**GatesFoundation\_AdrienneVillarreal\_CurtisTaylor\_FINAL**

Adrienne Villarreal tells her friend and colleague Curtis Taylor about how the CARE network helps her create more equity and better learning in her sixth grade math classroom.

**Adrienne:** I've been teaching for over 10 years now, and part of why I wanted to join the CARE network is because I want to keep learning. I think you can kind of get stuck in a routine. By doing this work, I feel like I'm more focused on trying to notice what students are doing or saying when we're working on something. How are they approaching this problem?

**Curtis:** Yeah, andin what ways has your work shaped your thinking of equity in the classroom?

**Adrienne:** Attending to students' agency is so critical. Students are so capable and creative, and they support each other. I want students to feel like they have control over what they can do and to feel like they are capable of doing things that are difficult. When I'm thinking about looking at my classroom through an equity lens, we have to make sure that certain opportunities are provided in the work that we're giving — so giving them a chance to clarify their ideas with a partner, hear other people's ideas and change their mind, positioning students as experts, just acknowledging them as authors of the work.

**Curtis:** So we've been trying out what we call "Change Ideas," which are student-centered and research-based practices in our work. Do you mind sharing one of the Change Ideas we have tried and how that's been going for you and your classroom?

**Adrienne:** When we're thinking a lot about equity — which means everyone gets what they need, not everyone gets the same thing — we think a lot about grading. How are we assessing the kids? So one Change Idea that I have been trying out was something called star feedback, so when I'm grading something, part of it is giving the students the opportunity to revise their work. So instead of saying, "This is your grade, here you go. That's it,” you look at a question that you gave on an assignment and you come up with a set of questions that could push the students’ thinking from wherever they're at. So maybe there was a student who just totally didn't get it, you have a couple of questions to push them to think a little bit more on that problem. Or maybe there was a student who seemed to have a good start on it and ended up with the wrong solution, so you have a couple of questions that could address those things. And then there could be a student who got it completely correct, but we still want to push them a little further, so you have a couple of questions for them. What I noticed is so many more of them got the idea, the concept that we’re trying to get at with the problem just by addressing that one question. It was just such a powerful exercise.

**Curtis:** It also communicates to the students learning never stops. Even the kids who score a hundred percent on the test or quiz, you still give them the question that pushes them a little bit further.

**Adrienne:** Yeah, I want to invite more exploration. I want to invite more student-led work and dialogue. For me, that's the most exciting is setting off on that journey and figuring that out together.

**Curtis:** I'm excited, too, and I'm so happy to be on this journey with you.

**Adrienne:** Thank you, I really appreciate it.