

Features of Classroom Culture that Support Equitable Sensemaking



| Feature | Description | Observations |
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| <p>1. Who is engaged in (or excluded from) classroom activity?</p> <p>All students are engaged in the classroom activities.</p> | <ul style="list-style-type: none"> Equity means we focus on all students having opportunities to learn. Equity means we ensure the participation of students from historically marginalized groups. Participation can include speaking, but also includes nodding, hand signals, body language and other physical expressions of engagement. | |
| <p>2. Who is treated as a “knower” in the classroom?</p> <p>Students see themselves, one another and the teacher as the “knowers” in the classroom.</p> | <ul style="list-style-type: none"> The teacher is not the sole holder of knowledge in the classroom. Students lend valuable ideas to the discussion. The class respects all participants (students and teacher) and their ideas are seen as valuable, important, and helpful. Student sensemaking is not straightforward and may not seem logical to others, but is logical, rich and meaningful to the student. | |
| <p>3. What ways of knowing are privileged in the classroom?</p> <p>Students and the teacher value the diverse resources one another bring to the social endeavor of science.</p> | <ul style="list-style-type: none"> Learning is meaningful when home and school worlds connect. All students bring valuable life experiences that are relevant to classroom learning, including their everyday language. Encourage and value students use of resources to make sense of phenomena including non-academic language, gesturing, metaphors, storytelling and other modes of expression. | |
| <p>4. What science is practiced in the classroom?</p> <p>Instruction is organized around phenomena and design challenges to surface student ideas and question to drive future instruction.</p> | <ul style="list-style-type: none"> Science is not framed as the memorization of facts and definitions. Science is about making sense of the world around us including phenomena and design challenges. Student ideas and questions are surfaced and used to guide future investigations and inquiries. Students can tell you how what they’re doing today is helping them explain a phenomenon or solve a problem. | |

Adapted from Wingert, K. Classroom Culture Investigations. Presentation at CCSO Science SCASS; Los Angeles, CA. 20 Feb 2019



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| Feature | Your Goals & Rationale | Potential Strategies or Moves for Your Classroom |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------|
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| <p>2. <u>Who</u> is treated as a “knower” in the classroom?</p> <p>Students see themselves, one another and the teacher as the “knowers” in the classroom.</p> | | |
| <p>3. <u>What</u> ways of knowing are privileged in the classroom?</p> <p>Students and the teacher value the diverse resources one another bring to the social endeavor of science.</p> | | |
| <p>4. <u>What</u> science is practiced in the classroom?</p> <p>Instruction is organized around phenomena and design challenges to surface student ideas and question to drive future instruction.</p> | | |

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