learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

BOOK CLUB

Welcome! We will start shortly

The Equity Expression book club discussion

With Fenesha Hubbard

September 18, 2024



I am...

- + Fenesha Hubbard
- + 22 years as Educator
- + 6th 8th Grade Math Teacher
- + Math Instructional Coach
- + Math Professional Development Specialist
- + PD Content Designer
- + Corwin Author
- + Your partner in equitable teaching & learning!



Equity

- + What it is: The fair treatment, access, opportunity, and advancement for students and educators that facilitate their individual success and belonging
- What it does: Identifies and eliminates the barriers to access and opportunities that put others at a disadvantage



Equity

+ What it looks like: Culturally responsive teachers have unequivocal faith in the human dignity and intellectual capabilities of their students... Academic success is a nonnegotiable goal for everyone and the responsibility of all participants in the teaching-learning process.

Geneva Gay, Culturally Responsive Teaching

Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New York: Teachers College Press, 2018), 52–53.





THE EQUITY EXPRESSION

Making a Mindset Shift

1. Name the issue. Allow the person to articulate what the issue is and why they think it exists. It is important for the person to identify the things that they don't like, that bother them, or that are problematic from their point of view. If it's not stated or seen, then it can't be reframed.

2. Assume good intent. Next, explore reasons why the issue might exist. but do so from an unbiased and nonjudgmental stance. Avoid blaming the student or feeling pity or sympathy for them. Instead, empathize with that student's lived experience. For example, if the problem was that a student is constantly disruptive in all

student wants to engage produc

that might be preventing the stu 3. Identify the needs. Now, step fu empathy for their actions and b needs (i.e., emotional, physical, p

met. Explore reasons why the st their needs are not met. What mig the student? Keep in mind that a s bad. The strategies they sometime across in ways that have an unexpe 4. Reframe the issue. Now, revisit wh

it fr

the student needs and what actions, behaviors, and choices the teacher can make to help meet those needs. Here is an example of an educator shifting from a deficit- to asset-focused mindset using the four steps.

Making a Mindset Shift

sume good ent	Identify the needs	Reframe the issue				
THE	EQUITY E					
		Stance / belief		e'e nerspe	ctive, ideas, and thoughts are equa	lly valid and
ching and how biased I huge inequity. I imagine			Every student ope deserve to be hear			Entry point(s) for equity
nportant. O	nce I realized d them about was wrong. I	Problems of	How can I	ensure	Boys are not called on	Processes, mindsets

n box) to see if

ENTRY POINT IN ACTION

Earlier in this book, I recalled my first year of tea was toward the girls in my classroom, which was a that I often made the boys feel ignored or less in the inequity, I was honest and up-front with my stu irle more than boys and why that was am always

Name the issu

THE EQUITY EXPRESSION

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Space to display student thinking and completed student work					
Various types of manipulative tools for students to use					
Multiple areas designated for individual or partner work					
Designated reading or focused study area					
Listening support, such as headphones or speakers					
Library or text-based resources readily available to students					
Flexible seating arrangement that encourages student- student discourse					

Part 2: Reflect

1. Review your ratings for each element and consider your learning environment. What is one thing you'd like to enhance? Why?

2. What do students need to feel autonomous in your learning environment?

3. What do students need to feel physically safe in your environment? Psychologically safe?

Book Bingo!

Six Entry Points

for Nonnegotiable

Academic Success

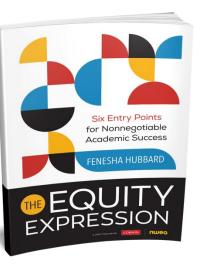
FENESHA HUBBARD

A JOINT PUBLICATION CORWIN

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EXPRESSION

Windows and Mirrors page	Mindset Shifts page	180- and 360- Partners page
Educator Biography page	Teaching and Learning Beliefs page	Educator Stories page
Free Space! Your Answer!	Reframing Key Terms page	Glossary of Terms page



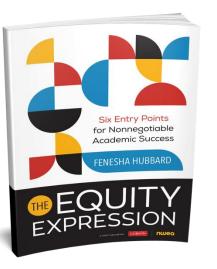
Book Bingo

Locate content from five squares in a row (horizontal, vertical, or diagonal) and provide a brief summary.

 First to Bingo: The first person to complete a bingo line calls out "Bingo!"

First to Bonus: Fill all squares and call out "Bonus Bingo!"

Windows and Mirrors page 144	Mindset Shifts page 41	180- and 360- Partners page 47
Educator Biography pages 13-28	Teaching and Learning Beliefs page 120	Educator Stories page 127
Free Space! Your Answer!	Reframing Key Terms page 100	Glossary of Terms page 167



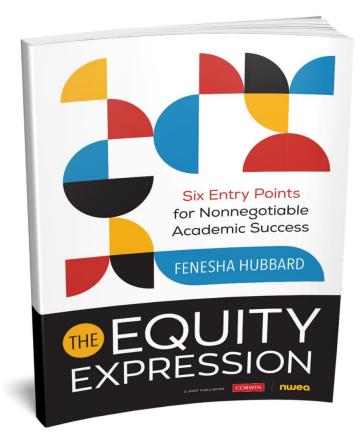
Book Bingo

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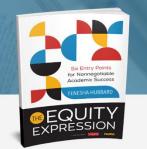
- First to Bingo: The first person to complete a bingo line calls out "Bingo!"
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Professional Learning Offerings

- Leveraging Data for Equity
- Equity-Focused Data Frames
- Equity Foundations
- Exploring Mindsets and Authentic Relationships
- Equity in Action: Processes



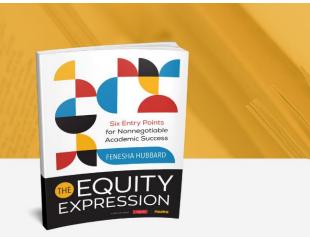
Book Study



BOOK REVIEW

This was such a great book study that really opened my eyes to how equity is still in its infancy and how we really need to stress it to our teachers. Thank you for leading the charge and the change, Chevin!

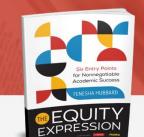
K. Kline, Indiana Educator



BOOK REVIEW

The book is amazing, Fenesha! The inward look at how our biases affect our teaching was so enlightening and we were able to support each other with a few things we have been doing wrong in our interactions with students and teachers. I really learned a lot.

**** Ms. Stone, Indiana Educator



BOOK REVIEW

This was enlightening. I felt like I was aware of how my actions could be helping students achieve more by removing some of those barriers, but this book helped me see that I have some areas that I can continue to improve. This was done in a way that was not judgmental and gave me the opportunity to reflect on my own practices.

J. Wells, Indiana Educator

Fenesha Hubbard

Join the conversation —

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THE PROFESSIONAL LEARNING ASSOCIATION

BOOK CLUB

Upcoming books

