

INTRODUCTION TO EQUITY

*MAKING A DIFFERENCE FOR EVERY CHILD
THROUGH STRONG, POSITIVE RELATIONSHIPS*

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OUTCOMES - PARTICIPANTS WILL:

- Develop a clear definition of equity as it relates to education
- Understand the relationship between equity and equality in providing a quality education to every student
- Explore issues of equity in both face-to-face and virtual learning environments
- Clarify their role in providing equitable education experiences for students

EQUITY AND EQUALITY

- How do you define the concepts: *Equity* and *Equality*?
- What is the difference and the relationship between the two?
- Why is it important for us to come to a common understanding of these two terms and their relationship?

As you look at the following definitions, reflect on how they are similar and/or different from yours?



EQUALITY

The state or quality of being equal, especially in terms of status, rights and opportunity.

Oxford Dictionary



EQUITY

The educational policies, practices, and programs necessary to:

- (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and

- (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth.

EDUCATIONAL EQUITY

Educational Equity is the principle of altering current practices and perspectives to teach for social transformation and to promote equal learning outcomes for students of all racial, cultural, linguistic, and socio-economic groups.

Enid Lee, Anti-racist Educational Consultant



EQUALITY AND EQUITY

When we say equity, we refer to the qualities of justness, fairness, impartiality, even-handedness. When we talk about equality, we are talking about equal sharing and exact division.



REFLECT...

What terms or words resonate with you?

What questions do you have?

What examples of equality/inequality, equity/inequity can you think of in your school, district, community, the country, etc.?

3 DOMAINS FOR EQUITY CONSIDERATION

- **Content** -The concepts/curriculum being taught
- **Pedagogy** - How the concept/content is being taught
- **Climate** -The school and classroom (including virtual)



EXAMPLES OF INEQUITIES

Content: The history of Native Americans taught from only the white settlers' perspective. Offering less challenging curriculum to some students.

Climate: A classroom where certain cultural/racial groups of students are consistently allowed to fail. Also includes a classroom where student voices are not heard equitably.

Pedagogy: Not providing the content vocabulary needed for English language learners to successfully follow the lesson. Presenting instructions orally only, without written or other visual cues. Expecting and accepting less from some students.



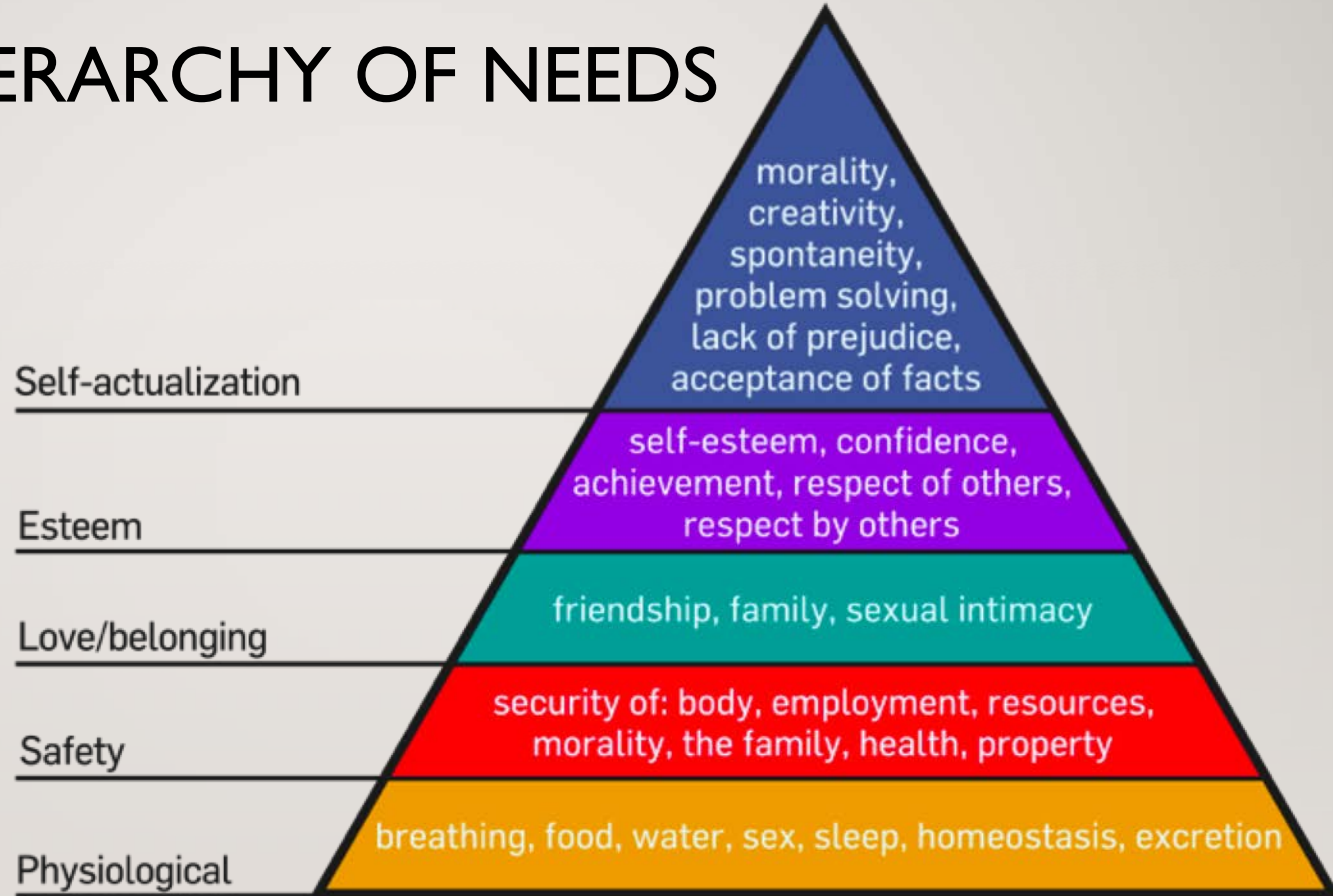
THINK...SHARE...

Can you think of an inequity you have observed in your context in any of these domains?

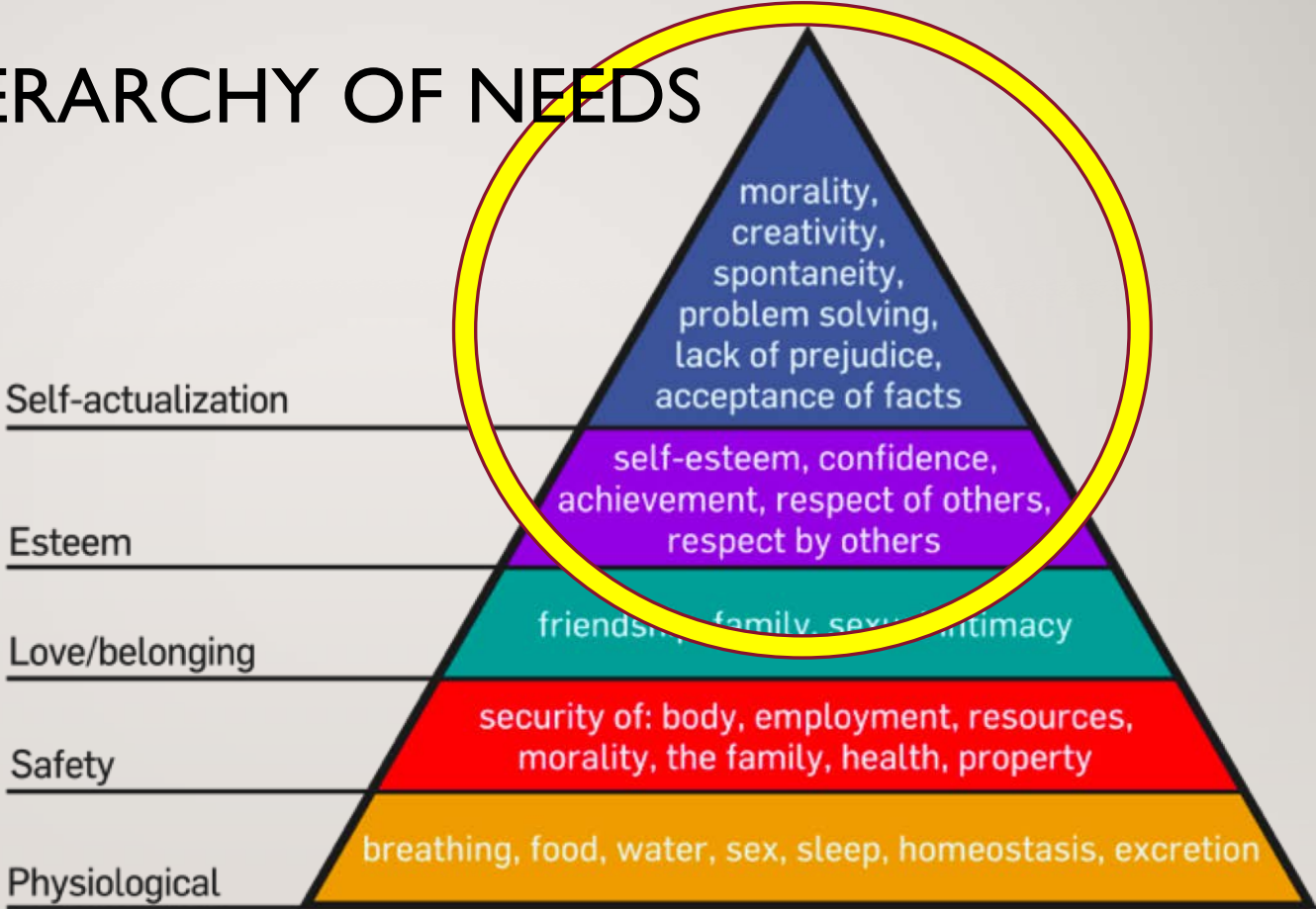
Have you observed effective strategies to make it more equitable?



MASLOW'S HIERARCHY OF NEEDS



MASLOW'S HIERARCHY OF NEEDS



INTERNAL AND EXTERNAL BARRIERS

School

- Unconscious Bias
- Low Expectations
- High Teacher Turnover
- Insufficient Funding

Community

- Poverty
- Transient Population
- Cultural Disconnect
- Access to Resources

DISRUPTION: STRATEGIES TO INCREASE EQUITY

- *WHAT I NOTICE? WHAT I WONDER?*
- *BUILD THE BARN*
- *TELL A STORY*

WHEN ALL ELSE FAILS...GIVE THE KIDS A HUG



DISRUPTING INEQUITIES: **WHAT CAN WE DO?**

- **Hold safe and nurturing community-building circles for students to check in**
- Be certain that all of the student voices are heard, rather than only those who always raise their hands
- **Ask questions that are open-ended, so all students feel safe to offer their perspectives. Validate all answers and encourage students to build their knowledge and community by encouraging students to share their cultural perspectives**
- Fill in the pieces of curriculum that have been historically missing
- Make sure that expectations and instructions are understood by all students



DISRUPTING INEQUITIES: **WHAT CAN WE DO?**

- **Reach out in support to students who are not showing up and their families**
- Find out about and troubleshoot technology challenges
- Reach out one-on-one for individual time with students who are not understanding concepts or completing assignments
- Offer high quality differentiated instruction in content, pedagogy and formative and summative assessment
- **Adjust instruction according to student needs**
- Check in to be certain that everyone understands directions and expectations for all assignments

WHAT IS YOUR ROLE IN DISRUPTING INEQUITIES?

Reflect for a moment about your role and responsibility as an educator for equity.

What specifically can you do to make learning more equitable for all students, particularly students of color whose schooling has failed them?



YOUR **FEEDBACK** IS APPRECIATED

If you have additional thoughts, suggestions or ideas, please write them in the chat box.

Thank you.



FOR MORE INFORMATION...

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