

Equity in the Classroom

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Getting Started

- No need to call in if you have speakers or a headset
- If you can't hear, click on the speaker icon on the top left of your screen
- Change this  to this 

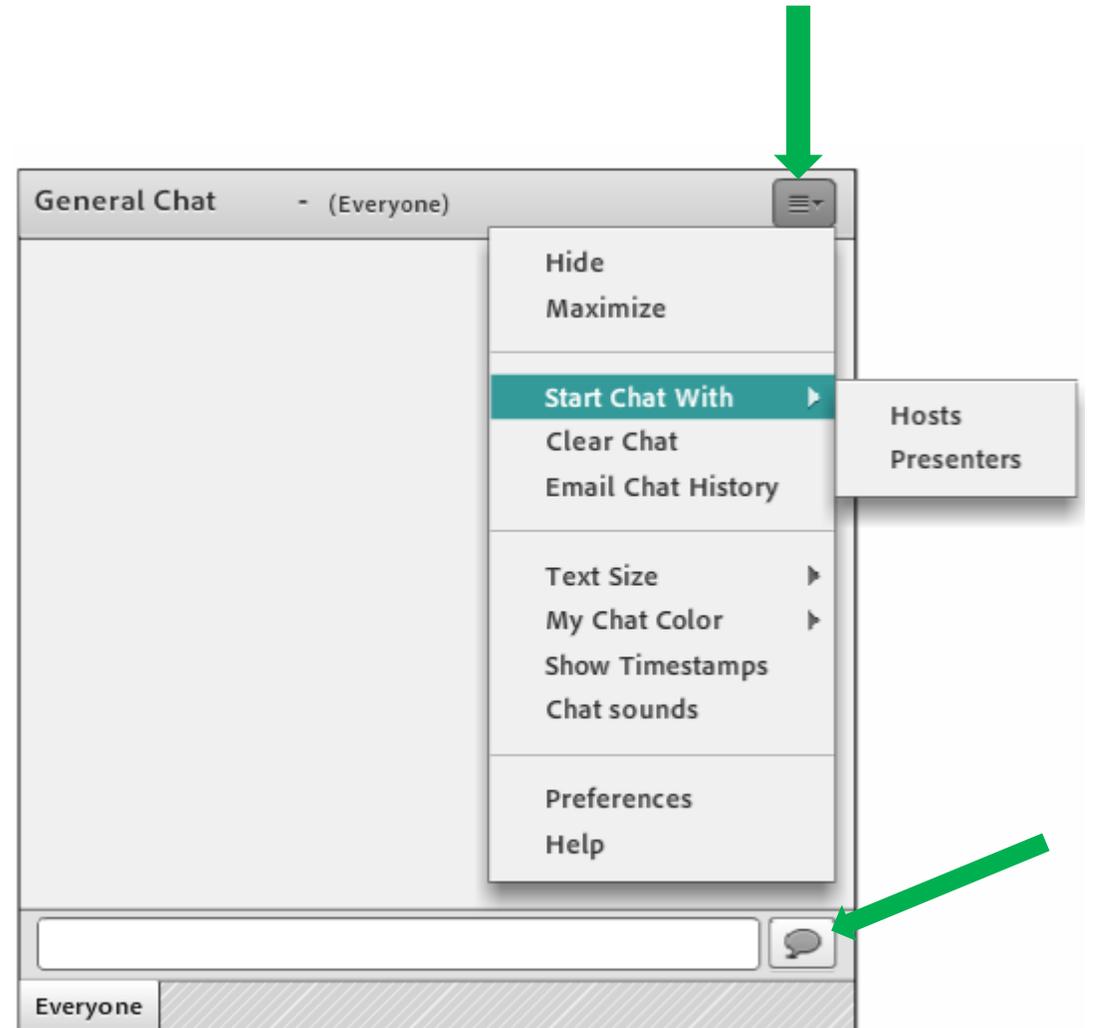
Resources are available

- Resources are located in the PowerPoints and Handouts pod
- Select the file name and then select Download



Chat pod

- See the top right dropdown menu of the pod for chat options.
- You can enter in text at the bottom, click the message bubble or Enter to send and share with everyone!



If ATTENDING with other colleagues from your site...

- Please type in the chat pod the names of others who are attending but not logged in.
- This will help us keep accurate attendance.

Joining the session with my
colleague Jane Smith!

Please mark her attendance!

This webinar will be recorded

- The session will be recorded for future viewing
- Need technical support during the session?
 - Use the chat pod to ask for help



Agenda

- Welcome, Introduction, and Objectives
- Defining Equity and Why Equity in Education Matters
- Privilege, Bias and Stereotypes
- Strategies for Enhancing Equity in the Classroom
- Wrap-Up, Questions and Resources



Objectives

By the end of this presentation, participants will be able to:

1. Define equity in education and why it matters,
2. Understand the relationship between privilege, bias and stereotypes,
3. Differentiate between systemic inequity and localized inequity in education
4. Identify techniques and strategies to encourage equitable learning environments, and
5. Reflect on improving the student experience in the classroom to improve student outcomes.

Norms

1. Be ok with not being ok
2. Be ok with not know what you don't know
3. Know that everyone has bias, privilege and stereotypes
4. Believe that discomfort creates growth
5. Allow the conversations to happen without judgement
6. Know that an hour is not enough time

Getting To Know Each Other

Poll #2

- Who am I?

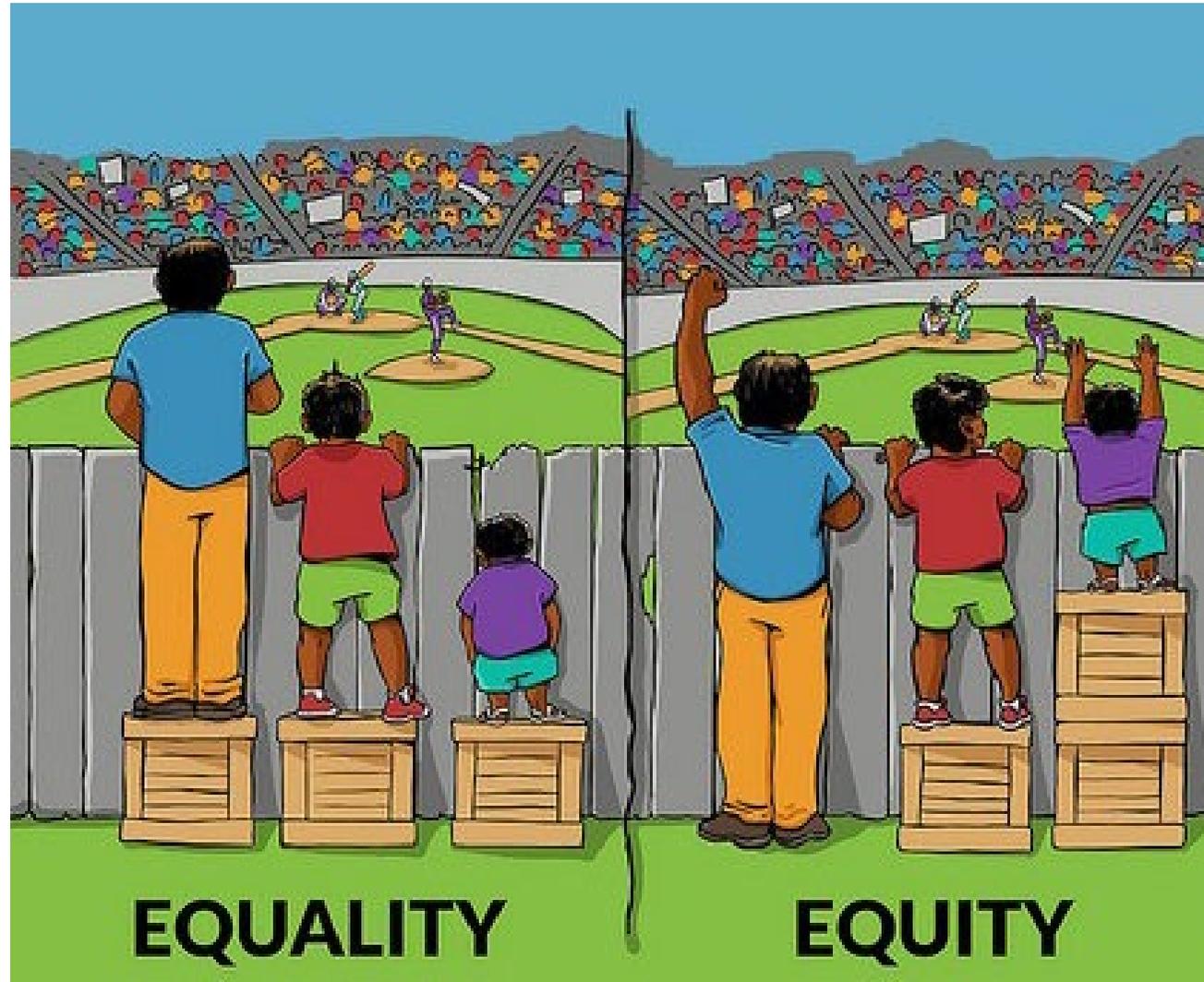


- Who are you?



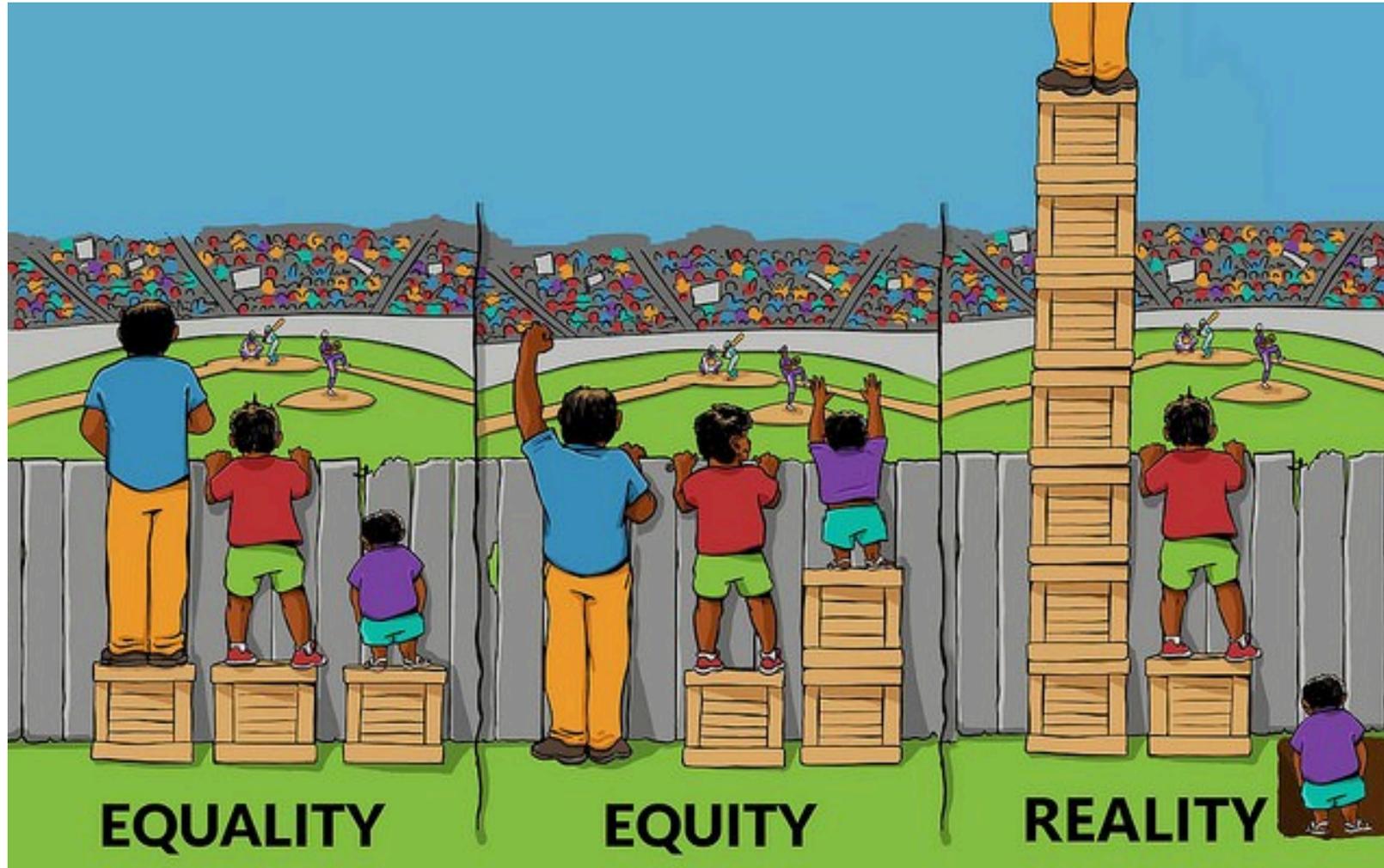
Equity, Equity, Equity

Equality versus Equity



www.the4thbox.com

Maybe what you have seen looks like this...



Chat #1



- What is the story in the first image?
- What is the story in the second image?
- What is common in each image?
- What does it say about equity?
- Given this, how might you define equity?

Equity Defined

Justice according to natural law or right; specifically: freedom from bias or favoritism.

Source: [merriam-webster.com](https://www.merriam-webster.com)

- **Equity** is giving everyone what they need to be successful.
- **Equality** is treating everyone the same, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** *appears* unfair, but it actively moves everyone closer to success by “leveling the playing field.”

<https://everydayfeminism.com/2014/09/equality-is-not-enough/>

Equity in the Classroom Defined

“A classroom where everyone has access to the same learning and the same optimal conditions for nurturing intellectual curiosity.”

- Julia E. Torres

Source: Defining Equity in the Classroom. <https://www.teacher2teacher.education/2018/08/31/unboxing-equity-defining-equity-in-the-classroom/>

Why Equity in the Classroom Matters?

- Educator desire to close achievement gaps and generate uniform student outputs
- While both equality and equity are important to social justice they are not interchangeable.
- We know that if we pour equal amounts of knowledge in, that equal outputs don't flow out.
- That is because not all students come from the same level starting place.

“Equality is not enough to combat hundreds of years of oppression, poverty and disproportionality.”

- Jennifer Gunn, 2018

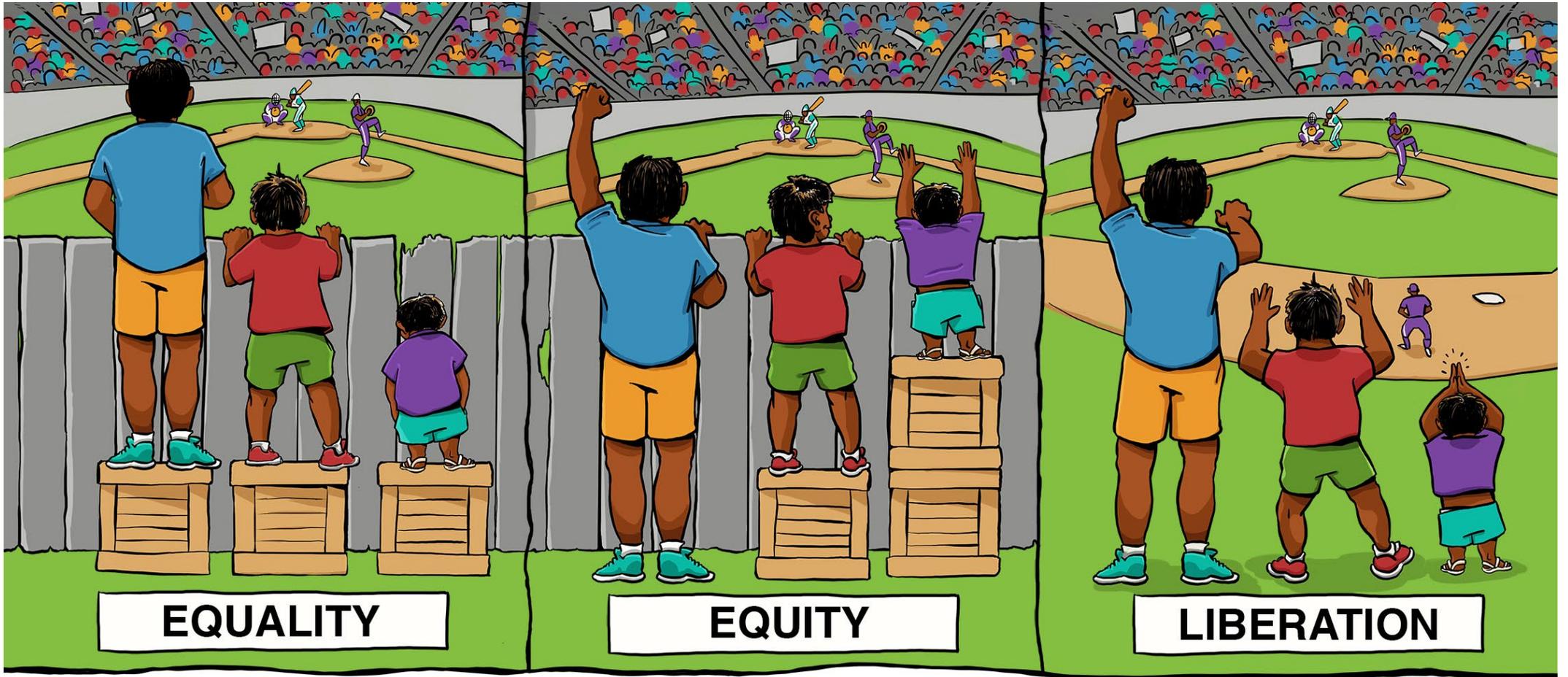
What the research says?

- Achieving educational equity involves changes to nearly all aspects of school system operation, including academic expectation, access to learning opportunities, high quality instruction, resource allocation and accountability (Scott, 2006)

Equitable learning environments are “free from threat, humiliation, danger and disregards...[and] exists within a supportive, quality environment characterized by genuine acceptance, valuing, respect, safety and security.” (Scott, 2006)

Privilege, Bias and Stereotypes

The Fence

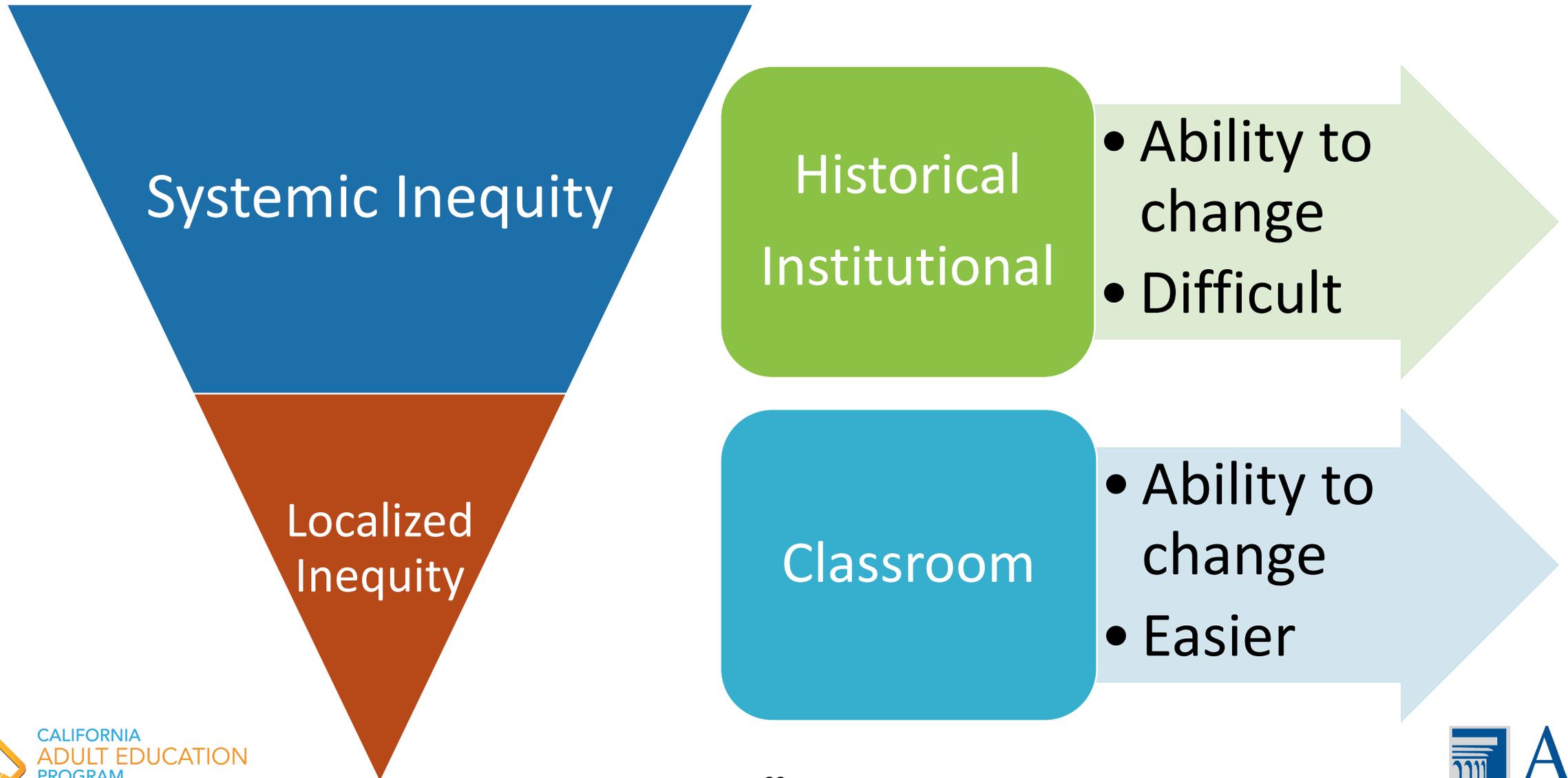


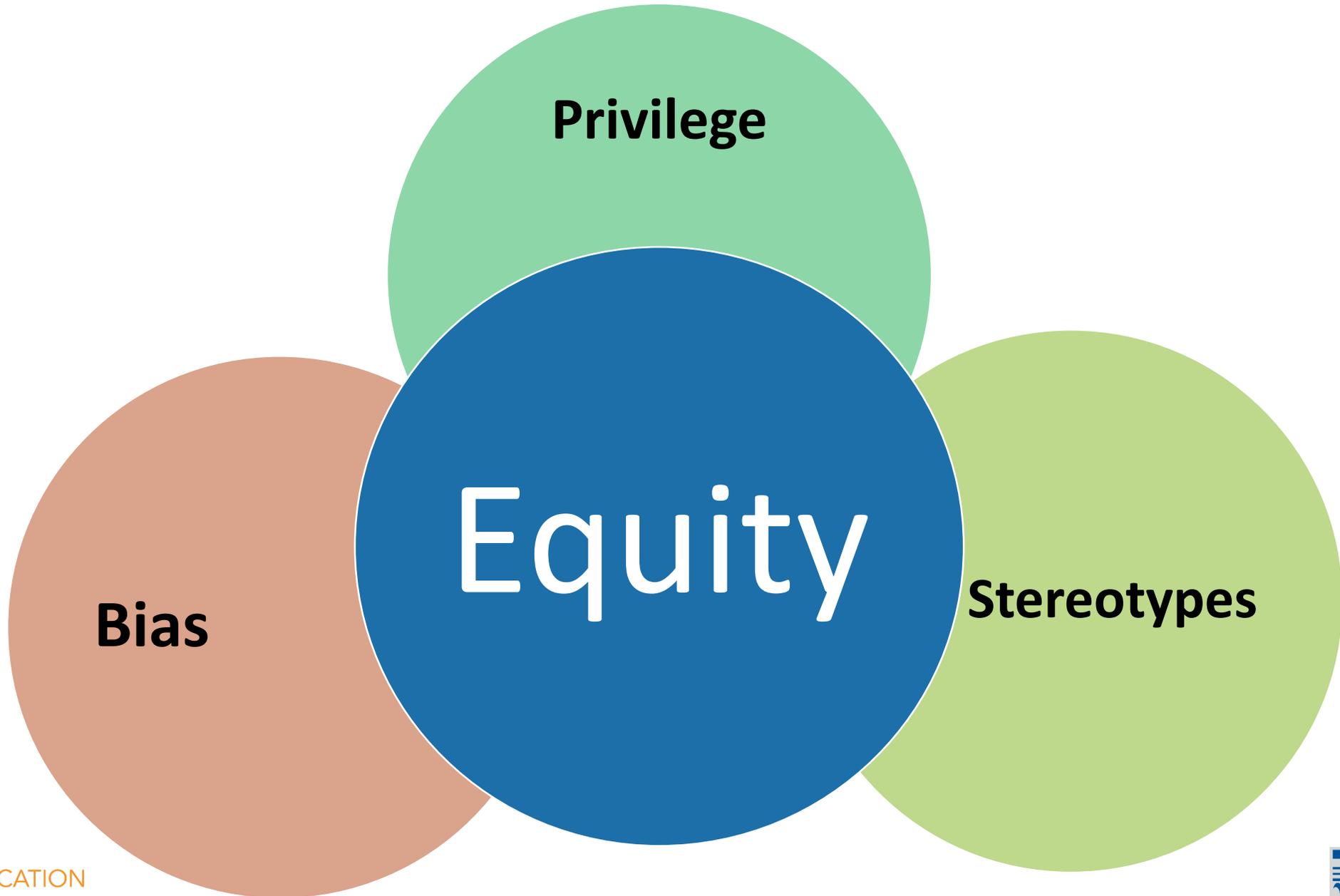
Chat #2



- “What does it mean to you with the fence removed as it relates to equity?”

Beyond the metaphor...Equity is a BIG topic





Chat #3



What are your:

- Privileges?
- Biases?
- Stereotypes?
- “How does asking this question make you feel?”

Privilege

I cannot be blind to
the invisible system of
privilege I am a part of.

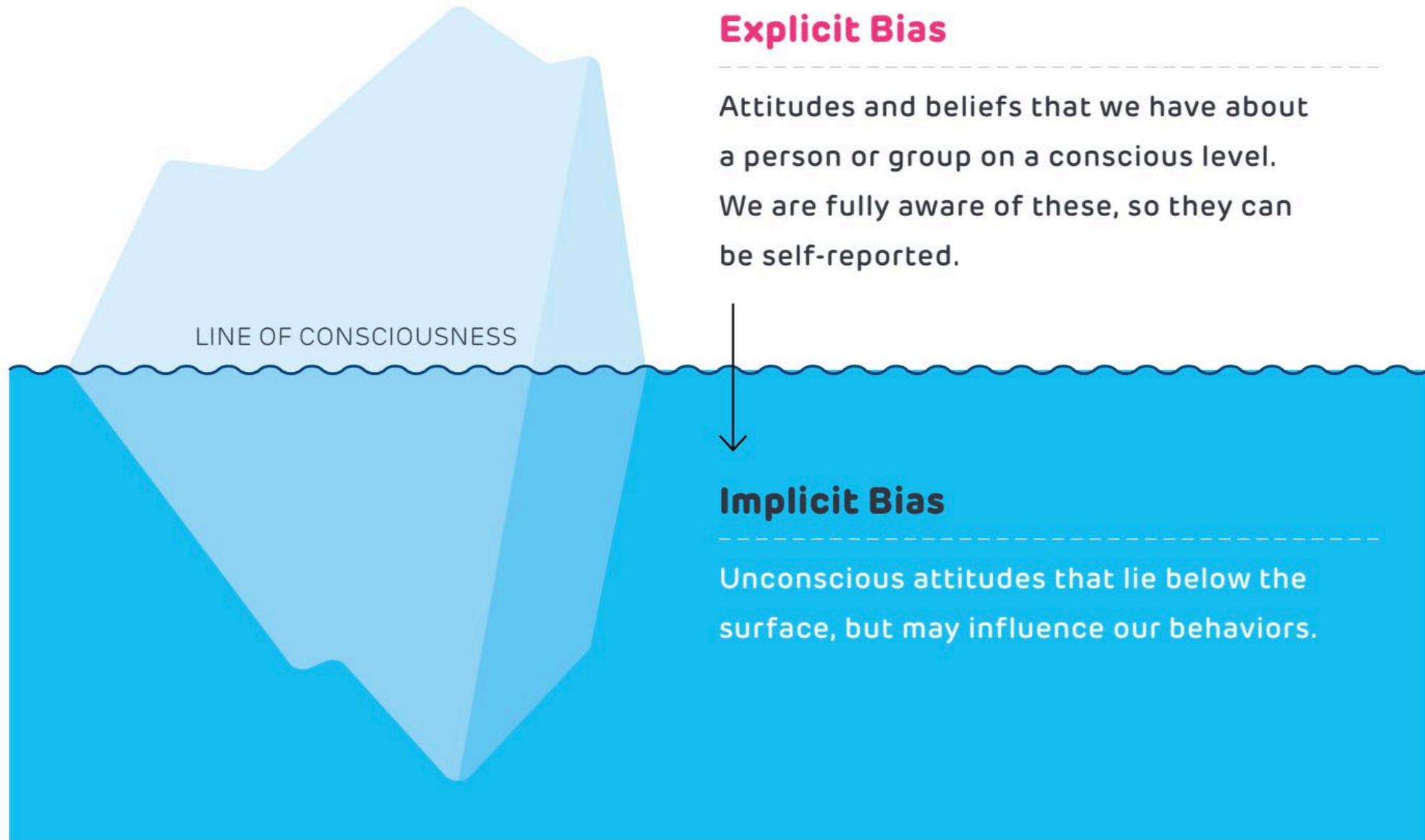


- How are you acknowledging your own power in the classroom?
- How might you decenter yourself, as the teacher, in lessons, activities and conversations?
- How might you share power with your students and give them more ownership over their learning?
- How might you approach fellow teachers and encourage them to ask themselves uncomfortable questions as well?

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Bias

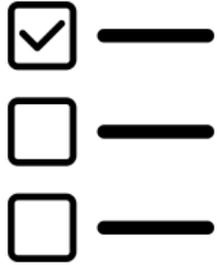


Stereotypes



- What assumptions do you make about students?
- Why do you make those assumptions?
- How do we know what is under the surface for our students?

<http://www.schoolbasedhealthcare.org/>



Poll #2

Which of these three do you want to explore more about as it relates to equity?

- 1. Privilege**
- 2. Bias**
- 3. Stereotypes**

Strategies for Enhancing Equity in the Classroom



Acknowledge Inequity



Know Your Students



Have high expectations



Use and view culture as a resource



Using data to inform instruction



Vary and target instruction

Acknowledge Inequity

- Recognize the disparities that have historically existed between students
- Often this is most visible with students of color, students living in poverty, English language learners and other complex societal factors that differentiate students
- Acknowledge barriers in the learning environment
- Then, make it a goal to not perpetuate these inequities and take responsibility to change these inequities

Don't pretend the inequities don't exist---they do!

Know Your Students

- Know your students as individuals
- Seek to understand and celebrate their unique identity
- Value their experience and perspective
- Connect the curriculum to what the students already know.
 - Can't know this or do this unless you know your students

Equity seeks to **“help students leverage their unique identify to further their learning.”** (Ladson-Billings)

<https://www.edutopia.org/blog/equity-vs-equality-shane-safir>

Chat #4

What are some ways you get to know your students?



Have high expectations

“some students are more vulnerable to low expectations because of societal biases and stereotypes associated with their racial and/or ethnic identity.”(Krasnoff, 2016)

So, we must set clear high expectations for student learning.

Communicate expectations explicitly

If we ensure all students have opportunities for high-level thinking, we are helping students become active participants in their own learning

Setting high expectations

Examples:

Surround students with images of themselves

- This communicates a recognition of the students' capabilities and high expectations for their achievement.

Maintain eye contact for both high- and low-achieving students while communicating expectations for learning and participation.

Ask difficult questions to both high and low-achieving students to communicate equitable expectations (Krasnoff, 2016)

Focus on standards and rigor for all students

Use and view culture as a resource

- Acknowledging cultural heritage supports students of all backgrounds having equitable instruction (Hanover, 2017)
- Engage in culturally responsive teaching and culturally sustaining andragogy
- View culture as a resource to shift our thinking to create more equitable learning environments
- Be responsive to the unique cultural identities and heritage of our students
- Include the rich culture and diversity of our students in the instructional content
- It mean the views of multiple cultures are taken into consideration in histories, narratives, norms, methods and accepted truths.
- Invest in high quality, culturally relevant instruction and curriculum

**“Culture, it turns out,
is the way every brain makes sense of the world.”**

- Zaretta Hammond, 2014

Use and view culture as a resource

Examples:

Learn how to correctly pronounce your students' names

- In many cultures the giving of a name has symbolic significance; to mispronounce it is to diminish it and its bearer (Krasnoff, 2016)

Ensure the displays in the classroom reflect the diversity of students in the classroom

- This will make students feel more welcome

By recognizing and celebrating culture as a resource, the teacher sets the tone for mutual respect.

Using data to inform instruction

Bring data to the conversations about equity to change assumptions (stereotypes)

Examine the equity related data with a goal of building capacity for improvement (Gunn, 2018).

Ask questions in class to gather student data. Examples of questions are:

- *What are the most common gaps in student outcomes?*
- *What seems to be the area with the most success for all student outcomes?*
- *What assessment options do students do better on?*
- *What assessment options are most chosen from the variety of assessment types offered?*

Disaggregate the response to show the diversity of subgroups in your class, then look at individuals within the subgroups.

Differentiated instruction/Vary and Target Instruction

- Teachers must truly understand the needs and evolving needs of their students
- Teachers must provide different modalities for learning that fits these needs
- As part of knowing your students, teachers must “plan learning experiences with the range of student needs, interests, styles and preferences in mind.” (Udell, Catapult Learning)
- The instruction is varied to ensure students receive exactly what they need to be successful.
- Multiple, varied options are provided to students to take in information, make sense of ideas and express what they are learning. (Tomlinson, 2017)

“...a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.” (Tomlinson, 2017)

Varied Instruction and Learning Style Assessment Tools

Examples:

- Group variety (pairs, small group, like groups, etc.)
- Examine the expansion of the American West in a history class through both the perspective of the American pioneers and the indigenous peoples they encountered. (Kozleski, 2010)



LEARNING STYLE SELF-ASSESSMENT

[HTTP://WWW.EDUCATIONPLANNER.ORG/STU
DENTS/SELF-ASSESSMENTS/LEARNING-
STYLES.SHTML](http://www.educationplanner.org/students/self-assessments/learning-styles.shtml) 41



MULTIPLE INTELLIGENCE SELF-ASSESSMENT

[HTTPS://WWW.EDUTOPIA.ORG/MULTIPLE-
INTELLIGENCES-ASSESSMENT](https://www.edutopia.org/multiple-intelligences-assessment)



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Which of these strategies are you going to work on improving?



1. ACKNOWLEDGE INEQUITY



2. KNOW YOUR STUDENTS



3. HAVE HIGH EXPECTATIONS



4. USE AND VIEW CULTURE AS A RESOURCE



5. USING DATA TO INFORM INSTRUCTION



6. VARY AND TARGET INSTRUCTION

Equity Checklist

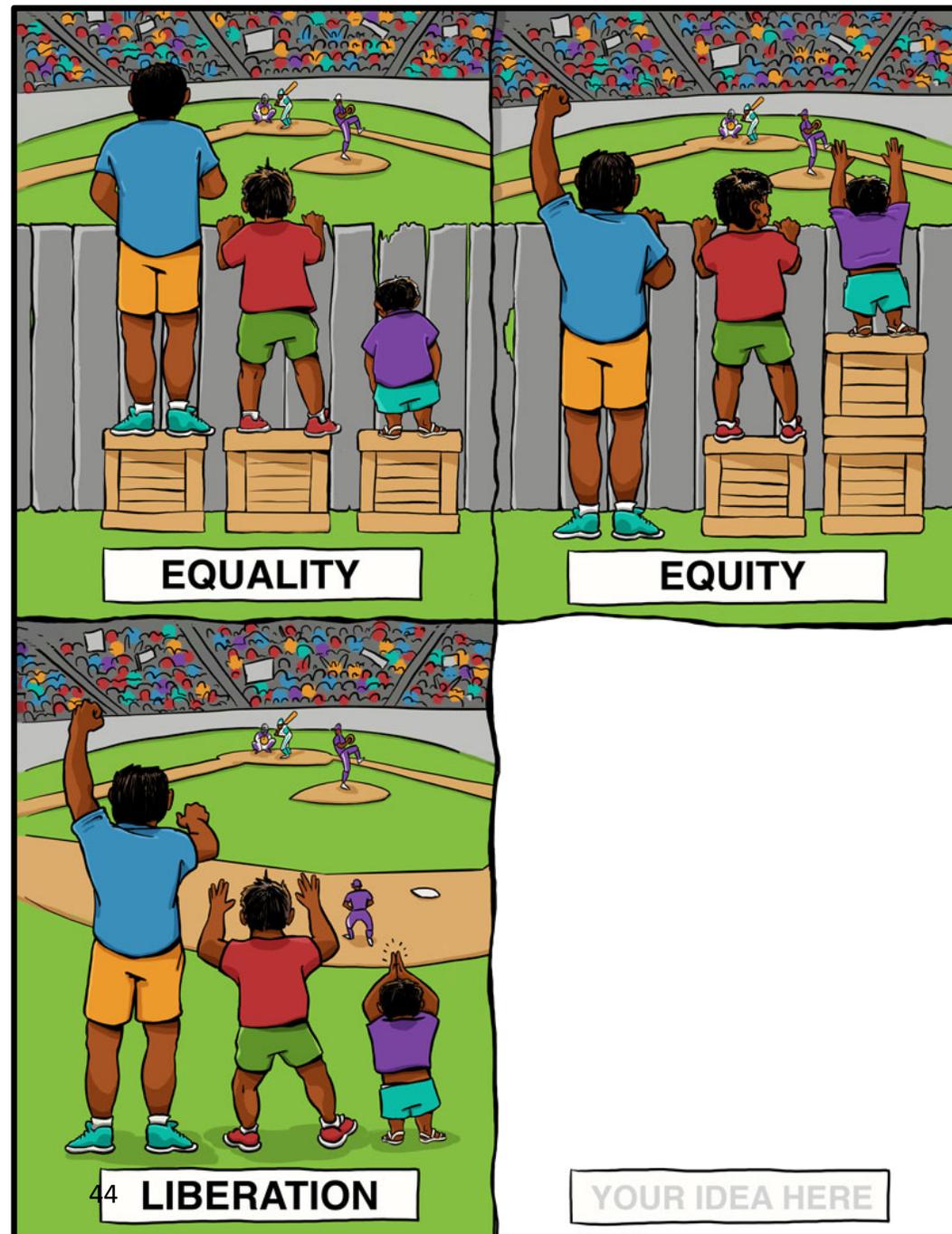


- Recognize that we work in a system that is inherently unequal and inequitable.
- Be aware of and attentive to issues of race, class, gender, poverty, language barrier, power and privilege and their implications.
- Ensure **each and every** student has the opportunity to engage in a quality education experience regardless of what experiences they bring with them.
- Counter our own stereotypes
- Understand our own implicit bias and focus on changing our mindset through self-reflection and critical conversations.

Your metaphor

Just like our students all learn differently, there are many ways to improve equity in the classroom.

Based on what you have learned, what image will you add to engage others in a conversation about equity?



Source: The Center for Story-based Strategy <http://www.the4thbox.com/>



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Wrap-Up



Final Thought

There is not one right way to advance equity in practice because like our students, everyone learns in different ways. Just keep growing in your discomfort and your actions will enhance equity.

- Julia Torres

Resources To Support Equity in the Classroom

Center for Educational Equity <https://cee-maec.org/>

Darling-Hammond, L. (2010). *The flat world and education: How American's commitment to equity will determine our future*. New York, NY: Teachers College Press.

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Hanover Research (2017). *Closing the Gap: Creating Equity in the Classroom*. [PDF]. Retrieved from http://www.hanoverresearch.com/wpcontent/uploads/2017/06/Equity-in-Education_ResearchBrief_FINAL.pdf.

Safir, S. *Equity vs. Equality: 6 Steps Toward Equity* <https://www.edutopia.org/blog/equity-vs-equality-shane-safir>

Scott, Bradley. (2006) *Six Goals of Educational Equity and School Reform*. Intercultural Development Research Association. <https://www2.ed.gov/programs/slcp/2011progdirmtg/equityscale.pdf>

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Tomlinson, Carol A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*, ACSD, 3rd edition.

US Department of Education, Public Affairs. (2011, June 30). *New data from the US Department of Education 2009–10 Civil Rights Data Collection show continuing disparities in educational opportunities and resources* [Press release]. Retrieved from www.ed.gov/news/press-releases/new-data-us-department-education2009-10-civil-rights-data-collection-show-conti

What Educators Need to Know About Equity Webinar (<https://calpro-online.org/rrc/RRC/calendar.asp?rrc=RRC&page=calendar#4879>)

Zhang H., Chan P., & Boyle C. (2014). *Equality in Education: Fairness and Inclusion*. Rotterdam: Sense Publishers.

