

Building Equitable Classrooms



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**STANFORD
SCHOOL OF EDUCATION**

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Observing Classrooms



- 7th grade , middle school in Campbell, California, diverse student population
- Curriculum: *Taking your proper station: Feudal Life in Tokugawa Japan* – Activity 4: Pilgrimages to the great shrine of Ise
 - Students read a narrative passage from a classic work of Japanese fiction describing two ribald characters who go on a pilgrimage. The passage shows how two merchants can converse with and even challenge a samurai. Students discuss how social barriers were more fluid when individuals were on pilgrimage. They create a list of items to take with them on a pilgrimage

Observing classrooms – cont.



- Students work in small groups, using cooperative norms and group roles
- Veteran teacher – committed to detracking, to including students with special needs, to providing opportunities for all students to succeed; worked with Stanford's Program for Complex Instruction

As you watch the short vignette...



- Notice the interaction among the three 7th graders: Chris, Matt, and Reggie
- What do you see?
- What are your questions?

Chris, Matt, and Reggie



Comments? Questions?



As you watch the short vignette again...



- Comment on the following:
 - ✦ Body language
 - ✦ Rates of interaction
 - ✦ Quality of the interaction
- What are further questions?

Chris, Matt, and Reggie



Comments? Questions?



Classrooms are equitable when...



- all students have access to grade-appropriate, intellectually challenging curriculum and to productive, equal-status interactions with peers, with the teacher, and with “text”
- all students have multiple opportunities and varied ways to demonstrate their intellectual competence/ways of being smart in the subject

Classrooms are equitable when... (cont.)



- students and teachers recognize different intellectual abilities and define intelligence (“smarts”) as flexible/ incremental and multi-dimensional
- the distribution of achievement measures is narrowed and clustered around an acceptable mean.

It's all about...

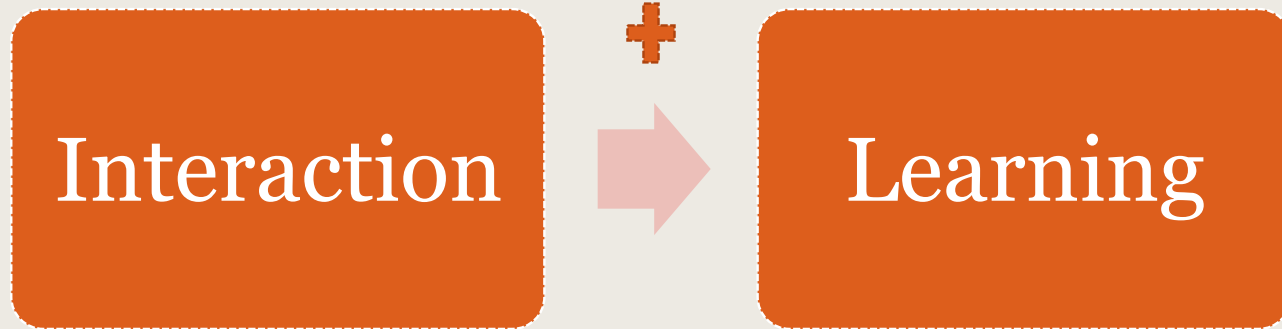


INTERACTION

At the classroom level,



Given open-ended group tasks,



At the classroom level,



Given open-ended group tasks,

% talking and
working
together



Avg. post- pre
on various
measures

At the classroom level,



Given open-ended group tasks,



At the classroom level,



Given open-ended group tasks,



Delegation of authority



- Teacher delegates authority to students for task completion and for holding each other accountable
- System of norms and roles supports delegation of authority
- Teacher holds groups and individuals accountable through feedback and assessment of group and individual products

At the individual level,



Given open-ended group tasks,

Participation

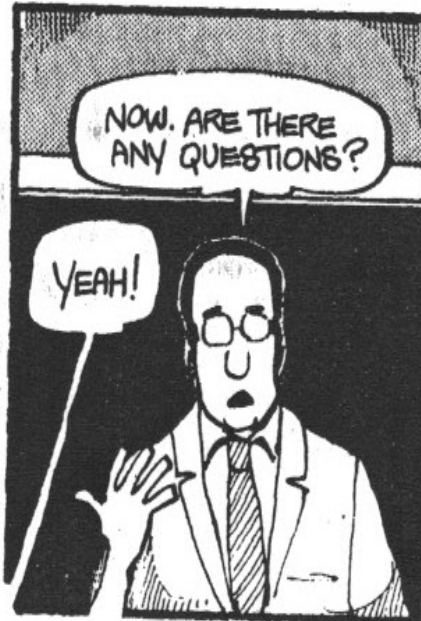
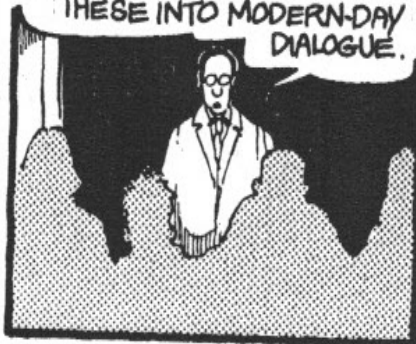


Learning

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I WANT EACH TEAM TO ANALYZE THIS STORY FROM A COMMUNICATION POINT OF VIEW. HOW DID THESE CHARACTERS FAIL TO COMMUNICATE? I WANT YOU TO ILLUSTRATE YOUR POINTS USING EXCERPTS FROM THE STORY, AND TRANSLATING THESE INTO MODERN-DAY DIALOGUE.



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Complex Instruction R&D



- Numerous journal articles
- Over 25 doctoral dissertations
- Cohen and Lotan, 1996
- Technical reports

Observing classrooms cont.



- 12th grade AP Stats; charter school the Bay Area; socio-economically and ethnically diverse student population
- Teachers: STEP alum and STEP student teacher
- Final project for ED284: *Teaching and learning in heterogeneous classrooms*

Math Task: Probability Games



Tools:

- 2 Dice
- 3 Coins
- 4 Playing Cards (A, 2, 3, 4)

The task:

- One member of your group will be given a probability card.
- Design 2 games where the chance of winning is the probability written on the card.

Use different Tools (dice, coins, cards) for the 2 games.

Use words, probability diagrams (Venn or tree), rules, and/or formulas to justify that the probability of winning your games matches the one on the probability card.

- After your 2 games have been designed, and the probabilities justified, the Facilitator calls over a teacher. The Recorder/Reporter explains the games and the group's reasoning. The next Recorder/Reporter gets a new probability card.

Group Norms and Roles



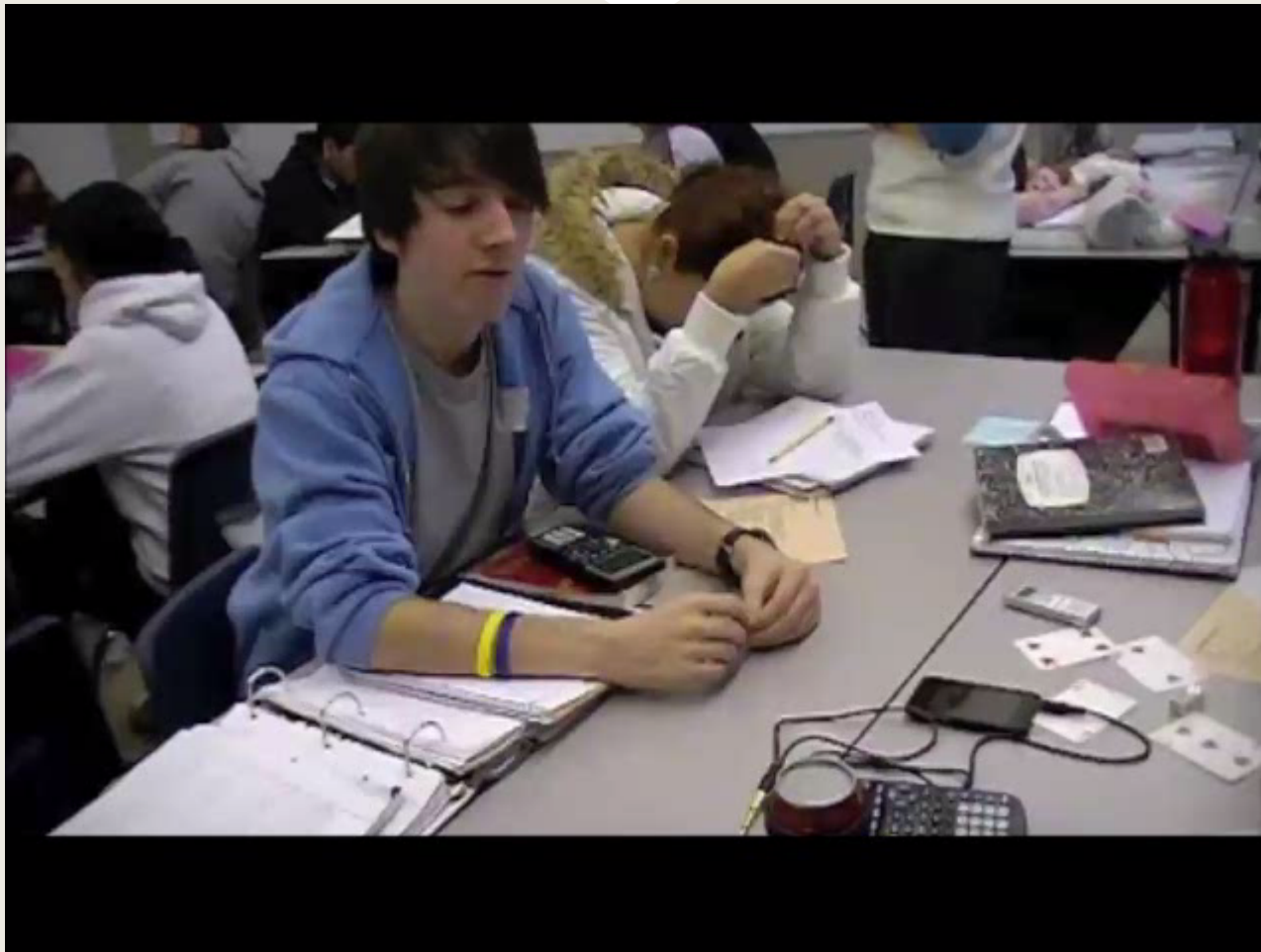
- **Facilitator** – *The Facilitator’s job is to make sure that everyone understands the task and that every group member’s ideas are heard. The Facilitator raises his/her hand to call over a teacher at the end of each round.*
- **Timekeeper** – *Keep track of time! We’re on a tight schedule, so be sure that your group knows how much time to spend on each round.*
- **Resource Manager** – *The Resource Manager is in charge of the Tools (the dice, coins, and cards) and the Task Cards (we’re reusing them!). The Resource Manager is also the only person who may ask the teacher questions about the task.*
- **Rotating Recorder/Reporter** – *The Recorder/Reporter job will rotate with each new probability card. The Recorder/Reporter for each round takes notes on the group’s ideas. Then, he/she writes the final details and justifications of each game on the handout.*

Observing small groups



What's the problem?

Cary's classroom



Comments? Questions?



At the individual level,



Given open-ended group tasks,

Participation



Learning

Barriers to productive interactions:



When working on a group task, status differences based on perceived academic ability and social attractiveness become activated and relevant, even if the task does not require the academic ability on which the group differs.

Because of these differences, the high-status student will expect to be more competent and will be expected to be more competent by others.

Self – fulfilling prophecy: those who are seen as having greater ability will tend to dominate those who are seen as having less ability .

Barriers to productive interactions in heterogeneous classrooms

Status inequalities stem from differences in:

- Perceived academic status:
 - ✦ Who is best at (subject area)....
- Perceived social/ peer status:
 - ✦ Who is the most popular/ best friend/ coolest...

This is a problem - a status problem!!!!



Status



Participation

At the individual level,



Given open-ended group tasks,



At the individual level,



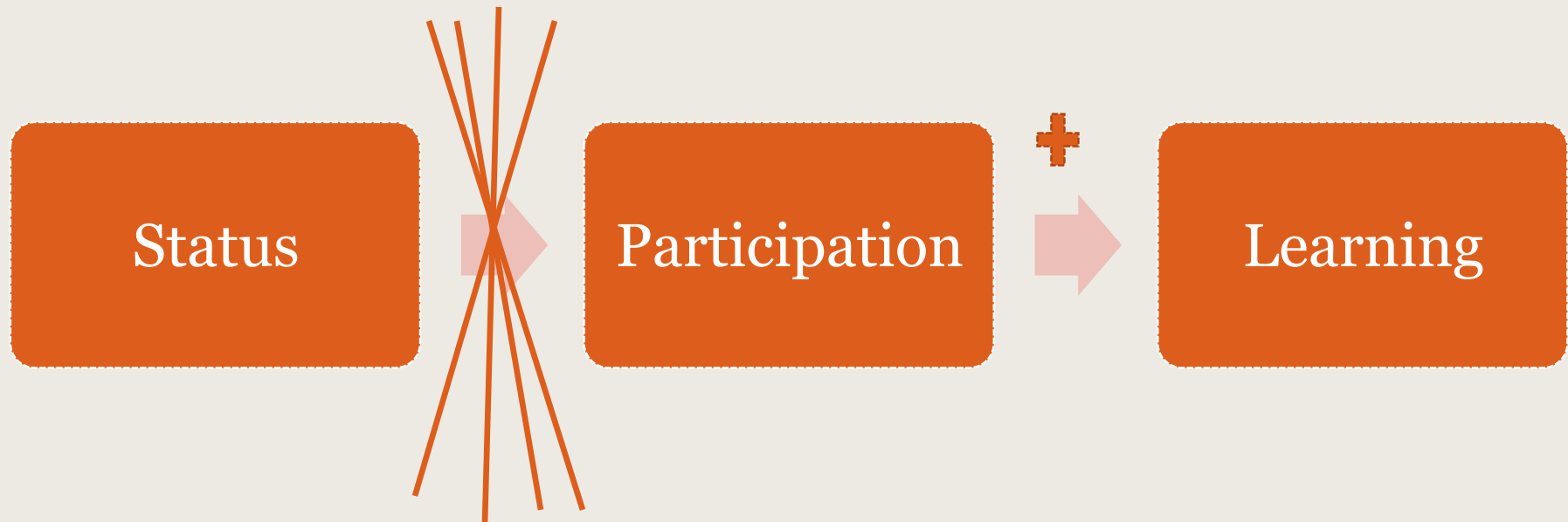
Given open-ended group tasks,



Our goal: Equal-status participation



Given open-ended group tasks,



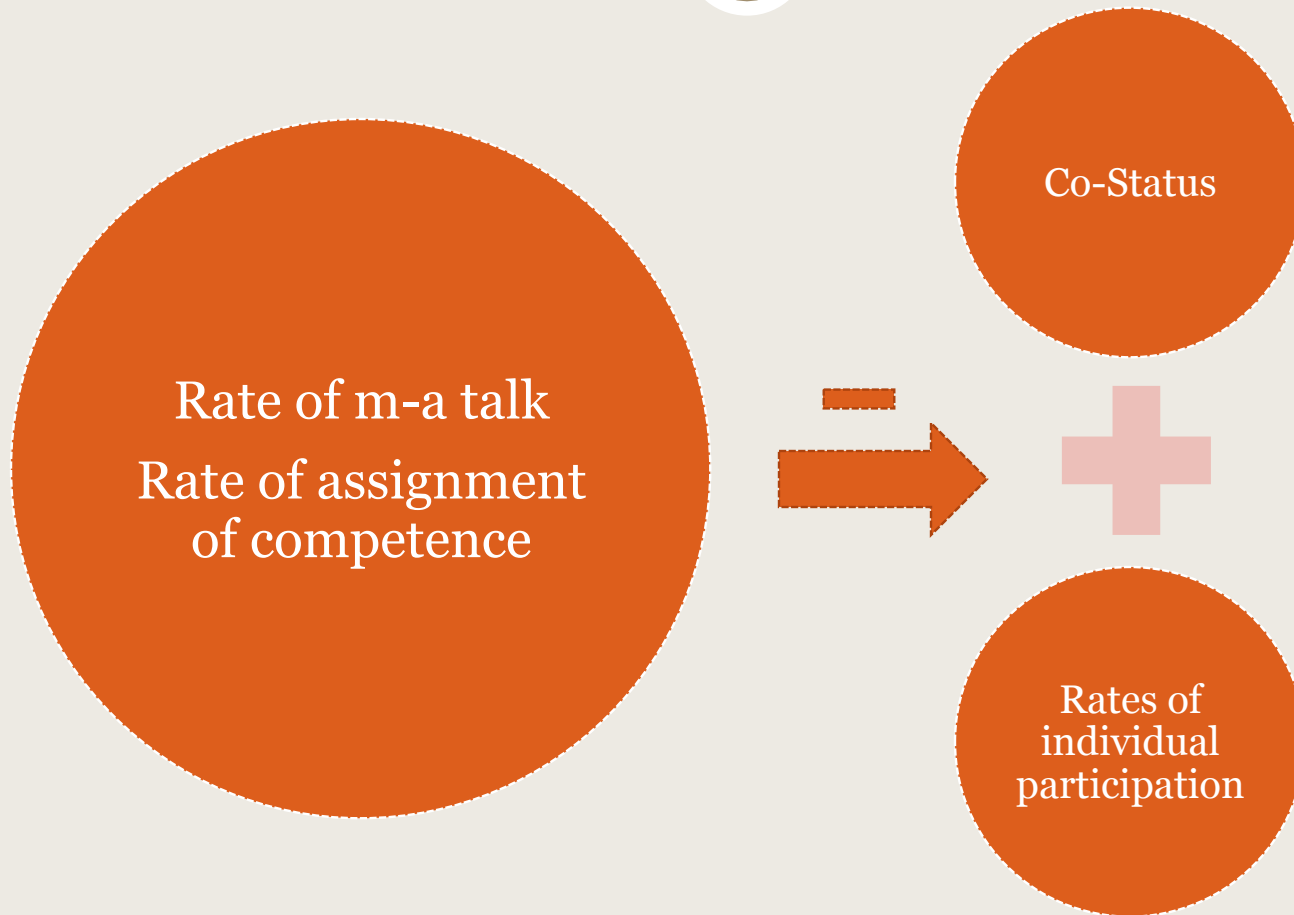
Modifying status inequalities



Teachers can intervene in the status processes by altering the expectations for competence that students hold for themselves as well as expectations they hold for one another.

- The multiple-ability orientation
- Assigning competence to low-status students

Modifying status inequalities: At the classroom level



Modifying status inequalities: At the classroom level

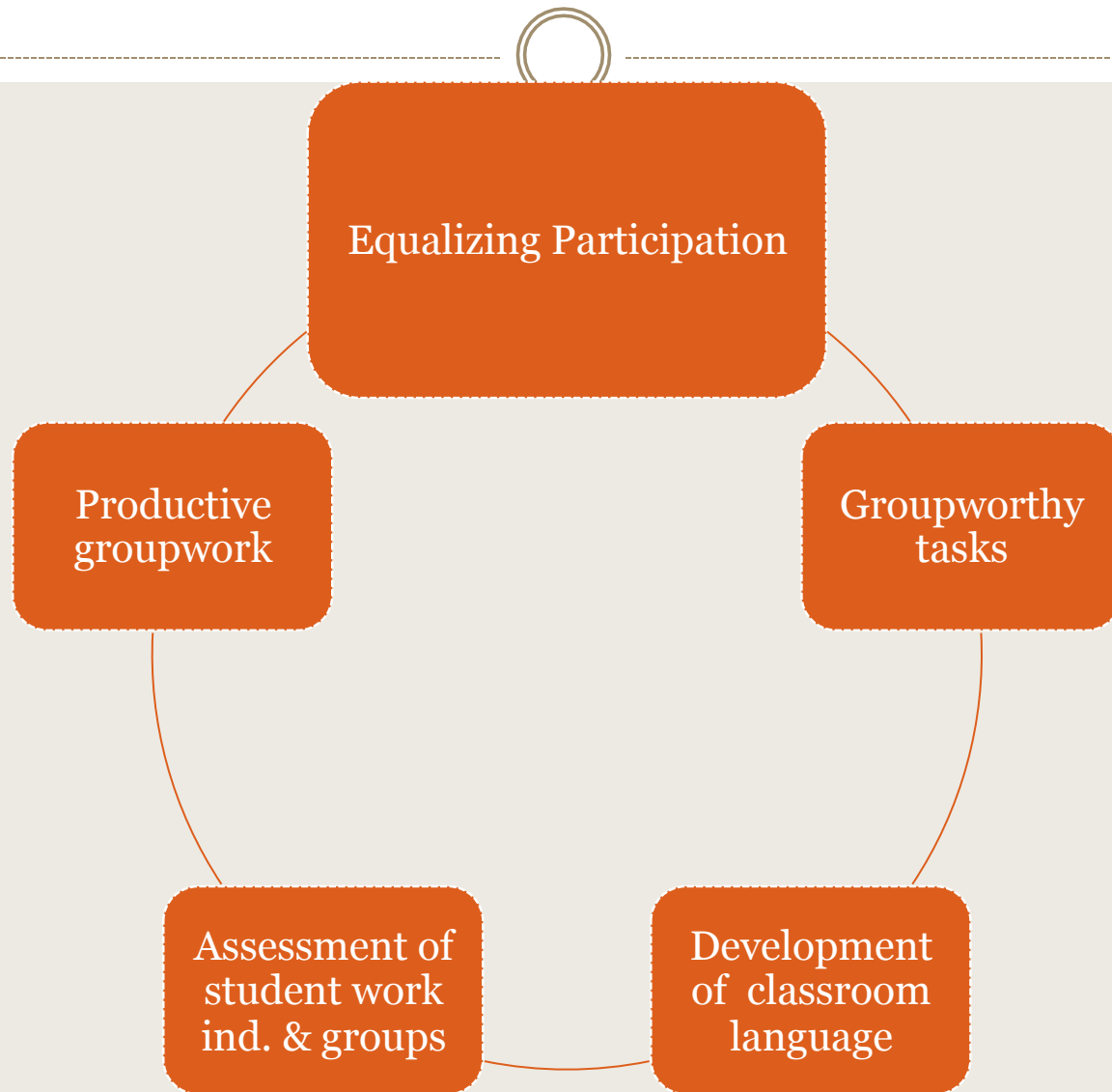
Given open-ended group tasks,

Rate of m-a talk
Rate of assignment
of competence



Task-related
participation of
low-status students

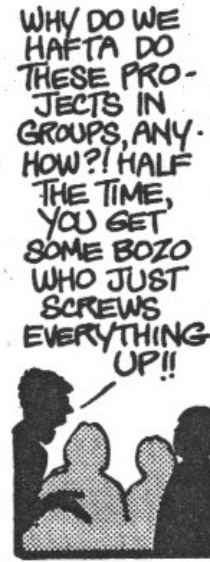
Conditions for building equitable classrooms



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SPYNN

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Back to Cary's classroom

