

Turning Mirrors into Windows

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Time Frame 55 - 75 min

Essential Question(s)

How can I turn mirrors into windows in my classroom/school environment?

Summary

The concept behind turning mirrors into windows is about reflecting on one's experiences and exposing oneself to new possibilities. In this professional development, participants will explore what turning mirrors into windows is and how it is reflected in current practices. Panelists will provide tips for GEAR UP facilitators to work alongside teachers, administrators, faculty, and staff to foster an environment where all students feel seen, heard, included, respected, and valued for their uniqueness. In this session, we will reflect on how GEAR UP can impact equity, inclusion, & access across schools by addressing environmental factors, classroom culture, and educational policy. Let's turn mirrors into windows for your students today!

Learning Goals

- Participants will reflect on what turning mirrors into windows is and how it is reflected in their current practices.
- Participants will engage in a dialogue with panelists to discuss ways of integrating and/or improving opportunities for students to develop a group understanding of a concept or idea through multiple perspectives.

Attachments

- Mirrors Research Brief - Turning Mirrors into Windows.docx
- Notecatcher - Turning Mirrors Into Windows.docx
- Session Slides - Turning Mirrors Into Windows.pptx
- Turning Mirrors Into Windows - Turning Mirrors Into Windows.docx
- Windows Research Brief - Turning Mirrors into Windows.docx

Materials

- Session Slides - Turning Mirrors into Windows (attached)
- Note Catcher - Turning Mirrors into Windows (attached; one per participant)
- Mirrors and Windows - Turning Mirrors into Windows (attached; one per participant)
- Mirrors Research Brief - Turning Mirrors into Windows (attached; one per participant)
- Windows Research Brief - Turning Mirrors into Windows (attached; one per participant)
- Pens and pencils
- Speakers
- Projector
- Laptop
- Chart paper (for optional activity)
- Markers (for optional activity)

5 minutes

Engage

Presenter's Note: Setting Up

Prior to beginning this session you will need to set up a few things.

1. Print or make labels for each table with either “Mirror” or “Window”
2. Print the attached handouts and ensure each table has enough of each for the participants prior to the session beginning.

As your participants are arriving, welcome them and provide them with complements as you direct them to find a seat. Using the attached **Session Slides** display **slide 2**, welcome your participants to your session, Turning Mirrors into Windows, and introduce yourself.

Pass out the attached **Note Catcher**.

Display **slide 3** and share the session objectives with your participants:

1. Reflect on what turning mirrors into windows is and how it is reflected in current practices.
2. Engage in dialogue with panelists to discuss integrating opportunities for students to explore concepts or ideas through multiple perspectives.

Teacher's Note: Optional Activity

If you want to extend the opener to your session, you may consider doing the following activity, which is hidden on **slide 4**. Place participants into groups of 5-10. Provide each participant with a sheet of easel pad paper. Display the slide and share the instructional strategy Vocabulary Acrostics with your participants. Call their attention to the example acrostic on the slide for the word “DOOR.” Ask participants to write their assigned word of “Mirror” or “Window” vertically down their group’s paper.

Move to **slide 5** and ask your participants, “what words or phrases come to mind when you hear the words, “mirror,” and “window?” Instruct your participants to take a minute or two to discuss this question with their table groups. After a few minutes, ask for a spokesperson who would be willing to share-out.

Display **slide 6** and share the meaning of Mirrors and Windows, as used in the instructional strategy, with your participants. Share the image with them of the little girl looking at herself in the mirror and explain that this is how she views herself. Next, point to the little girl in the window who is viewing inside, seeing someone else with an identity that is different from her own.

15 minutes

Explore

Display **slide 7** and pass out the attached **Mirrors and Windows** handout. Instruct your participants to review the questions and respond to the column labeled, “Mirrors: What was your perception initially to these questions as a student?” and the column labeled “Windows: Who/What impacted or changed your initial perspective towards the question and how.” Give participants 3 minutes to respond to the questions on their handout based on their memory of their experience as a student. A timer is provided on **slide 8**. If you would like an alternate amount of time, you can find more timers on the K20 YouTube Channel.

After three minutes, move to **slide 9** and invite participants to participate in Roundabout Conversations. Create an inner and outer circle and provide a number for participants to rotate. Have the inner circle move clockwise and the outer circle counterclockwise. Once stopped, inform participants what question to share with their partners. Provide 30 seconds for each partner to share out. Once each partner has finished sharing, provide the next number of rotations for the inner and outer circle for the next question.

Teacher's Note: Alternative

Instead of counting numbers you could play music and have participants stop at the individual that the music stops playing. Instructions can be found for music on the hidden slide, **slide 10**.

If someone is uncomfortable with sharing out one of their responses, let participants know that it is okay for them to say pass and to just sit in that space for 30 seconds with that person.

Move to **slide 11** and allow a few participants to share out their thoughts to the prompt:

- How did your/others windows change the trajectory of your mirrors?

Participants learn the importance of broadening their understanding of a concept while learning how different cultures may share.

15 minutes

Explain

Display **slide 12** and share the essential question that will be focused on for the remainder of the session:

- How can I turn mirrors into windows in my classroom/school environment?

Bring back up compliments given as participants came into the room and how it made them feel. Inform participants that complimenting something unique that you like about someone can be used as a strategy to make someone feel welcomed, seen, invited into an environment. When someone is more comfortable they are more likely to open up and share their opinions.

Move to **slide 13** and pass out the attached **Mirrors** and **Windows** research briefs. Provide a brief summary of the research's positive correlation of student success when intentionally providing learning environments and experiences of diversity, equity and inclusion.

Move to **slide 14** to complete the Stand Up, Sit Down strategy. Place participants into groups and provide an index card. In their groups, have participants share ways in which your program/school is helping to implement DEI or come up with ideas in which they can implement DEI on the classroom/school/district level. Have groups select their top 3 to record on their index card to share. Have one group member to stand to share their groups points. Participants will cross out any share outs that are the same as their teams points on their index card. Record all responses on slide 15 or on to a board. Once all three of their points have been shared, have them to take a seat.

Optional

To save time you could just have an open room discussion of ideas participants have of implementing DEI and record them on **slide 15**.

Another alternative, if struggling with ideas, is for you to share some of How GEAR UP is implementing DEI on **slide 16**.

Move to **slide 17** and share the "Making Sure Each Child is Known" video.

Embedded video
https://youtube.com/watch?v=xjZx0VdmgkE

After the video, pose the following reflection questions:

- What methods did the teachers use to make students feel seen and valued?
- How difficult would these be to implement in your classroom/building?
- What are your major takeaways from this video and the research behind it?

20 minutes

Extend

Presenter's Note: Selecting Panelist

Invite a panelist across education to share how they have implemented DEI in their job. It is recommended to consider jobs such as a teacher, principal, counselor, disability coordinator, curriculum coordinator, superintendent.

Display **slide 18** with your list of panelist. Begin by having each panelist give a short description of who they are, what they do, and one way in which they implement DEI. Next, open the floor to the participants and lead a Q and A session for the panelist to respond to whatever questions the participants may have.

Optional

If you don't have a panel, you can share the following Q & A session on hidden **slide 19**, featuring:

- Milton Bowens, M.Ed.- Curriculum Coordinator, Chickasha Public Schools Administration
- Shari Gateley, M.Ed.- Principal, Capitol Hill HS
- Jana Harrison- Counselor, Putnam Heights Academy
- Eric Parker- Teacher, Taft Middle School
- Amy Watkins, M.Ed.-Disability Coordinator, Moore-Norman Technology Center

5 minutes

Evaluate

Display **slide 20** and ask participants to just reflect on the quote by Principal Baruti Kafele:

- *Are my students at an advantage because I am their [educator]?*

No need for participants to share out. Move to **slide 21** and provide a QR Code for participants to respond to the following prompt:

- What's one way in your role, do you plan to provide more windows for your students within the next week?

Sample responses

- Provide diverse resources.
- Explore what's alike and what's different.
- Encourage student-led or student-inspired clubs.

Research Rationale

Resources

- Edutopia. (2017). *Making Sure Each Child Is Known*. *YouTube*. Retrieved February 10, 2023, from https://youtu.be/xjZx0VdmgkE.
- K20 Center. (n.d.). QR codes. Tech tools. https://learn.k20center.ou.edu/tech-tool/2449
- K20 Center. (n.d.). Roundabout conversations. Strategies. https://learn.k20center.ou.edu/strategy/196
- K20 Center. (n.d.). Stand up sit down. Strategies. https://learn.k20center.ou.edu/strategy/1771
- K20 Center. (n.d.). Vocabulary acrostics. Strategies. https://learn.k20center.ou.edu/strategy/2322
- K20 Center. (n.d.). Windows and mirrors. Strategies. https://learn.k20center.ou.edu/strategy/948