

Planning with Equity in Mind from Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy by Dr. Adeyemi Stemberge

This template was developed by Kristin Monson (NEWESD 101), Jennifer Ireland (NEWESD 101) and Becca Horowitz (PSESD 121) and is offered as an optional resource in conjunction with SGG Module 3.

Question One: What do I want learners to understand?¹

What is a deep and meaningful conceptual understanding about your content that matters tremendously for students so that they are able to think like practitioners in your field?

What do you remember about your own early emerging understandings of this concept?

What did you figure out?

How did you figure it out?

How did it feel when you first understood?

Question Two: What do I want learners to feel?²

The asking of this question in the design of units and lessons requires us to recognize our students' humanity, particularly as social and cultural beings who bring a wealth of experiences and understandings with them to the classroom - even if these differ culturally and qualitatively from our own. Though the anticipation of what our students will feel is inexact, we should make an effort to place ourselves in their skin and imagine their affect without rejecting their values or projecting our own onto them.

Question Three: What are the targets for rigor?³

How can students perform their rigorous understandings of a concept?

When we consider the question, *What are the targets for rigor?* we are planning for those moments when students will demonstrate cognitive engagement to the point that they own the learning experience so profound that we, the teachers, are no longer in control - and that is, of course, a wonderful thing. We as teachers lose control whenever our students are leveraging their own assets and capital in building their own unique conceptual connections in their developing understandings.

¹ Stemberge, Adeyemi Culturally Responsive Education In the Classroom: An Equity Framework for Pedagogy (p. 121-123)

² Stemberge (p. 125-127)

³ Stemberge (p. 130-131)

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Question Four: What are the indicators of engagement?⁴

When we ask the question, *What are the indicators of engagement?* We are making predictions as to what engagement may look like in the learning experience, and we are prioritizing when and how we might yield some expectations for engagement in favor of others. We are essentially seeking the pathway to *Flow* - the perfect intersection of challenge and skill that will sustain students' self-driven investment in the learning. The key for teachers is to anticipate what those indicators for engagement might be so that we can authentically coach students along to even greater investment in the learning experience.

Question Five: What are the opportunities to be responsive?⁵

In considering the question, *What are the opportunities to be responsive?* We should focus on our most vulnerable learners. Here is where we are deliberate about how we will incorporate meaningful protective factors into the fabric of the learning experience.

This question provides a rich opportunity to consider the ways in which my identity in the role of teacher as a cultural being may be limiting the expression of my students' competencies. We should be deliberate in our thinking about how we imagine our students to be capable and creative thinkers. Consider how you will confirm that your students are perceiving the experience as responsive. When planning, I like to predict specific moments when I can be positioned to listen and respond to my students' thinking... these moments of responsiveness support students in developing greater agency and a detailed sense of what they are feeling - which are the essential ingredients of emotional intelligence. It is a powerful thing for a student to give a learning experience their serious attention and have a teacher, the more experienced thinker, acknowledge, support, and validate that effort.

⁴ Stenbridge (133-135)

⁵ (p. 120)