Creating Equitable Learning Environments
Assumptions

1) We are all learners.
2) No such thing as perfection.
3) All teachers are DEIJ 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.”
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

<table>
<thead>
<tr>
<th>Established Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer</strong></td>
</tr>
<tr>
<td>Students will be able to independently use their learning to...</td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
</tr>
<tr>
<td>Students will understand...</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td><strong>Acquisition</strong></td>
</tr>
<tr>
<td>Students will know...</td>
</tr>
<tr>
<td><strong>Students will be skilled at...</strong></td>
</tr>
</tbody>
</table>

## STAGE 2 - Evidence and Assessment

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Task(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
<td></td>
</tr>
</tbody>
</table>

## STAGE 3 - Evidence and Assessment

Summary of Key Learning Events and Instruction
What ➔ How ➔ Who
What → Who → How → What → Who → How
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
Mother
Female
Indian American
First Generation American
Hinduism
Equity Lenses

Identity

Access

Power
Equity Lenses

Identity

Access

Power
Where are we locating power in the classroom?
Adults create space for student agency

Traditional

Expression Consultation Participation Partnership Activism Leadership

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

Clonan-Roy, Jacobs, Nakkula, “Towards a Positive Youth Development”
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References:

- Immordino-Yang, Mary Helen and Antonio Damasio. “We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education.” *Mind, Brain, and Education*, vol. 1, no. 1, 2007.