

## 2022 ANNUAL CONFERENCE KEYNOTE REFLECTION TOOL: JESSYCA MATHEWS

### Section: Students need to see themselves (13:50)

How could you find out if each of your students feels they and their life experiences are represented in their classroom and their education as a whole?

What kinds of windows, mirrors, and sliding doors are available to your students in their learning experiences?

### Section: Students need adults who are committed to and believe in change (22:00)

How do you communicate to students your commitment to this work? How do you know if they see that commitment?

Do you see liberatory consciousness in your work? Do your students also see it in your work?

### Section: Students need the capability to be in charge of creating the world they deserve (30:04)

How do you offer opportunities for students to take the lead in their learning?

How many of your students do you think feel they have a "seat at the table"? Who might not feel that way?

## 2022 ANNUAL CONFERENCE KEYNOTE REFLECTION TOOL: TRACEY TOKUHAMA-ESPINOSA

### Section: Looking ahead to the future (18:00)

How did the pandemic help us understand teaching and learning differently?

What have you learned from the pandemic response that can help traditionally excluded learners?

### Section: Becoming a learning scientist (20:45)

In addition to content knowledge and pedagogy, learning scientists leverage technology, understand the learning sciences (brain, health, education science, etc.), and then put it all into context within culture. What supports and opportunities do you and your team need to become learning scientists?

### Section: Use of time and space (23:22)

In addition to year-round calendars, what other positive changes are data-proven but held back by tradition (or "That's the way we've always done it")?

### Section: Turning knowledge into action - questions posed at the beginning of the session for further thought

Are there at least two things you learned from this presentation that you think are so interesting you want to dig deeper into them? Is there at least one thing you want to change as a result of this new information?

## 2022 ANNUAL CONFERENCE KEYNOTE REFLECTION TOOL: PRINCIPAL BARUTI KAFELE

### Section: Proper Place (4:20)

In what ways does your system reinforce the idea of a “proper place”?

What opportunities do your students have to develop their “why”?

### Section: Students in the mirror (14:04)

Which students in your system might not know who they are in the mirror?

How might you make changes to better personalize teaching for each student in the mirror?

### Section: Defining equity (19:50)

Does Kafele’s definition of equity change anything about your perception of equity or how you approach it?

How does Kafele’s definition of equity fit into the Standards for Professional Learning?

How does Kafele’s difference between “doing” and “being” equity relate to our understanding of the necessary knowledge, skills, and attitudes for teaching?

### Section: Equity-mindset teacher (32:30)

How does Kafele’s definition of an equity-mindset relate to your understanding of an equity-focused educator?