Recognition and Redistribution
Perspective for Equity and Engagement for ELs

CABE
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Agenda

✓ Welcome
✓ Learning Outcomes
✓ Define Recognition and Redistribution
✓ Discussion and Reflection Throughout
✓ Why is Equity Important for ELs?
✓ Definitions and Manifestations of Social and Cultural Capital on ELs
✓ Highlight different types of Engagement
✓ Demonstration on how Motivation lead to Student Engagement
✓ What are the Indicators and Facilitators of Engagement?
✓ Research Findings on Student Engagement for ELs
What do you hope to get out of this session on Recognition and Redistribution Perspective for Equity and Engagement for ELs?

- Write it on post-its
- Share out whole group
The Complexity and Importance of Engagement

Research on motivation and engagement is essential to understanding some of the most fundamental and vexing challenges of school reform.

National Research Council’s Committee on Increasing High School Students’ Engagement and Motivation to Learn (2004)
Define Engagement

- What does engagement:
  - Look like
  - Sound Like
  - Feel Like

- In your groups use the chart paper to document your responses
Learning Outcomes

- To understand the need for recognition and redistribution in creating equity for ELs.
- To understand the manifestations of social and cultural capital as facilitators of student engagement.
- To understand the different types of engagement, what the indicators are, and how to facilitate student engagement.
- To understand the motivation and practical implementations of facilitating student engagement.
Recognition & Redistribution as an equity solution for ELs
Why is Recognition Important?

“Ideologies are the big shared ideas of society that are reinforced throughout the institutions and thus are very hard to avoid believing” (Sensoy & DiAngelo, 2012, p. 45).

- What are the shared ideas in society in regards to EL’s? How are EL’s viewed?
- How are these beliefs reinforced within the educational system?
What is a Paradigm?

- This concept regarding ideologies as the big shared ideas reinforced with institutions is what Kuhn refers to as Paradigm.

- Paradigm is defined by Kuhn as:
  
  “Shared images, assumptions, and practices that characterize a community of scholars in a given field”. (p.80)

- Thus, educators need to become critically aware of their paradigm and how that affects the pedagogy that is reflected inside the classroom.
  
  This starts with Recognition...
As an educator, what does Recognition of English Language Learners mean to you?
Recognition
Using Paul Gee’s big “D” Discourse

Social-Cultural Indicators
- Students Social Economic Status
- Cultural Background
- Linguistic background
- Background Knowledge/Experiences
- Identity
- History
- Religion
- Traditions
- Values
- Communities/Neighborhoods

Defined
- “Ways of using language acting, interacting, valuing, dressing, thinking, believing, and feeling...to get recognized as having a specific socially consequential identity” (2014, p.15).
Why is Recognition Important?

“nonrecognition and misrecognition… can be a form of oppression, imprisoning someone in a false, distorted, reduced mode of being. Beyond simple lack of respect, it can inflict a grievous wound, saddling people with crippling self-hatred. Due recognition is not just a courtesy, but a vital human need.” (Frasier, 1997, p. 14; Fraser & Honneth, 2003)

Think Pair Share: Do you agree with this quote? Why or Why Not?
“norecognition and misrecognition… can be a form of oppression, imprisoning someone in a false, distorted, reduced mode of being. Beyond simple lack of respect, it can inflict a grievous wound, saddling people with crippling self-hatred. **Due recognition is not just a courtesy, but a vital human need.**”  (Frasier, 1997, p. 14; Fraser & Honneth, 2003)
• What’s going on in your school community?

Do you recognize the challenges our ELs face on a daily basis?
Taking a deeper look into your community?
Looking at the Map

Where can a SBCUSD student live in this community where they are not directly affected by this type of violence or a negative perception of their community?
Recognition is a vital human need.
crimemapping.com

- **2,269 crimes** currently reported in 2018-2019 school year:
  - August: 301
  - September: 385
  - October: 426
  - November: 398
  - December-Feb: 759

- Uniform Crime Reporting within 2 mile radius.

### Types of Crime Reported

- Assault
- Arson
- Weapons
- Vehicle Break-in/Theft Vandalism
- Larceny
- Sex Crime
- Robbery
- Motor Vehicle Theft
- Homicide
- Fraud
- DUI
- Drugs/Alcohol
- Disturbing Peace
Negative Perception of the Community

“But as professionals continue to flee into the nearby enclaves of East Highlands, Yucaipa, and Redlands, the city of San Bernardino, which saw its glory days spike in the late 1970’s will continue to head down the drain and unfortunately become an area only for those who have no aspirations to exceed in life.”
Personal Application

- Think of an EL that struggles in your classroom?
  - What does he or she value?
  - What knowledge and experiences do they bring into the classroom?
  - How can you make the content meaningful to that student?
Why do we need Recognition?

- Injustices are rooted in social and cultural patterns in society...

  1) Representation
  2) Interpretation
  3) Communication
Meaning-Making Dimensions of Human Practices

Table 8.2: Representation, communication and interpretation

<table>
<thead>
<tr>
<th>Representation</th>
<th>Communication</th>
<th>Interpretation</th>
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<tr>
<td>or telling yourself</td>
<td>or telling others</td>
<td>or telling yourself what you think others mean</td>
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</table>

Figure 8.3 Representation, communication and interpretation
Thinking about what was learned

Speaking about what they learned

Thinking about what is being said by the other person

Representation
Communication
Interpretation

Teacher

English Learner

Meaning-Making

Kalantzis, Cope, Chan & Dalley-Trim, 2016
Teachers as Cultural Workers

“Cultural workers are those people who are engaged in public meaning-making activities, and teachers are key public figures in the making of meaning for young people.” (Saltman, 2018, p.4)

- Pedagogical and curriculum choices
- Plan lessons
- Teach
Making Meaning’s Dynamic Process

1) Representation: Deliberate use of available resources and tools for representation and other expressive materials.

2) Communication: Making sense by reconstructing the available resources and tools for representation.

3) Interpretation: Transforming understanding that equates to learning.
Freire: Critical Pedagogy “Banking Concept”

- Make deposit.
- Is categorized
- Is stored
- Is filed away
Two Different Approaches

**Banking Teacher**
1. Sees an object
2. Individual Tasks
3. Lectures and holds all the knowledge
4. Resists dialogue
5. Inhibits creativity
6. Sees students as blank slates to be filled
7. Is a manager of learning

**Problem-posing Teacher:**
1. Sees a person
2. Collaborative grouping
3. Leads critical thinking discussions and reflection
4. Encourages dialogue
5. Includes creative assignments
6. Values the diversity and knowledge of students
7. Is a facilitator of learning
What is the difference between equality and equity.

**Equality** means everyone receives the same resources regardless of need.

**Equity** ensures everyone has what they need to succeed.
Why is Redistribution Important?

The Problem

Material Inequality: Those who have and those who do not have

“Inequality is inevitable” (Schinderman, 2018, p.4)

Including:

- Income
- Property
- Access to education
- Access to nutritional foods
- HealthCare
- Exposure to Pollution
- Mortality Rates
Equality

EQUALITY imagines an equal world.
“I care about all students equally”

CENTER for URBAN EDUCATION
Inequality is Inevitable!

But the world ISN’T EQUAL.

Poorest

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum
For example, some societies have a Racialized System.
https://youtu.be/vX_Vzl-r8NY
Is every one really equal?

Equality is a challenging issue because some groups are either culturally or structurally empowered or disadvantaged due to some categories of difference:

- Race
- Ethnicity
- Religion
- Language
- Ability/disability conditions
- Gender
- Sexual orientation
- Social class
- Citizenship status
Why do we need to provide equity in the classroom?

- Access: but is providing access enough?
- Know who our students are
- Motivation
- Identity development
- Engagement
- Achievement
Critical Theory of Recognition and Redistribution Leads to Equity

In order to address inequities, we must balance and support both the notions of recognition and redistribution through:

- Identifying and Defending categories of difference
- Providing Cultural Recognition and Redistribution of resources and services in forms that support each other.
- Addressing the interlocking forces where cultural disadvantage also means cultural disrespect.

“Oppression is a multi-dimensional imbalance of social political, and institutional power that builds over time and becomes normalized” (Sensoy & DiAngelo, 2012, p.44).
A Teacher’s Role as “Cultural Workers”

- Affirm or contest dominant public discourses and existing values, knowledge, dispositions, and ideologies.
- Affirm or contest existing and established practices in schools and broader communities as producers of pedagogies and identities for students.
- Help students produce and interpret experiences in social situations while engaged in exchanging meanings.
Are we affirming or contesting our English Language Learners current academic performance?
There continues to be an achievement gap for our English Language Learners, compared to English only students.
Why Qualitative? By doing observations and interviews we were able to capture the essence of social and cultural capital as facilitators of student engagement.

Narrative Inquiry assists with clarifying lived values and determines what may be good for a particular society or culture (Conle, 2001).

“Our experiences are always our own, but they are shaped by the social, cultural, and institutional narratives in which individuals are embedded” (Bach, 2006 from the Handbook of Narrative Inquiry: Mapping a Methodology).

“Education and educational research is the construction and reconstruction of personal and social stories: learners, teachers, and researchers are storytellers and characters in their own and other’s stories” (Connelly & Clandinin, 1990).

“Stories help make sense of what we are, where we come from, and what we want to be” (Klenke, 2008).
Manifestations of Social and cultural capital as facilitators of student engagement.
Social & Cultural Capital: English Learners Voices

Purpose:
1. Gather and examine the perceptions of school personnel and students concerning the influence of social and cultural capital including language on the engagement of EL students.

2. Provide reflective opportunities to educators of how they engage EL students within their classrooms.

Methodology: Narrative Inquiry
Sampling: Purposeful and convenient
Social & Cultural Capital: English Learners

Voices


Social Capital: Networks of relationships that bond and bridge people together

https://soci120.wordpress.com/category/uncategorized/
Social & Cultural Capital: English Learners Voices

- Language
- Social Capital
- Cultural Capital
- Student Engagement
Social & Cultural Capital: English Learners
Voices

Language, Success, Access, Identity

**Success**

“I tell them, ‘you never know what you can do, until you try’ from a poster I have hanging up in the classroom. The more they try, the better they become in reading, and writing.” (Teacher)

“I really felt interested in the science project. Although it was really stressful, it was entertaining and I learned a lot from the project.” (Student)

**Access**

“Soim resources that help me learn are books, the library and teachers.” (Student)

“...Trips that ELs went to were UCR, encouraging students to stay in school, go to high school, then college or university.” (Teacher)

**Identity**

“It’s hard for me to speak and write in other languages [reference to English].” (Student)

“I think the kids a lot of times feel that they enter high school already defeated, so it’s easy for them to just ... not come to class and mentally dropout before they even physically dropout. Just them not believing in themselves and not feeling like they can succeed.” (District Personnel)
Social & Cultural Capital: English Learners
Voices

Social Capital: Relationships & Trust and Expectations

**Relationships & Trust**

“Playing basketball with my friends after school and during school. It’s beneficial to us because it develops friendships, sportsmanship, and health” (Student)

“I think the teachers here try to figure out the root causes of problems, rather than assume that troubled kids are just bad kids.” (Teacher)

**Expectations**

“Give students as many opportunities to talk with those as possible. To explain and listen and to apprentice themselves the language. Not to just learn from the teacher but to learn from each other also and apprentice each other.” (District Personnel)

“We have a [positive reward] store, kids can get bucks for being good.” (Student)
Social & Cultural Capital: English Learners

Voices

Cultural Capital: Awareness and Commitment to Cultural Diversity

Awareness

“You need to judge their temperament when they are in your room and walk by during individual time and give them a subtle hint that you are there for them. Sometimes, the students haven’t eaten breakfast and cannot focus because they are hungry. Sneak them a bag of chips and you have a child ready to learn again.” (Teacher)

“It’s hard for me to speak and write in other languages.” (Student)

Commitment to Cultural Diversity

“We had Hispanic Heritage Month not too long ago, and the school did an art contest with prizes so students could celebrate their culture.” (Teacher)

“We got through it because the students they trusted their teachers and they would go to them who came to the administration and then we had a couple of assemblies addressing people's differences and basically don't stereotype people.” (Administration)
Implications:

1. Examine the district vision of curriculum and instruction is aligned with teachers and school sites to ensure consistency and best practices are utilized to provide access to all students regarding language development.

2. Professional learning takes place for classroom teachers and administrators regarding understanding linguistic needs of English language students based on self-empowerment theory.

3. Having educators work to eliminate the misconceptions that English learner students influence. Reflecting upon biases and assumptions as to how educators view or value English learners will assist in providing positive interactions.
Facilitators and Indicators of Student Engagement
Definition of Student Engagement

“The student’s psychological investment in, and effort directed toward, learning, understanding, or mastering the knowledge, skills, and crafts that academic work is intended to promote.”

(Newmann, 1992, p. 12)

“A broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience”, comprising the following:

• active and collaborative learning;
• participation in challenging academic activities;
• formative communication with academic staff;
• involvement in enriching educational experiences;
• feeling legitimated and supported by learning communities.

(Coates, 2007, p.122)
What is Engagement?

- It’s a multidimensional construct consisting of affective, behavioral, and cognitive components.
  - Affective engagement reflects interests, enjoyment, and enthusiasm
  - Behavioral engagement demonstrates actual participation with effort and attention
  - Cognitive engagement manifests mindful behavior, persistence, and metacognition.

(Fredricks, Blumenfeld, & Paris, 2004)
Student Engagement

**Academic engagement**: attentiveness and completing assignments in class and at home or supplementing learning through other academic extracurricular activities.

(Finn & Zimmer, 2012)

- How do you identify? -- ongoing participation, focus, hard work, involvement, concentration, and/or effort in doing academic-related work at school, home, and community
Student Engagement

- **Social Engagement**: attending school regularly, coming to school and class on time, exhibiting kindness and caring attitude toward other students, and not disrespecting other students.

  (Finn & Zimmer, 2012)

- How do you identify? -- appropriate interaction with classmates and the teacher, attention to relevant class activities, following directions, and speaking politely.
Student Engagement

- **Affective engagement**: feelings of being involved in school as a positive and caring place where activities are worth pursuing. (Finn & Zimmer, 2012)

- How do you identify? – students’ enthusiasm, enjoyment, satisfaction, and pride to participate in school activities and to be resilient in dealing with peers and in doing school tasks. There is feeling of belongingness in the school community that school prepares them for out-of-school tasks and challenges.
Student Engagement

- **Cognitive engagement**: to comprehend complex ideas in order to achieve mastery of the subject matter.
  
  (Finn & Zimmer, 2012)

  How do you identify? -- asking critical questions, willingness to participate in challenging tasks, reading more references than the assigned material, using self-regulation, self-monitoring, and other cognitive strategies to guide learning, and examining ideas, concepts, and events carefully by using research and other authentic sources.
AGENTIC ENGAGEMENT

- student-initiated pathway to greater achievement and greater motivational support
- “students’ constructive contribution into the flow of the instruction they receive”

How do you identify? Students...
- offer input
- express a preference
- offer a suggestion or contribution
- ask a question
- communicate what they are thinking and needing
- recommend a goal or objective to be pursued
- communicate their level of interest
- solicit resources or learning opportunities
- seek ways to add personal relevance to lessons
- ask for a say in how problems are to be solved,
- seek clarification
- generate options
- Communicate likes and dislikes
Research Based Understanding of Student Engagement

**Story Telling**

- We wanted to tell the story of a successful Dual Immersion school in a low-socio-economic area to demonstrate that student engagement is not based on location or language, but rather facilitators and indicators.

- Research shows that next to parent involvement, teachers have the most influence on student engagement. By doing observations and interviews we were able to capture the essence of student engagement. We discovered the how and the why, which can be used to inform teacher practice.

**Authentic Teacher Voice**

- As we did the teacher interviews, comparing what the teachers said to what we observed in the classroom, themes emerged...

(Lalas, Ordaz, and Strikwerda, 2018)

“Stories help make sense of what we are, where we come from, and what we want to be” (Klenke, 2008).

“Education and educational research is the construction and reconstruction of personal and social stories: learners, teachers, and researchers are storytellers and characters in their own and other’s stories” (Connelly & Clandinin, 1990).
Research Population

- 87% Student population are EL’s
- 10% African American
- 2% White
- 1% Asian
We wanted to capture the story of engagement from cross-sectioned grade levels to ensure fidelity and authenticity of the themes that emerged.
Interview Structure

• Four interviews
• Four different teachers
• Four different grade levels
• 20 to 30 minutes in length
• Open for follow up
• Semi-structured
Interview I
Definition of Student Engagement: They are talking, they are focused, using their sentence frames, body language, it means a lot of things.

Interview II
Definition of Student Engagement: Ideally the students do not even need me, they can do the lesson on their own.

Interview III
Definition of Student Engagement: When students are paying attention, participating and answering questions.

Interview IV
Definition of Student Engagement: It is not whether a child is participating because that is a big loaded word. How is the child's body language? How is the child responding? How vulnerable is the child?
Evidence and Classroom Practices
<table>
<thead>
<tr>
<th>Thematic Facilitators</th>
<th>Classroom Practices</th>
<th>Textual Evidence</th>
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<tbody>
<tr>
<td><strong>Trust</strong></td>
<td>Student/Teacher Connections</td>
<td>&quot;I build trust.&quot;</td>
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<td>&quot;Set some structure, some guidelines, students will be comfortable with opening up because they know what to expect from you.&quot;</td>
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<td>&quot;Setting structure is your classroom will lead you to be able to use all those wonderful teaching tools that you can use, positive incentives, healthy competition, making learning fun and checking for understanding.&quot;</td>
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<td>Loving and Caring Disposition</td>
<td>&quot;Capturing your kid’s heart.&quot;</td>
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<td>&quot;I’m a very loving person. My kids do love me and I love my kids&quot;</td>
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<td>&quot;You love them. You have that human component.&quot;</td>
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<td>&quot;Your students have to know that you are genuinely caring for them not just as a learner but as a human being.&quot;</td>
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<td>Nurturing Mutual Respect</td>
<td>&quot;Since I have a relationship with my students, they do not want to let me down, but it goes both ways. I don’t want to let them down either.&quot;</td>
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<td><strong>High Expectations</strong></td>
<td>Teacher Expectations</td>
<td>&quot;They are looking at you to model everything.... being very intentional about modeling those skills to them so that they understand what the expectations are.&quot;</td>
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<td>&quot;I want to see growth, no matter what level they are in, so that they do well on the state test in third grade.&quot;</td>
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<td>&quot;I know that you can do it, whether you are going to do it in increment of tiny steep or to take big leaps.&quot;</td>
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<td>&quot;I know that you are capable of doing this. This is what I am expecting for you to do.&quot;</td>
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<td>Holding Students Accountable</td>
<td>I ask them why. I tell them to show me. I have them come to the board. I remind them that every action has a reaction.</td>
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<td>Demonstrating Belief That Students are Capable</td>
<td>&quot;I want to see growth.. they get very self-conscious, but allowing them to fail in a trustworthy place...allows them to see for themselves that they can do it.&quot;</td>
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<td>Do you have students that are behind? &quot;Yes, but they can only go up.&quot;</td>
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<td>Identity Development</td>
<td>Providing connective instruction that is meaningful, relevant, and appropriate to student’s background and experiences</td>
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<td>“Clear expectations. I know you are capable of doing this. Tiny steps or big leaps you will be there along the way.”</td>
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<td>“Students are now identifying with the literature, with the culture, with a teacher that looks like them. They are now walking with their heads up.”</td>
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<td>“I have them work with partner, this gives them more confidence, and the stress level decreases”</td>
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<td>“It is all about those real world connections and teaching them how this will apply to you outside the walls of your school, that it will be a detriment for you and for your future.”</td>
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<td>“Growing bilingual and culturally... building that self-confidence, self-pride, building a self-identity.”</td>
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<td>“I feel that the students are now walking with their heads held up because they are learning in the classroom cultural lessons.”</td>
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<td>Family and Community Engagement</td>
<td>“Dual language has helped us to identify with our community”</td>
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<td>“I feel that they (parents) don’t have pride in what they can offer to our community. I feel like that is kind of a cycle that can affect the child and I think that dual language is what has help to break that cycle.”</td>
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<td>“Being able to have them read in the same language together, that is one of those intimate moments you can’t have unless you do it together.”</td>
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<td>“Latinos that are in the community have such an amazing opportunity to be able to connect with their child and be that hero their child needs.”</td>
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<td>“The parents feel like they have a partnership, they have a say, they are engaged.”</td>
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<td>“The communication they have in their home families and the parents are more involved (dual language program).”</td>
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<td>“I have my parents work with my kids. They are always welcome in my classroom. They come in everyday.”</td>
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<td>Engagement Types</td>
<td>Indicators</td>
<td>Evidence</td>
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<td>Behavioral</td>
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<td><strong>Paying Attention</strong></td>
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<td>Tracking with finger</td>
<td>“I walk around”</td>
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<td>Reading along</td>
<td>“A student does not share because they do not know what they are doing and because they are not paying attention.”</td>
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<td>Answering questions</td>
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<td>Writing in journals</td>
<td>“When there is not trust, students start to act out.”</td>
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<td>Tracking speakers/Active listening</td>
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<td>Effort</td>
<td>Independently working on essay</td>
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<td>Had vocabulary words picked out</td>
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<td>Attitude</td>
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<td>Unwanted behavior: “Class, was that appropriate thing to do?”</td>
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<td>“Behavior is way better (in a dual language classroom).”</td>
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<td>Cognitive</td>
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<td><strong>Self-Regulation</strong></td>
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<td>*Regulating their own time management while writing about John Muir.</td>
<td>“When they (students) do not need my anymore, they can make it on their own, they can take on the lesson.”</td>
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<td>*Making meaning of assignment with peers</td>
<td>“A lot of my students choose to read, draw, or play Cool Math Games.”</td>
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<td><strong>Making Connections</strong></td>
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<td>*Making meaning of assignment with peers</td>
<td>“Our class is a community, every action has a reaction.”</td>
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<td>“Student are finding connections with the literature they are reading.”</td>
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<td>Engagement Types</td>
<td>Indicators</td>
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| Agentic          | Teaching to Speak Up | "When students trust you, they are not afraid of telling you what they need."
|                  |             | “Set some structure, some guidelines, students will be comfortable with opening up because they know what to expect from you.” |
|                  | Facilitating Enriching Conversations | "We put the thoughts into our students to speak up and take on their own learning, to say what is not understood.”
|                  |             | * “I ask a lot of questions. I ask them why, to show me. Then I ask more questions.” |
|                  |             | “I engage them by talking about topics they like, I bring in books and realia, and I give them time to talk.” |
|                  |             | “A student said, why was Dr. King protesting, why was there segregation?” |
• Coding: The researchers went line by line through each transcript and used open coding to identify repeated words and phrases.
• Through the coding process of the interviews and observations, three themes emerged:
Summary of Findings

Facilitators of Engagement

- Trust
  - Student/Teacher Connections
  - Loving and Caring Disposition
  - Nurturing Mutual Respect
  - Ethics of Care (Noddings, 2002)

- High Expectations
  - Teacher Expectations
  - Holding Students Accountable
  - Demonstrating Belief That Students are Capable
  - Culturally Relevant (Freire 1993)

- Identity Development
  - Providing connective instruction that is meaningful, relevant, and appropriate to student’s background and experiences
  - Family and Community Engagement
  - Ethics of Care (Moll, 1992)

Indicators of Student Engagement

- Affective Engagement
  - Peer-to-Peer Mentorship
  - Eager to Finish
  - Excitement
  - Leads To

- Cognitive Engagement
  - Self-Regulation
  - Making Connections

- Behavioral Engagement
  - Teaching to Speak Up
  - Facilitating Engaging Conversations

- Agentic Engagement
  - Paying Attention
  - Effort
  - Attitude
  - Leads To
“Students are now identifying with the literature, with their culture. They are now walking with their heads held up.”
<table>
<thead>
<tr>
<th></th>
<th>Recommendations for Future Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting in the beginning of a school year, asking participating teachers to give their definition of student engagement and its importance.</td>
</tr>
<tr>
<td>2</td>
<td>Observing classrooms throughout the school year in order to state if what teachers think is occurring is occurring. Along with using common assessments and measure if academic growth mirrors increased student engagement.</td>
</tr>
<tr>
<td>3</td>
<td>Replicate study in different setting to determine if results can be generalizable.</td>
</tr>
</tbody>
</table>
Researched based ideas for professional development
Define Engagement

According to the book, what does engagement:

- Look like
- Sound Like
- Feel Like

In your groups use the chart paper to document your responses
Defining Engagement

- Based on the information on your chart paper, write a complete definition for Engagement.
  - Be prepared to share out.
  - As a staff we will be selecting and adopting the best definition...... the end product may be a hybrid of team definitions.
What form of engagement is demonstrated in this video?

https://youtu.be/Yqx91zCbLo0
Evaluate

- In the video How does the teacher quickly use relational engagement?
- What made it effective?
Where does Student Engagement Start?
Are we really serious in doing equity work in our school district? If we are, then, we have to be prepared to:

- Experience anxiety and discomfort
- Recognize the unique backgrounds of your students
- Expect cultural mismatches among students, teachers, and classroom practices
- Use data to inform our decisions
- Differentiate instruction, services, and resources
- Tell stories related to (or exposure to) “oppression”
- Recognize socioeconomic identities in order to redistribute resources and services to ALL students
- Expect and accept that professional learning about equity rarely leads to closure
Discussion

• What did you see?

• What did you hear?

• Were students engaged? Why?
Motivational Constructs: What components did you notice in the video?

• Sense of Belonging: *Identity*
• Competence: *Self-Esteem*
• Autonomy: *value*
• Meaningfulness

(Turner, Christensen, Kacker-Cam, Trucano & Fulmer, 2014)

“People lack motivation when they do not feel competent and find the value in what they are doing” (Ryan & Deci, p.48)
What enhances student engagement?

- Providing **motivational** opportunities for students to experience:
  - belongingness in the classroom
  - competence in performing and organizing a particular task
  - autonomy in pursuing their individual interests and beliefs
  - meaningful learning

  (Turner, Christensen, Kackar-Cam, Trucano, & Fulmer, 2014)
Engagement starts with...

- It must start with the teacher being willing to release some authority.
  - Allow students time to make meaning of the content through discussions and share outs.
  - Ask high levels of questioning to facilitate cognitive thinking.
  - Provide meaningful and positive classroom experiences.
<table>
<thead>
<tr>
<th>Book Title and Author</th>
<th>Critical Issues or Perceived Inequities</th>
<th>Positive Portrayal of the Minority Group</th>
<th>Ideas or Insights for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabel’s House of Butterfly by Tony Johnston (2003)</td>
<td>Poverty; reliance on tourists for income.</td>
<td>Love of family; making sacrifices for family; appreciation of nature; survival despite the circumstances.</td>
<td>Social Studies: different lifestyles, occupations, map skills/geography, Mexican culture. Science: study of butterflies, its habitat and life cycle</td>
</tr>
<tr>
<td>Freedom Summer By Deborah Wiles (2001)</td>
<td>Racism; discrimination; race relations.</td>
<td>Genuine and respectful friendship; caring for one another despite racial differences</td>
<td>Social Studies: civil rights movement, social justice Language Arts: compare-contrast the characters</td>
</tr>
</tbody>
</table>
This land is your land, this land is my land,
From California to the New York island;

Migrant farmworkers

Dust bowl refugees

Woody singing at a migrant camp

Garment workers

Hobo train

Oh, you can scalp me, I'm sticking to the walk. I'm hitching to the walk, I'm hitching to the low road all the way I go.
From the redwood forest to the Gulf Stream waters,
This land was made for you and me.
As I went walking, I saw a sign there,
And on the sign it said “No Trespassing.”
But on the other side it didn't say nothing;
That side was made for you and me.
As they stood there hungry, I stood there asking,
Is this land made for you and me?
The BIG “WHY” for an Equity-Centered Curriculum

- Strive for Equality and address inequality
- Provide Equity – access is not enough; motivating students is key
- Engage all students including EL
THANK YOU!

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