

Critical Thinking with Equity

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Agenda

- 8:30 registration
- 8:45 welcome, introductions and ice-breaker activities
- 9:00-10:30 content
- 10:30-10:45 break
- 10:45-noon content
- Noon – 1:00 lunch
- 1:00-3:15 content
- 3:15-3:30 debrief and exit cards



Safe, Caring and Inclusive Environments

Create spaces for inclusion



Suitcase Ice-Breaker

Topic: You and Sports

- List 3 things relating to topic (e.g. hate them, play them, watch them etc.)
- Mix and mingle to share your ideas



Harvey Daniels: Home Court Advantage

What is it?

- A sports analogy that builds accountable talk in the classroom



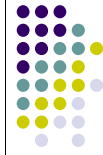
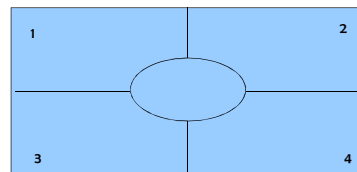
Why do it?

- Builds a “winning” classroom



What is Equity?

Placemat activity



Dimensions of Equity

- ancestry, culture, ethnicity, language, race, and religion;
- gender, gender identity, sex, and sexual orientation;
- age, intellectual ability, physical ability, health, and size; and
- class, poverty, and socio-economic status

Ministry initiatives 2008-2012

4 year implementation plan - Equity and Inclusive Education Strategy

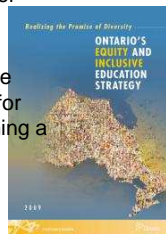
We envision an inclusive education system in Ontario in which:

- all students, parents, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.



Equity and Inclusive Education Strategy (cont'd)

- To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted.
- We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.



OCDSB Initiatives 2011

- **OCDSB Equity and Inclusive Ed. Policy (P.098.CUR)** revised 12 April, 2011
- **OCDSB Strategic Plan 2011-2015 (WELL – wellness, engagement, leadership and learning)**
 - Embed character, equity and inclusion into daily classroom practice and school climate
 - Revise and expand OCDSB character development continuum
 - Revise and implement equity framework; incorporate the continuum in the next BIP; use the continuum in assessing needs in SIPSA

Draft BIPSA 2012-13

OCDSB Smart Goal Community, Culture and Caring (K-12)

- By June 2013, all schools in the Ottawa-Carleton District will demonstrate their commitment to create, maintain and support positive school environments, guided by the OCDSB "Community of Character", in fostering cultural proficiency, equity and inclusive practices, as measured by the indicators of progress.

BIPSA: Actions to Build our Capacity

Teachers will:

- embed character development, the principles of equity and inclusive education, and differentiated instruction in their classroom practices;
- assist in creating a district and school culture that values caring relationships between teachers and students, fosters a sense of belonging, nurtures democratic principles and encourages student voice in decision making; and
- use relevant curriculum policy documents and support materials to inform assessment and instructional practices

What does this mean for schools in the OCDSB?



SIPSA must align with BIPSA

Consider: How will you embed these guiding principles in your school's SIPSA?

- Commitment to Our Students and School Communities
- A Community of Character
- Equity and Inclusive Practices Engage Our Learners

...among others

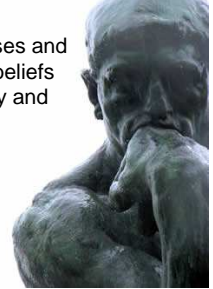


What does this mean for you as an educator?



Self-reflection

- We must confront our own biases and take steps to modify personal beliefs that are inconsistent with equity and inclusive education principles.



Andrew de Leon



<http://www.youtube.com/watch?v=vblvmIFDcaM>



<http://pdnphotooftheday.com/2010/08/6194>



<http://vimeo.com/40000072>



Flipped Racism

- Discovery Education Canada
 - Accounts for each school
- <http://player.discoveryeducation.ca/?bInPreviewOnly=1&guidAssetId=8631d4ac-638a-42f5-a8b4-7bf546a09267>

Accountable Talk



Talking is engaging the brain

Engaging in Accountable Talk

It is not an exaggeration to suggest that classroom talk determines whether or not children learn, and their ultimate feelings of self-worth as students.

Talk is how education happens! (Gibbons, 2002)



Value of talk

- Oral language skills are a critical component of literacy in any language.
- give students frequent opportunities to converse to stimulate the development of listening and speaking skills

excerpt from *Many Roots, Many Voices*,
Ministry of Education 2005



Accountable Talk

Meaningful

Respectful

Mutually beneficial
to both speaker and
listener

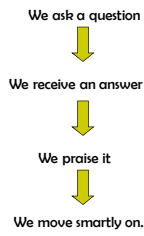
Stimulates Critical Thinking by helping students to:

- learn
- reflect on their learning
- communicate their opinions and understandings

Teaching the “global” habits of mind

	Key traits
open-mindedness a habit or willingness to entertain new or different ideas and alternative ways of looking at people, places and events (opposite: closed-minded or rigid)	- recognizes differences in points of view - entertains contrary positions
full-mindedness a habit or inclination to make up one's mind on the basis of adequate understanding of the whole story (opposite: simple-minded or simplistic)	- anticipates complexity - recognizes stereotyping - suspends judgment when warranted
fair-mindedness a habit or inclination to give a fair hearing to alternate points of view to judge on the basis of merit and not simply on personal interests or preferences (opposite: narrow-minded or prejudiced)	- empathizes with others - overcomes bias (ethnocentrism, national fanaticism, presentism)

Traditional Teaching Sequence:



To promote accountable talk in our classrooms we must create safe and collaborative learning environments where all points of view are valued and everyone has a voice.

"This sequence effectively neutralizes the provoking question, squanders the thoughtful response, masks children's conceptual difficulties, and restricts the diagnostic as well as the cognitive potential of talk."

Ways to get started!!!

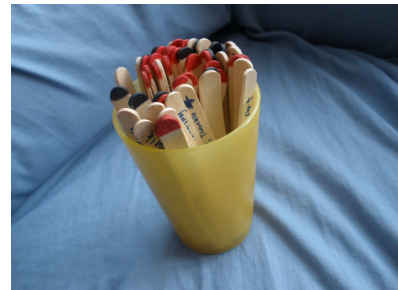
Giving all kids a voice

- Classroom management strategies to create safe and inclusive classroom



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Dylan Wiliam & No hands up



Multiple Choice Letter Cards



The return of the slate!



Colour Indicators



“Secret Ballot” Voting



1	
Totally confused!	
2	
I need to hear that again...	
3	
Pretty good, I could get started...	
4	
I was ready 5 minutes ago!	

Numbered Heads

- Number students heads - accountability
- EX. Group of 5 – each kid is # 1, 2, 3, 4, or 5
- After group discussion you can call on any number and they should be able to tell you what the group was discussing




Accountability: A two say street

- Not only are we asking our kids to become more aware and accountable for their thinking and communicating – we too as teachers are accountable!
- Apart from our check-in and at a glance strategies listed above, we must be aware of our learners and what they are telling us with their body language and behaviour.
- We must be engaged in listening to what they are thinking about, so we can be ready to provide immediate verbal descriptive feedback.

Instructional Strategies

for promoting Accountable Talk

2 Truths and a Lie

- 
- More than just an ice-breaker activity
 - Each student in the group says 2 truths and 1 lie about themselves or something that happened in a text, and then the others guess which is the lie.

Debate Tag

- 4 people debate a topic/issue
- Class forms a circle around them
- Others can “tag in” if they want to say/add something to the argument

“Should there be zoos?”



In your opinion, which image **best** defines “Courage”?

Why?

- See laminated HSBC Ads

Membership Grids



Topics →	Courage			
Ella				
Owen				
Lauren				

Gallery Walk / Graffiti Wall

- Place pictures or quotes on a topic/theme or from a text and ask students to travel around to each and discuss what they see/feel.
- This could be done verbally, but will be more effective if students are accountable for writing on a sticky or directly onto the chart paper.
- A class discussion could then stem from the feedback to each picture or quote

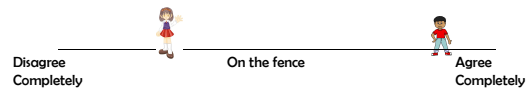
Four Corners

Strongly Agree → Agree → Disagree → Strongly Disagree

- Students take a stance
 - Strongly Agree/Agree/Disagree/Strongly Disagree
- Students discuss their reasoning for stance they've taken with the others in their “corner”. Then ask students to regroup in the middle and talk to someone who wasn't in their corner to share their thinking.

Value Line

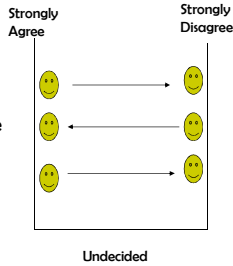
- Ask a question and have students take a stance on what they think and stand along the value line.



Garfield's U



Like the four corners, students take a stance on a statement or situation.



Should there be zoos?

They place themselves accordingly on the U. They then pair up with the student directly across from them on the U. That way they will be discussing with a partner who has the opposite point of view.

Have the Last Word



- Pass out a quote/image
- First person shares the quote/image with the small group and shares their comments on it
- Each person in the group has a chance to share their ideas
- The first person then has the chance to "have the last word" about their quote/image

What do you mean??



Nobody has the last wordbut me.

Hot Seating

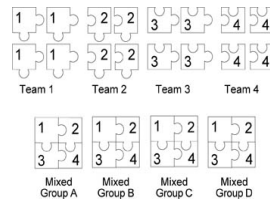


A student plays characters from a text and the class "interviews" or asks questions

Possible characters to role play:	Questions to ask them:
<i>The Outsiders</i>	
Ponyboy	What were you thinking when you ran into the burning church?
Johnny	
Dallas	Why did you have a gun?

- Call in Radio Show
- Television News Broadcast
- Newspaper Interview

Jigsaw



- Join a homogeneous group to "become an expert" in your topic, then return to your home heterogeneous group to share, as well as gain new perspectives.

OR

- "Stay and Stray": one person stays to answer questions from others while the other partners see what other groups have come up with.

Passing Cards



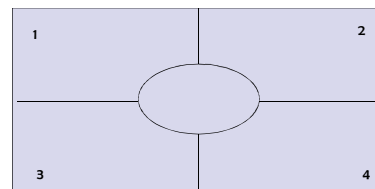
- If you have a card = speaker
- If you don't have a card = listener
- If the listener wants to share an idea, they must first rephrase what the speaker said and then they get the "Card"



Placemat



- 5 sections; 4 around the outside, 1 in the middle
- Outside: students can brainstorm their own thinking about a topic, picture, quote...
- Middle: could be the topic/main idea to brainstorm, or a spot for the group to write what they had determined together.



Think-Pair-Share

- By far the most well known of the strategies presented. Students have think time, before pairing up elbow to elbow/knee to knee/desk to desk, then they can share ideas with the whole group.

Think-Write-Pair-Share

- Used in L.A., but more frequently in Math. Students have some thinking time before writing down their thinking, then they can pair up and share.



Tea Party

- This is a pre-reading activity
 - Provide student with a list of phrases from the book
 - Students walk around the room and share their phrases and make predictions about the book while they attempt to put them in order
1. "As it seems now, there is no other way."
 2. "Today, there are three elephants in this zoo, but years ago we had three different elephants."
 3. "What would happen if bombs hit the zoo?"
 4. "Give us something to eat, please give us water."



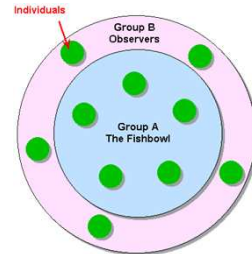
Inside-Outside Circle

- Two circles: inside group doesn't move, outside group moves 2 or 3 spots to discuss with a new partner each time.



Fish Bowl

- Ask two students to model an activity while others observe.
- Then have a discussion about what went well and what could be improved.



Lunch time



Critical Thinking

CT and equity education are not separate activities. We often compartmentalize these in order to organize our teaching yet the deeper understanding of each component makes obvious their interconnectivity.



- Engaging in Critical thinking with students and creating the habits of mind required to do this effectively often includes uncovering bias in text (dominant voice, missing voice) this is the **heart of equity education** – creating space for these voices to be heard.

Accountable Talk & Critical Thinking

Accountable Talk is meaningful, respectful, and engaging. It is mutually beneficial to both the speaker and listener.

Critical Thinking is critical thinking that requires the creation of criteria in order to make an informed decision.

The two work hand in hand, because critical thinking requires accountable talk in a safe and collaborative environment.

The following strategies and activity ideas were initially put together from the **Effective Guide to Literacy Instruction**. (Vol. One: Foundations of Literacy Instruction for the Junior Learner). **The list has been extended to incorporate many new critical thinking strategies.**

Anticipation Guide



1. Innocent victims of war are not remembered.	Agree ? Disagree ?
2. We should always obey the rules.	Agree ? Disagree ?
3. Animals should be in cages.	Agree ? Disagree ?
4. Animals should die for the protection of people.	Agree ? Disagree ?

3 - 2 - 1



3 details you notice in the picture...

- 1.
- 2.
- 3.

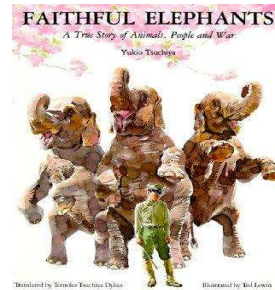
2 ideas you have based on the picture...

- 1.
- 2.

The most important question you have...



Focus Book: Faithful Elephants



Juxtaposing Images



Debate Team Carousel



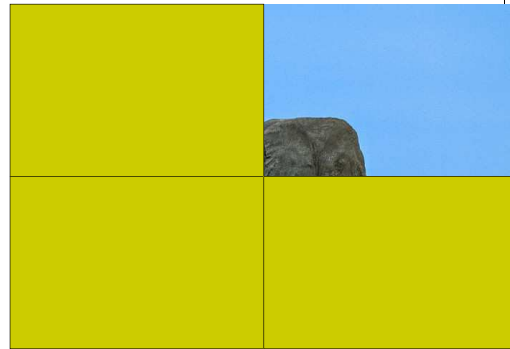
1. Give your opinion on the quote in the middle and explain your reasons...	2. Read the response in box # 1 and provide another reason that supports it.
<p>Animals should die for the protection of people.</p>	
3. In this box, provide a reason(s) that might be used to argue against what is written in box #1 and #2.	4. Add your "two cents." Read what is written in the three boxes. Add your opinion and your reason for it in this box.

Opportunities-Challenges-Implications

The Zookeepers obeyed their orders to kill the elephants

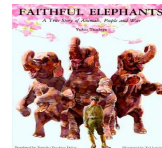
Opportunities	Challenges	Implications
<ul style="list-style-type: none"> - they won't get into trouble - they keep their jobs - they may get a promotion 	<ul style="list-style-type: none"> - it was excruciating for them to murder the elephants - in their hearts they knew it was wrong but they had to follow orders 	<ul style="list-style-type: none"> - they will forever be scarred by their actions - there will be no animals left to breed so when the war is over, the zoo will have no animals and remain closed

Quadrantal Examination



R Role	Role of the Writer - Who are you as the writer? <ul style="list-style-type: none"> - The zoo owner - The trainers - One of the elephants
A Audience	Audience - To whom are you writing? <ul style="list-style-type: none"> - The Government - The army - The zoo visitors
F Format	Format - What form will the writing take? <ul style="list-style-type: none"> - A letter - A persuasive plea
T Topic	Topic - What's the subject or the point of this piece? <ul style="list-style-type: none"> - To put a stop to the bombing - To keep the elephants alive
S Strong Verb	Use of strong verbs through out the piece. In primary juicy words can be listed together. <ul style="list-style-type: none"> - Inhumane - Torturous

He may be stubborn, but John is old and wise. He would tell Wanly and I amazing stories about his journey to Tokyo. One day he was tested and given awful potatoes, but just by looking at them he could tell something was wrong. Then they came after him with large metal needles, but John stood tall and broke every one that came toward him. All of a sudden they stopped feeding John. Wanly and I could see that each day he got thinner and thinner. His lips and ears trembled as his time approached. He let out one last call and we never heard any of his stories again. Cherry blossoms fell and covered the floor around him. Wanly and I would stand on our hind legs and lift our trunks high to the sky in honour of our old, stubborn and wise friend John.



My legs would no longer bear the weight of my body, Wanly would cry out all day for some food. I had wondered why they wanted us dead? My body felt so cold, and Wanly stopped crying out. We felt too weak to do anything. Even with the food our beloved trainer had finally given us, we felt so empty. My eyelids began to feel like the heaviest part of my body. Wanly and I had decided that it was time to raise our trunks high to let the cherry blossoms coat them with luck and let ourselves drift away like the blossoms in the wind.

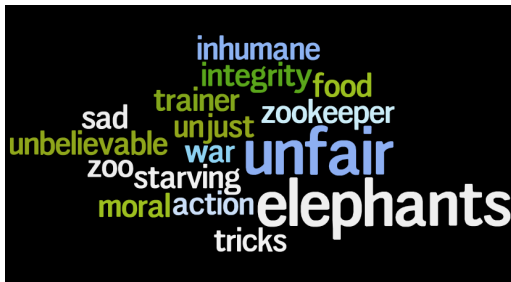
Tableaux & Step into the Picture

- Create a tableaux - Act-out/freeze frame of an idea or scene in the text.
- Then to step into the picture, describe the conversation that occurred 3 minutes
 - Before the scene
 - after the scene

P.O.V: "Re-write" or "switching"

- Garfield's "Re-working The Piece"
- Describe 3 changes you would make to a story or picture.
 - Ex. gender, ethnic/race, clothes/body-style of the main character(s)
 - setting

Wordles



Exit card



Welcome back!

Equity and Critical Thinking
Day 2

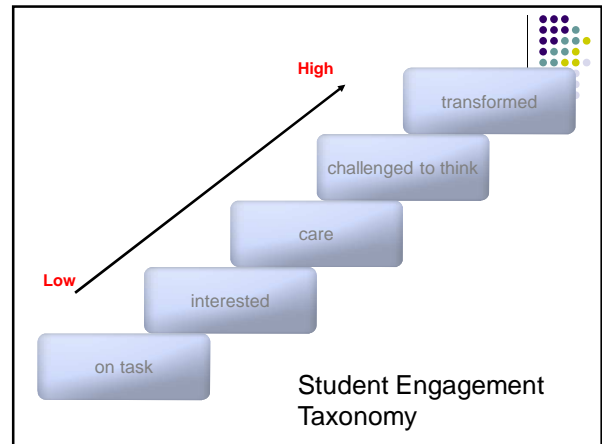
Day 2 Agenda

- Appreciation video
- Review exit cards and share agenda
- Engagement taxonomy
- Complete CT PPT from yesterday
- Article/ Photo of the week
- Assessment rubric

Appreciation video



<http://www.youtube.com/watch?v=n4BwAaGFSv>



Engagement Taxonomy

Transformed (empowered)	Working on my science fair project has been very interesting and is causing me to think about my beliefs and how I may change my actions. (reaffirm my beliefs)	Researching my topic and weighing the evidence has caused me to reflect on many of my own beliefs, some of which have been strengthened others I am re-thinking as a result.
Challenged (caught up)	The controversy surrounding my topic is really interesting. I am enjoying weighing the evidence and the process of carrying out the scientific method.	I have found the conflicting views on my topic interesting and have enjoyed reading different accounts of the historical events. Interpreting the evidence has allowed me to form my own conclusions on the topic and I am enjoying the challenge of making sense of conflicting accounts.
Cares (appreciates the value)	I am interested in my science fair topic and believe it will help me to better understand important concepts in science.	I find my topic very interesting and want to make sure I meet all the requirements so that I can do very well on this task.
Interested (entertained)	Science class is interesting due to the videos and the experiments are fun to do. It is always interesting to see what people submit to the science fair.	The history films and the great stories about how people lived in the past makes history really interesting but I do not do many of the assignments either in or out of class.
Willing to do (on task)	The science fair is a significant part of our grade so I will make sure I get the work done and on time. I will use class time to work on the project.	I know my overall grade will improve if I make sure I do all the steps in the research process and make sure I complete my paper on time.
Form of engagement	Example: Participating in a science fair	Example: Completing a history essay

- Continue CT pres.

Article of the week

- <http://teachingkidsnews.com/>
- <http://www.lesplan.com/>
 - What in the World
 - Le Monde en Marche

Leaving Uganda

<http://ugandalittleleaguebaseball.org/>



Little League World Series 2012: Uganda - first African team to win a game

The Uganda Little League team comes from a very poor area in Africa and many players came to South Williamsport without shoes to play in. Most of their parents couldn't afford to make the trip, but the crowds and other teams at South Williamsport have cheered them on considerably. The Uganda team...clearly appreciate the trip to the US...said they have never played in front of such big crowds before and the fields are much better than what they play on at home.

"I'm thankful we could come here," Odong said. "This was so great."

Uganda's official series record is 1-2 but the team plans on playing more friendship games.

R Role	Role of the Writer - Who are you as the writer?
A Audience	Audience - To whom are you writing?
F Format	Format - What form will the writing take?
T Topic	Topic - What's the subject or the point of this piece?



TED Talk: The Danger of a Single Story

- Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Assessment

Most students can hit the target if they can see it clearly and it stays still for them.

Rick Stiggins

Authentic Assessment Tasks

- Students demand relevance
- Teachers respond with simulation and role-play
- Authenticity is key – change a book report into a book review, a word problem into a real-world challenge!

Differing Assessment Purposes

Assessment for and as Learning Assessment of Learning

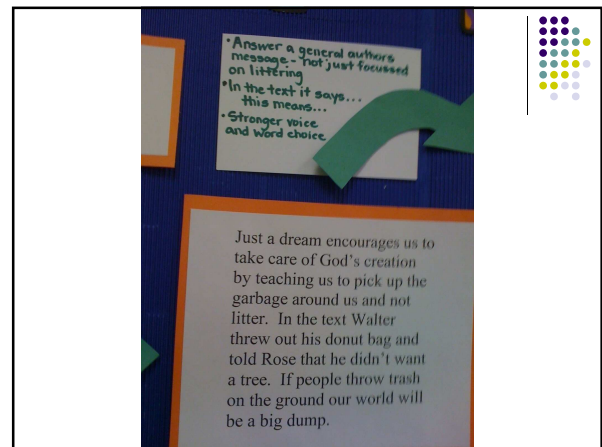
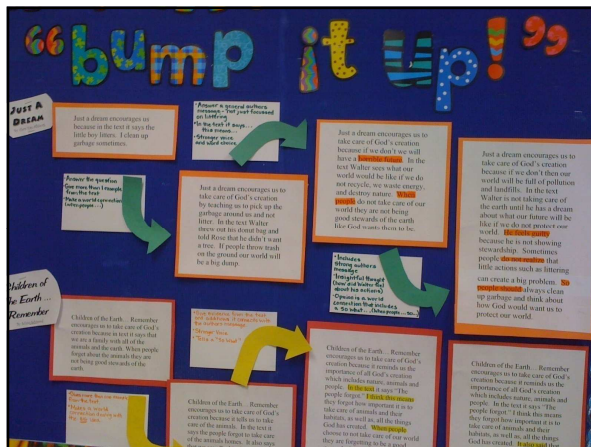
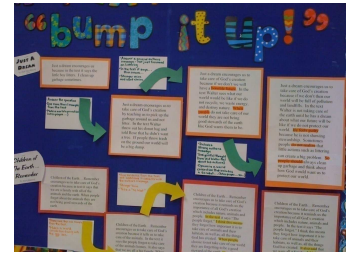
- Tryouts
- Practices
- Games
- Playoffs

The BIG FIVE Strategies for Effective Instruction in Our Schools...



Bulletin Board activity

- Assessment for learning
- Best practice examples
 - feedback



Planning Time



Thank-you!

Feel free to contact us for further information:

- Jodi.sabourin@ocdsb.ca
- Caroline.theriault@ocdsb.ca

Have a wonderful school year!

