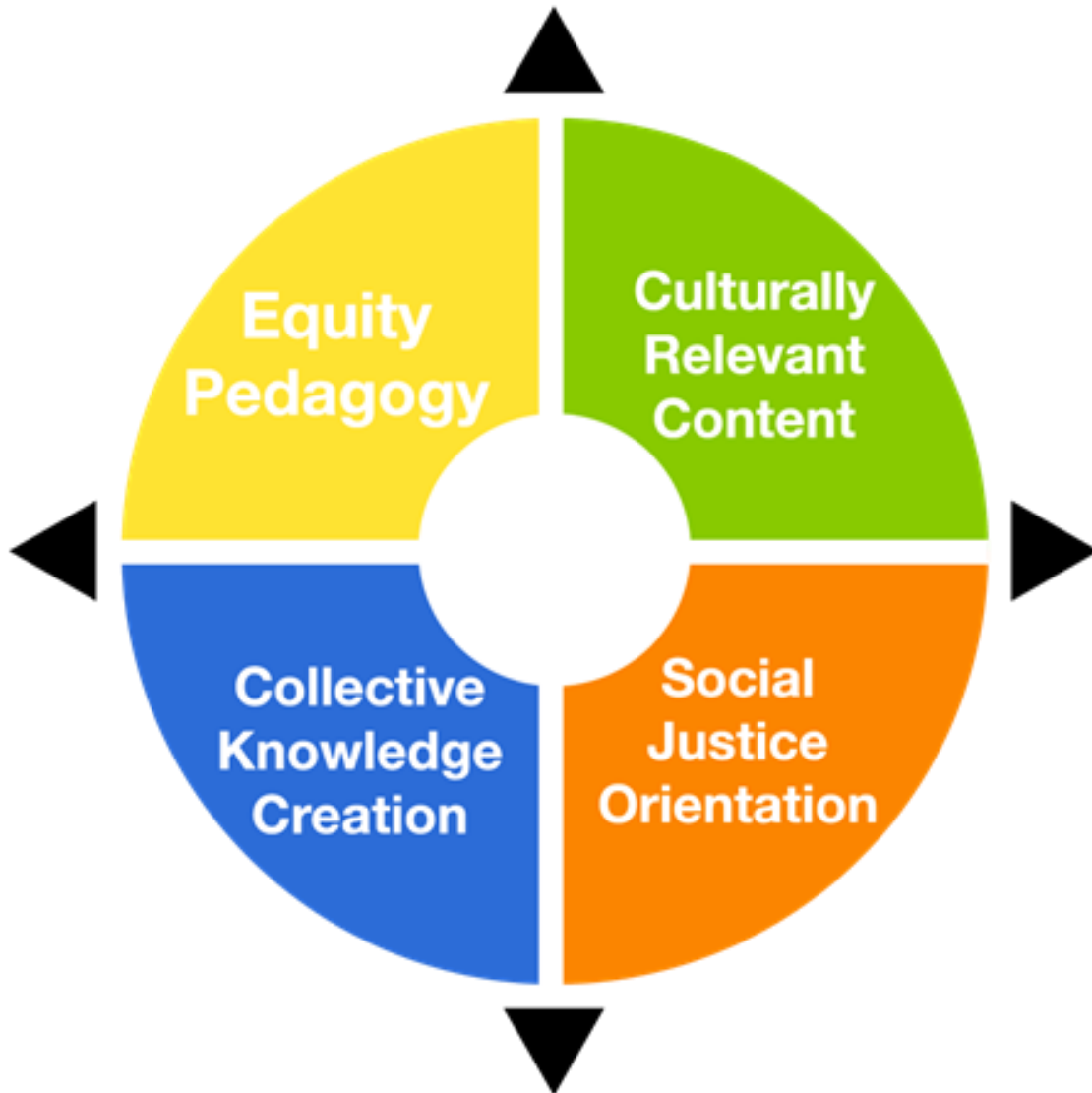


**EDUCATIONAL EQUITY
CURRICULUM AND INSTRUCTION COMPASS**



Educational Equity is about individuals, relationships and systems. A school that is educationally equitable is one in which we accept and value each individual for who she or he is, and provide the structures, environment and resources each student needs to reach their greatest potential, with the long-term impact of educating globally skilled and engaged citizens and creating a more just world.

In a practical sense, educational equity looks like:

- Authentic relationships with and among students, staff and families
- Pedagogy that is adaptive and responsive to and reflective of the student learners. (curriculum, instruction and assessment)
- Resources and supports required for learning are provided for all learners
- High expectations for all students, with all students meeting academic expectations
- Welcoming and safe school environments
- An understanding and articulation that schools operate within and contribute to larger societal norms and outcomes. Schools are the ideal setting for the formation of societal equity.

The principle of educational equity acknowledges the existence of inequity—that there are historically and currently underserved and underrepresented populations. Educational *inequity*—underrepresentation of some student populations in measures of academic belonging and achievement—is persistent, predictable, and unacceptable. Underrepresented students often experience inequities that include:

- Delayed or denied graduation
- High rates of discipline and suspension
- Math or reading skills below grade level
- Academic course or program tracking and misplacement
- Underrepresentation in advanced academics and STEM courses
- Low teacher expectations
- Invisibility in curriculum and instruction
- Unwelcoming schools

To create educational equity, we must remedy the social processes that created the inequity and the social impacts of inequity. We must place an emphasis on traditionally underserved, underrepresented students and focus on the inequities that occur as a result of societal and institutional racism. We must positively emphasize the needs, experiences, and outcomes for students who identify as:

Black and of African descent, Chicano/Latino, Asian, and Indigenous Nations or American Indian

And the compounded experiences of students at intersection of race and the following labels or identities:

Immigrant, Refugee, English Learner, LGBTQ, free or reduced-price lunch, religious minority, special education, physical or mental disabilities, homeless or highly mobile.

An equity pedagogy focuses on educational outcomes for underserved student populations with the understanding that **every** student benefits from equity-focused pedagogy.

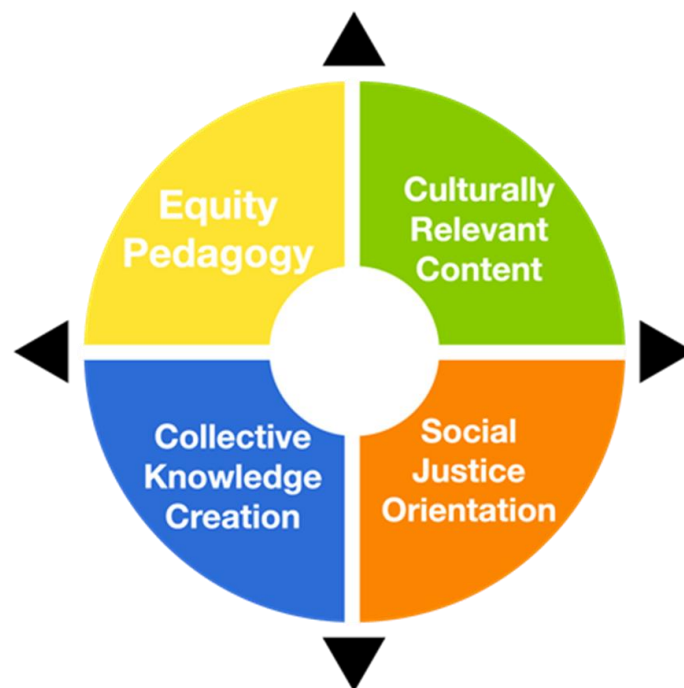
To achieve and sustain educational equity, the following educator competencies and curricular areas of focus are essential:

Equity Pedagogy: The ability to discern and acknowledge inequity in the school or classroom and actively work to create educational equity. The belief that *all* students can learn and demonstrate knowledge at high levels, and affirmation that it is the school and teacher's responsibility to ensure high level learning for all students.

Culturally Relevant Content: Culturally relevant content de-centers dominant narratives and expands the curriculum to include traditionally absent narratives. Culturally relevant content adjusts the curriculum, academic standards and learning materials to be reflective of and relevant to the diversity of perspectives, histories, values and identities in the student body and society.

Collective Knowledge Creation: Teaching and learning is rooted in student inquiry and students are respected as content and expertise resources for their own and their classmates' learning. Collective knowledge creation engages and affirms families as authentic education partners who influence and inform teaching and learning in the classroom.

Social Justice Orientation: Schools infused with a social justice orientation understand that schools operate within, are influenced by and contribute to larger societal injustices or justice. Classrooms practice and model justice and are the ideal setting for developing student understanding and agency related to social justice.



The *Educational Equity Curriculum and Instruction Compass* is intended to be used as a guide for establishing organizational priorities, adopting policies and procedures, developing staff competencies, setting staff development plans, engaging in day to day leadership and decision making, school and district evaluation, curriculum selection, and communicating within our education community.

The *Educational Equity Curriculum and Instruction Compass* includes a set of **Indicators of Effectiveness**, **Self-Reflection Questions**, and **Curriculum Review Questions** for each quadrant of the compass. The reflection, review and evaluation tools contained in the *Educational Equity Curriculum and Instruction Compass* can be used:

- By school leaders to assess and plan for creation and expansion of educational equity work at individual sites (ex: create equity teams, plan professional development, plan family/school partnerships, assess resource allocation decisions)
- By teachers for pedagogical reflection or to create personal professional development plans
- By school staff to engage in conversation with students and families around a school's equity challenges, values and goals
- By families to identify hopes, needs, and academic goals for their students
- By district leadership to align decision making with equity values and goals

The following is a guide for using the Indicators of Effectiveness for self-reflection or staff or school evaluation:

- **Beginning-** This is a new concept or facet of my professional practice, Educator is unfamiliar or inexperienced with this competency. This indicator is not present in the classroom or school.
- **Developing-** I consider myself to need more experience or learning within this indicator of effectiveness, there is ample room for professional growth for me. Educator is familiar but inexperienced with this indicator. This indicator is occasionally but not reliably present in the classroom or school.
- **Proficient-** I consistently and systematically attend to this indicator of effectiveness within my professional practice. I continuously seek professional development and new strategies to improve my practice within this indicator of effectiveness. The educator has consistently incorporated this indicator into their practice. This indicator is reliably present in the classroom or school.
- **Exemplary-** While I am always improving, I have significant experience and I consistently and systematically attend to this indicator of effectiveness within my professional practice. Educator serves as an example or mentor for peers on how to professionally implement this indicator of effectiveness. The classroom or school serves as a model for other classrooms and schools that are still developing.



Equity Pedagogy

Equity pedagogy is the foundation and essential starting place for understanding and implementing the remaining three directions on the *Educational Equity Curriculum and Instruction Compass*. An equity pedagogy is the ability to discern and acknowledge inequity in the school or classroom and actively work to create educational equity. An equity pedagogy holds the belief that *all* students can learn and demonstrate knowledge at high levels, and affirms and demonstrates that it is the school and teacher’s responsibility to ensure high level learning for all students.

B-Beginning, D-Developing, P-Proficient, E-Exemplary

Indicators of Effectiveness	B	D	P	E
Educator believes in the urgent necessity of educational equity, acknowledges the existence of inequity, and confirms through action they will not abstain from efforts to create equity.				
Educators and school holds high academic standards for all students with differentiated instruction and assessment based on student needs and skills. All students have scaffolded access to grade level standards.				
There is alignment between teaching styles and the variety of student learning styles. Teaching is designed to complement how students learn and how they demonstrate their learning.				
Educators and school minimize labels, tracking and pull-outs for students. All students are included in the classroom and learning community.				
Teaching and assessments meet the needs of the wide spectrum of student diversity, as demonstrated by equitable academic outcomes for students.				
Student under achievement is not acceptable, nor is it persistent or predictable by student identity. Student achievement data shows that student identity is not a predictor of success, failure or program placement.				
When a learning activity is required for school it happens at school and the resources needed for learning are provided by school.				
Behavior standards are focused on facilitating student learning and are responsive and respectful to various ways of being, learning and communicating. Behavior rewards and consequences are not based on alignment with dominant cultural norms or alignment with teacher comfort.				

Notes/Comments:



Equity Pedagogy

Essential Questions—Self Reflection

- Am I able to identify equity and inequity in my practice? How do I know when parts of my practice are having an empowering or detrimental impact on my students?
- Do I know how each of my students learn and are best able to demonstrate their learning?
- Do I have the skills to adapt my pedagogy to meet the learning styles and needs of my students?
- Does my student academic achievement data show that student outcomes are impacted by or predictable by student identity?
- Do I ensure that all learning activities happen at school? Do I ensure that all resources needed for learning are provided by school?
- Do my behavior expectations adapt to and respect different ways of learning, being and communicating? What do I do when I don't understand or know how to navigate student misbehavior? Do I expect students to follow dominant cultural norms or my own comfort norms for behavior?

Essential Questions—Curriculum Review

- Are the content, activities, and assessments in this lesson or unit accessible for all students?
- Is this lesson or unit aligned with grade level academic standards? Why is this content important for students to learn?
- How do the content, materials or learning activities scaffold so that all students are able to meet the standards of this lesson or unit?
- How does this lesson or unit differentiate content, practice and activities for varying learning styles, levels of foundational knowledge, or academic needs?
- How are the formative and summative assessments in this lesson or unit differentiated for student learning styles and academic needs? Are there multiple assessment options for demonstrating knowledge, skills, and learning?
- Can all reading, practice, and activities for this lesson or unit be completed during students' time at school? Have all required materials been provided by school?

Notes/Comments:



Culturally Relevant Content

Culturally relevant content demonstrates cultural awareness and sensitivity to the humanity of all. Culturally relevant content reaches into the past, present and future of our students and our world, elevating the rich diversity that exists within our classrooms and our society. It enables students to view concepts, issues, themes, problems and experiences from multiple perspectives. Culturally relevant content de-centers dominant narratives and is broader than teaching the values and stories of the powerful and privileged. Culturally relevant content recognizes the impact of the hidden curriculum, biases present in academic standards and curricular materials and rejects deficit views regarding cultural difference. Culturally relevant content adjusts the curriculum, standards and materials to be reflective of and relevant to the dynamic identities of our students and human diversity.

B-Beginning, D-Developing, P-Proficient, E-Exemplary

Indicators of Effectiveness	B	D	P	E
Educators affirm that multiple cultures, histories and perspectives are important for a comprehensive student education.				
Educators make changes to the basic assumptions of the curriculum regarding <i>what</i> and <i>who</i> are important to read, understand or learn about.				
Educators can recognize and articulate biases present in the official and hidden curriculum.				
Educators adjust, add to and adapt existing academic standards to make them more culturally representative and relevant.				
Educators select curricular resources, materials and voices that are representative of a broad variety of cultures, principals, theories, values, experiences, historical events etc.				
Curriculum is inclusive of traditionally absent narratives, balancing the narrative of power and privilege that is present in the dominant curriculum.				
Educators know where to find unbiased, culturally relevant learning materials.				
Educators assess learning materials for cultural relevance and bias in explicit and implicit messaging and meaning.				

Notes/Comments:



Culturally Relevant Content

Essential Questions—Self Reflection

- How do I make sure my students aren't invisible or misrepresented in the curriculum?
- Do I believe multiple perspectives, values, histories, and cultures are important for my students to learn? What do I do when I encounter a perspective I do not agree with? Is it still important for my students' comprehensive education?
- How do I feel when I do not know about or don't have experience with a culture, history, or perspective? How do I expand my own knowledge and understanding?
- What is the impact of a culturally biased, dominant narrative curriculum on my students?
- Am I able to see bias in the hidden and official curriculum that I teach? How do I respond when I detect bias in the curriculum I teach? Do I teach it anyway? Why? Do I make changes? How?
- Am I able to add to or adjust academic standards to include multiple perspectives and culturally relevant content? When am I most likely to do this? When am I least likely to make adjustments? Why?
- Do I access a variety of culturally relevant materials, resources, and voices to utilize within our curriculum and classroom? Do I share these with my colleagues?
- How do I routinely assess materials for bias, misrepresentation, or dominant narrative?

Essential Questions—Curriculum Review

- What are the official standards and key learnings in this unit or lesson? What hidden curriculum or implicit standards or learning are present in this unit or lesson?
- What biases, misrepresentations, or dominant narratives are present in this unit or lesson? How will we adjust the unit or lesson to eliminate biases and misrepresentations? How will we adjust the unit or lesson to balance the dominant narrative with traditionally absent narratives?
- How does this unit or lesson reflect the students who are learning the content? How is this unit or lesson relevant to the students who are learning the content?
- Do the standards addressed by this unit or lesson need to be adjusted or expanded to provide a comprehensive education? What adjustments or additions should be made?
- What additional materials, resources or voices are needed to make this unit or lesson more comprehensive? Which materials, resources, or voices need to be eliminated to make sure this unit or lesson is not biased or a misrepresentation?

Notes/Comments:



Collective Knowledge Creation

Collective knowledge creation is a social learning and teaching process rooted in the belief that all members in the community contribute valuable perspectives, understanding and expertise. Power and authority for knowledge creation and responsibility for teaching and learning are distributed among all members of the community, including students, teachers and families. Learning is rooted in student inquiry and students are respected as content and expertise resources for their own and their classmates' learning. Collective knowledge creation engages and affirms families as authentic education partners who influence and inform teaching and learning in the classroom. Collective knowledge creation demonstrates how new ideas and learning are created and shared as a social construction and affirms the student's essential role in the creation of knowledge.

B-Beginning, D-Developing, P-Proficient, E-Exemplary

Indicators of Effectiveness	B	D	P	E
Students and families assume key leadership roles in the classroom and influence curricular and instructional decisions.				
Teacher has an on-going process for learning and utilizing each student's interests, experiences, skills, ideas, perspectives and expertise.				
Curriculum and instruction is rooted in student inquiry and builds upon existing student knowledge, experiences, interests and expertise to co-construct new understanding and skills.				
Curriculum and instruction facilitates students' access to and utilization of their own experiential knowledge, beliefs, curiosity and interests in the learning process.				
Teaching and learning uses examples and analogies <i>from</i> students' lives; teaching and learning applies content and skills <i>to</i> students' lives.				
Teaching and learning provides opportunity for peer review and feedback on ideas and knowledge creation.				
Teaching and learning is designed to activate student strengths and amplify student voice.				
The physical classroom is designed to enable students as learners and co-teachers. Student workspaces are arranged for collaboration, the classroom facilitates communication and discussion. There are spaces in the room to document and validate student ideas, interests, and expertise.				
Teacher has consistent, mutually dependent and respectful relationships with families, engaging with them as authentic education partners.				

Notes/Comments:



Collective Knowledge Creation

Essential Questions—Self Reflection

- Do I validate my students' lived experiences as expertise? Do I value my students' interests, perspectives and strengths?
- Do students and families hold key leadership roles in my classroom? Are they able to authentically influence curricular and instructional decisions?
- How do I get to know my students' interests, skills, perspectives and expertise?
- Does my teaching use examples and analogies from my students' lives? Does classroom learning apply content and skills to my students' lives?
- What are the different ways I amplify student voice? How do I make sure all voices in the classroom are validated? What about for students who are quiet or students who are very talkative? What about for students who don't communicate the same way I communicate?
- Is the classroom optimally designed for collaboration and knowledge creation? What physical adjustments or additions would better facilitate collaboration and creation?
- How would I describe my relationships with my students' families? Which families do I have strong relationships with? Which families can I reach out to more? What am I asking from my students' families? Am I expecting families to serve my goals as a teacher? Do I serve their goals? Do I know what their learning goals are for their students? Do I know what expertise families can contribute to the classroom?

Curriculum Questions—Curriculum Review

- How does this unit or lesson utilize student inquiry? Student interests? Students' existing knowledge?
- What examples or analogies from students' lives are used to scaffold learning? How does this unit or lesson directly apply to students' lives?
- How did current or previous years' students or families help plan the content, activities, or assessments for this unit or lesson?
- How will we display student learning from this lesson or unit? How will student voice be shared and amplified by this unit or lesson?
- How do the learning activities of this unit or lesson support student collaboration and new knowledge creation?
- Does this unit or lesson provide opportunities for peer review and feedback?
- How does this unit or lesson honor and utilize family expertise?

Notes/Comments:



Social Justice Orientation

Curriculum with a social justice orientation affirms what students often suspect, that society does not treat all people fairly. Curriculum and instruction infused with a social justice orientation understands that schools operate within, are influenced by and contribute to larger societal injustices or justice. Because of this reality, classrooms are the ideal setting for developing student understanding and agency related to social justice. Classrooms model the practice of social justice, confirming our common humanity and rights to respect and community. Curriculum and instruction develop students to be agents for change, proactively molding the society they live in and will inherit into a more equitable society.

B-Beginning, D-Developing, P-Proficient, E-Exemplary

Indicators of Effectiveness	B	D	P	E
Curriculum and instruction affirms our common humanity as well as appreciates individual differences.				
Curriculum and instruction acknowledges systemic barriers and the impacts of power and privilege in creating injustice.				
Teaching methods and materials support understanding and reducing prejudicial attitudes among students and facilitate students' awareness of the impact of inequity on self and others.				
Curriculum and instruction leads students to develop a vision of social justice and the will and skill to work proactively toward their vision.				
Curriculum and instruction includes action learning; students immediately impact their world, creating more justice.				
Curriculum and instruction positions social justice as a "we" concern not an "us/them" issue. Curriculum and instruction illustrates that injustice is a lose-lose scenario encouraging privileged students to engage in creating more justice.				

Notes/Comments:



Social Justice Orientation

Essential Questions—Self Reflection

- Do I believe that my classroom operates within, is influenced by and contributes to larger societal injustices or justice? If yes, how does this belief influence my practice?
- How do I respond when I hear students or colleagues making racist, sexist, homophobic etc. comments in school?
- When my students report experience with racism, sexism, homophobia etc. how do I respond? Am I an ally for justice to my students who share these experiences with me? How do I demonstrate that I am an ally for my students?
- Am I able and willing to use class time to discuss and respond to current events that grow out of systemic injustices? How do I facilitate the different perspectives that come up with my students?
- Do I or my curriculum support students as change agents? Do we have plans for action learning that contributes to social justice?
- How do I encourage and engage students who are privileged by the current systems of injustice to understand the experiences of people with different or fewer societal advantages? How does my teaching and curriculum affirm the importance of advocating social justice even for students who have privilege?

Essential Questions—Curriculum Review

- Are there concerns of injustice inherent to the topic covered by this unit or lesson? Does the unit or lesson acknowledge the concerns?
- Does this unit or lesson reinforce prejudicial attitudes or existing systemic injustice? If so, what modifications will be made?
- Does this unit or lesson divide students by privilege in any way? Ex: Group projects that require students travel to each other's homes.
- Does this unit or lesson offer students an opportunity to discuss justice and injustice? Does it offer an opportunity for students to formulate their vision of justice? Does it offer opportunity for students to take action?

Notes/Comments:

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Curriculum Revisions

Equity Pedagogy

Culturally Relevant Content

