASSESSMENT**

https://learn.teachingchannel.com/video/participation-protocol-ousd

PARTICIPATION PROTOCOL: Reading the book
1. Look at your partner
2. Lean toward your partner
3. Lower your voice
4. Listen attentively
5. Use evidence and examples

Teacher checks for formative assessment
Checklist
Scribing what they said to be specific about what they said to demonstrate the 5 criteria.

Hacking Questions Resources

Hamilton, C. (2019). *Hacking Questions: 11 Answers that create a culture of inquiry in your classroom.* Hack Learning Series. LINK to Article.

TIME	ACTIVITY	Facilitator
5 min	**Introduction to Hacking Questions** ○ **Section is focused on classroom discussions –** written for teachers: Goal is to engage students in deep and meaningful dialogue ○ **Use chat box to connect to personal narrative** – what were some themes or ideas that you heard in your small PN groups around others' experiences with class discussions in school?	Carrie
15 min	**Expert Group Discussion** 1. **Discuss key ideas and insights from your section.** 2. **How do these ideas compare and contrast to what you currently see in your school?** 3. **Construct an opening questioning for a discussion.**	Small "Expert" groups
15 min	**New Groups** **Each participant uses an opening question to lead a brief discussion based on their section.**	New groups
5 min	**Chat box question –** *how might you use this chapter with teachers?*	Ken

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LEARNING EXCHANGE PROTOCOL
Last Word: Text based seminar

Purpose: To understand text and share our understandings:
The purpose of the discussion protocol is to give all members of a group the opportunity to have their ideas, understandings, and perspectives enhanced by hearing from others. Using this protocol, groups can explore one or multiple articles, clarify their thinking, and have assumptions and beliefs questioned in order to gain deeper meaning. The protocol was adapted for participants that have *read different articles based on one large theme*. Groups should include three to five participants.

Before the Seminar

Everyone reads their chosen text, underlining or highlighting the "most" significant ideas.

Refer to the text – challenge others to go to the text

Round 1

Step #1 - Roles

Identify a facilitator and a timekeeper.

Step #2 (3 Minutes)

Sit in a circle. The first person begins with a brief overview of their article and then reads what "struck him or her the most" from the article (one thought or one quote only) and why the quote is significant

Step #3 (1 Minute response per person)

Each person in the circle responds to <u>that quote and what the presenter said</u>.

Step #4 (1 Minute)

The person that began has the "final word." In <u>no more than one minute</u> the presenter responds to what has been said. <u>Now</u>, what is s/he thinking? What is his or her reaction to what has been said?

Step #5

The next person in the circle then shares his or her highlighted piece of the text frand om their article. This process continues until each person has had a round to share a quote.

Round 2

Step #1 (3 Minutes)

Sit in a circle. Go back to the first person for a new round. During this round, focus on connections that you made to your article from the other articles..

Step #2 (1 Minute response per person)

Each person in the circle responds.

Step #4 (1 Minute)

The person that began has the "final word." In no more than one minute the presenter responds to what has been said. Now, what is s/he thinking? What is her/his reaction to what has been said?

Step #5

Continue this process so that each participants leads the conversation.

Final Step

As a small group, use the whiteboard tool to create a visual with text that identifies key ideas from the readings and how the connections among the readings.

Adapted from Deb Brozska
Final Word,
National School Reform Faculty

LEARNING EXCHANGE PROTOCOL
Group-Facilitated Text based seminar

Purpose: To understand text and share our understandings:
The purpose of this discussion protocol is to give all members of a group the opportunity to have their ideas, understandings, and perspectives enhanced by hearing from others. With this protocol, groups can explore one or multiple articles, clarify their thinking, and have their assumptions and beliefs questioned in order to gain deeper meaning.

Before the Seminar

Read all three chapters, underlining or highlighting the "most" significant ideas.

Round 1 – Led by reader of Hammond Chapter 4

Step #1 (2 Minutes)

Reader Facilitated Discussion: Reader presents what "struck her or him the most" from the chapter (use a quote from the text to support your ideas) and describe why this idea/quote is significant.

Step #2 (5 minutes)

Whole group discussion: How does your article connect to the other articles?

Repeat steps 1 and 2 – seven minutes per round

Rounds 2 - Led by reader of Khalifa Chapter 1
Round 3 – Led by reader of Khalifa Chapter 3
Round 4 – Led by reader of Boykin and Noguera Chapter 5
Round 5 - Led by reader of Boykin and Noguera Chapter 6

Round 6 – What connections, about school leadership, did you find among all the chapters? (7 minutes)

Use the whiteboard in order to diagram the key ideas from the 5 chapters and the connections to school leadership

For A New Beginning

In out-of-the-way places of the heart,
Where your thoughts never think to wander,
This beginning has been quietly forming,
Waiting into your ready to emerge.

For a long time it has watched your desire,
Feeling the emptiness growing inside you,
Noticing how you will yourself on,
Still unable to leave what you have outgrown.

It watched you play with the seduction of safety
And the gray promises that sameness whispered,
Heard the waves of turmoil rise and went,
Wonder would you always live like this.

Then the delight, when your courage kindled,
And out you stepped onto new ground,
Your eyes young again with energy and dream,
A path of plenitude opening before you.

Though your destination is not yet clear
You can trust the promise of this opening;
Unfurl yourself into the grace of beginning
That is at one with your life's desire.

Awaken your spirit to adventure;
Hold nothing back, learn to find the ease in risk;
Soon you will be home in a new rhythm,
For your soul senses the world that awaits you.

Read the Poem *A New Beginning* by John O'Donohue. Identify a passage in the poem that speaks to you. Identify the passage and discuss why it speaks to you? How could Project I^4 be a new beginning?

Project I[4] Planning Document

Please use this document to guide planning for implementing Project I[4] at your school.

AIM Statement: All participants use the following aim statement to guide their work over the course of the year.

To improve equitable learning access and rigor for students by observing and having evidence-based conversations with teachers by:

- Collecting evidence and using data to make decisions
- Establishing a school-based EC-NIC
- Using CLE Protocols
- Using CALL survey evidence for full school
- Using equity tools for observations
- Engaging in effective conversations

I. **School-Based EC-NIC:** It is important to focus the work with a small group of math teachers and possibly another school administrator (3 - 5 participants) . The teachers who are selected to participate in the School-Based EC-NIC partner with you throughout the year. Observations and evidence-based conversations of their classrooms drive the work of the school-based EC-NIC. For example, choose teachers who can become ambassadors for the work or choose a grade level with which you have a strong relationship. Remember, you are trying new ideas, strategies and approaches. You want a team that can promote the work to the larger staff.
List possible teachers and grade levels as well as any other coaches or administrators (no more than 5 participants).

II. **Observation and Conversation Plan:** Plan for 2 to 3 twenty-minute observations with follow-up conversations per teacher each month. The project requires that you document observations and conversations and report monthly to your coach and project staff. The follow-up conversations should last no more than 15 minutes. How can you adjust your schedule in order to observe each teacher in the EC-NIC 2 to 3 times

III. **Meeting Agenda Template** – We expect to use the Project I[4] meeting template agenda for the School-Based EC-NIC. How will you design the agendas and who can help you?

IV. **CLE Protocols:** Throughout the week you participated in many CLE protocols. The protocols are designed to cultivate relational trust, engage in deep and meaningful conversations with colleagues, and structure small and large group meetings. What protocols are most useful in your context? How do you plan to use protocols with the School-Based EC-NIC? With the whole staff?

AGENDA TEMPLATE

Rationale:

We are strongly suggesting using an agenda template for meetings with school-based EC-NICs so that you maintain consistency and coherence. However, two other reasons for using a template are more compelling. How we construct agendas communicates what we value, including equitable participation. Secondly, agendas reflect how well we model processes and pedagogy. What we want to see in classrooms, we need to model at every meeting in a school or district. Every agenda is similar to a good lesson plan with clear outcomes, assessments, activities, and reflection time . Every agenda is similar to a good classroom because there is room to adjust as needed following what Dewey says about structuring teaching – the most structure offers the most freedom for thinking and dialogue.

Finally, we are interested in Project I^4 in having participants practice using Learning Exchange processes.

Successful agendas do not "stack and pack" so many items that it becomes impossible to accomplish anything significant. Successful agendas do the following------

- Communicate clear outcomes and expectations that use observable verbs https://curriculum.maricopa.edu/curriculum/curriculum-procedures-handbook/resources/verb-list-for-writing-behavioral-objectives
- Model equitable processes for full engagement of all participants
- Model processes for multiple learning styles
- Use formatting that is visually engaging
- Use formatting that is responsive to visual impairment if needed in your group (font 16)
- Include projected time
- Include norms/agreements
- Include think time and reflection time
- Have a "through-line" that is clear to participants (the activities are connected and build on each other).

The attached format could vary, but every agenda should have "white" space communicating that the agenda process has breathing room/thinking time. We do not want to communicate to participants of a meeting or professional learning session that we have a list of items we are ticking off.

We know that we always over-plan; most always, we think we can accomplish more in any given time period than we actually can (or probably ever could). In those moments, we have to remember the first LE axiom: *Learning and leadership are dynamic social processes*. Dynamic and social take time.

Agenda
SCHOOL NAME and Logo
Project I[4] School-based EC-NIC

Date
(Use a virtual clock as a circle)

noon Name 2:00 Name 4:00 Name 6:00 Name 8:00 Name 10:00 Name midnight Name

Quotes and/or images provide useful additions to the agenda—particularly if the quote or image captures the key elements of the meeting and perhaps is connected to opening circle.

Could include ESSENTIAL QUESTION

OUTCOMES	AGREEMENTS
1. Example: Cultivate relational trust in EC-NIC group.	Work with your EC-NIC members to construct agreements.

YOU MAY HAVE SOMETHING TO INCLUDE HERE THAT REMAINS CONSISTENT IN EVERY AGENDA

Assign roles: Facilitators should be decided before meeting so each facilitator can be prepared, but timekeeper and notetaker roles can alternate.
Suggested times for one hour meeting

TIME	ACTIVITY	PROTOCOL	FACILITATOR
5 min	Opening Circle (OC)		
5 min	Dynamic Mindfulness		
10 min	Personal Narrative		
30 min	Content Focus Example: Analyzing completed observation evidence with an equity lens.		
5 min	Closing Circle – Reflection on Equity How does our co-generated aim statement ensure an equity focus?		

Be sure you are prepared with an opening circle question that is related to the overarching question and outcomes for the meeting. For EC-NIC meetings (small group), probably could use a consistent talking piece to pass around. If you use same agenda template for larger meetings, you may have to vary how you organize OC as you have time constraints.

Please attribute if used.

Equity-Centered Critical Friends TUNING PROTOCOL

Adapted from work of SFCCES (San Francisco Coalition of Essential Small Schools) with input from Kristen Bijur and Nora Houseman from SF Community School.

There are two types of protocols related to the CRITICAL FRIEND protocols developed in the 1980s by the Annenberg reform movements: Consultancy PROTOCOL to deal with the dilemmas we consistently face in schools and Tuning PROTOCOL to look at ideas or proposals. We are using the Tuning Protocol to look at your action plans.

One key point of this process is to uncover what obstacles (particularly related to overarching equity concerns) stand in the way of accomplishing what you plan to do.

You have developed an action plan based on your learning and reflection during the Summer Learning Exchange. You have a chance to "tune" the action plan based on feedback from another member of the EC-NIC; this is your **critical** (important and vital) **friend**. That means they are hoping to be warm (helpful and supportive) demanders – asking questions and making suggestions that offer you a way to improve your plan in a way that is helpful.

Process	Time	Who Participates?
Introduction: Review processes and time periods	1 min	Presenter and discussant
Presentation of Action Plan	3 min	Presenter
Clarifying Questions: Discussants make sure they are factual questions	2 min	Discussant asks presenter
Probing Questions Discussants asks probing questions and presenter responds	3 min	Discussant to presenter
Discussion: Discussant refer to **plan and responses to probing question** to offer ideas about ways to improve plan, offering warm and cool feedback.	5 min	Discussant offers ideas about improvement while presenter takes notes
Presenter says what is helpful and what next steps might be	1 min	Presenter
Switch presenters and repeat process		

Quick Links

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