INCREASING EQUITY THROUGH TEACHER PROFESSIONAL LEARNING

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Greetings and Introduction

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Involved in the field of adult education since 1991

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Teacher Competencies

CALPRO's Focus on Equity

-Prior Webinar Cherise Moore October 2019 "Equity in the Classroom"

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.

CALIFORNIA ADULT EDUCATION PROGRAM TECHNICAL ASSISTANCE PROJECT

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CALPRO's Focus on Equity

-Today's webinar

Title: Increasing equity through teacher professional learning

This one-hour webinar will explore the relationship between education equity and teacher professional learning. The current standards-based education movement drives instruction to be more rigorous. Rigor and standards play an important role in achieving equity for learners and assuring they receive a high-quality education that movers them toward their goals. Accompanying increased rigor expected in instruction is the expectation that teachers have access to professional learning that supports them in delivering rigorous instruction and learning environments through the lens of equity.

CALPRO's Focus on Equity

-Regional Community of Practice coming in Spring "Equity in Adult Education" Face-to-Face and online intensive institute.

<u>Goal</u>: Support adult education staff at every level to achieve personal cultural competence and to create a culturally competent and equitable environment within each adult education agency.

<u>Objectives:</u>
Participants will be able to:
Define equity, access, fairness, inclusion and related terms;
Identify policies which may hinder equity;
Explore personal and unconscious biases and consider methods to overcome them;
Understand the cultural competence framework and how it applies to adult education students; and
Identify ways to improve equity in classrooms and offices at school sites.

<u>Audience</u>: It is designed for all adult education staff including administrators, certificated and classified staff. While participants are strongly encouraged to attend as an agency team in order to better implement change, teams are not required.

Let's Get Started!
Diversity, Equity and Inclusion

Chat: Diversity, Equity and Inclusion

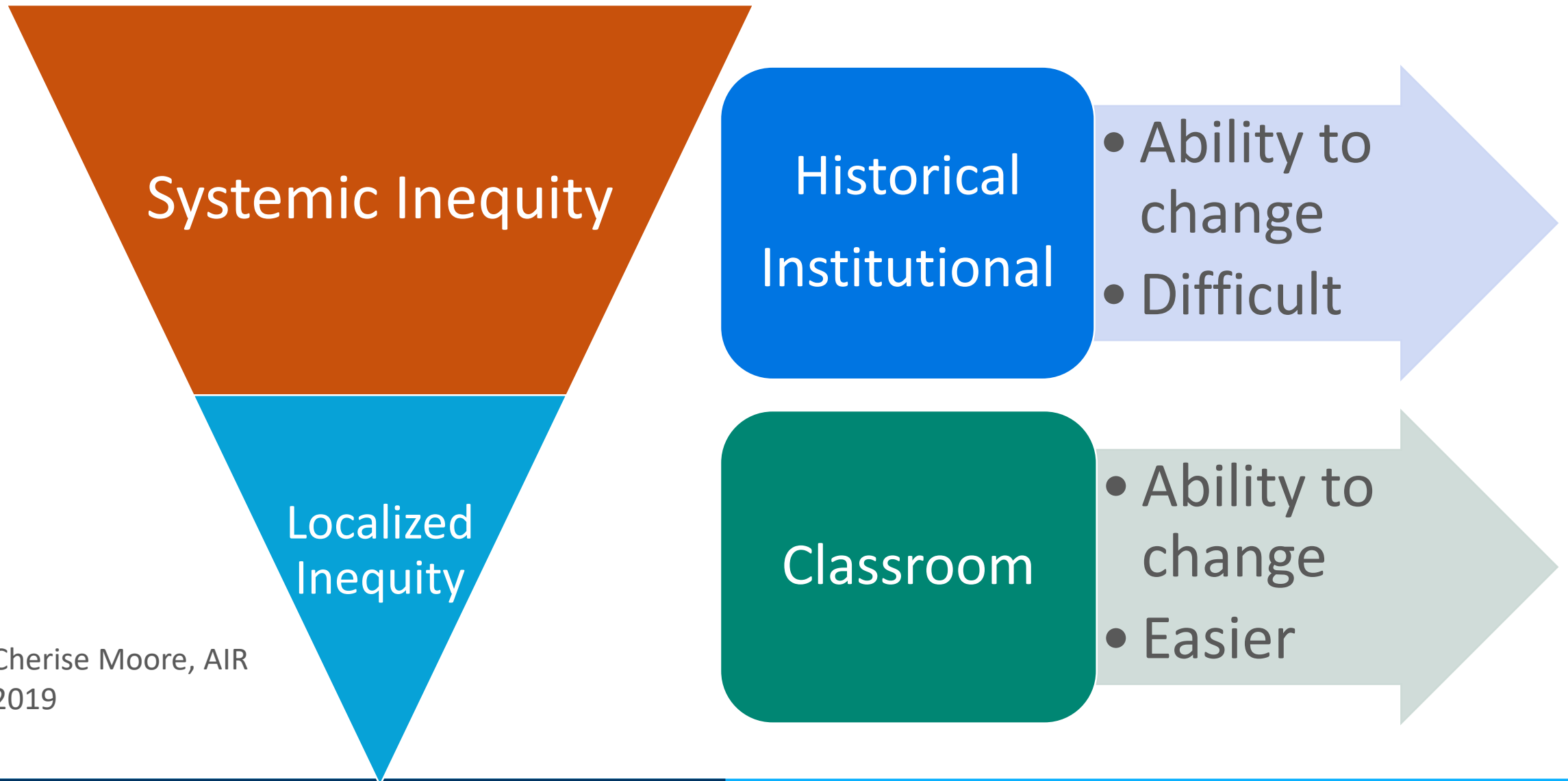*How would you complete these sentences (use the chat box)?*

- *Diversity is….*

- *Equity is…*

- *Inclusion is…*

Diversity, Equity and Inclusion

- *Diversity* includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. "Diversity" is often used in reference to race, ethnicity, and gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

- *Equity* is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

- *Inclusion* is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or 'implicit bias' helps organizations to be deliberate about addressing issues of inclusivity.

Independent sector https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/

Beyond the metaphor...Equity is a BIG topic

Systemic Inequity

Localized Inequity

Cherise Moore, AIR
2019

Historical Institutional

- Ability to change
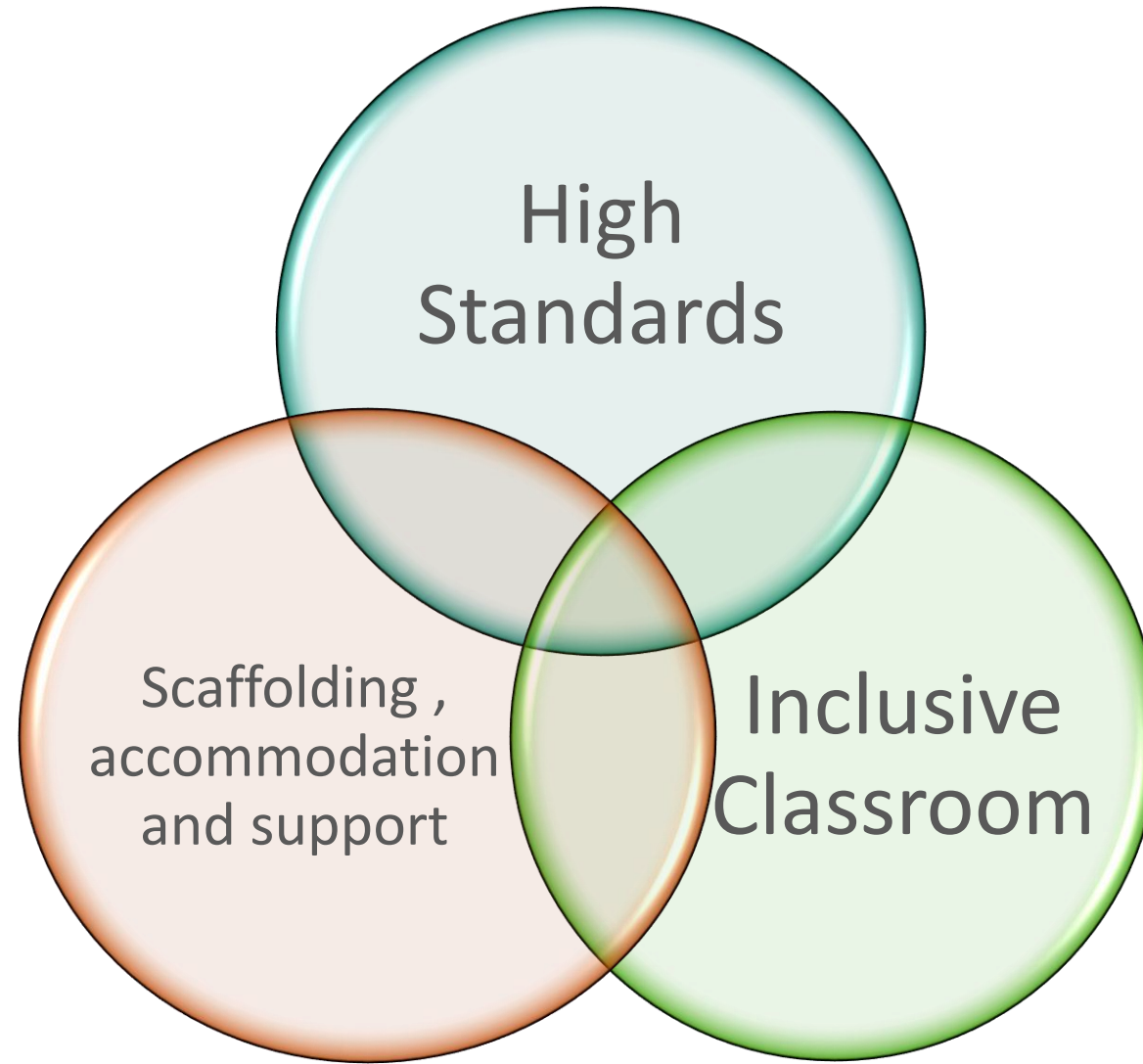- Difficult

Classroom

- Ability to change
- Easier

Focus on Educational Equity

Educational Equity

"Educational equity is achieved when *all* students receive the resources, opportunities, skills, and knowledge they need to succeed in our democratic society."

American institutes for Research https://www.air.org/sites/default/files/downloads/report/Equity.pdf

What Teacher Need to Know and Do to Increase Equity in the Classroom

High
Standards

Scaffolding ,
accommodation
and support

Inclusive
Classroom

Equity: High Standards

"…setting high achievement targets or standards is important to raise the bar and signal equity priorities…"

EQUITY AND QUALITY IN EDUCATION: Supporting Disadvantaged Students and Schools OECD, April 2012

"...high standards are associated with lowering the percentage of struggling students over time. From a policy perspective, high standards are more likely to lead to equitable outcomes than low standards."

HIGH STANDARDS: AN ESSENTIAL TOOL FOR EQUITY IN EDUCATION (EDSECTOR ARCHIVE)

26 NOVEMBER 2012, PETER COOKSON JR., AIR

HTTPS://WWW.AIR.ORG/EDSECTOR-ARCHIVES/BLOG/HIGH-STANDARDS-ESSENTIAL-TOOL-EQUITY-EDUCATION

Standards Increase Rigor
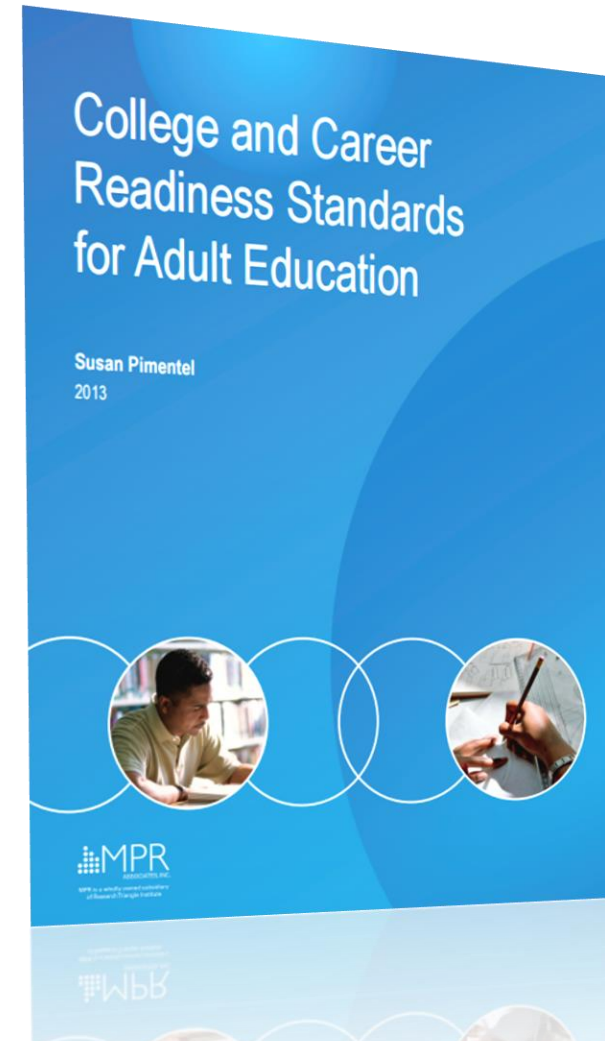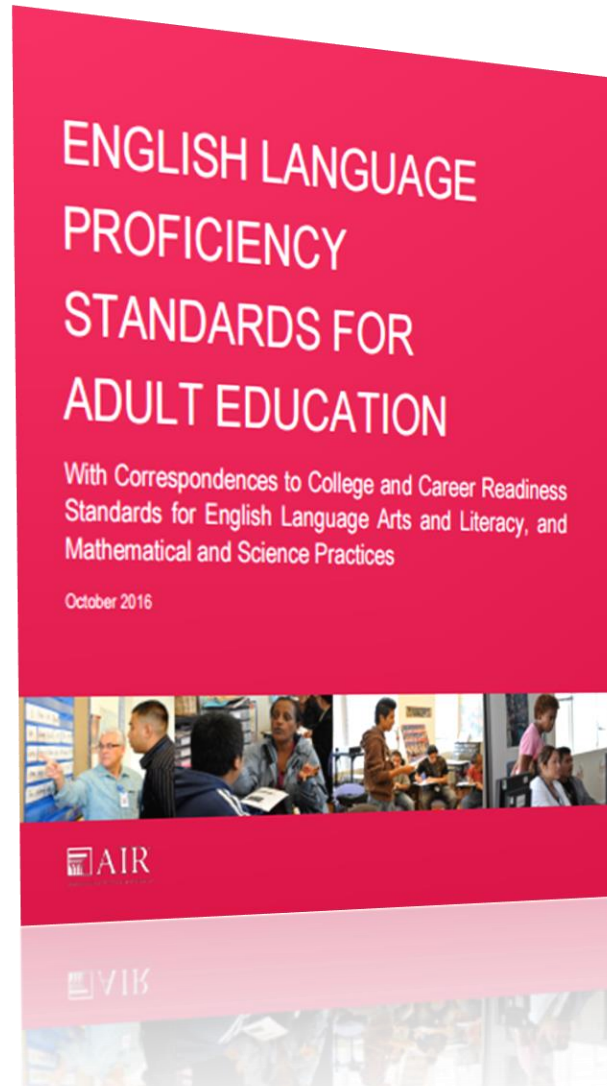
Equity: Reducing Barriers and Scaffolding

Achieving *equity* standards requires looking at equity from several different aspects.

- **Academic standards: Are all students held to high performance standards? How are standards modified to accommodate students with special needs?**

- **Academic content and support: Do all students have access to high-quality content that fits their educational needs?** *What supports are provided for students who need extra help to achieve academic goals?* **Do all students have highly qualified teachers who are well prepared to meet their needs?**

https://www.thinkingmaps.com/equity-education-matters/

In an equitable—as opposed to merely equal—classroom, each student is given the support and scaffolding they need to optimize their educational progress. That may mean that:

- Some students will have different expectations on an assignment, such as only writing three paragraphs instead of five.

- Some students will have extra time to complete an assignment or other accommodations designed to meet their educational needs.

- Some students will have resource teachers or aides that provide additional support in the classroom or in a pullout environment.

- Some students will have resources provided at a different reading level or in a different language.

https://www.thinkingmaps.com/equity-education-matters/

	ELP Levels 1–2	ELP Levels 3–4	ELP Level 5
Teacher Language and Teacher–Student Exchanges	• Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness	• Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness	• Model complex grammatical language about both concrete and abstract topics
Materials and Activities	• Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images	• Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role plays to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames	• Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics
Student Groupings	• Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds)	• Partner work (with additional scaffolds) • Small groups (with additional scaffolds)	• Partner work • Small groups

Equity: Inclusive Classroom

ADULT EDUCATION TEACHER **Competencies**

4 Models an understanding of diversity

1
2
3

Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills

Adult Education Teacher Competencies

- Models an understanding of diversity

  - Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom

  - When evaluating learner performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular- speaking communities, are second language learners, or possibly have learning difficulties

  - Uses language and chooses classroom material that respect learners' identities as individuals

4 Models an understanding of diversity

1
2
3

Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom

An ABE literacy teacher invites learners to create a class calendar of different holidays and festivals celebrated by learners in the class. The teacher uses the calendar to reinforce the spelling of days of the week and months of the year. In addition, the class votes for those holidays they will celebrate in class. The teacher invites learners to share cultural practices they'd like others to know about. For example, learners of Muslim faith may fast during Ramadan and may refuse food at break time.

4 Models an understanding of diversity

1
2
3

When evaluating learner performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular-speaking communities, are second language learners, or possibly have learning difficulties

An intermediate ESL teacher identifies common errors made by native speakers of Spanish, such as using adjectives after nouns as is common in Spanish instead of before nouns as is common in English. The teacher shows learners how English and Spanish are different in this area, demonstrating an understanding of the differences.

4 **Models an understanding of diversity**

1
2
3

Uses language and chooses classroom material that respect learners' identities as individuals

A teacher reviews mathematics texts, looking for problems that can be used in an ASE mathematics class. The teacher discovers a few problems that are mathematically rich but that contain gender and other cultural stereotypes. The teacher recognizes that the problems, as written, would offend some learners, would create a classroom atmosphere that undermined trust, and would distract from the content of the lesson. The teacher rewrites the problems to remove those references.

CHAT: What Teacher Need to Know and Do to Increase Equity in the Classroom

From your perspective as a teacher what classroom and instructional actions can you take to assure equity (high standards accompanied by scaffolded instruction in an inclusive classroom)?

Diversity, Equity and Inclusion

Focus on Adult Education Classrooms

Chat: Diversity, Equity and Inclusion

- ***Diversity*** includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. "Diversity" is often used in reference to race, ethnicity, and gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

How would you complete these sentences (use the chat box)?

Valuing diversity can be modeled in the classroom by...

Diversity, Equity and Inclusion

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

How would you complete these sentences (use the chat box)?

Inclusive classroom will....

Chat: Diversity, Equity and Inclusion

- *Equity* is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources.

How would you complete these sentences (use the chat box)?

- *Educational equity is demonstrated in the classroom when...*

Discussion

What questions, observations or comments do you have?

What Next

Look for the CALPRO

Equity Regional Community of Practice

in the Spring

THANK YOU!!

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