

conversation in student experience and deepens teachers' capacity to more clearly envision their goals around abstract ideas—like agency, academic discussion, and evidenced-based writing—and to connect those goals to concrete instructional moves.

The purpose of this chapter is to explain how the practice of public learning builds adaptive expertise and facilitates a pedagogy of voice for *educators* so that they, in turn, can enact this shift for their students. I unpack the practice of public learning as an antiracist practice—a backbone tool for street data—including the theory behind the practice, the elements of the practice, and some ways to get started with the practice. Additionally, I will include examples that illustrate how communities of educators go beyond monitoring satellite data proficiency to activate street data in order to better understand the needs of students. I use the term “educator” broadly to include after-school staff, coaches, teachers, and leaders.

The Why of Public Learning: Symmetry, Agency, and Adaptive Expertise

As long as we “teach” educators through a pedagogy of compliance, we will reproduce a pattern of passivity that leads to privatization of practice and stymies our equity work from the start. Recall Jamila’s Superficial Equity trap in Chapter 2: When we fail to take into account complexity and local context and build deep equity fluency, we generate behavioral shifts in the absence of mindset shifts. Lacking a space for public learning and reflection, we get superficial instructional shifts at best that fail to produce the intended outcomes. How do we create a culture of curiosity, agency, vulnerability, and exploration for educators so that they, in turn, can provide that to their students?

The design principle of symmetry (Mehta & Fine, 2019) dictates that what we want for our students, we must provide for our educators. Symmetry has proved challenging for public education systems. Although neuroscience has established the importance of curiosity and engagement for students and adults (Immordino-Yang, 2016), education systems continue to struggle with how to activate this science in their designs for educator professional learning. Many districts’ professional-learning plans remain tethered to distant satellite dashboards instead of rooted in the real-time dynamic experiences of learners in the classrooms—what we call street data. **Educators are asked to prepare for and track progress on districtwide assessments as opposed to cultivating awareness of what’s happening for**

Street Data
Shane Satir - Jamila
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students inside moments of instruction. As a result, we lose access to the complex human experience of learning, and our definitions of improvement and learning are severely constrained.

Pedagogy of Voice Requires Agency and Adaptive Expertise

Agency, or as Jim Knight calls it, “autonomy” (Knight, 2015), is as critical to the transformational learning for adults as it is for students. Agency is particularly crucial in creating change agents within systems of oppression who are willing and ready to address systemic racism. When professional-learning spaces model the domains of agency described in Chapter 5—identity, mastery, belonging, and efficacy—our adult-learning conversations move from the abstract to the contextual, from the general to the specific, from the content standard to the student’s daily lived experience. And when this activation is public and routine, it establishes a new way for colleagues to work together so that they can facilitate a pedagogy of voice for their students.

Public-Learning Practice: A Pedagogy of Voice for Educators

The practice of public learning creates a routine structure for educators to share their uncertainties, analyze street data, and invite colleagues to challenge their ideas and interpretations.

Public learning mobilizes a pedagogy of voice in two important ways:

1. **As a process for acknowledging complexity by giving voice to educator uncertainty and understanding.** Public learning provides a space for teachers to clarify their goals for students and adapt their instruction in response to the current reality of student experience (Senge, 2009). Public learning serves as a vehicle for creating the conditions for adults to deeply learn in service of their students. Deep learning emerges in parallel form at the classroom and adult collaboration levels.
2. **As a catalyst for professional-culture change.** Public learning positions both student voice and educator curiosity about the student experience at the heart of professional learning. The practice normalizes a new way of working together across a school or organization. Dedicating your team to the routine of public learning creates the opportunity for symmetry and lasting change. As public-learning practices ripple through the system, a culture of public learning emerges.

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Too many leaders and teachers have stagnated inside a system that does not acknowledge the complexity of teaching and learning, valuing instead only a routine expertise knowing the best practices, staying on the pacing guide, and fixating on standardized test scores and other satellite data as the primary indicators of learning. Leaders with the desire to build a culture of adult learning are often stuck in ways of working together that prevent them from addressing implicit biases and transforming their practice.

VOICES FROM THE STREET



Educators

Following are some examples of narrative street data that suggest stagnant cultures of routine expertise:

- "We have a culture of nice—we politely agree with each other. We cannot challenge each other's ideas."
- "Everyone's teaching practice is privatized. We're not permitted to comment on each other's instruction."
- "Our teachers talk about their plans but no one really talks about what they're unsure about, so nothing is up for discussion."
- "There is really never any discussion of implicit bias and how it operates in our school."
- "We aren't using classroom data to figure out how we can improve; we just keep planning together."
- "Our collaboration time is spent discussing events and the bathroom policy, not the learners' experience in their classrooms."
- "The teachers just won't change their plan regardless of whether it's working for their students or not."
- "We don't have time to learn."

Now read back over this list and consider how the culture in these schools might undermine deep equity work. Leaders and teachers with a desire to transcend this way of interacting consistently ask, "What can I do to change the conversation and have people work together in ways

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that will transform their instruction?" This question itself reveals part of the problem. The question should be, "What do I need to believe and value to have people work together in a way that deepens their understanding and changes their instruction?" The shift from "doing" to "believing and valuing" is monumental. As Jamila discussed in Chapter 2, we cannot "do equity" any longer; we need to transform our fundamental ways of being. And to enact what Jamila describes as an "unwavering commitment to a journey" of equity, we need practices that inspire and guide educators into new ways of being. We need practices that help us recognize and move beyond the traps and tropes that stymie our efforts to create excellent learning opportunities for our Black and brown students. Public learning is a key mobilizing practice for addressing implicit bias and oppressive structures.

A Window Into Public Learning

The practice of public learning elevates the curiosity, awareness, and care needed to build effective adult learning. It explicitly and continuously shines a light on the adult social-emotional capacities and ways of interacting required to support deep adult learning. It assumes that adults, like students, must continuously learn about *themselves* and systematically reflect on their growth and evolution. This is especially true for white teachers who must continually work to understand their privilege, which is largely invisible if left unexamined.

Public learning can happen in dyads (groups of 2) or in triads (groups of 3). It can happen fishbowl style, with a small group discussing an instructional dilemma in the middle of a room full of listening educators, and it can happen in a grade-level team. It could happen at a district office or a county office. Most importantly, the practice of public learning is *intentional* and *public*, and it deepens over time. Whereas it often begins as a fishbowl activity, over time it frames a new way of being and learning together.

Experiencing Public Learning

The best way to understand public learning is to experience it. Take this public learning example of Sam, Kendrick, and Cheryl, who

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