

# Features of Classroom Culture that Support Equitable Sensemaking



Feature	Description	Observations
<p>1. <b>Who</b> 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"> <li>Equity means we focus on all students having opportunities to learn.</li> <li>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.</li> </ul>	
<p>2. <b>Who</b> 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"> <li>The teacher is not the sole holder of knowledge in the classroom. Students lend valuable ideas to the discussion.</li> <li>The class respects all participants (students and teacher) and their ideas are seen as valuable, important, and helpful.</li> <li>Student sensemaking is not straightforward and may not seem logical to others, but is logical, rich and meaningful to the student.</li> </ul>	
<p>3. <b>What</b> 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"> <li>Learning is meaningful when home and school worlds connect.</li> <li>All students bring valuable life experiences that are relevant to classroom learning, including their everyday language.</li> <li>Encourage and value students use of resources to make sense of phenomena including non-academic language, gesturing, metaphors, storytelling and other modes of expression.</li> </ul>	
<p>4. <b>What</b> science is practiced in the classroom?</p> <p>Instruction is organized around phenomena and design challenges to surface student ideas and questions to drive future instruction.</p>	<ul style="list-style-type: none"> <li>Science is not framed as the memorization of facts and definitions.</li> <li>Science is about making sense of the world around us including phenomena and design challenges.</li> <li>Student ideas and questions are surfaced and used to guide future investigations and inquiries.</li> <li>Students can tell you how what they're doing today is helping them explain a phenomenon or solve a problem.</li> </ul>	

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



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Feature	Your Goals & Rationale	Potential Strategies or Moves for Your Classroom
<p>1. <u>Who</u> is engaged in (or excluded from) classroom activity?</p> <p>All students are engaged in the classroom activities.</p>		
<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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