Classroom Practices that Lead to Equity and Achievement for International Students

Supporting the motivation and learning of ALL students

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Agenda

- Promoting Equity
- Example Routine
- Student Response
What things to we see, hear, and do that promote equity among learners in the classroom?

Elbow Partner Exchange (1.5 min)

1. Exchange your responses to this question. Ask questions!
2. Your ideas and questions are like gifts; each person should give one and receive one in the allotted time.
3. First exchange your ideas, and discuss any patterns or surprises among your responses.
4. What would your group’s response be to the question?

Be ready to report your response.
It’s hard to keep the strongest students interested while supporting those that need extra attention.

Gaps in reading level between students and between students and grade level is too big.

It’s difficult for teachers to reach all students because the students have different levels of prior knowledge.

Too many students need attention and I don’t have a co-teacher or a paraprofessional.

Students lack motivation; they’re apathetic and they don’t seem to care.
Keeping up with preparation of differentiated material for multiple academic levels is difficult. Planning Time: 23%

It's difficult to make sure I am challenging students while supporting them, too; It's hard to give appropriately scaffolded lessons. Balancing Rigor & Support: 45%

Teachers' lack of knowledge in all subjects. Content Knowledge: 4%

It's hard for teachers to relate to students, especially since they come from different backgrounds. Cultural Understanding /Relatedness: 14%

Teachers often have preconceived notions of how certain students learn; They hold students accountable for different levels of work. Bias: 14%
One-size Fits Most
Adjustable Instruction: In Response to Student Variance

- Varying knowledge of snap words
- Accurate spacing between words
- Some students struggle with stamina: ability to focus for a given time
- Varying levels of English proficiency and vocabulary
- Some students don’t know letter names and sounds
- Some students are struggling with their handwriting
- Varying success with conventions
- Varying success accurately
- Students have different experiences and opportunities outside of school
- Students enjoy different kinds of stories
- Some students have limited story language (how a story goes)
- Some students themselves as authors at 5 years old
- Students are enthusiastic to share
- Writes in complete sentences
- Creativity + imagination
- Love to draw
- Challenges in generating story ideas
- Unique perspectives + voices
- Different interests
- Narrative Writing in Kindergarten
Picture - Network of Student Variance

Economics Essay Writing

- Varying degree of current affairs knowledge
- Variance in level of evaluation and analytical skills
- Some students need more scaffolding than others
- Appropriate use of economic terminologies
- Varying degree of content knowledge/grasp of relevant economic concepts
- Time management
- Variance in the clarity of explanation of economic concepts
- Variance in essay writing skills/abilities to express ideas
- Different commitment level

Economics: Writing an Economics essay
Engage, Value, and Stretch All Learners

ALL LEARNERS LEARNING EVERY DAY
Act 1

Promoting Equity
Structured for Equity
Inclusive Directions

Roles

- Presenter
- Listener

Turns

- Start
- 1st
- 2nd
- 3rd

Rules for Sharing

- ✅ Point to confirm a comment
- + Contribute new ideas.
- 🕒 Call “Time Out” if you need more explanation

Time
#2: Turns

Student 1

Student 2

Student 3

Student 4

TASK
#2: Turns
#2: Turns
#2: Turns
Act 2

Example Routine
Special Thanks to

Louise Beer

Teacher:
What do you know about clothes?

Clothes need decoration

We can produce it. Of course.

Lorraine: House decoration.

Guillaume: Costs the WE.
Why I like clothes

Elsie: I show up to school, my teacher helps me know where my clothes are.

Nina: I no have to gooss my closo.

Natalia: I feel so ithe tush.
Materials needed to make clothes

- Enid
  - Fluor 12
  - Ink
  - 3 2 D

- Miguel
  - Things
  - Names

- Laura
  - Green

- Andre
  - We need
  - Fox
  - Hawker
  - Need
  - Post

- Olivia

- Leo

- Evelyn
  - We need
  - Yarn
  - Material

- Felipe
  - 1 white
  - Black
  - B
  - B"
I didn't know

I didn't know we had these flowers.

The flowers of the plants are good for sleep.

Some plants live close to the water.

It's never too early to start saving trees.

I thought the vaccinated plant was sick. At last!
The plants only grow when you eat water or...
The flower spread of rice is seen.

[Diagram of rice spread]
WHAT IS THE MOST IMPORTANT QUALITY IN AN ELITE ATHLETE?

- Good skills
- Working hard
- Motivated
- Physical traits
  - Strong
  - Healthy
- Practice

Post-it Notes:

- "Carry catch and punt" - obvious
- "Work hard in school and your sport" - obvious
- "Work hard in school and your sport" - obvious
- "Practice" - obvious
- "Practice every day" - obvious
- "Practice, Practice, Practice" - obvious
- "Practice, Practice, Practice" - obvious
- "Practice every day" - obvious
We maintain our body temp!

98.6°F = set point

- Too cold? Body temp drops
- Too hot? Body temp rises

Blood vessels dilate when you are hot.

Muscles & skin

Nervous system and signals
Where does the energy in burgers come from?

Meat (Animal)

Photosynthesis

Plant (Cabbage)

Nutrients

SUN

Photosynthesis
Destine Reid 10/19/16

The source of the energy of the burger is the lettuce and tomato.
Sílabas

- movimento da boca na palavra.
- conjunto de letras de uma palavra.
- sílaba mais forte => tônica.
- prestar atenção para separar a palavra no final da linha.

- RR ou SS => não podem ficar juntos! Tem que colocar um cada sílaba.

PRO-FES-SO-RA
The Scope
Act 3
Student Response
GROUP LEARNING

When teachers explain something, we’re tired, but when do [group work] the hard work becomes easier.

I learned how not to be scared about what I’m presenting. It gives me confidence.
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