

Centerville + thinkLaw

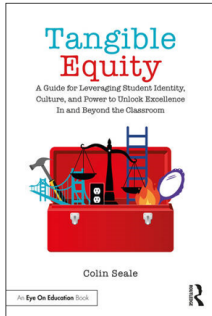
Colin Seale, thinkLaw

colin@thinklaw.us

Twitter: @ColinESeale

Twitter/Instagram: @thinklawus

Defining Equity



"Equity is about reducing the predictive power of demographics and zip codes to determine the success of young people inside and outside of the classroom to **zero**."

- Colin Seale, author of *Tangible Equity: A Guide for Leveraging Student Identity, Culture, and Power to Unlock Excellence In and Beyond the Classroom*

Family Feud

If we surveyed 100 school system leaders and asked, "**Why don't educators teach CHALLENGING grade level content to ALL students?**" what would be the #1 answer?

1

2

These Kids Can't!

- How do we just know "these kids can't ____"?
- Did we ask them if they thought they could?
- Have we even let them try?
- So what if it turns out they can't (the first time)?
- How can we help them succeed (the first time)?

The Why: Record your reflections below. How does this information inform your practice?

How does this make you think differently about your educational approach?

Providing each student with high-quality tier 1 instruction IS equity.

Stop just meeting students where they are!

The Tangible Equity Equation



Tangible
Equity

=

Academic
Success

+

Educational
Justice

Tangible
Equity

=

Navigating the
System

+

Dismantling the
System

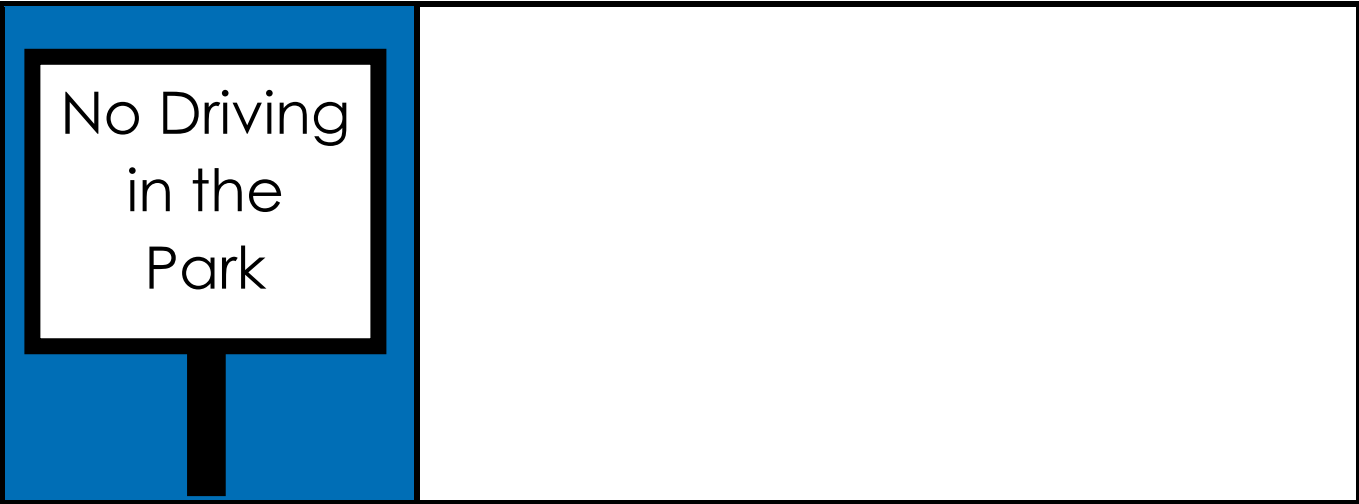
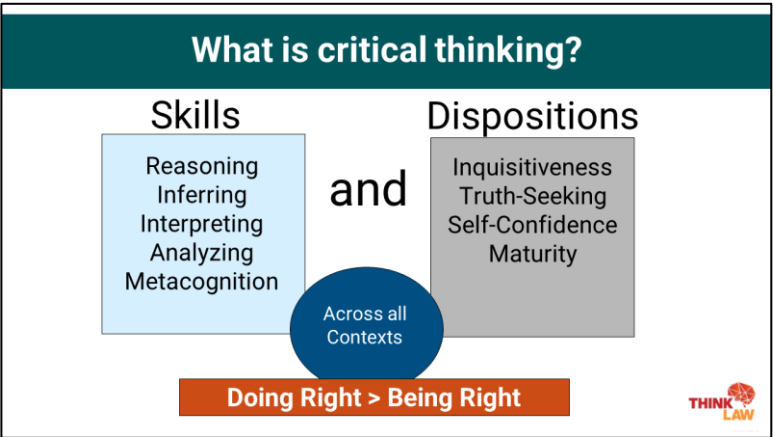
Tangible
Equity

=


Playing the
Game

+

Slaying the
Game

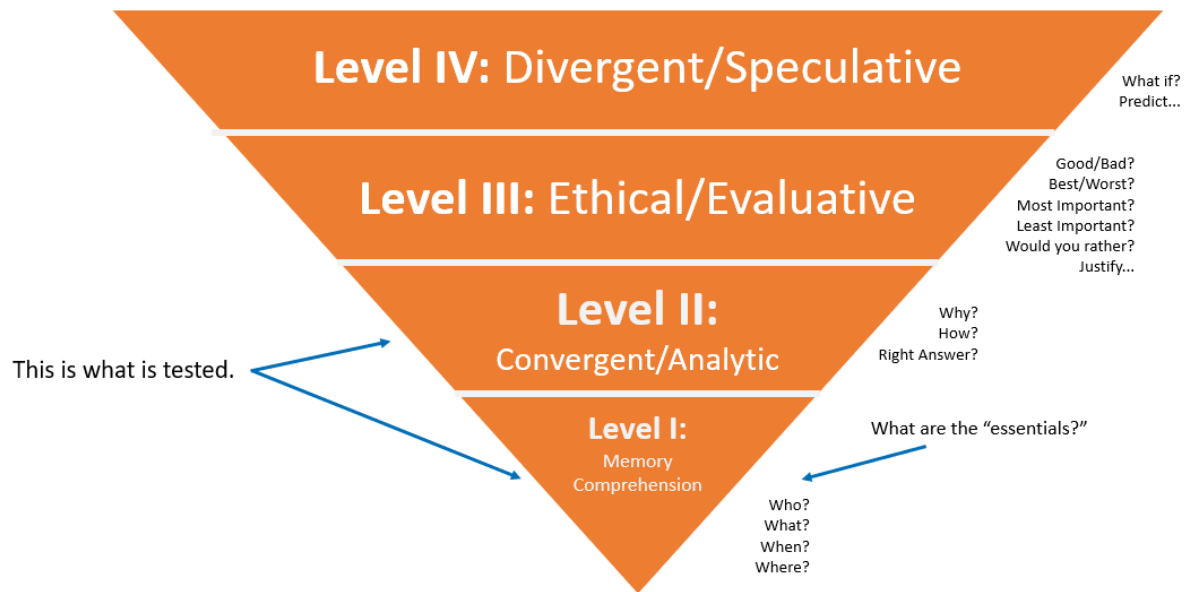


Cupid and the Bees

Who?	What?	When? 
Why?	How?	Where?

Hierarchical Taxonomy: Balancing the Pyramid

(Model for Advanced Students or for Using High-Order Thinking as the Hook)



You Try

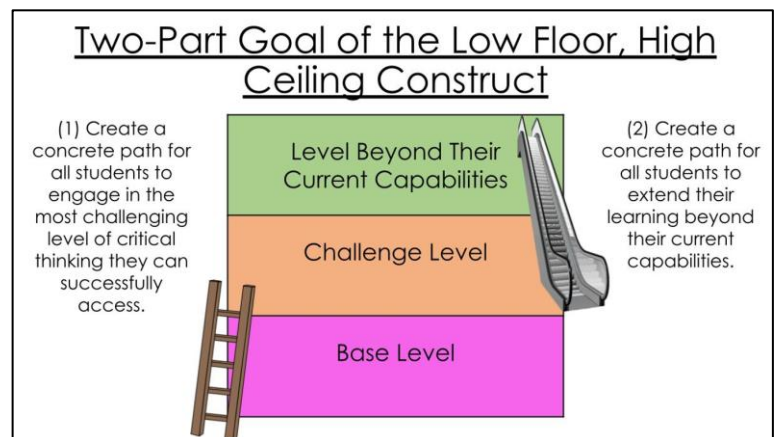
Topic	
Level 1 Questions	
Level 2 Questions	
Level 3 Questions	
Level 4 Questions	

You Try

Topic	
Level 1 Questions	
Level 2 Questions	
Level 3 Questions	
Level 4 Questions	

How does this fit in existing structures?

<p>Existing Schedule/Systemic Structures</p> <ul style="list-style-type: none"> • Professional learning communities • Joint planning blocks • Instructional coaching • Advisory/Homeroom (opportunities for STUDENTS to engage in deeper questioning) • Evaluation/Formal Observations 	
<p>Existing Instructional Structures</p> <ul style="list-style-type: none"> • Writing Prompts • Formative assessments • Bellringers • Exit Tickets • Anchor Tasks • Discussion Questions 	



Vaping

If you pay attention to the news, you'll know that in every state and even at the level of the federal government leaders are talking about how to handle the problem of vaping, particularly among teenagers. The U.S. Surgeon General said that there was an epidemic of teens using e-cigarettes, with as many as 40 percent of teens saying that they had tried vaping.

Right now, leaders are going through the process of doing a root cause analysis. Before you can solve a problem, you must understand the root causes of that problem. Lawmakers go through the process of doing a **root cause analysis** which is a way of problem solving that helps you break down a very large problem into more manageable pieces.

Why do you think vaping is on the rise with teens?

Round Two- Turn each of your responses into a why question.

Round Three- Answer your why questions.

Analysis From Multiple Perspectives: The Chair

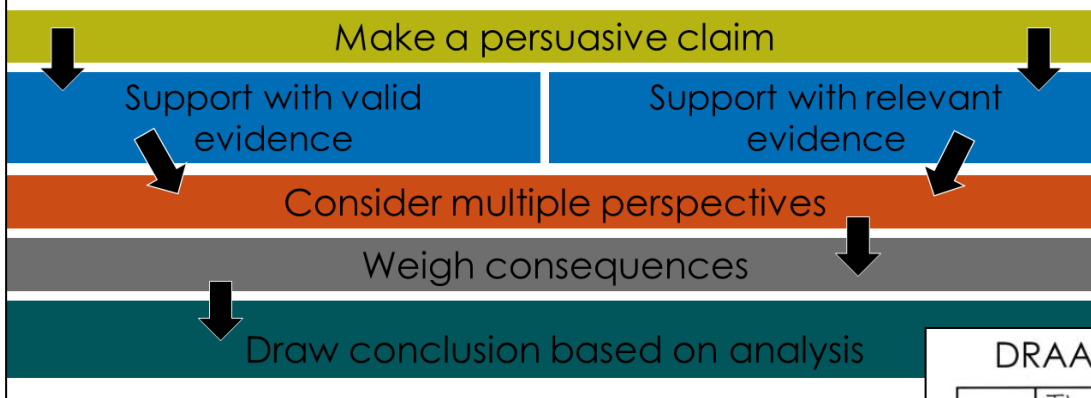
Brian was five years old, and his aunt sued him for battery. His aunt claimed that Brian saw that she was about to sit down in a chair. Brian pulled the chair away from her just as she was going to sit down. As a result, she fell on the floor. She seriously hurt her hip and had to pay \$11,000 in hospital bills.

Do you think Brian is liable for battery?

Remember: Brian's aunt is the **plaintiff** and Brian is the **defendant**.

ELEMENT OF BATTERY	EVIDENCE SUPPORTING ELEMENT (PLAINTIFF)	EVIDENCE SUPPORTING ELEMENT (DEFENDANT)	WHICH EVIDENCE IS STRONGER?
Brian's act was intentional.			
Brian's act involved contact with another person.			
Brian's act was harmful or offensive.			
Brian's act caused damages.			

How do we want our kids to think and write?



DRAAW+C Framework

D	The aunt will lose her case.
R	The rule in this case is that Brian's actions must be intentional, harmful, caused damages, and involved contact with another person.
A	The aunt will argue that Brian moved the chair on purpose and knew that she would fall.
A	Brian will argue that he is only five he didn't he didn't know that she would get hurt. He was trying to be funny.
W	If the aunt wins her case other kids will start getting sued! Kids don't have money or lawyers.
C	There see the aunt will lose her case.

Poem

I loved my friend.
 He went away from me.
 There's nothing more to say.
 The poem ends.
 Soft as it began-
 I loved my friend
 Langston Hughes

Is this a happy or sad poem?

Happy	Sad

Four Strands of Student Engagement

Motivation and Agency Engaged students are intrinsically motivated and want to exercise their agency. A learner feels able to work autonomously. A learner feels they have a relationship with others. A learner feels competent to achieve success.	Transactional Engagement Learners and teachers engage with each other. Students experience academic challenges. Learning is active and collaborative in and out of the classroom. Students and teachers interact constructively. Students have educational experiences.
Institutional Support Institutions provide an environment conducive to learning. There is a strong focus on student success. There are high expectations of students. There is investment in a variety of support services. Diversity is valued. Institutions continuously improve.	Active Citizenship Students and institutions work together to enable challenges. Students are able to make legitimate knowledge claims. Students are able to live successfully in the world. Students have a firm sense of themselves. Learning is participatory, active, and critical.

Evaluation	6	Knowledge Taxonomy	Student Thinks	Student Works AND Thinks				
Synthesis	5							
Analysis	4		Teacher Works	Student Works				
Application	3							
Comprehension	2							
Knowledge/ Awareness	1							
			Application Model					
			1	2	3	4	5	
			Knowledge in One Discipline	Apply in Discipline	Apply Across Disciplines	Apply to Real-World Predictable Situations	Apply to Real-World Unpredictable Situations	

Mistake Analysis: Both answers are wrong. Which answer is more “right?”

$$2x + 8 = 20$$

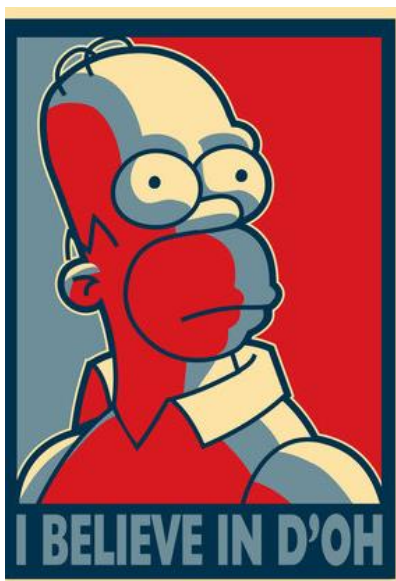
$$2x = 10$$

$$x = 5$$

$$2x + 8 = 20$$

$$2x = 12$$

$$x = 10$$



What is the Joe Schmo answer?

Introduction to Investigation and Discovery

Too Hot to Handle

Chris took his 79-year-old grandmother, Stella, to McDonald's for a cup of coffee. Chris was the driver. They paid 49-cents for the coffee and Chris pulled the car forward but pulled over so that his grandmother could add creamer and sugar to her cup. When Stella tried to remove the lid, she spilled the coffee all over her lap. The coffee was so hot that Stella was burned.

Stella sued McDonalds and asked them to cover the medical bills for her burns.

What is your gut reaction?

Witness 1:		
What might this witness know?	Will this information help or hurt Stella's case? Why?	How is this witness biased?

Evidence 1:		
Who would have this evidence?	How will Stella use this evidence?	How will McDonald's use this evidence?

Investigations have a lot of steps and microstrategies	Press pause
	Witnesses
	Evidence
	Questions
	Synthesis

Press Pause

Pressing pause is an intentional moment during a lesson where the instructor presents the class with a very brief headline, paragraph, or picture. Thinkers are asked to pause and do the following:

- **Share Gut Reactions.** Everyone experiences gut reactions to new information. Judges, juries, and even lawyers have gut reactions. Gut reactions are normal. Mature critical thinkers recognize their gut reactions. Explicitly asking thinkers to identify and name their gut reactions helps thinkers develop the habit of pressing pause and consider what they need to turn their gut reaction into an informed opinion.
- **Start Asking Questions.** We want our students (and our social media friends) to make the move from a gut reaction to an informed opinion. The second step after identifying a gut reaction is asking questions. What don't thinkers know? What do they want to know? Why is that information important? Who knows the answers to these questions? Why are those experts trustworthy?

Why press pause?

<p><i>This is a vital real-world skill. We want our thinkers to use this approach in their everyday lives. What should they do when they hear a headline? What should they do when they hear gossip in the hall? When thinkers experience a gut reaction in real time, we want them to press pause and consider what they need to know and where they can find that information.</i></p>	
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<p>Gut feelings are a way to leverage our students' identity, experiences, values, education in school, and education out of school. The gold standard in education is when a lesson can create a personal connection to students' lives. You do not have to brainstorm the connection. Asking for gut reactions allows them to share their connections.</p>	
<p>Pressing pause and asking for gut reactions creates a culture in your classroom where thinkers are safe not knowing the "correct" answer. Too often in our classrooms students are terrified to share a response that might be wrong. We give our thinkers permission to exist in a space of not knowing.</p>	

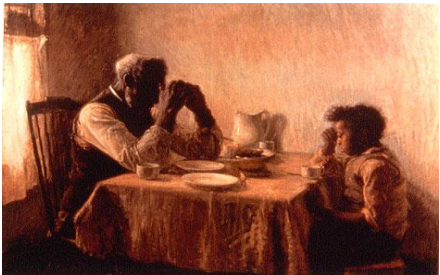
Animals in Stores



Normalize Using the Words “Gut Reaction” and “Informed Opinion”

- This is a major real-world skill.
- What is your gut reaction? What do you need to know to have an informed opinion?
- These two questions don't even need to be modified.

The Gallery

Final Rule:

Pulp Fictionalizing Content

<p><u>Stopping By Woods on a Snowy Evening</u></p> <p><i>But I have promises to keep. And miles to go before I sleep. And miles to go before I sleep.</i></p>	<p>Stopping by Woods on a Snowy Evening</p> <p>BY ROBERT FROST</p> <p><i>Whose woods these are I think I know. His house is in the village though; He will not see me stopping here To watch his woods fill up with snow. My little horse must think it queer To stop without a farmhouse near Between the woods and frozen lake The darkest evening of the year. He gives his harness bells a shake To ask if there is some mistake. The only other sound's the sweep Of easy wind and downy flake. The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.</i></p>

Additional Reflections