

EDUCATION'S DIGITAL FUTURE: EQUITY BY DESIGN



WELCOME

**Broadening Access to High Quality
Teacher Professional Learning**



Technology for Equity
in Learning Opportunities



Stanford
GRADUATE SCHOOL OF
EDUCATION



Digital Promise
Accelerating Innovation in Education



Veronica Gonzales

@VMarieGonzales



Following

@DrAdamsCVUSD preparing students for
#college #career & #citizenship in Coachella
Valley @Stanford #edfequity @svefoundation



Margaret Gray

@Margaretelisa



Following

"The status quo is the enemy to excellence." -
@DrAdamsCVUSD on continuous improvement.
#edfequity



Jennifer Womble

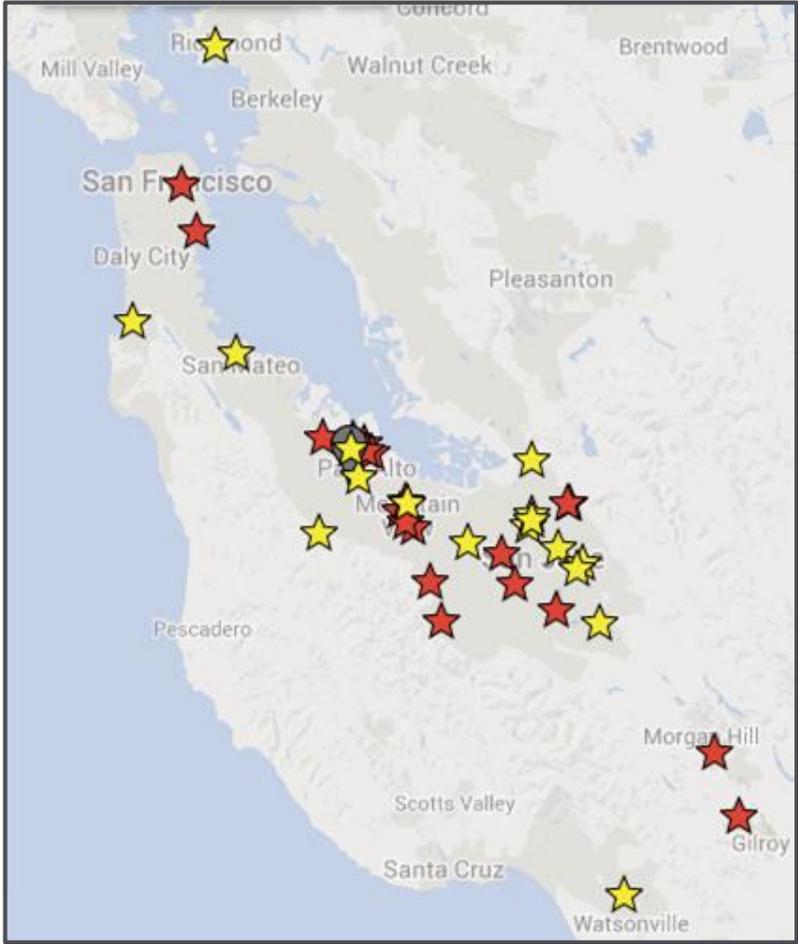
@JenWomble



Following

@Stanford listening to @DrAdamsCVUSD
discuss equity, technology, parent #edtech
engagement.

#edfequity



EDUCATOR SPOTLIGHT

EDUCATION'S DIGITAL FUTURE:
EQUITY BY DESIGN

What does digital equity mean to you? "Digital equity means that EVERY teacher and student, regardless of economic status, race, age, gender, or even geography of the school, receives the same opportunities and access to technology at their school site."



Melissa Brown

K-5 Visual Arts, Brentwood Academy

"Not only the technology itself, but the resources and the training needed to have the skills to use this technology.

There also has to be a way that ALL students and their families have access from home as well."

What roles, projects, and education topics are you passionate about? "I'm passionate about helping underserved students who wish to succeed and have a thirst for learning...the creative use of instructional technology has made it attainable for me to teach students at various capacities."



"Students have the creative environment to become autonomous learners and to allow themselves time to be proficient problem-solvers through the use of instructional technology."

Martha Campos-Lopez

Instructional Technology Specialist, Berryessa Union School District



#EquitybyDesign



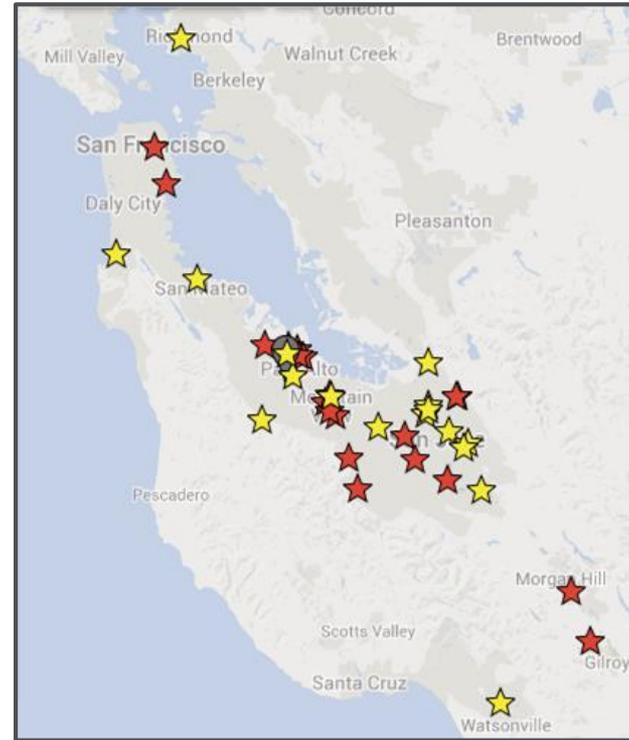
“Is the conversation about about access to tech? Or access to high quality professional learning for teachers?”

-Elizabeth Brumbaugh

What opportunities for teacher leadership are available at your school or organization?

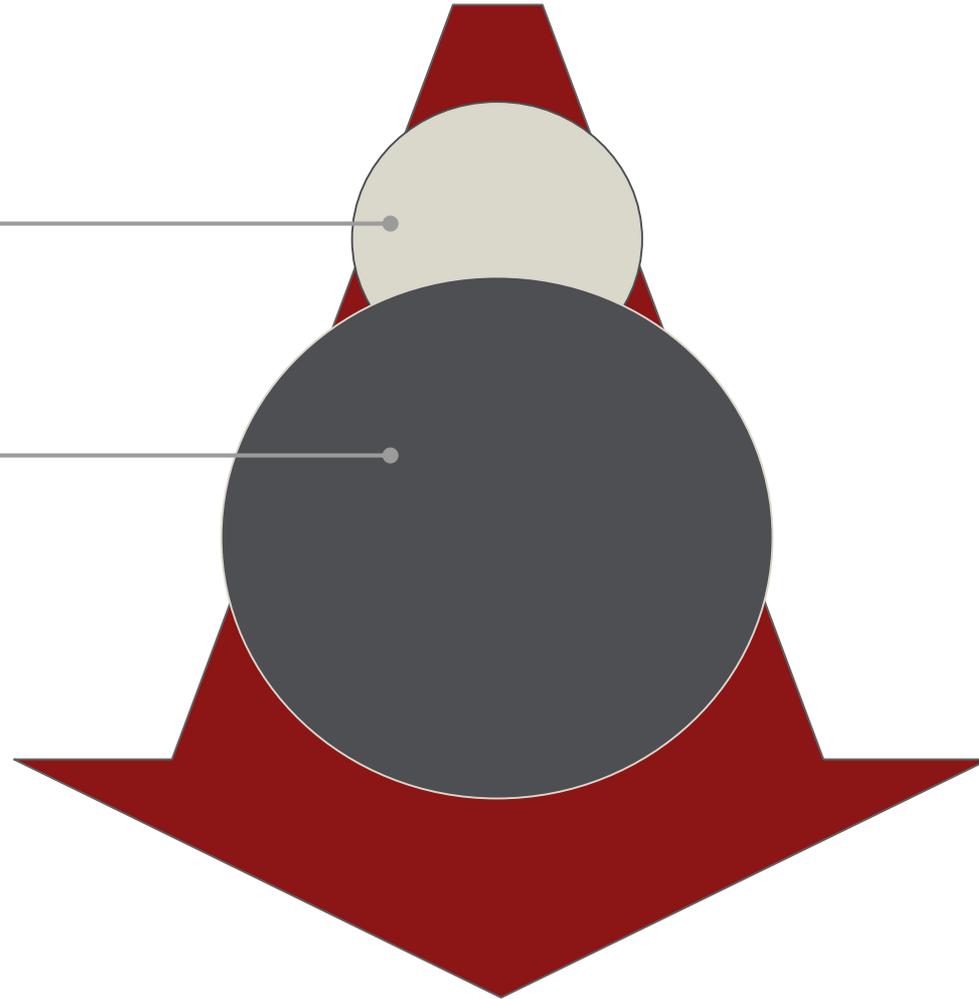
Turn to a neighbor and share your thoughts.

 #edfequity



Teacher

Admin





Teacher Leadership Shared Practice



Teacherpreneur Profile





HOW WE ARE USING TECHNOLOGY TO DEVELOP TEACHER LEADERS BASED ON SHARING PRACTICE

Janet Carlson

CSET Director and Associate Professor (research)

Tammy Wu Moriarty

Professional Development Associate, CSET

Sadie Skiles

Teacher, Oakland Technical High School

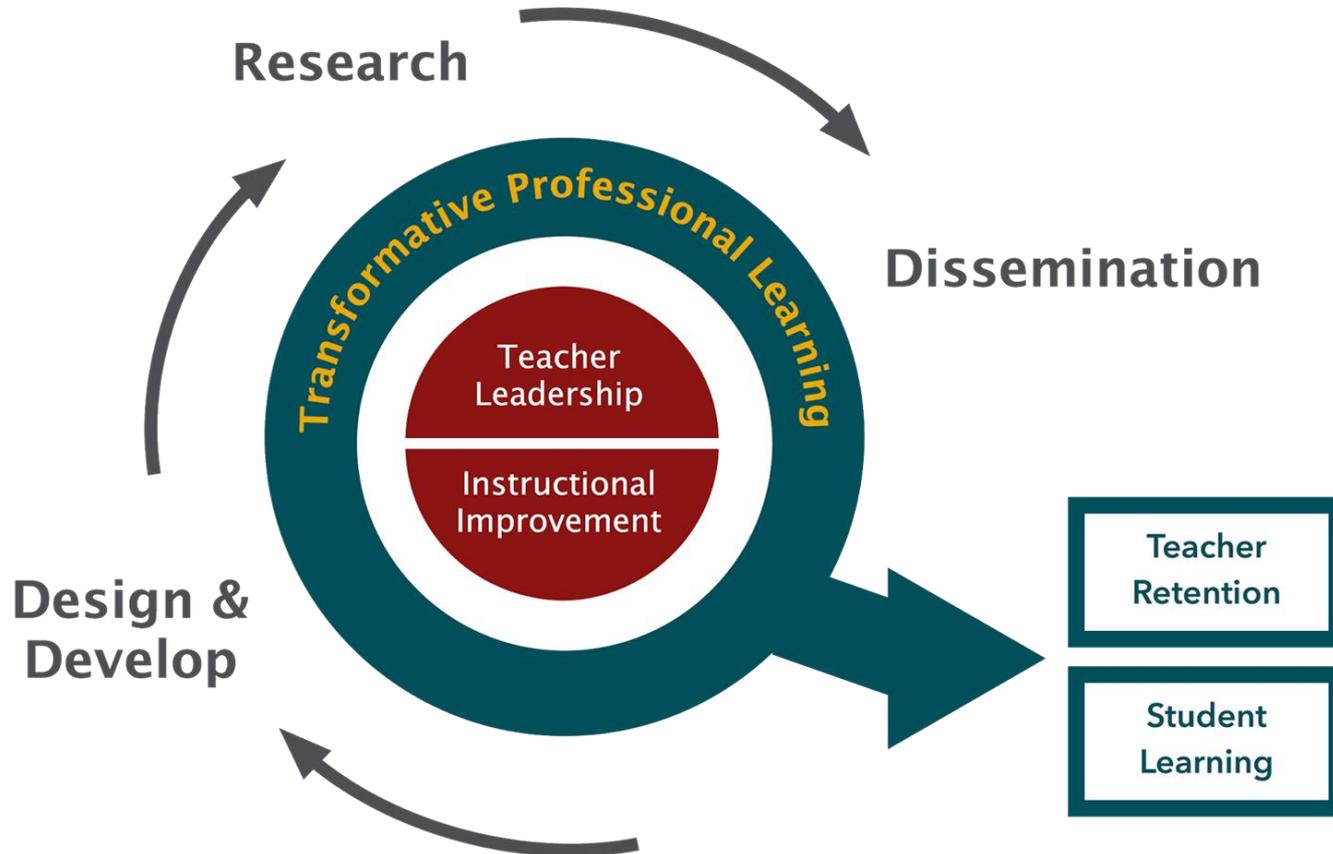
The
Center to Support Excellence in Teaching

CSET



CSET works to improve instruction and develop leading teachers to positively impact student learning and the teaching profession.

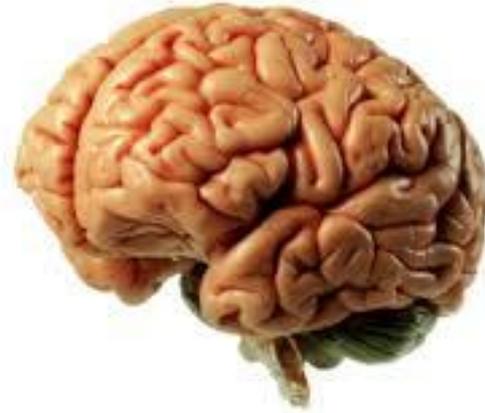
What We Do: In Search of Excellence



What counts as high-quality professional development to you?

Turn to a neighbor and share your thoughts.

 #edfequity



Effective Professional Development

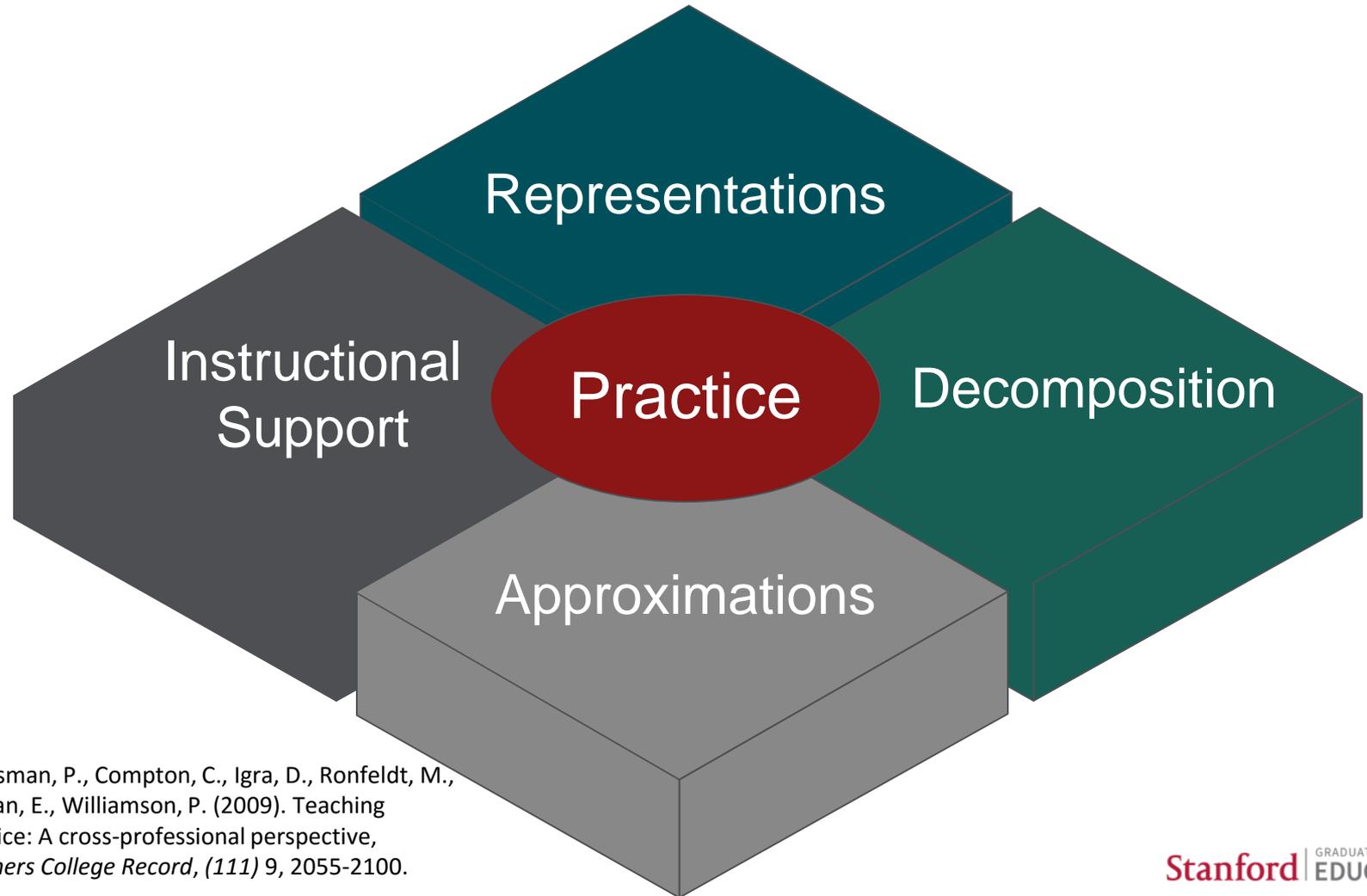
- Is driven by a vision of a classroom where all students are learning
- Is **practiced-based** and helps teachers develop knowledge and skills
- Builds a **learning community**
- Develops **teacher leadership**
- Is **contextualized** and links to the system
- Is of **sufficient duration** to allow for coherence
- Is continuously assessed

Requirements for TRANSFORMATIVE Professional Development

1. Create cognitive dissonance.
2. Provide opportunities to resolve dissonance.
3. Connect #1 and #2 to teacher's students.
4. Develop a repertoire of practice to support new understanding.
5. Support for cycling back through #1-4.

Thompson, Charles & Zeuli, John. (1999). The Frame and the Tapestry in Sykes, G. & Darling-Hammond, L. (eds) *Teaching as the Learning Profession*. San Francisco: Jossey Bass.

Emerging Key Aspects of CSET's Model of PD



Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice: A cross-professional perspective, *Teachers College Record*, (111) 9, 2055-2100.

Technology has the Potential to Leverage the Characteristics of Effective PD



Affordances of Technology

Constructive Classroom Conversations: Mastering Language for College and Career Readiness (Spring 2016)



SCALE

Designing for Deeper Learning: How to Develop Performance Tasks



STANFORD HISTORY EDUCATION GROUP
READING LIKE A **HISTORIAN**

 **youcubed**
at Stanford University

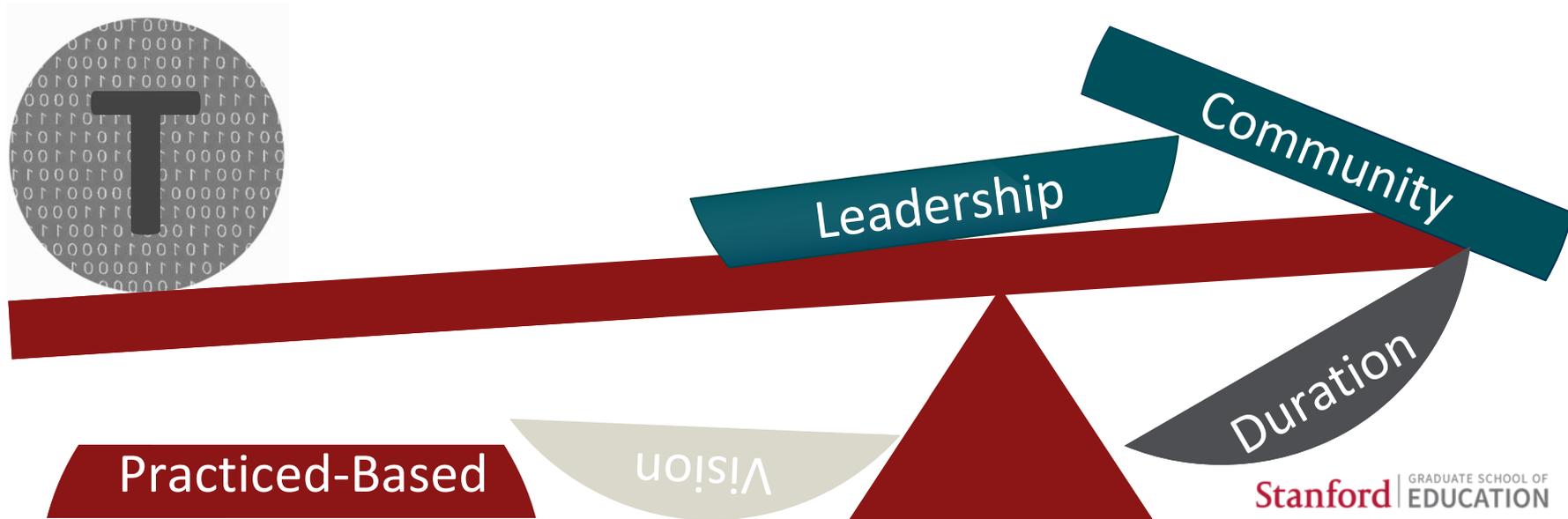
- Asynchronous interactions
- Can revisit and share materials easily

Affordances of Technology



- Opportunity for common experience
- Can share representations of practice easily, safely, and repeatedly

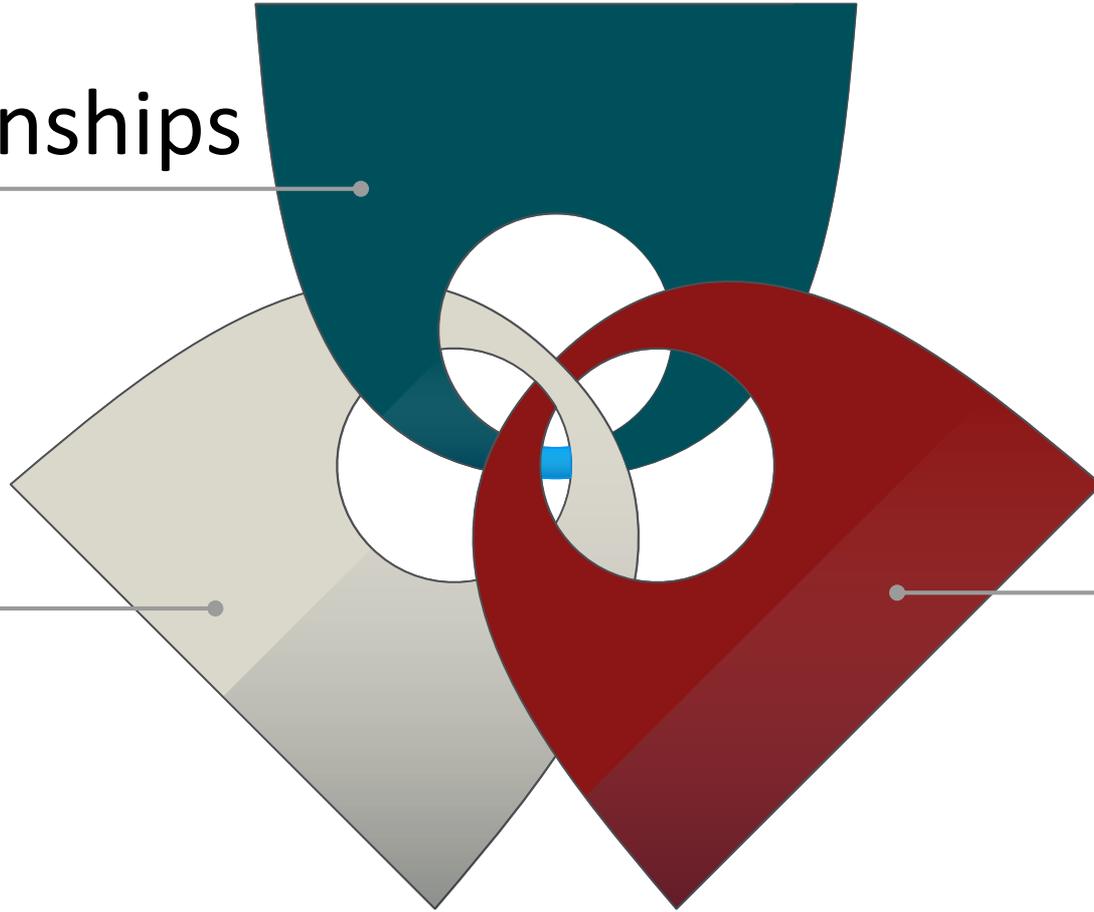
Potential Challenges of Using Technology



Relationships

Trust

Safety





Goals of the HOLLYHOCK FELLOWSHIP PROGRAM



- Improve instruction
- Strengthen pedagogical content knowledge
- Develop equitable learning opportunities for all students
- Build professional community

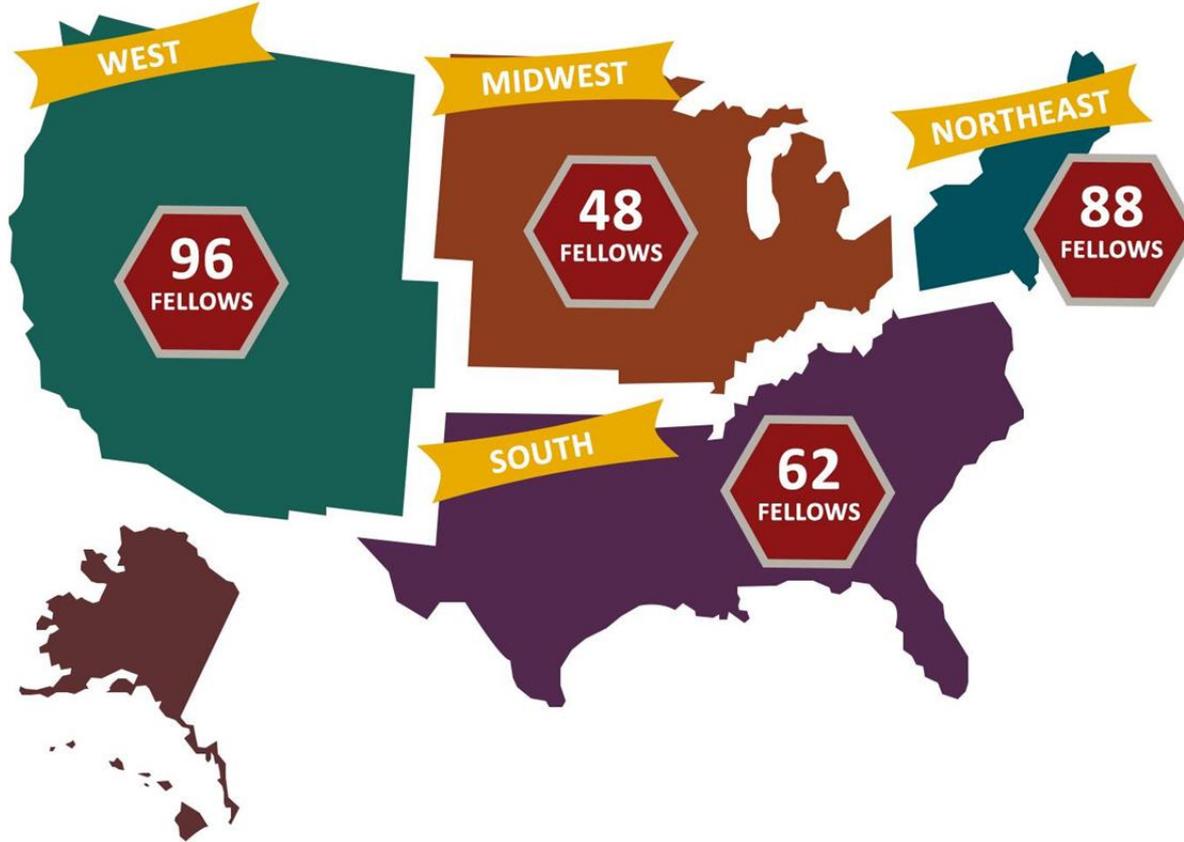


HOLLYHOCK

FELLOWSHIP PROGRAM

CSET

Stanford
University



294
FELLOWS
AND COUNTING

103
SCHOOL-BASED
TEAMS

SERVING OVER
60,000
STUDENTS



HOLLYHOCK

FELLOWSHIP PROGRAM

2-year program

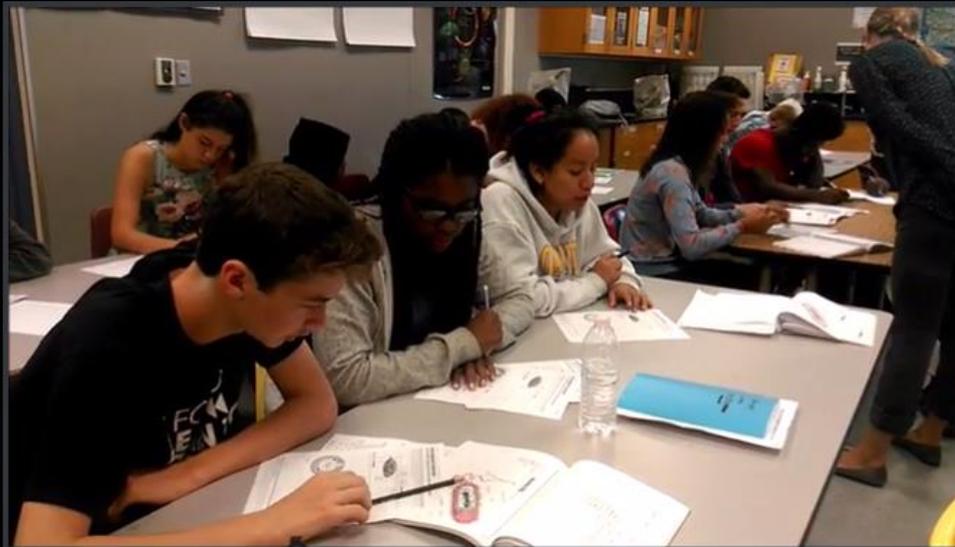
- 2 weeks in residence each summer at Stanford University
- Online coaching sessions throughout each school year



HOLLYHOCK

FELLOWSHIP PROGRAM

CSET
Stanford
University



Audio Transcript

Comments



Gerson Sandoval - Teacher

Posted 2 months ago

5:10



Just curious to find out how students will respond if you don't show them a completed model as an example?



sadie skiles - Teacher

Posted 2 months ago

The long strand of base pairs used as model one is already complete enough. Each student is adding their own two base pairs to it so they see that.



sadie skiles - Teacher

Posted 2 months ago

Plus, we do modeling a lot and not in the same context. Skits, diagrams, etc. so this is not the first time we have evaluated a model.

Reply

ADD COMMENT



How Hollyhock Has Transformed My Practice

1. Increased my self-confidence as an effective teacher

- a. Learned **strategies of effective science teaching** in summer sessions
 - i. Strategies were grounded in research, modeled for us
 - ii. Cohort of peers to practice and brainstorm application with, in person
- b. Implementation of strategies supported by coach feedback cycles**
 - i. Plan a specific strategy to focus on
 - ii. Film implementation in my classroom
 - iii. Coaching conversation; what went well, next steps, needs
- c. Focus of this was growing my practice, based on where I was at**

2. More comfortable with an open practice

- a. Value observation, feedback, collaboration
- b. open to trying new things

3. Love my job even more

- a. Feel better at it, more prepared
- b. Know the cycle for improvement, could apply to new situations

Building Relationships to Enhance Professional Development

Relationships = Trust

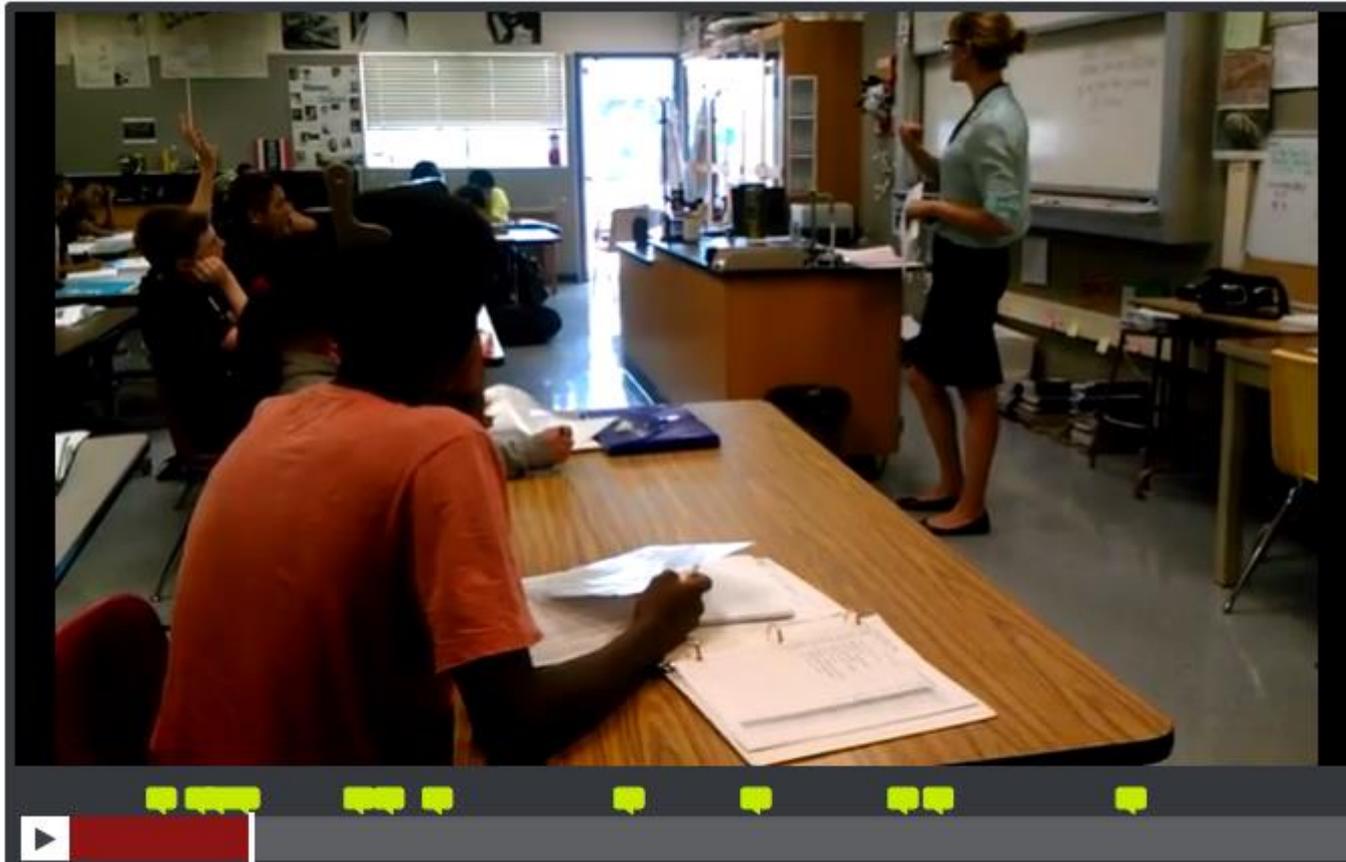
Teacher-Coach & Teacher-Teacher

- Know their experience and background
- Understand their goal
- Experience their collaboration style
- Value their feedback
- Be willing to take risks

Trust = willing to take risks



1. Focused the arc of my professional growth



2. Extended the teacher-coach partnership to the school year
3. Revealed more things to inform my practice



4. Allowed me to collaborate with like-minded peers focusing on the same things

Audio Transcript

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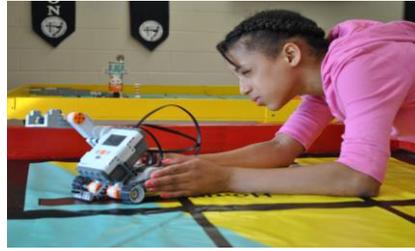
ADD COMMENT

sadie

So What's the Potential for Broadening Access to High Quality Teacher Professional Learning?

Example 2: Problem Solving Cycle and Math Leader Preparation Models

EDUCATION'S DIGITAL FUTURE: EQUITY BY DESIGN



Your ticket to the refreshments:

bit.ly/edfequity

EDUCATION'S DIGITAL FUTURE: EQUITY BY DESIGN

Reminder

Register online at
edfequity.stanford.edu

Week 7: Equity in
with Technology



EDUCATION'S DIGITAL FUTURE:
EQUITY BY DESIGN

A seminar series free and open to the public

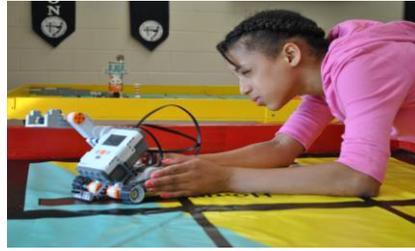
Campfire Chats



**Broadening
Access to High
Quality Teacher
Learning**

May 2

EDUCATION'S DIGITAL FUTURE: EQUITY BY DESIGN



Your ticket to the refreshments:

bit.ly/edfequity