



Creating Equitable Learning Environments

EXPLOELEVATE
INNOVATIVE SCHOOLS COOPERATIVE

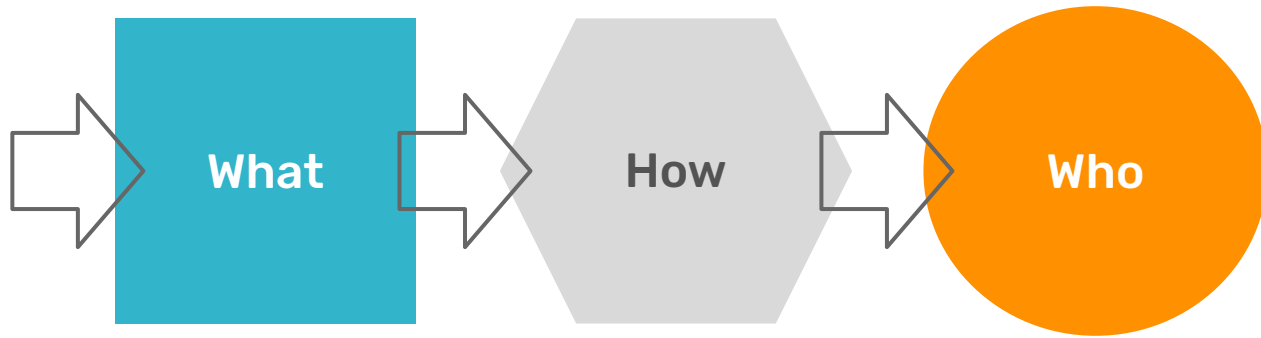


Assumptions

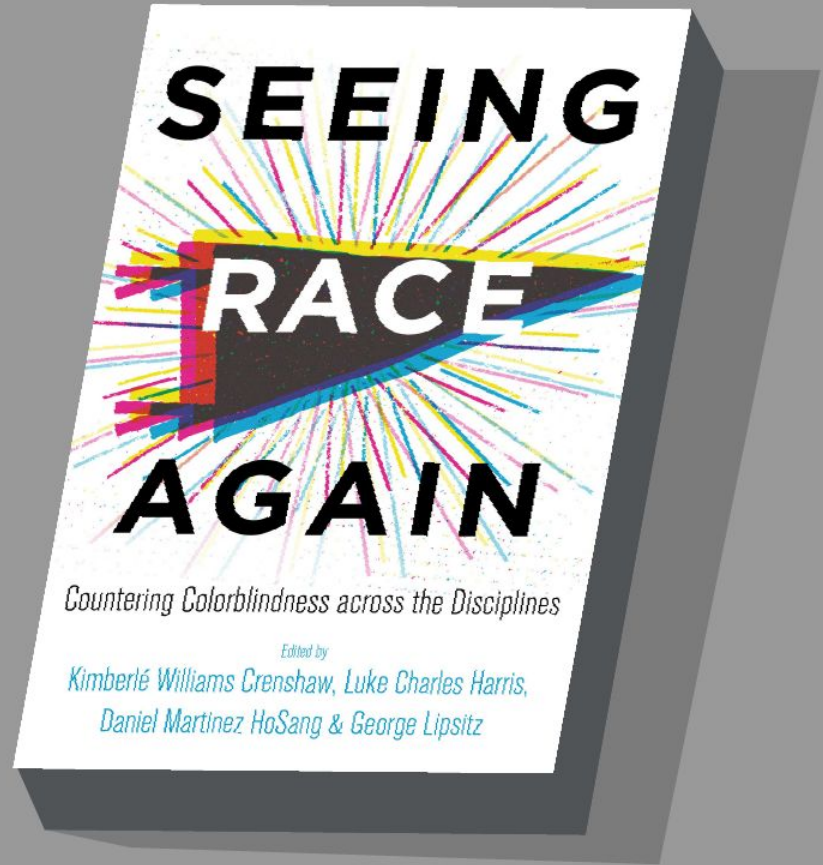
- 1) We are all learners.
- 2) No such thing as perfection.
- 3) All teachers are DEI/J practitioners.







“Colorblind” describes any structures that reinforce whiteness as the unmarked norm against which difference is measured.





STUDENT NARRATIVES

"I feel like there is an expectation that I should know the history of my culture—but the reality is that I don't."



"I think as long as [the class] doesn't portray your experience, you always feel like it's wrong for you. But my wrong is different from your wrong."



“Once you’ve reached that point, you’ve missed having the critical mass of students be informed and conscious of their space.”



**Curriculum can
(and often does)...**

- 1) Present a version of student identity that doesn't align with individual students.**
- 2) Make assumptions about student identity.**
- 3) Make the marginalized student do the hardest work of the class.**

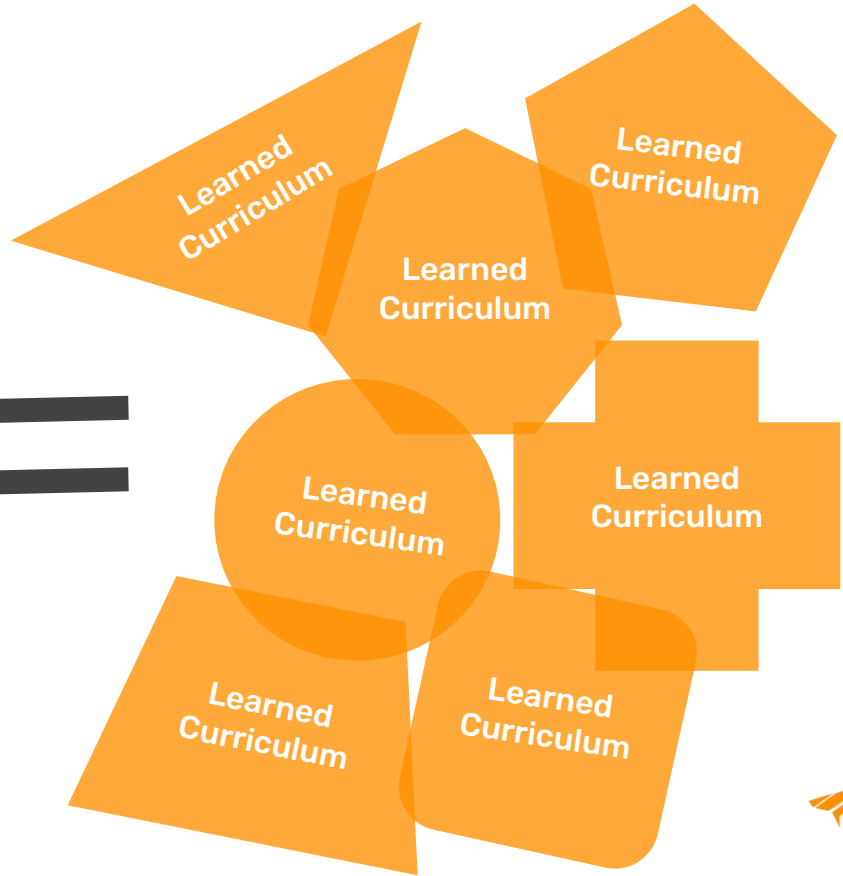
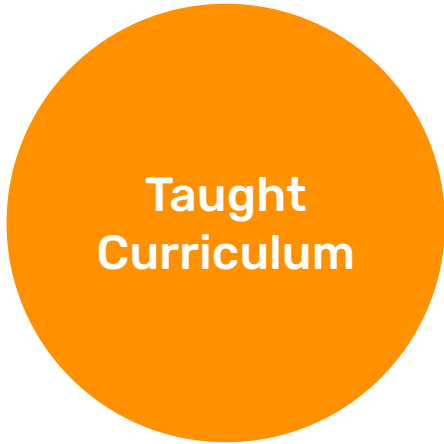


**Taught
Curriculum**



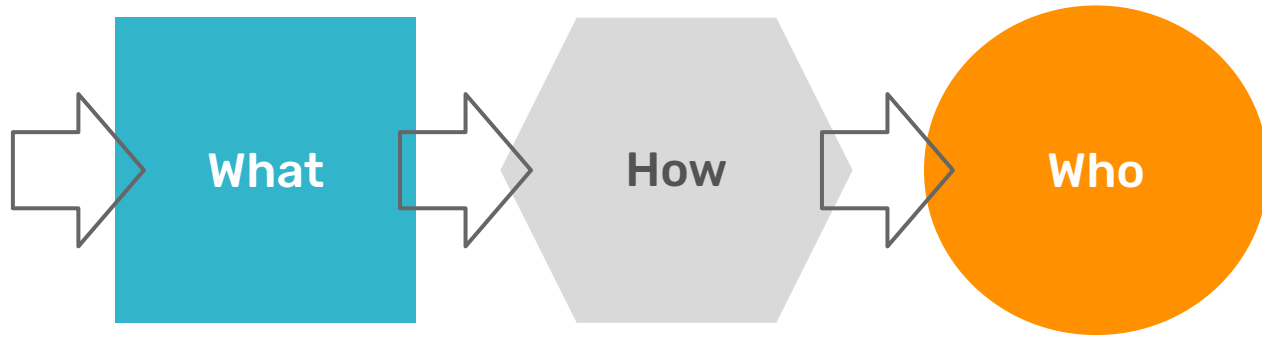
**Learned
Curriculum**

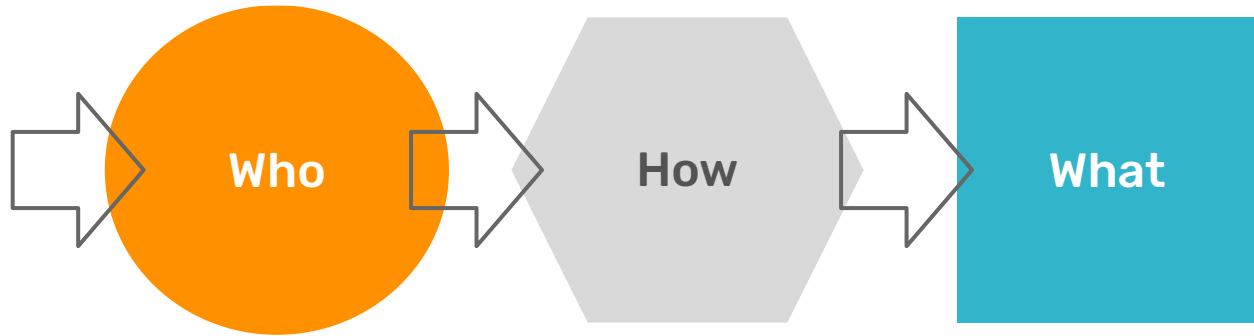
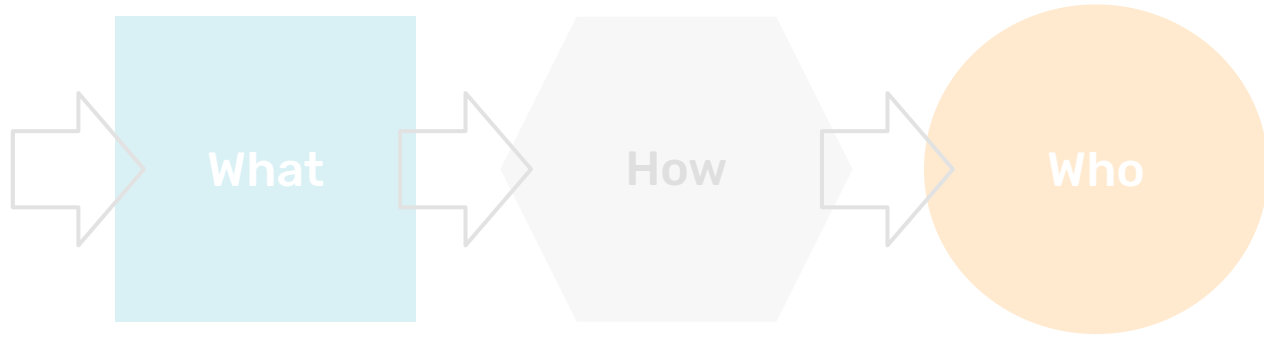




STAGE 1 - Desired Results	Established Goals	Transfer	
		Students will be able to independently use their learning to...	
		Meaning	
		Students will understand...	Essential Questions
		Acquisition	
		Students will know...	Students will be skilled at...
STAGE 2 - Evidence and Assessment	Evaluative Criteria	Assessment Evidence	
		Performance Task(s):	
		Other Evidence:	
STAGE 3 - Evidence and Assessment	Summary of Key Learning Events and Instruction		







Equity

Every child receives whatever she/he/they need to develop to his/her/their full academic and social potential and thrive, every day.

Aguilar, Elena. *Coaching for Equity*



Equity Lenses

Identity

Access

Power



Equity Lenses

Identity

Access

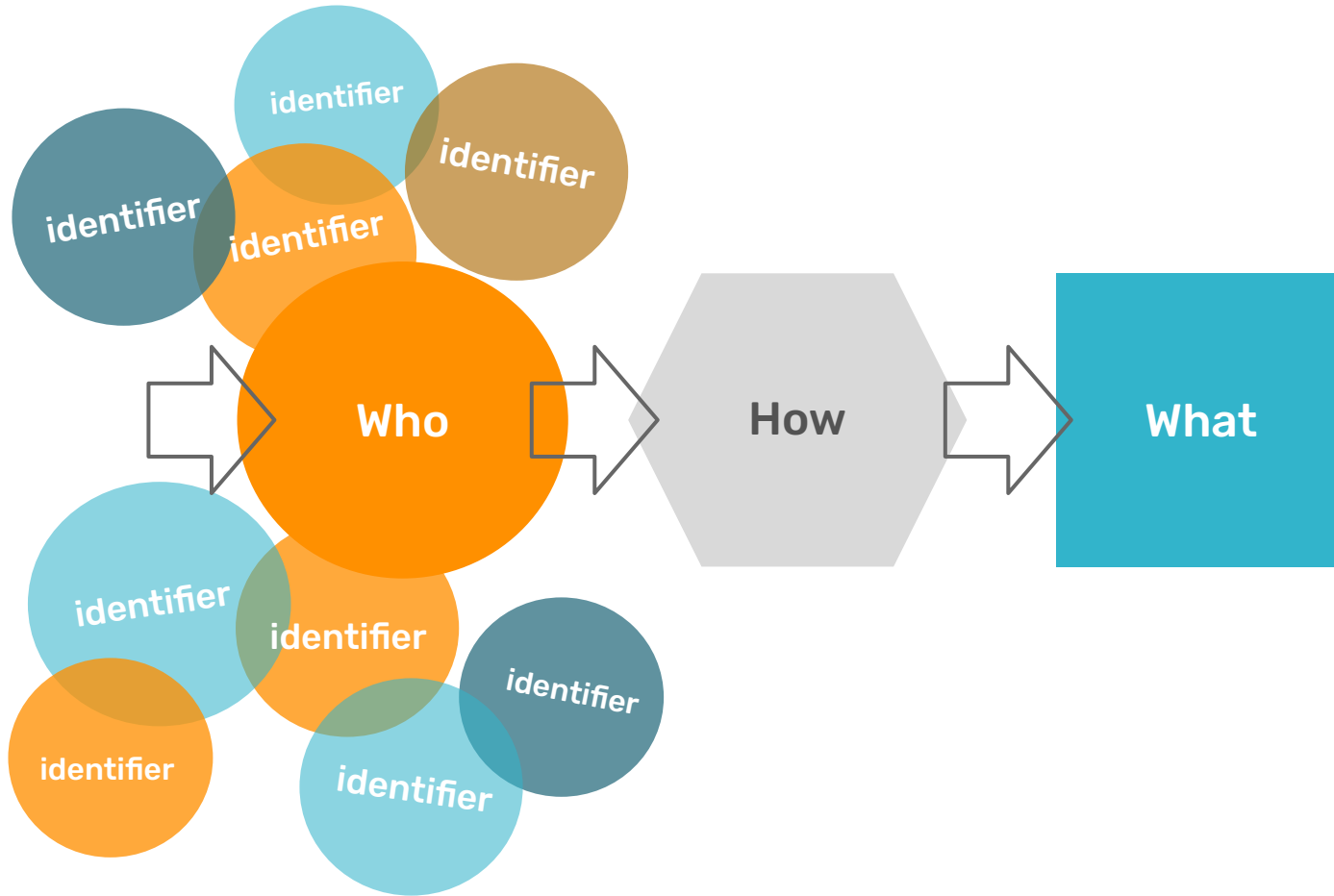
Power

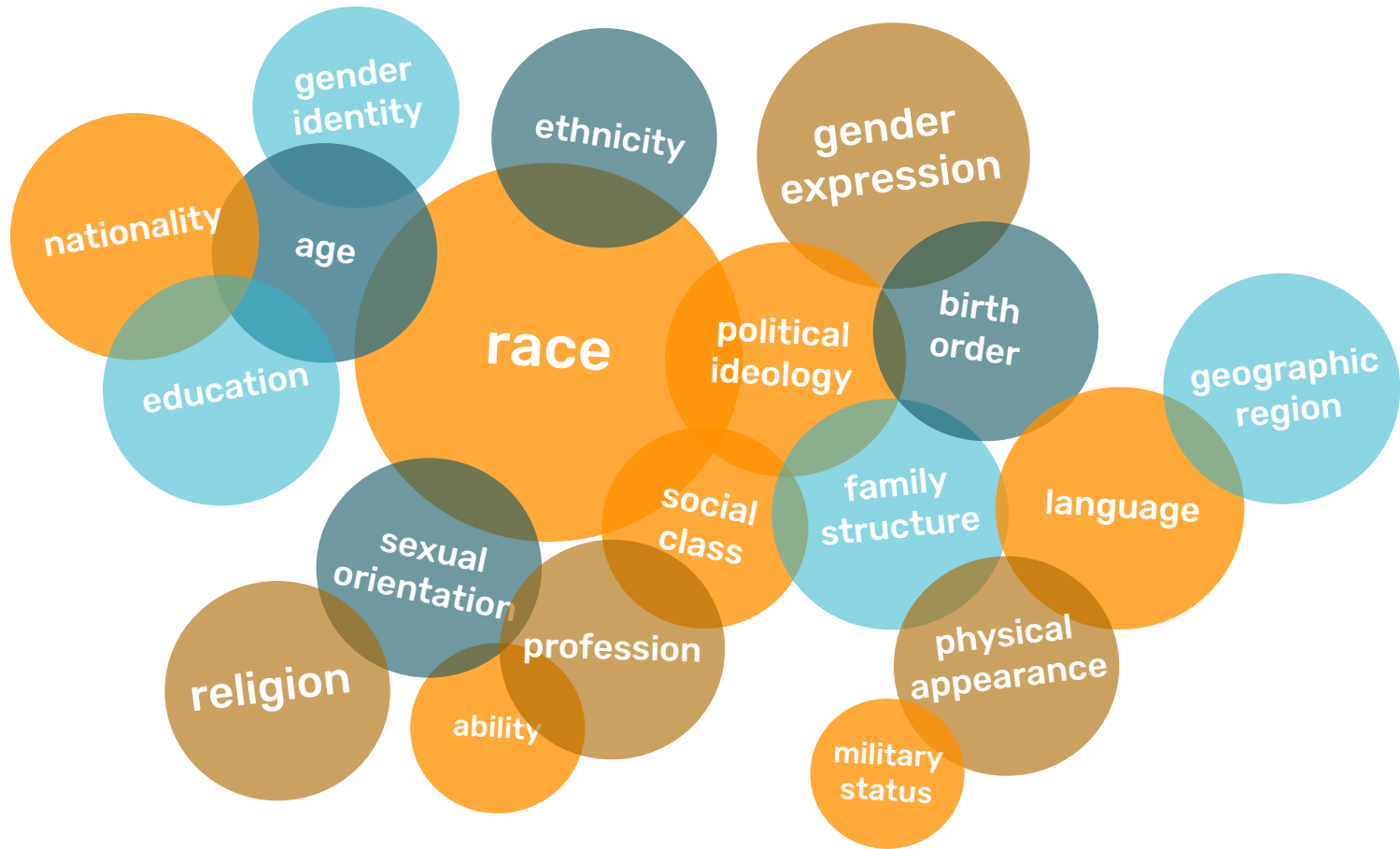


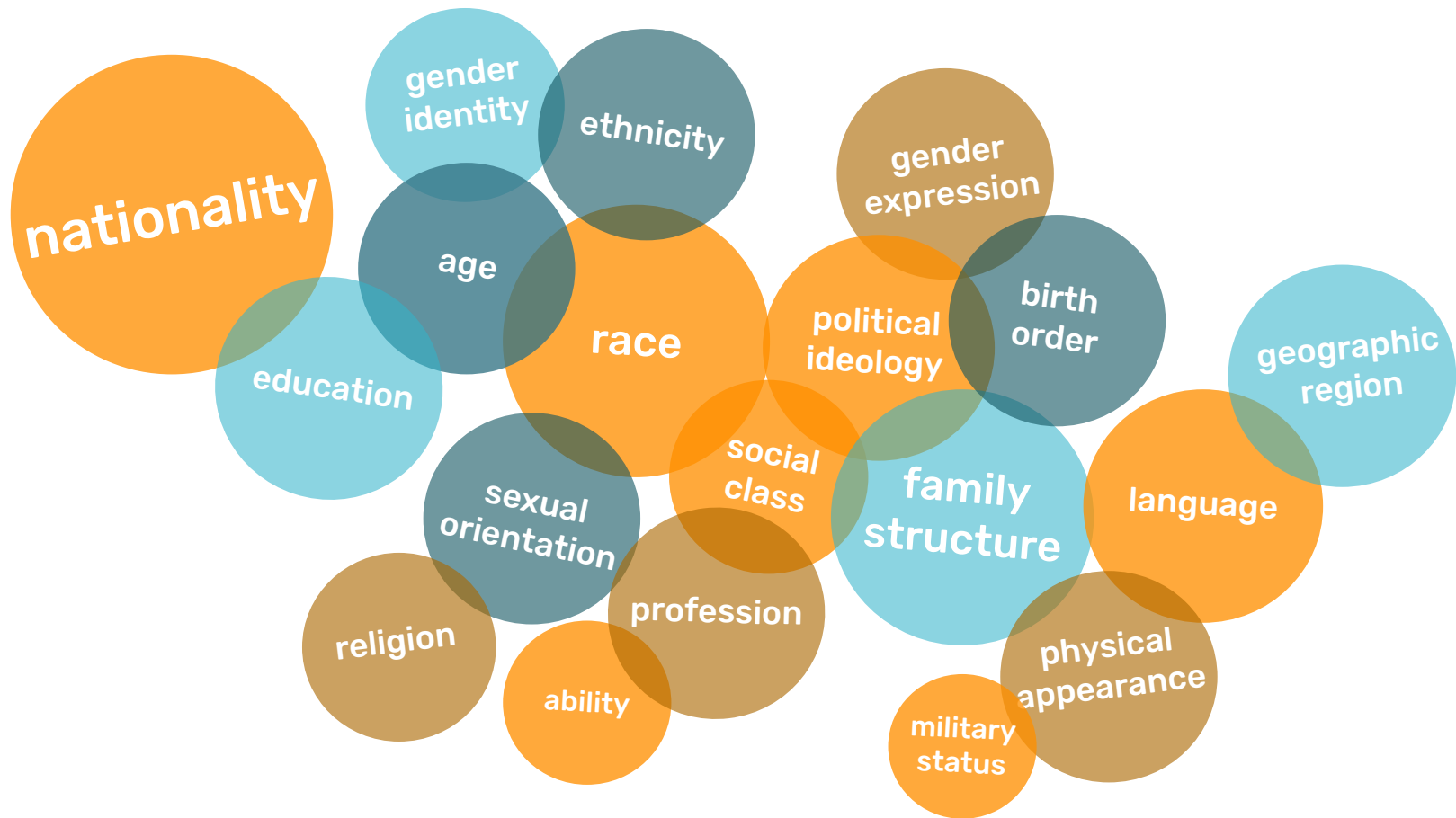
Identity

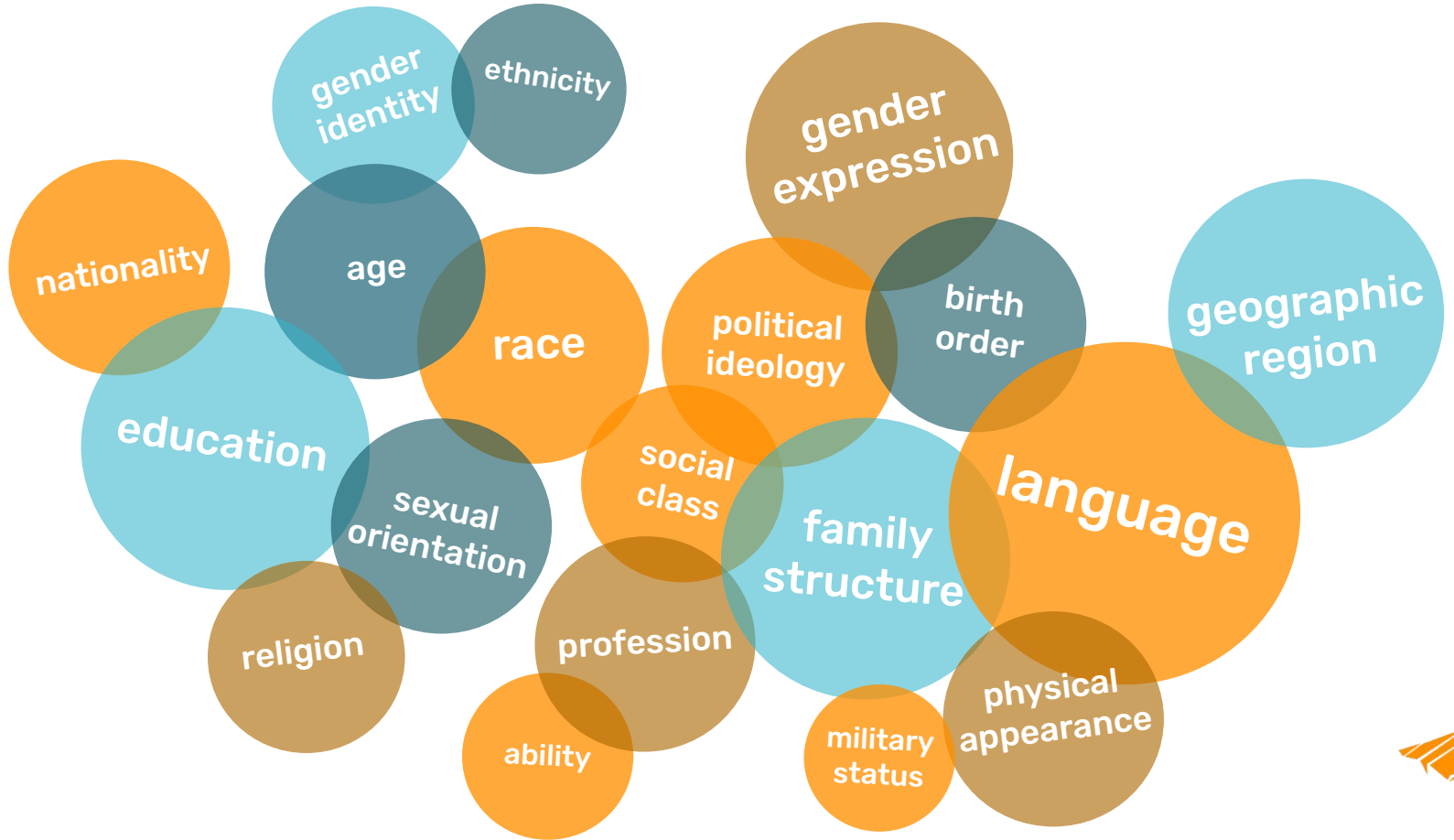
- **Who we are**
- **Who others say we are**
(both positive and negative)
- **Whom we desire to be**

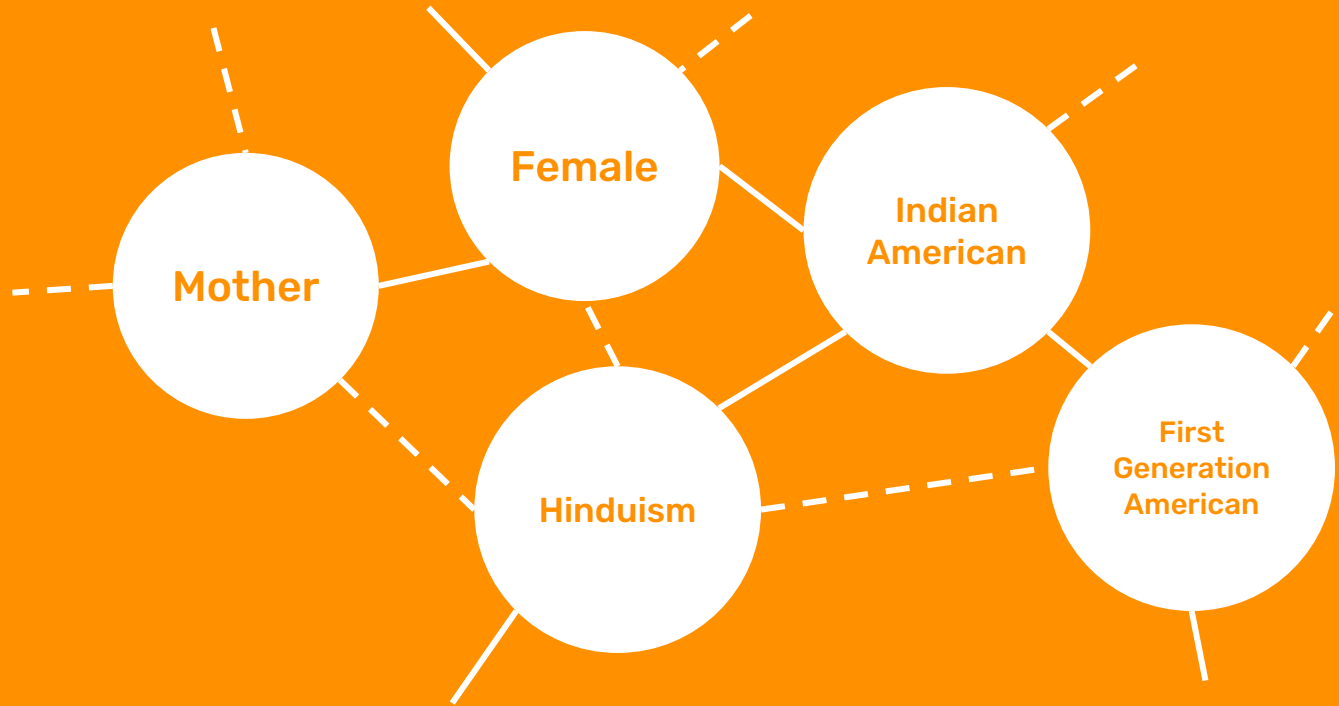












Equity Lenses

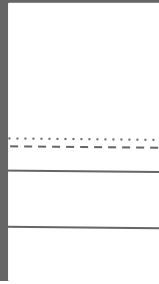
Identity

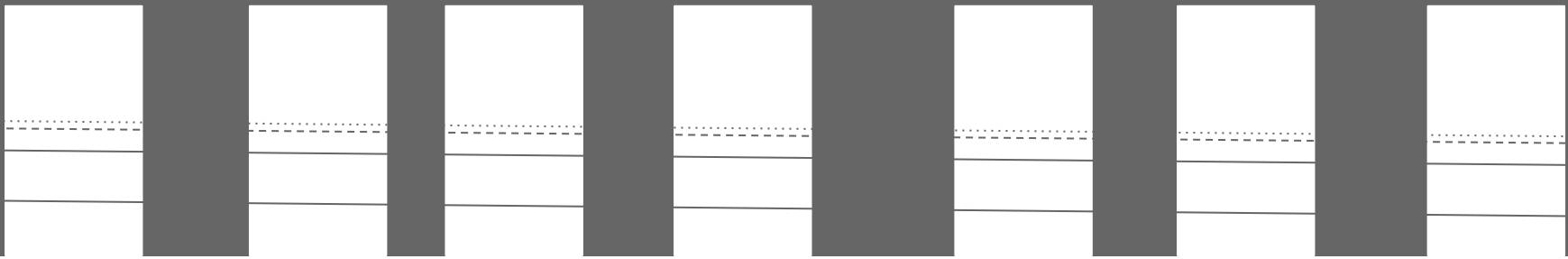
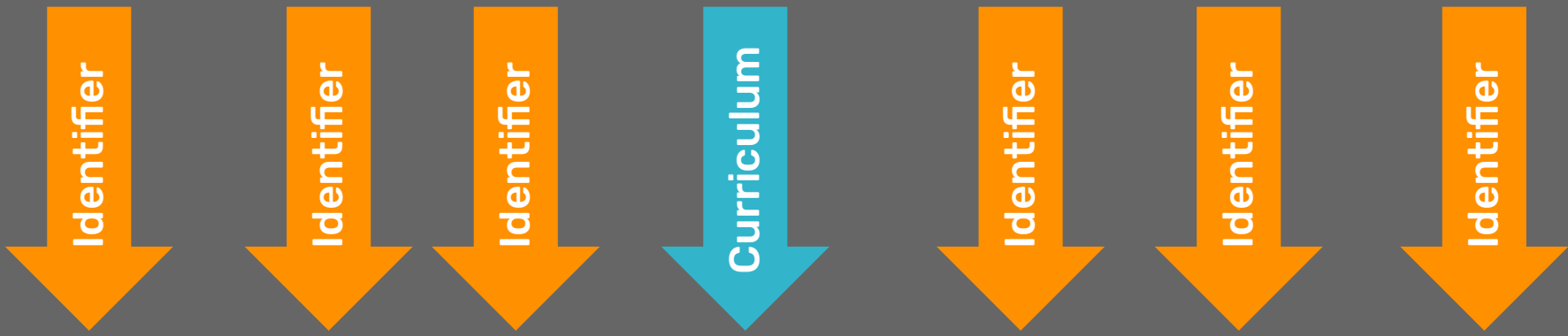
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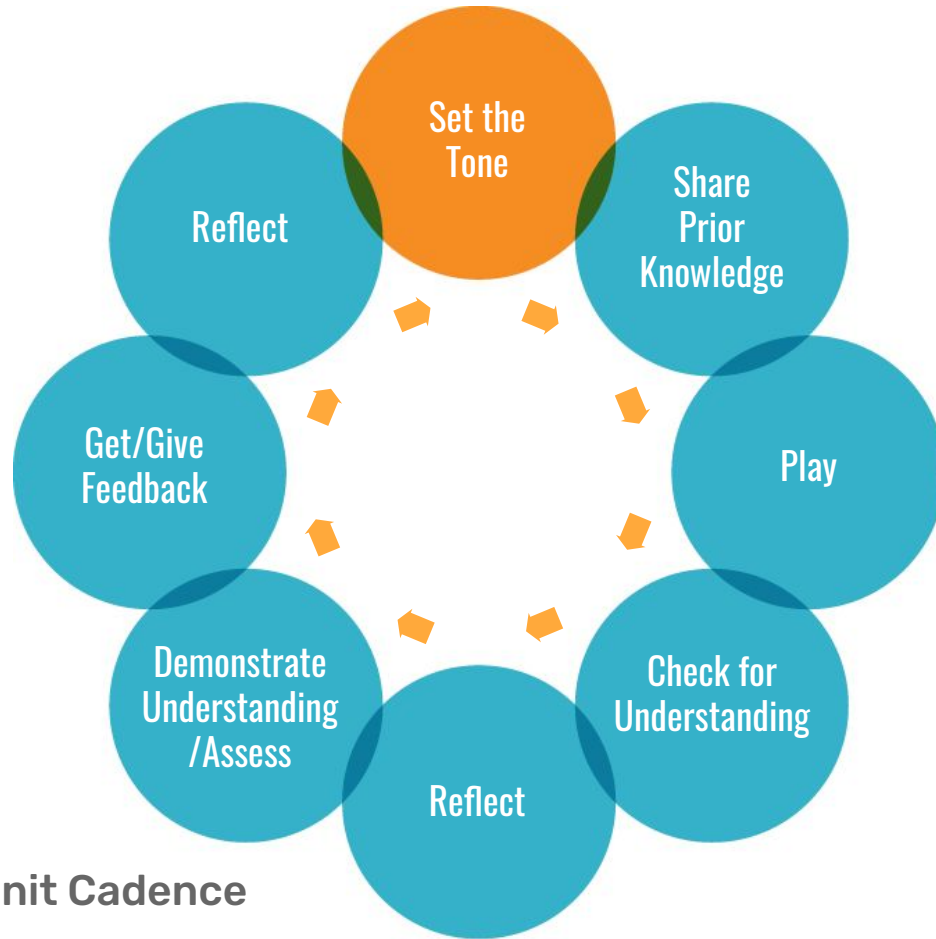
Power









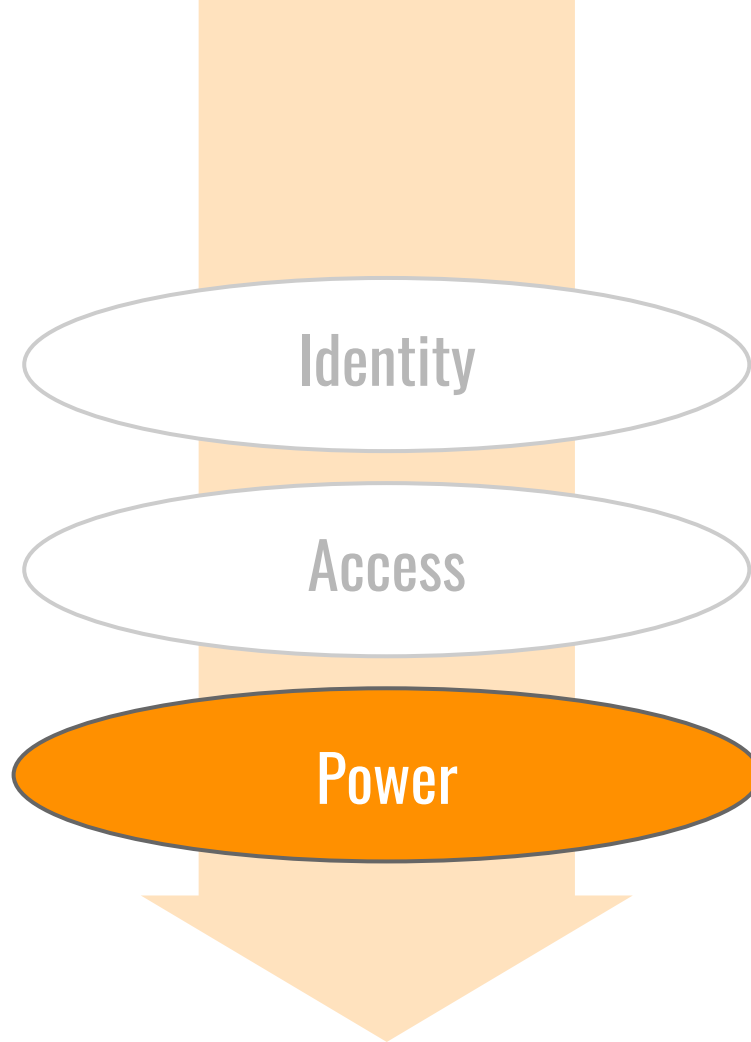


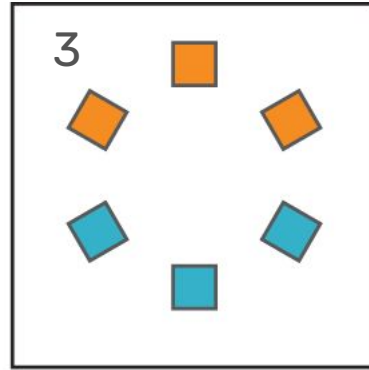
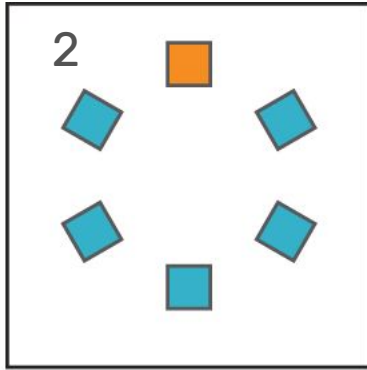
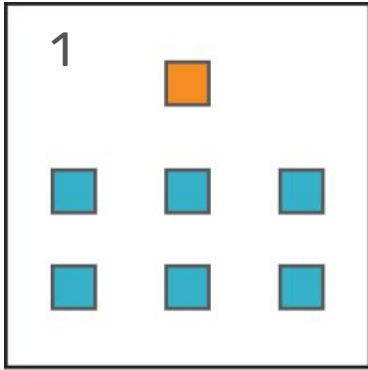
Hybrid Learning Unit Cadence

Milton Academy 20-21

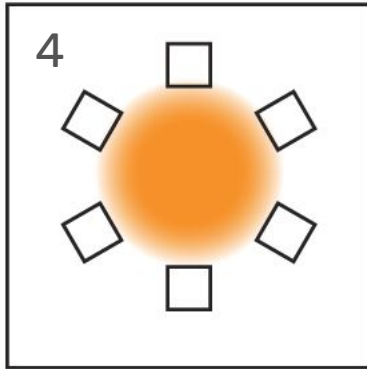


Equity Lenses

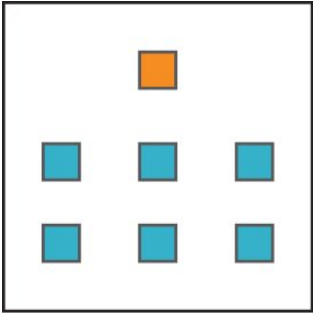




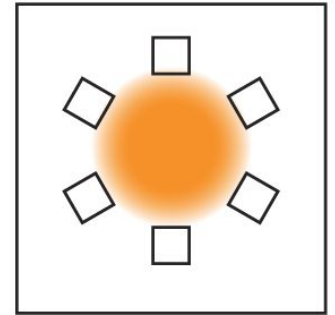
Where are we locating power in the classroom?



Traditional



Adults create space for student agency



Critical Consciousness

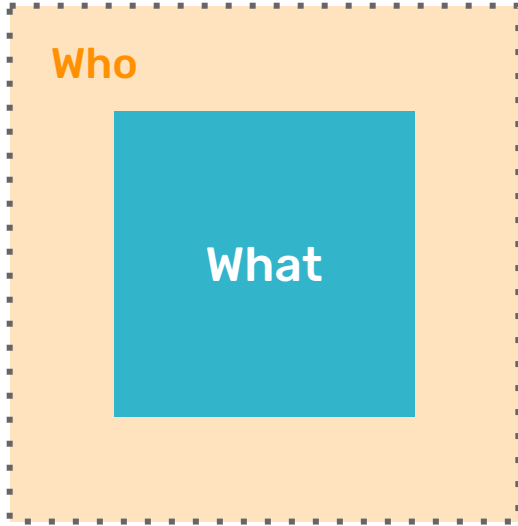
Reflective awareness and analysis of the differences in power present in social relationships and institutions.



Clonan-Roy, Jacobos, Nakkula, "Towards a Positive Youth Development"



Teacher



Teacher



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