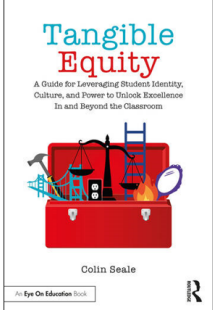


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Defining Equity



"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

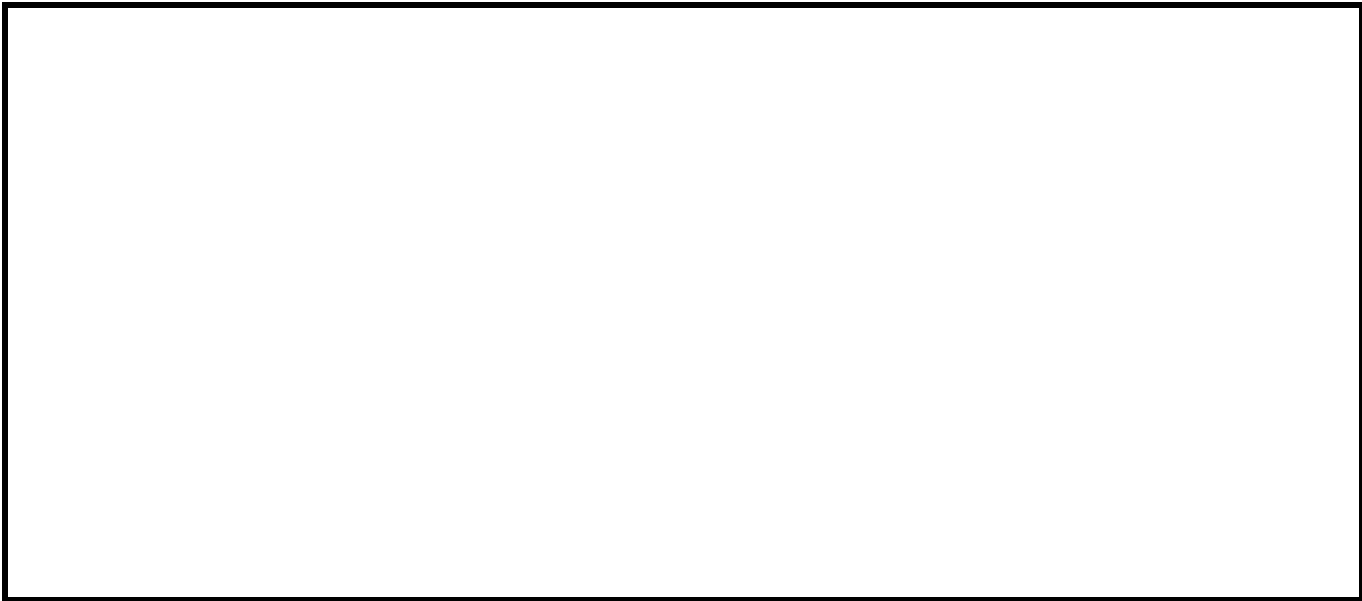
If we surveyed 100 school system leaders and asked, “**Why don’t educators teach CHALLENGING grade level content to ALL students?**” what would be the #1 answer?

1	
2	

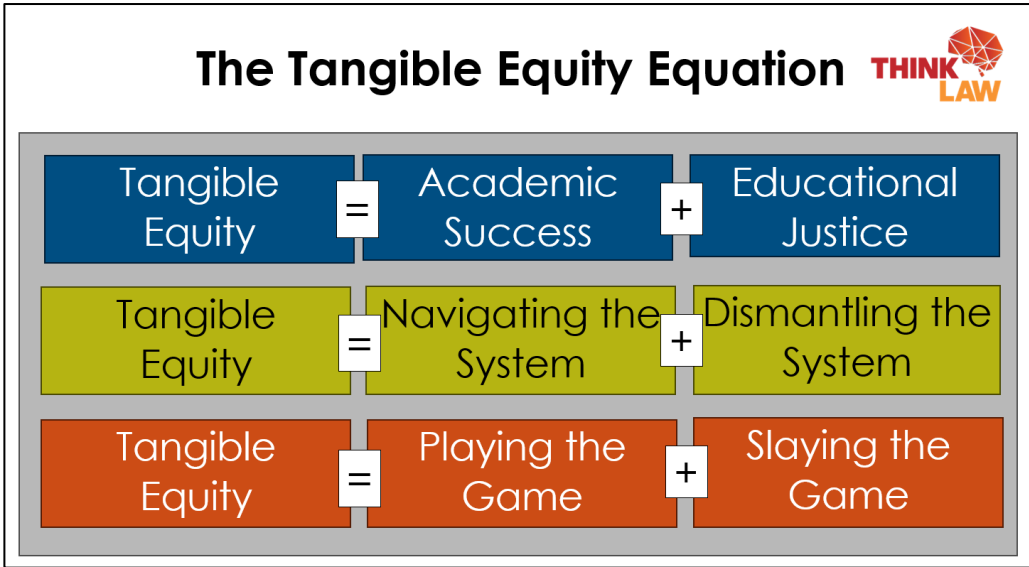
These Kids Can't!

- 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?



<p>How does this make you think differently about your educational approach?</p>	<p>Providing each student with high-quality tier 1 instruction IS equity.</p> <p>Stop just meeting students where they are!</p>
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What is critical thinking?

Skills

Reasoning
Inferring
Interpreting
Analyzing
Metacognition

and

Dispositions

Inquisitiveness
Truth-Seeking
Self-Confidence
Maturity


Across all
Contexts

Doing Right > Being Right



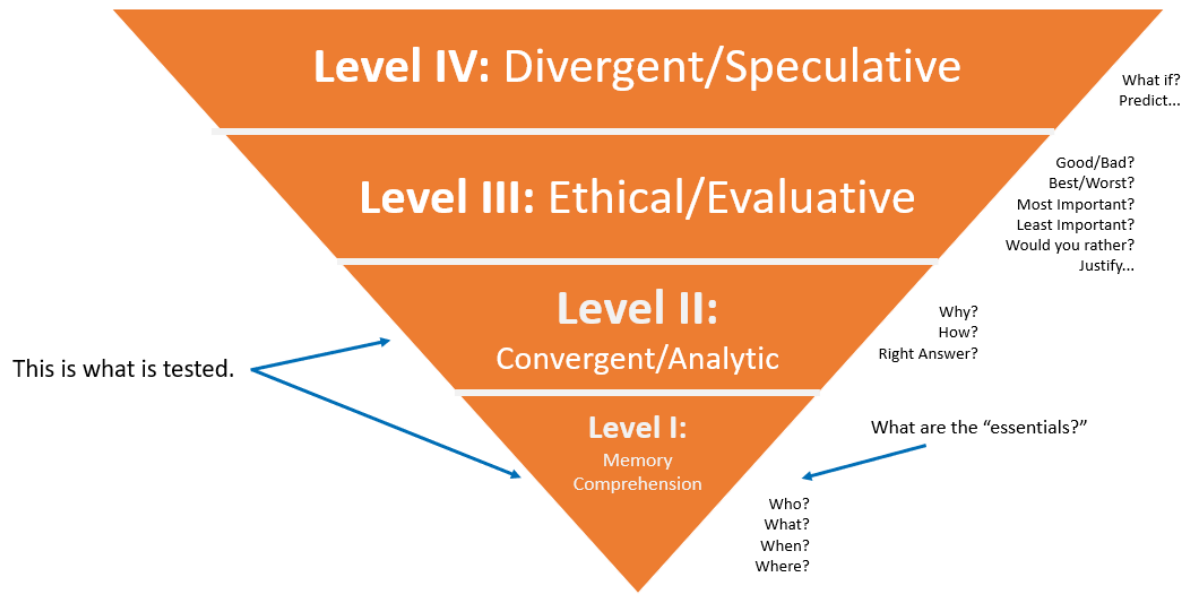
No Driving
in the
Park

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

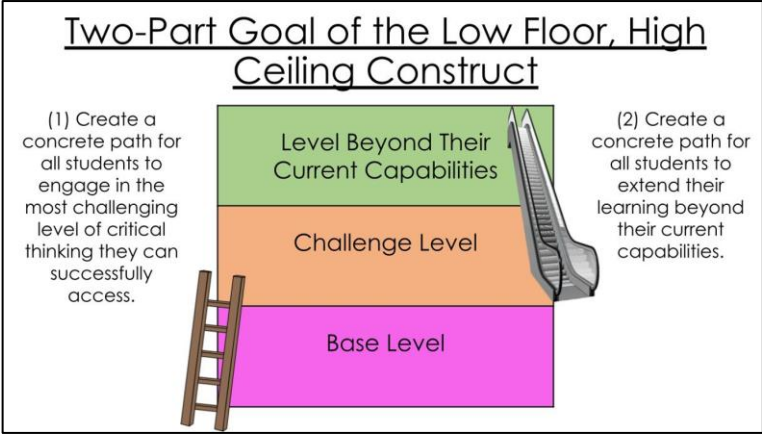
Topic	
Level 1 Questions	
Level 2 Questions	
Level 3 Questions	
Level 4 Questions	

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.

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Round Three- Answer your why questions.

Analysis From Multiple Perspectives: The Chair

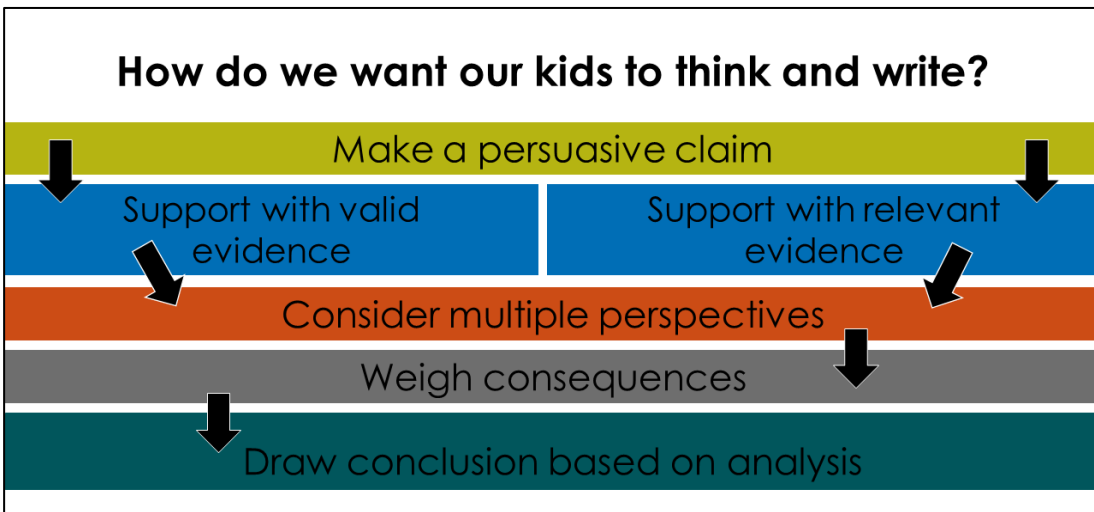
Brian was five years old, and his aunt sued him for battery. His aunt claimed that Brian saw that she was about to sit down in a chair. Brian pulled the chair away from her just as she was going to sit down. As a result, she fell on the floor. She seriously hurt her hip and had to pay \$11,000 in hospital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



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 for 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		Teacher Works	Student Works		
Analysis	4					
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?

Additional Reflections

