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# Elevating Student Experience to Build Equitable Learning Environments and Outcomes

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September 1, 2020





# Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and two words describing your thoughts, hopes, and dreams for the coming school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions following all presentations.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora\_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on [aurora-institute.org](https://aurora-institute.org).

# Elevating Student Experience to Build Equitable Learning Environments and Outcomes



Erica Bauer



Alex Fralin

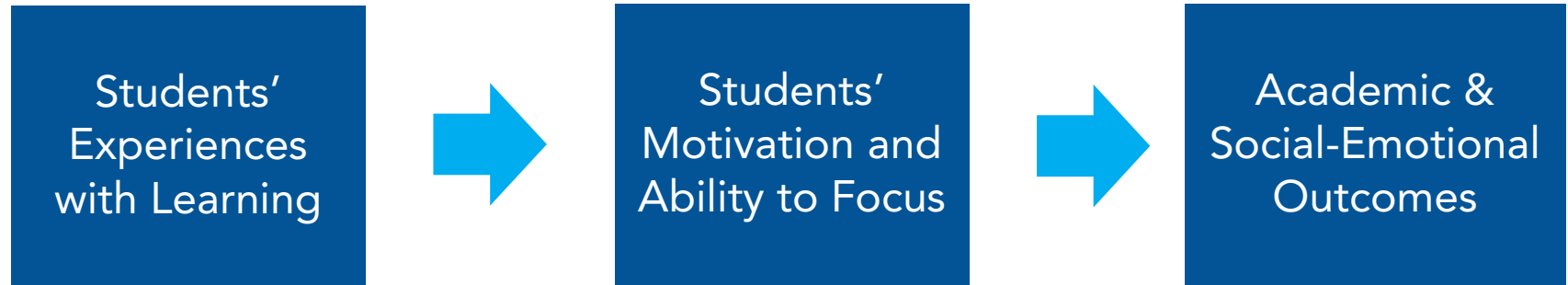


Nia Innis



Dave Paunesku

Students are more engaged, and learning outcomes are more equitable when every student has affirming learning experiences—like psychological safety, caring relationships, personally relevant content, and a sense of agency.





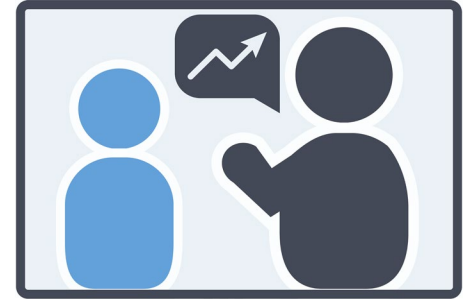
Chat Share

Think about a time when critical feedback supported you to improve...

Why do you think it had that positive effect?

## Feedback for Growth—or Feedback for Humiliation?

“My essays in class are always criticized and my teacher says they’re not good enough. It makes me feel like the teacher doesn’t like me and that **I can’t ever be good enough.**”

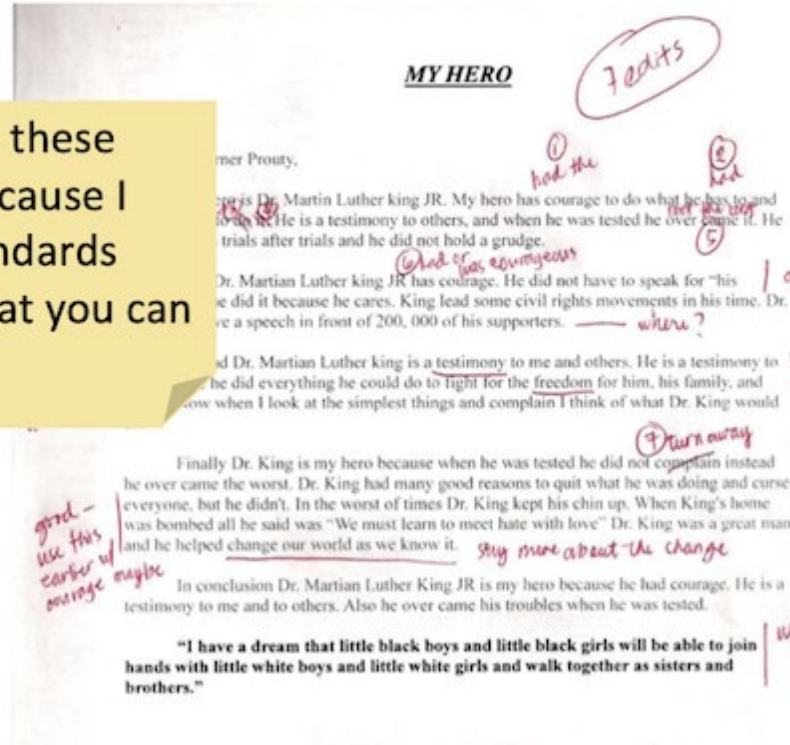


# Making Explicit the Purpose of Feedback (Growth)



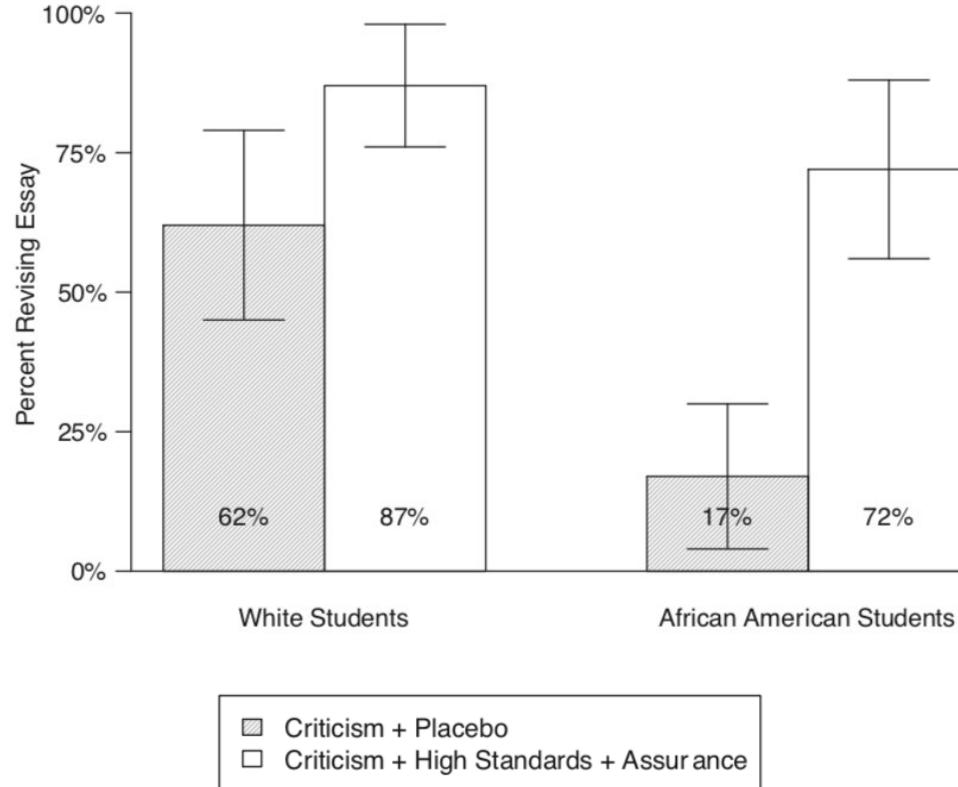
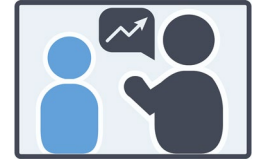
## Treatment

I'm giving you these comments because I have high standards and I know that you can meet them.



## Placebo Control

I'm giving you these comments so you have feedback on your essay.

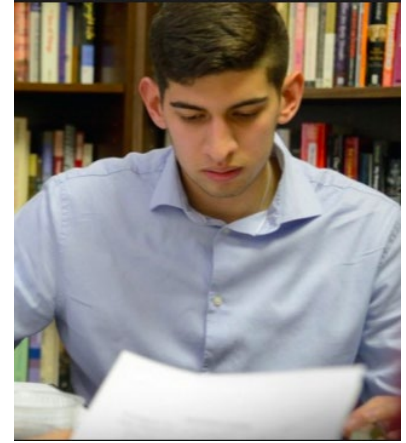




## Do you see yourself in the curriculum?

"Learning about the Chicano revolution in the 1960s made me feel as though my concerns, my issues, my humanity were legitimate.

"I felt more enthused and I was having more conversations, because I knew that my people were just as smart as anyone else... Having that understanding revamped my perception of who I was as a person and as an intellectual being.



Isaac Nieblas



## Ethnic Studies in 9th Grade

Attendance +21% points

GPA +1.4 points

(Dee & Penner, 2016)



## Kingmakers of Oakland

Reduced dropout by 43%  
for Black male high school students

(Dee & Penner, 2019)



## Chat Share

1. As a student, what class had the biggest positive impact on you?
2. In that class, did you have any of the experiences below? How?

### Feedback for Growth

I got suggestions about how to improve my skills.

### Meaningful Work

I learned skills that will help me succeed later in life.

### Affirming Cultural Identity

I learned about my culture and/or community.

# Important Learning Conditions



## Affirming Cultural Identity

"I've learned new things about my culture and/or community."



## Meaningful Work

"I learned skills that will help me succeed later in life."



## Classroom Belonging

"I had the opportunity to get to know my classmates better."



## Student Voice

"I felt like an idea I shared was taken seriously by my teacher."



## Feedback for Growth

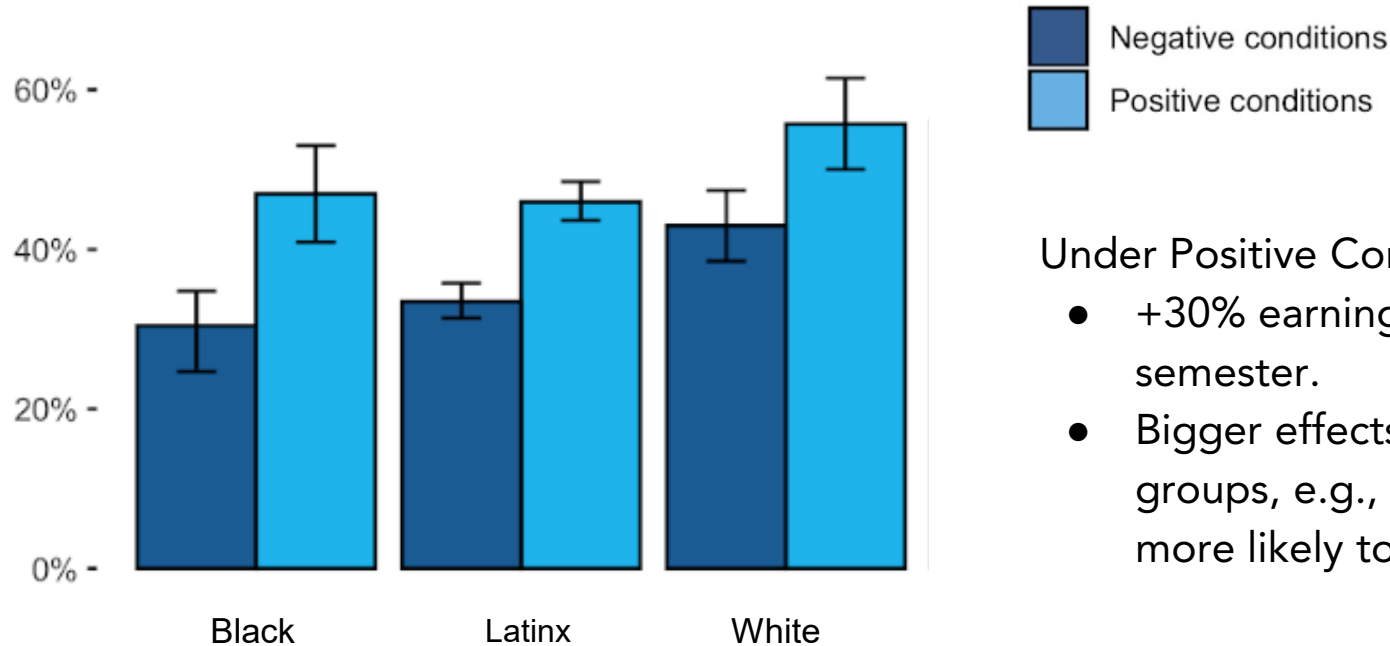
"I got specific suggestions about how to improve my skills."



## Teacher Caring

"I feel like my teacher is glad that I am in their class."

# Students Earning A or B in a Class



Under Positive Conditions:

- +30% earning A or B over semester.
- Bigger effects for marginalized groups, e.g., Black males ~2x more likely to earn A or B.

Huge educational  
psychology literature

Research papers rarely  
offer concrete advice

[Belonging for Educators](#)[About Belonging](#)[Next lesson ▶](#)

## Stereotypes and Belonging

[♥ Like](#)[Next lesson](#)

# Four Steps



## 1. Elevate Student Voice

A 5-10 minute, customizable [survey](#) sheds light on the way students are experiencing your class or school.



## 2. Review Feedback

Your confidential [report](#) will show how students' experiences are promoting or hindering equitable learning.



## 3. Learn New Practices

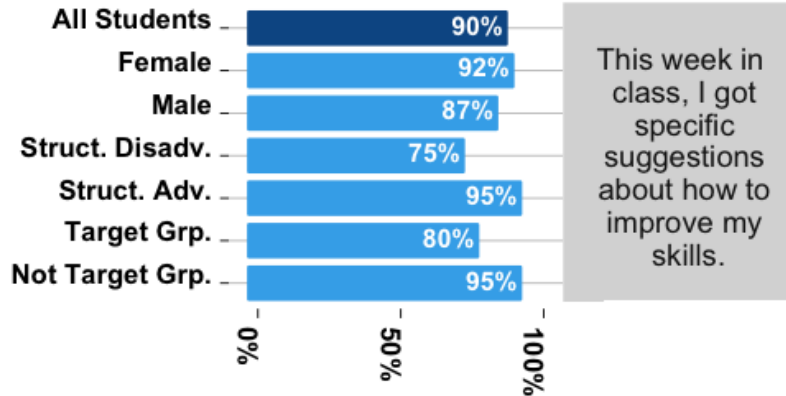
Access a [library](#) of teacher-tested practices, and select some to try with your own students.



## 4. Track Your Improvement

Rerun the survey to see how students experience new practices. Repeat Steps 1-4 to [keep improving](#).

# Disaggregated Feedback for Equitable Improvement



Student Quotes:

Pilot Teachers:

90% improved 1+ experiences

>2/3 improved overall



# Relevant Strategies



## LEARNING MODULE: LEARNING CONDITIONS



### Strategy 2 of 4: Give Actionable Critical Feedback Along with Reassurance

#### Practical Ways to Give Feedback that Inspires Students to Improve

- Explain that you give critical feedback so that students grow as thinkers. For example, you can explain that you are giving critical feedback because you care about and believe in their growth as learners.
- Give feedback that is specific and actionable. Students can learn a great deal from hearing, “this sentence does not support your thesis because...” or “you subtracted X from both sides correctly, but then you forgot to...” than just hearing, “this paragraph is not organized well” or “that’s not the right way.”
- Use the power of “yet.” From a student’s point of view, there is a vast difference between hearing, “these problems aren’t done correctly” and hearing, “these problems aren’t done correctly, yet.” Incorporating words like “yet” and “and” in your feedback to students can be a simple way to remind them (and you) that your feedback is for growth and not a statement about their potential.

Consider this: In a 2014 study, David Yeager and Valerie Purdie-Vaughns wanted to see if students would be more motivated to use feedback if it was framed in a certain way.

In their study, students’ teachers provided critical feedback on an essay. But, in the treatment group, the researchers attached a post-it to the reviewed essays that read, “I’m giving you these comments because I have high standards and I know you can reach them.” In the control group, the note just said “I’m giving you these comments so you have feedback on your essay.”

#### Treatment

I’m giving you these comments because I have high standards and I know that you can meet them.

#### MY HERO

Dear Dr. Martin Luther King Jr.,

He is a testimony to others, and when he was tested he did not build a grudge. He was a man of peace and he did not build a grudge.

In Martin Luther King Jr. we have a hero. He did not have to speak for “his people” because he spoke for all. King had some civil rights movements in his time. In a speech in front of 200,000 of his supporters, he said, “I think of what Dr. King would do if he did everything he could do to fight for the freedom for his family, and me when I look at the simplest things and complete them.”

Dr. King was a hero to me and others. He is a testimony to us all. He did everything he could do to fight for the freedom for his family, and me when I look at the simplest things and complete them.

#### Placebo Control

I’m giving you these comments so you have feedback on your essay.

# Learning Together with Many Partners





NATIONAL  
**EQUITY**  
PROJECT

# Midwest Network Cohort



Oak Park Elementary  
School District 97



River Forest  
Public Schools



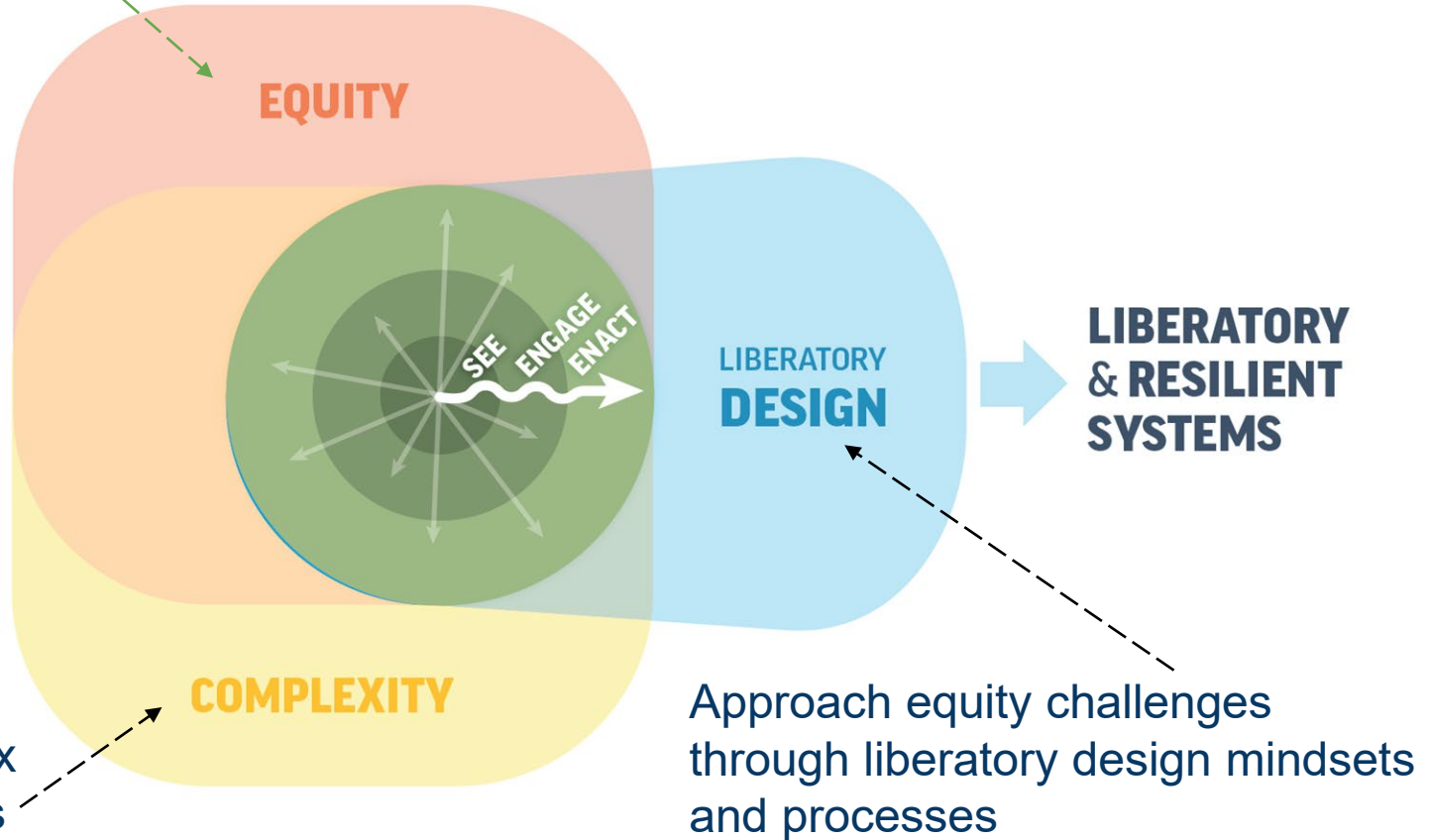
# Our Midwest Network “WHY”

To ensure that every student emerges from K-12 education with strong academic skills, social-emotional wellness and intelligence, a sense of agency and civic responsibility, an awareness and appreciation of their multiple identities and a broader set of competencies that equip them to be healthy, happy contributing adults who can make a positive change in the world.



Develop equity  
consciousness and  
commitment

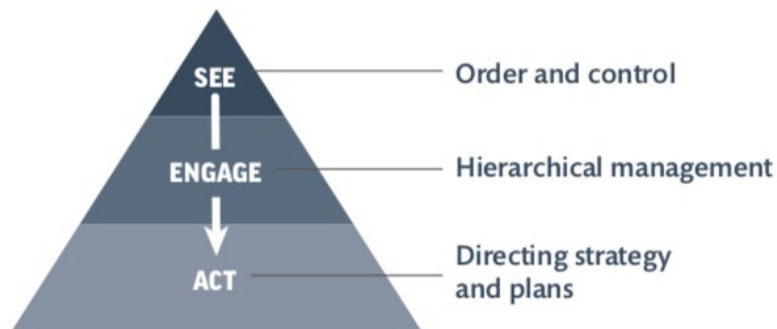
# Equity Leadership Framework



# NEP's Expanding Our Mental Models of Leadership

## Traditional leadership

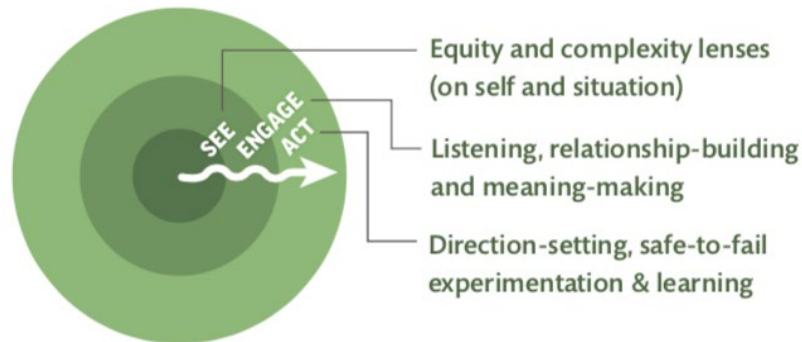
*Controlled approach—top-down*



**Pyramid Leadership:** This approach is appropriate when the problems are “simple” (obvious) or “complicated” (manageable and the solutions can be known). It is the dominant culture default leadership approach. **This approach emphasizes *performance*.**

## Equity leadership

*Emergent approach—inside-out*



**Circle Leadership:** This approach is needed when problems are “complex” (messy and solutions can't be known in advance). Strategies must be developed through experimentation and learning. This approach runs counter to our deeply entrained notions of what good leadership is. **This approach emphasizes *learning*.**

# Which statement best describes your contexts?

We make decisions that impact the student experience *for* our students.

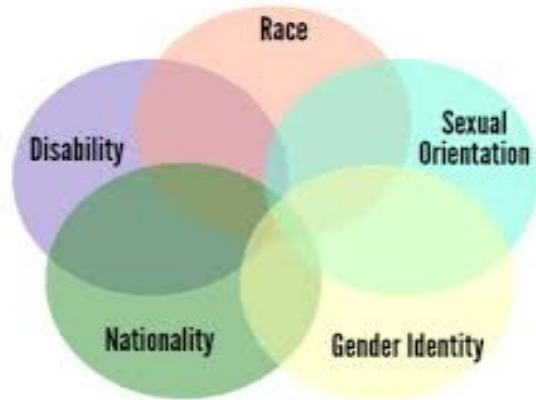
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We make decisions that impact the student experience *with* our students.

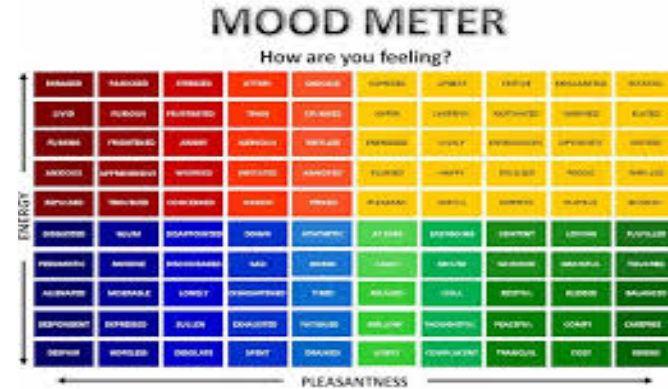




# Who they are?



# How they feel?



# A Conversation with Nia Innis



"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others." - Audrey Hepburn

# What they think?

Interviews

Focus Groups

Observations

Story Circles

Surveys

# Q & A

Find mentioned free resources at

[perts.net/elevate](https://perts.net/elevate)

[perts.net/elevate/measures](https://perts.net/elevate/measures)

[equitablelearning.org](https://equitablelearning.org)

These resources are free thanks to the  
Raikes, Overdeck, & Gates Foundations!



Erica Bauer



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Dave Paunesku

INTRODUCING A VIRTUAL PRE-SYMPOSIUM SERIES

# Building the Evidence Base for Personalized Learning

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| Symposium 2020

Sponsored by The Leon Lowenstein Foundation



# Pre-Symposium Webinar Series

1. **When Access Isn't Equal: How the Pandemic Amplified Our Nation's Equity Gaps** | September 2, 2020 | 2 pm EST
2. **Learning Models for Difference Making in Communities** | September 3, 2020 | 2 pm EST
3. **Using Research & Development to Redesign: Immediately Implementable Methods and Practices to Accelerate Learning and Results for ALL Kids** | September 8, 2020 | 2 pm EST
4. **Transitioning to Remote Learning: Free Online Professional Learning Opportunities for Teachers** | September 9, 2020 | 2 pm EST
5. **Shifting to Online Bite-Sized Professional Learning** | September 10, 2020 | 2 pm EST
6. **Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why** | September 15, 2020 | 2 pm EST
7. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm EST
8. **Assessing Field-Level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm EST

<https://aurora-institute.org/symposium2020/agenda/preconference-research-series/>



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