

# ***Equity in the Classroom:***

*Strategies that build relationships, promote student voice, and develop the whole-child.*

Denisha Saucedo

2018 PSESD Regional Teacher of the Year  
Kent Elementary

## Session Overview

In this session, our plan is to explore strategies for building student-teacher relationships. This will be a chance to explore why student voice, and both teacher and student self-efficacy have a high effect on student achievement.

In a nutshell: I hope this session will prepare teachers and administrators to head back to your building and look at class policies and make systemic changes that emphasize SEL for both teachers and students.

# Objectives

- *Educators will have strategies that strengthen teacher-student relationships, elevate student voice and self-efficacy.*
- *Educators will understand the importance of SEL and equity-based strategies and their impact on student achievement.*
- *Educators will begin to develop and understanding of bias and racial equity and its impact on student achievement.*

## *Washington State K-12 Social Emotional Learning Standards*

- *Self-efficacy: Individual has the ability to motivate, persevere, and see oneself as capable.*
- *Social awareness: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.*
- *Social management: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.*

# Humans of Our Communities

- <https://www.instagram.com/humansofny>
- *Directions:*
  - a. Find a partner - someone you do not know*
  - b. Actively listen to your partner for 2 minutes - find their story (you may only ask clarifying or follow-up questions - no storytelling as the listener)*
  - c. Switch roles*

# Know Yourself First

- *Categorize yourself into the following social groups (be specific):*
  - a. Age*
  - b. Gender/Gender Identity*
  - c. Ability*
  - d. Race*
  - e. Ethnicity*
  - f. Religion*
  - g. Sexual Orientation*
  - h. Social Class*
- *Choose the one that most impact your worldview - share with a neighbor*

# Social Groups and Perception

- ***With a partner:*** make a list of social groups represented in your classroom
- ***Independently:*** Think about your social groups versus your students' social groups - where might perception impact relationship?
- Think of a student you do not have a strong connection with - why? How are perceptions involved?
- Now think of a student who you ***DO*** have a strong connection with - why?

# ***WHY Relationships?***

*Universal Truth #1:*

*Children who succeed seem to do so when they have people in their lives who believe in them.*

*Universal Truth #2:*

*Children who succeed have  
meaningful relationships with  
caring adults..*

# Think-Pair-Share

- *Think of a student for whom you feel you are the caring adult in their lives*
- *How long have you known her/him?*
- *Name (2) of this student's assets?*
- *How do you know the student is comfortable enough to learn and ask of you?*
- *How did you build this relationship? Was it intentional or random? Why?*
- *How do you know it was/is an effective relationship?*

# Independent Reflection

- *Think of a student with whom you feel you do not have a positive relationship*
- *How long have you known her/him?*
- *What are this student's social groups?*
- *What do you observe about this student?*
- *What in your background might impact your perception of this student?*

# *Efficacy*

The ability to produce a desired or intended result.

## *Self Efficacy*

## *Teacher Efficacy*

## *Collective Efficacy*

If educators' realities are filtered through the belief that they can do very little to influence student achievement, then it is likely these beliefs will manifest in their practice. The solution? Collective efficacy (CE)--the belief that, through collective actions, educators can influence student outcomes and increase achievement. Educators with high efficacy show greater effort and persistence, willingness to try new teaching approaches, and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing:

# John Hattie

“What works best in education?”

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's  $d$ ). In his study “[Visible Learning](#)” he ranked influences that are related to learning outcomes from very positive effects to very negative effects.

# On Top of the List

**1. Collective teacher efficacy** ( $d = 1.57$ ). This is a factor that can be manipulated at a whole school level. It involves helping all teachers on the staff to understand that the way they go about their work has a significant impact on student results – for better or worse. Simultaneously, it involves stopping them from using other factors (e.g. home life, socio-economic status, motivation) as an excuse for poor progress. Yes, these factors hinder learning, but a great teacher will always *try* to make a difference despite this, and they often succeed.

**3. Teacher estimates of achievement** ( $d = 1.29$ ). Sadly, this reflects the accuracy of teachers' knowledge of students in their classes, not “teacher expectations”, so this is not a factor teachers can use to boost student achievement.

# Strategies That Work



# *The Importance of September*

Respect  
Relationships  
Responsibility  
Repair  
Reintegrate

*Greet every student  
at the door!*

# Weekly Classroom Meetings

*Create a growth mindset  
and walk the path of  
growth your students*

# Writing Journals

Dear Mrs. Saucedo

If there was a Nobel Prize for best teacher I'm sure that you'd get it. Don't tell Mrs. ~~xxxxxx~~ I said that. Some things I have to say are thank you for being an amazing person and a true inspiration. You are an inspiration to everybody, you've activated a hunger for leadership and pride. And you've inspired me to plan my future and become a better individual. You have taught me that nothing is just handed to you or comes easy that you have to work for it and prove your worthy enough to have it. I'm not sure how I'm going to live without your lessons and wisdom but I know that I can go into the real-world and be confident in who I am and what I can achieve.

THANK YOU SO MUCH

- Love



*Expand their circles and  
build empathy*



# Poetry Assignment

When e dark col  
Liv ty ness ors  
Ing fill shine  
In ed and  
a with show  
so doubt your  
ci and true

But I Will Rise I Will  
Rise  
Down  
Me  
Puts  
Ty  
E  
Ci  
So  
Hair  
Brown  
Eyes  
Brown  
Girl  
Brown  
A  
Born

High Er Then The Ski Es

gone my  
byss a sis  
the ter's  
to in Birth  
in day mis  
thrown tak  
ten en for  
got mine  
for I'm  
mine for  
days got  
birth ten  
ly Ju in lone a I'm be  
cause

# Share Wrong Answers



*Show them your  
imperfections*



*Respect*  
*Relationships*  
*Responsibility*  
*Repair*  
*Reintegrate*

# *Share Your Strategies*



## In a Nutshell

Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (kindness, sharing, and empathy, etc.), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

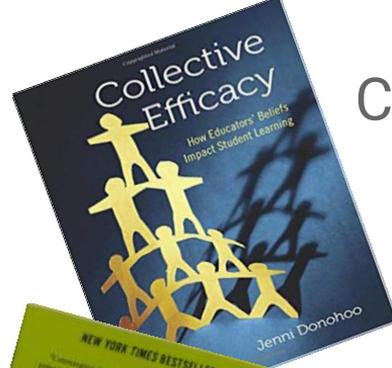
# SEL For Teachers

To facilitate students' social and emotional learning, a teacher must know the student as a person. This means that the teacher must strive to know her or him self. In order to help students achieve a degree of well-being, teachers need to be aware of their own well-being.

What are your  
Triggers? Or what  
makes you  
Triggered (as the  
kids say)...

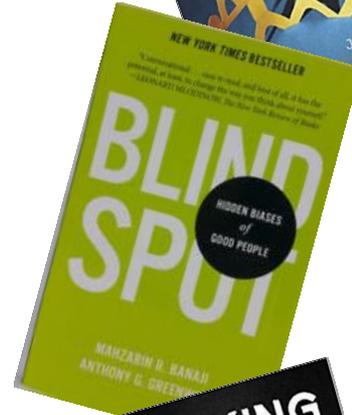
What do you do to  
keep your calm  
and carry on?

# MUST Reads



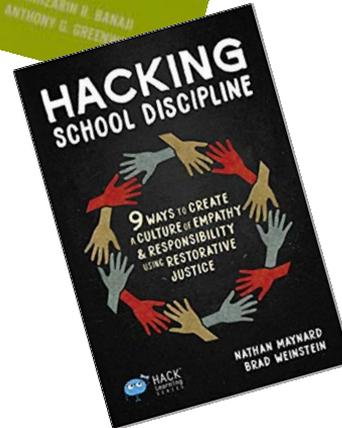
## Collective Efficacy

Jenni Donohoo



## Hacking School Discipline

Nathan Maynard & Brad  
Weinstein



## Blind Spot

Mahzarin Banaji & Anthony  
Greenwald

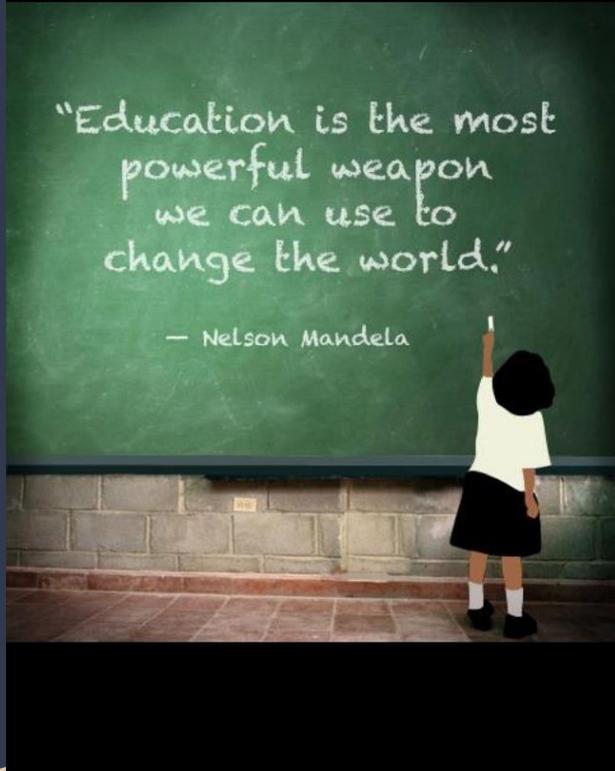
## Session Review

In this session, my plan was to explore strategies for building student-teacher relationships. It was an opportunity to explore why student voice, and both teacher and student self-efficacy have a high effect on student achievement.

In a nutshell: I hoped this session would prepare teachers and administrators to head back to their building and look at class policies and make systemic changes that emphasize SEL for both teachers and students.

Thoughts?

**Questions?**



"Education is the most  
powerful weapon  
we can use to  
change the world."

— Nelson Mandela

Our job is to teach the students we have.  
Not the ones we would like to have.  
Not the ones we used to have.  
Those we have right now.  
All of them.

Dr. Kevin Maxwell

Denisha Saucedo

[Denisha.saucedo@kent.k12.wa.us](mailto:Denisha.saucedo@kent.k12.wa.us)

