

Teaching for EQUITY

A Hands-On Framework for Anti-Racist Classroom Practice



**Leading
Educators**

Potential, ignited.

“A hallmark for me of a culturally relevant teacher is someone who understands that we’re operating in a fundamentally inequitable system — they take that as a given. And that the teacher’s role is not merely to help kids fit into an unfair system, but rather to give them the skills, the knowledge and the dispositions to change the inequity. The idea is not to get more people at the top of an unfair pyramid; the idea is to say the pyramid is the wrong structure. How can we really create a circle, if you will, that includes everybody?”

- Dr. Gloria Ladson-Billings

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Introduction

Every day, every student deserves teaching that affirms their inherent strengths and cultivates the knowledge they need to pursue their ambitions. Many educators joined the profession to create joyful experiences and disrupt systemic racism by igniting students' potential to learn, but we know our country has urgent and necessary work to do to bring this vision to fruition.

Two years ago, our friends at TNTP released the groundbreaking report, [*The Opportunity Myth*](#), which painted a vivid picture of an ugly truth that was hiding in plain sight: too often, our schools are failing Black, Latino/x, Indigenous, and other students of color by not offering them “four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations,” (2018). Now, in a year marked by a national reckoning with racial injustice and a tumultuous pandemic that has disproportionately harmed these same groups of students, many educators are eager for guidance and support to embark on a more equitable path.

This year, prolonged school closures and hybrid learning models to protect student safety will have some negative effects on learning, students' and teachers' emotional well-being, and social connection despite the tireless efforts of educators. When live instruction is able to resume to previous levels, the inequities that existed before the COVID-19 pandemic will be magnified. We need a bold, transformational vision for how instruction can bounce back better.

Leading Educators' work has always been about demystifying equity despite complexity—focusing on the shifts within the system needed for teachers to make instructional choices that benefit every student. As a sector, we still need to create critical linkages between academic, social-emotional, and cognitive development, as well as the teacher beliefs and equitable instructional practices that help students succeed and thrive. Even as more school systems make powerful commitments to equity, researchers like Dr. Dena N. Simmons caution that too many of the large domains of research still exist as colorblind investigations into best practices. Therein lies the impetus for developing this framework.



Integrating Content, Equity, and Development for Whole Students

When considering “equity work” in education, there is a risk of characterizing equity as being about feelings and belonging to the detriment of rigorous instruction. For the sake of this framework, we propose an alternative vision that braids content, equity, and social-emotional and cognitive development as co-equal and interdependent components of teaching whole students.

Equitable instruction honors students’ strengths and identities while ensuring each student has access to the knowledge-rich content, mindsets, and developmental skills they need to thrive in college, career, and life. Teachers committed to teaching for equity believe in the power of their practice to reduce the predictability of who succeeds and who fails and while cultivating the strengths of every student.

This requires teachers not only be aware of identity and complex needs but to also be experts in their content who deeply understand the tradeoffs of various instructional choices. Put simply, equity is not an “add-on” to standards-based instruction. With a coherent framework that bridges social emotional learning (SEL), whole child development, and content best practices, we aim to address many facets of instructional equity as a nuanced exploration of beliefs, practices, and outcomes.

The *Teaching for Equity* framework integrates insights from educators, aspirations from students and families, experiences from our work with diverse school systems, and the work of researchers into a tangible vision of equity and excellence in practice. At the same time, we aim to respond to the growing diversity of America’s public schools and address the historical and continued legacy of racism within the educational field. Equitable teaching and learning requires all educators to ground their work in a foundational understanding of racism.

We acknowledge that teachers work within larger systems of oppression that they cannot dismantle alone. At the same time, we recognize that centering equity only at the system level risks erasing the immense power educators have, both individually and collectively, to change the system right now. They deserve strong guidance to get on the path that works for their students while others across systems take on the work of equity in their context. While *Teaching for Equity* centers the classroom as the sphere of influence to ignite change closest to students, it is designed to be a foundational resource for educators and leaders at all levels.

Designed with Teachers

Teaching for Equity focuses on inspiring change at the classroom level, centering the agency and power of each educator to teach from an anti-racist lens. From nearly a decade of experience guiding school systems through equitable transformation and a research process that included 35 interviews with education experts and practitioners, we have attempted to make connections across areas of scholarship so that each educator who picks up this tool can take steps toward a more equitable classroom or school tomorrow.

Many educators are eager for evidence-based actions to take right now. They ask:

- *What are the best ways to translate research into practice in my classroom?*
- *How can I account for both rigor and relevance to meet the expectations of the standards while also designing learning that engages my students?*
- *How can I use equitable practices that liberate students as learners instead of furthering harm?*

We asked participants in our interview process how they experienced equity in schools. In many cases, they started by sharing stories from their life as a student and not as educators. Participants of different identities seemed to have similar experiences of not having the opportunity for excellent and equitable education without external pressure from parents or teacher advocates. This experience was the fuel for several participants to enter the field of education.

In addition to these insights, current events required shifts in our design to meet the needs of a rapidly changing world. First, as a global pandemic forced educators, administrators, students, and parents to make an almost instant switch to remote learning, we needed to account for various modes of instruction. Additionally, national protests sparked by the murders of George Floyd and Breonna Taylor brought heightened interest to this work as interview participants recognized the connection between real world experiences and the classroom. Both factors hugely impacted the context and content of the framework, and we expect to release updates over the next year as these currents change.



What Teachers Need

Throughout our research, consistent themes started to emerge about the barriers that make it difficult for educators to move from intentions to action around equitable instruction.

THE BARRIERS:

- *False choice between culture and content*
- *Teacher bias*
- *Practical day-to-day considerations*
- *Access to sustained, meaningful professional development*



1. False choice between culture and content:

“A lot of times, the social emotional learning became sort of a buzz word and it was very interesting because it was often tacked on to the academics like it’s often conceived as serving the academics. Right, so like, react to address these social emotional things so that students can get good test scores and like, so it’s like this thing that is sort of seen as like a utilitarian kind of thing toward the academics, and it’s also seen as like an afterthought.

And it’s something that just helps them towards the main thing. I often like to just turn that on its head because I think the social, emotional can be a learning in and of itself, and nothing else can happen without it. And to me, they’re inextricable and like...You know, it shouldn’t just be again at the service of being more efficient as an academic.”

Amelia Herbert, New York City

Challenge: Often, SEL and Whole Child are framed as a supplement to boost learning. This can lead to a watering down of these domains or see them as something that takes away from “academic” time.

Our solution: We propose ways of braiding SEL, Whole Child, and content when planning for instruction to get to holistically excellent and engaging experiences for all students.

2. *Teacher bias*

“People now are just beginning to understand the importance of first unpacking their own implicit biases as it relates to how they see themselves. How they show up in the [classroom] space and what they deeply feel about children. And when I talk about children, especially those that are marginalized. I’m specifically talking about Black and brown children. And so, I think that people are now beginning to have that conversation.”

Tangela Johnson, New York

Challenge: Beliefs matter. Teachers need to understand how their identities and the identities of their students shape their expectations for learning, particularly when teaching across lines of difference. Teaching for excellence and equity requires a dual focus on “head” work and “heart” work.

Our solution: Our framework identifies three sets of foundational beliefs about instruction that enable educators to plan and teach from an equity lens.

3. Practical day-to-day considerations

“I can grab onto equity and policy, and I can grab on to equity as a concept. But when it comes down to the practice, day to day application level, I think I'm still struggling on how that translates in schools.”

Cheryl Green, Memphis

Challenge: Many educators shared that while ensuring all students learn is why they pursued teaching, they do not feel they have adequate support to translate values into practices. Recent education reforms and research have generated new thinking around SEL and Whole Child in particular, but teachers do not feel clear on how to balance those considerations with other aspects of their teaching.

Our solution: Our framework identifies three sets of observable practices educators can use that connect to ELA and Math instruction. We also include aligned criteria for success.

4. Access to sustained, meaningful professional development:

“I have seen so many frameworks during my 12-year career and I like this one, I really do. The problem I normally have is the ineffective or inefficient professional development. In fact, part of the problem is the word PD which most people think of as a one-time grab and go experience. Instead, this should be about ongoing professional conversations and learnings---that’s the way this framework can stick and have lasting meaning and impact.”

Tiffany Dill, Alabama

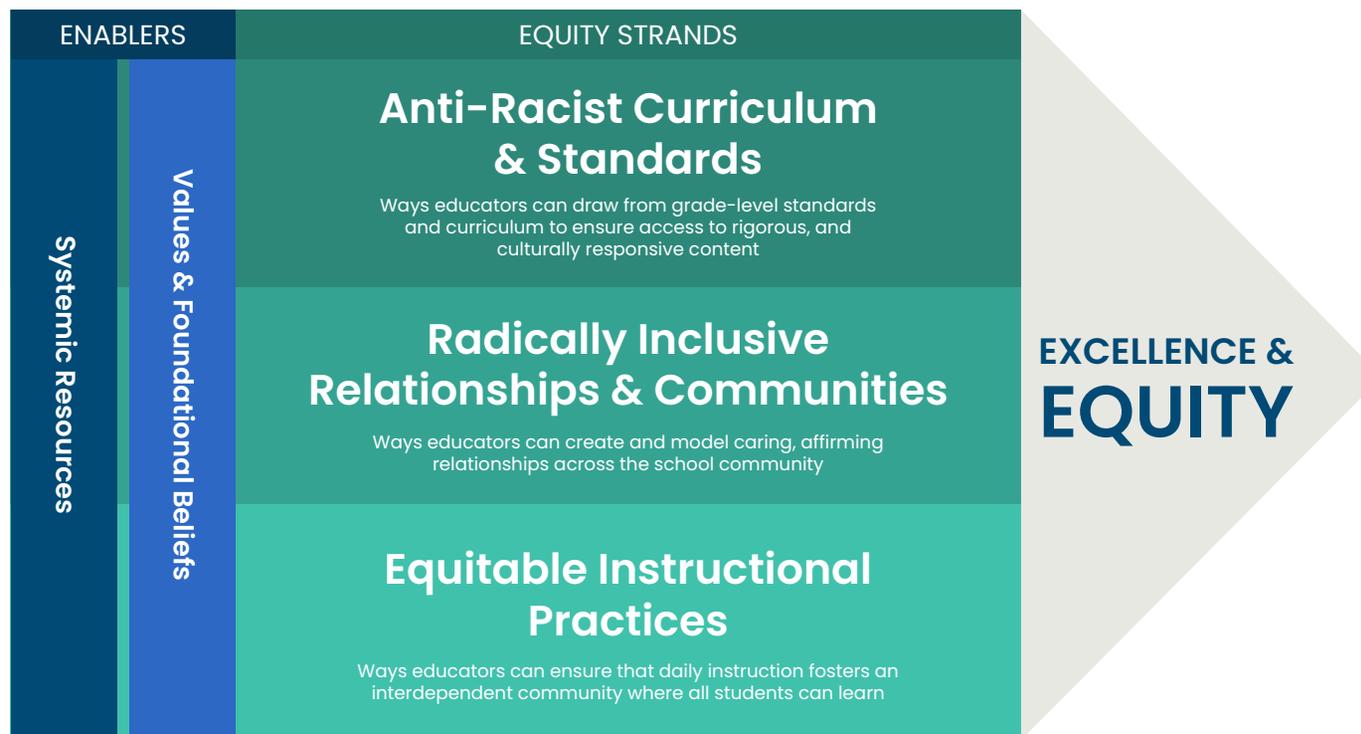
Challenge: Teachers have significant power to shape students’ experiences, but there is also potential for within-school inequities to persist when different things are happening across classrooms. Access to new tools and resources is not enough for teacher practice at large to shift. Teachers want and need sustained time to collaborate with peers to master new skills and continuously improve.

Our solution: While this tool is designed to prioritize teachers, aligned actions around teachers will support their success over time. Our framework’s guiding questions and enablers identify some of the inputs that support teachers to make equitable changes in their instruction. These should guide school leaders and other decision makers as they think about instructional priorities and job-embedded professional learning.

The Framework

The Teaching for Equity framework describes three strands of educator beliefs and practices that foster equitable experiences and outcomes for every student. Through our work with educators and leaders around the country, we've seen exciting proof that [it is possible to grow more equitable beliefs over time](#). The beliefs in each strand of the framework expand upon our existing research to offer an even more comprehensive vision of excellent and equitable instruction in classrooms and the educator mindsets that support it.

In addition to the work inside of classrooms, we acknowledge that every community has inherent strengths to build upon for even greater impact. Years of partnerships and the research on professional learning have helped us distill the characteristics that make some school systems more successful than others at reaching strong teaching and leadership at scale. We know work to transform beliefs, practices, and outcomes is most successful and sustainable when it is supported by [strong conditions](#) at the school and system levels and so have included these learning conditions as a key foundation of the framework.



Enablers

Enabler: Values & Foundational Beliefs

<i>Our Values</i>	<i>We Believe...</i>	<i>Start Here: Foundational Practices</i>
Build on strengths	<ul style="list-style-type: none"> Educators should practice <i>"confident humility: self-awareness that we all have wisdom and assets to contribute and we always have more to learn."</i> - Gita Gulati-Partee 	<ul style="list-style-type: none"> Affirm and begin with the unique and collective talents, experiences, and wisdom of ourselves and others. Celebrate strengths and learning Set and work toward goals for learning and growth
Continuously learn	<ul style="list-style-type: none"> We have a responsibility to <i>"engage in vigilant self-awareness"</i> as a foundation of equitable practice. - Dr. Dena Simmons 	<ul style="list-style-type: none"> Apply new learning and deepened self-awareness to our relationships and practices Develop ourselves and others
Disrupt racial inequity	<ul style="list-style-type: none"> <i>"There's no such thing as being 'not racist.' We are either being racist or antiracist."</i> - Dr. Ibram X. Kendi 	<ul style="list-style-type: none"> Challenge historical and current gaps in opportunity with a persistent focus on dismantling systemic racism Recognize the positionality of our identity markers See and disrupt how racism and systemic oppression live in our beliefs and practices Interrupt oppressive and racist comments, practices, and policies that harm students
Prioritize people	<ul style="list-style-type: none"> <i>"Anyone who is interested in making change in the world has to learn to take care of their self."</i> - Angela Davis 	<ul style="list-style-type: none"> Build trust and reflect upon the impact of different perspectives and intersectional identities Take care of ourselves, our thoughts, and our feelings so we sustain ourselves in the work and provide an example for students

Enabler: Systemic Resources

- Family and community engagement, voice, and power
- Equitable access to resources
- Policies that support equity, anti-racism, and wholeness for adults and students
- Conditions for professional learning
- Educator learning, collaboration, and leadership

Anti-Racist Curriculum & Standards



“Closing the opportunity gap means giving all students not only access to rigorous content but also supports to achieve excellent learning outcomes.”

-Rochelle Gutiérrez

“Pedagogy should work in tandem with students’ own knowledge of their community and grassroots organizations to push forward new ideas for social change, not just be a tool to enhance test scores or grades. Pedagogy, regardless of its name, is useless without teachers dedicated to challenging systemic oppression with intersectional social justice.”

- Bettina L. Love

Overview

Curriculum and Standards are fundamental, defining what knowledge and skills students are expected to learn. However, the persistence of an opportunity gap among groups of students points to significant inequities in the distribution of resources and opportunities among students. Research suggests that many students across the nation lack access to grade level content, high quality instruction, engagement, and high expectations, particularly students of color, those who are from low-income families, English Learners, and students with disabilities (TNTP, 2018). Providing all students with high quality curriculum can help close opportunity gaps and support all students’ learning and development.

We believe that all students must receive access to and support with materials that are at grade-level from educators who believe they can meet high standards and be ready for

college and career. To be successful, we believe that students need a combination of academic learning alongside tools for cognitive, social, emotional, and identity development. Research suggests that blending academic learning with a focus on the whole child decreases dropout rates, incidents of misconduct, drug use, teen pregnancy, mental health problems, and criminal behavior while increasing high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages.

However, high quality curriculum and supports for the whole child alone are not enough to ensure student success. Beyond the explicit curriculum exists a hidden curriculum (the implicit communication and transfer of beliefs, norms, and values conveyed in the classroom environment) as well as the absent or null curriculum (the absence of certain classroom content,

Continued on next page

Anti-Racist Curriculum & Standards

discourses, experiences, and interactions). The hidden and null curricula serve to reinforce existing social inequities, power disparities, and white supremacy culture traits by lowering expectations for students based on perceived social capital and by privileging certain voices, funds of knowledge, and ways of being. The ultimate impact of these curricula furthers inequity and leads to disconnection, a lack of engagement, and students falling behind.

To ensure equitable opportunities and improved outcomes for all students, it is imperative to shift toward curricula and standards that are anti-racist. We believe all materials must reflect an anti-racist stance that challenges prejudices such as ableism, ageism, heterosexism, racism, sexism, transphobia, xenophobia, and other forms of discrimination to support the complete development of all learners. Additionally, we believe that students deserve to learn skills to support their reflection, critical consciousness, and critical action so they are able to analyze sociopolitical inequity; to understand themselves, society, and their place in the world; to recognize how values, beliefs, and practices reinforce structures of injustice; and to develop awareness and skills to effectively address social justice issues through advocacy and activism.

The recent pandemic, our transition to remote teaching and learning, and widespread social unrest have exposed certain underlying truths. Traditional education has not been diligent in ensuring all students develop the social, emotional, and academic skills to become independent critical thinkers, problem solvers, and producers, which has widened the opportunity gap for historically marginalized groups. Furthermore, traditional education has not adequately valued and reflected the contributions of all people to society, silencing narratives and voices that deserve to be seen, heard, and celebrated. By espousing Anti-Racist Curriculum &

Standards for Learning & Development, educators can increase the effectiveness of instruction and classroom experiences to provide all students opportunities to practice critical capacity not only to achieve academic success but to enact sociopolitical changes to ensure inclusion and social justice for all.



Anti-Racist Curriculum & Standards

Guiding Questions

- How effectively do I integrate social and emotional, identity, language, and cognitive development into academic learning?
- How do my personal biases, beliefs, and experiences affect the way that I privilege certain content, knowledge, and skills over others?
- How can I disrupt traditional, Eurocentric curriculum to provide windows and mirrors into more diverse experiences (including but not limited to racial, ethnic, cultural, ability, gender, language, neuro, sexual diversity)?
- What resources can I use (diverse library, representative textbooks, etc.) to include the diversity of student cultures, languages, and lived experiences within the curriculum?
- How routinely do I examine the curriculum for bias, oppression, racism, and underrepresentation?
- How do I plan for students to develop competencies to reflect, discuss, and take action to address inequity?
- How regularly and in what ways does the curriculum promote student power, voice, activism, advocacy, and independence?
- How explicitly are curriculum content, objectives, and skills connected to students' existing cultural competence, intersectional identities, lived experiences, and college and career readiness?
- In what ways do I build lessons around students' funds of knowledge and cultural learning tools?

Potential Pitfalls: Anti-Racist Curriculum

- Teaching only academic standards without supports for students' social, emotional, identity, and cognitive development
- Failing to provide students access to grade-level content/ instruction
- Using standards-aligned materials that are biased or colorblind without making adaptations to remove bias and ensure relevance
- Offering students a curriculum that lacks diverse representation or includes only windows or only mirrors
- Over-scaffolding or failing to offer tailored supports
- Making shallow connections to students' cultures that don't meaningfully connect to or scaffold learning
- Allowing assessments to set the curriculum and academic pacing
- Proceduralizing learning and showing students how to complete processes rather than develop capacity to internalize and practice conceptual engagement, executive functions, problem solving, and self management
- Staying silent and avoiding authentic conversations about injustice (due to fear, perfectionism, etc.)

Educator Beliefs <i>We believe...</i>	Success in the Classroom Looks/Sounds/Feels Like <i>Students and Teacher.</i>
<p>(1) The purpose of school is more than academics; learning should liberate and support students' wholeness, voice, joy, and power.</p>	<ul style="list-style-type: none"> • Materials include explicit goals for • Content learning • Language development • Social emotional skills • Mindset or identity development • Lessons offers students opportunities to exercise their power through voice and choice
<p>(2) College and Career Ready standards are a promise of equity for all students. Starting from a foundation of standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.</p>	<ul style="list-style-type: none"> • Materials offer grade-level content to all students
<p>(3) Students' cultures and identities are valuable; materials should affirm and include students' cultures as scaffolds for learning. Students should also have opportunities to broaden their perspectives by learning about others' cultures.</p>	<ul style="list-style-type: none"> • Materials include opportunities to build from students' funds of knowledge, authentic representations that affirm students' identities (mirrors), and/or the chance to learn about/from diverse cultures or perspectives (windows) • Lessons offers students opportunities to bridge new learning to familiar experiences, including connecting vocabulary to native languages
<p>(4) Every student deserves both access to grade-level learning and the scaffolds to succeed with it, including extra-linguistic supports for English Learners and scaffolds for neurodiverse learners.</p>	<ul style="list-style-type: none"> • Materials include grade-level content with scaffolds and extra-linguistic supports that support English Learners, neurodiverse learners, and all students in successfully accessing the learning
<p>(5) Learning should matter to students and be in service of their goals. Students deserve to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world.</p>	<ul style="list-style-type: none"> • Lessons offers students opportunities to read, write, speak, listen, engage, and/or collaborate using meaningful and relevant content • Lessons offers students opportunities to develop critical consciousness by examining and challenging dominant and oppressive narratives • Lessons offers students opportunities to apply learning to real contexts, including their goals, lives, communities, and world

We believe...	Start Here: Foundational Practices	Dig Deeper: Extensions and Content Connections
(1) The purpose of school is more than academics ; learning should liberate and support students' wholeness, voice, joy, and power .	<ul style="list-style-type: none"> Integrate academic standards alongside supports for identity, socio-emotional, cognitive, and language development 	<ul style="list-style-type: none"> ELA and Math: Emphasize the beauty, joy, and power in literacy and numeracy; encourage students to build a love of learning and to see the power of problem-solving and expression in addition to mastering standards
(2) College and Career Ready standards are a promise of equity for all students. Starting from a foundation of standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.	<ul style="list-style-type: none"> Adopt a standards-aligned curriculum Prioritize key content for the year, units, and individual lessons aligned to college and career ready standards Ensure instruction is aligned to the expectations of the Common Core State Standards 	<ul style="list-style-type: none"> ELA: Prioritize grade-level texts and text-dependent questions ELA: Teach K-2 foundational literacy skills so all students can successfully unlock the code of written language Math: Ensure instruction focuses on grade-level content Virtual: Focus on accelerating learning vs. remediation; center instruction on the most important content and leverage critical resources to support students virtually
(3) Students' cultures and identities are valuable; materials should affirm and include students' cultures as scaffolds for learning . Students should also have opportunities to broaden their perspectives by learning about others' cultures.	<ul style="list-style-type: none"> Talk and listen to students and families; gather knowledge about students' lives, experiences, culture, skills, community, family, and history Study the curriculum and eliminate biased content. Identify chances to leverage the assets students are bringing as scaffolds for learning Critically examine lessons and texts. Are there opportunities to support students with positive identity development? Social emotional skills? Cognitive development? Language and vocabulary? 	<ul style="list-style-type: none"> ELA: Examine the balance of texts across the curriculum, ensuring materials offer both mirrors and windows, include a diverse set of authors (both identities and thought), and feature stories of resistance and healing ELA: Teach questioning strategies to help students read against a text and unpack their relevance/lack thereof Math: Connect to mathematics knowledge and experiences related to students' culture and community as resources Virtual: Support families by identifying supplemental texts and resources to be used at home and asynchronously in alignment with unit content
(4) Every student deserves both access to grade-level learning and the scaffolds to succeed with it , including extra-linguistic supports for English Learners and scaffolds for neurodiverse learners.	<ul style="list-style-type: none"> Encourage students to express and share learning in their home language, affirming and supporting multilingualism. Recognize and strengthen multiple language forms, including connections between academic and everyday language Ensure that visible materials and images are culturally and linguistically-diverse 	<ul style="list-style-type: none"> ELA and Math: Build activities and scaffolds into lessons to deepen and accelerate English Learners' content learning Math: Support students in developing both content knowledge and language using math language routines Virtual: Use captions and translated materials to ensure access for all learners
(5) Learning should matter to students and be in service of their goals. Students deserve to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world .	<ul style="list-style-type: none"> Solicit student voice by asking for input to improve classrooms (eg., student surveys, feedback) Share power and decision-making with students Offer choice of texts, topics, and approaches Offer authentic culminating tasks (e.g., research connected to a local/global issue, etc.) Refuse to "say nothing"; directly address and incorporate current events into learning 	<ul style="list-style-type: none"> ELA: Protect space for written and oral expression; encourage students to disagree with texts that ignore or misrepresent them/their world Math: Infuse social justice into mathematics Virtual: Use different methods for virtual engagement and voice: polls, surveys in advance, breakout rooms

To view additional resources, tools for virtuals learning, and practices for ELA and math , visit leadingeducators.org/equity

Radically Inclusive Relationships & Community

Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction. If the relationship is strong, instructional strategies seem to be more effective. Conversely, a weak or negative relationship will mute or even negate the benefits of even the most effective instructional strategies.

- Robert J. Marzano

Social emotional learning offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression and to create inclusive, liberatory learning environments in which students of color and students living in poverty experience a sense of belonging, agency to shape the content and process of their learning, and thrive.

- National Equity Project



Overview

Educators learn the importance of building relationships with students and families very early in their professional journeys. In fact, many educators are drawn to the profession because of a meaningful relationship with a teacher from their past. When we consider developing the whole child, these relationships are a major part of the foundation for learning. Educators should make every student feel welcomed, valued, and heard in their classrooms. Schools should also support students and educators alike to build social and emotional skills that

equip them to maintain relationships, navigate trauma, and learn successfully: understand and express their thoughts and feelings, listen to and understand the perspectives of others, and nurture strong beliefs about their self-efficacy and power. Through caring dialogue, positive interactions, predictable routines, restorative management, and culturally- and linguistically- responsive instruction, educators and students are able to create an inclusive community of belonging in classrooms.

Radically Inclusive Relationships & Community

Guiding Questions

- What does brilliance look like? What is valued and celebrated? What is minimized, dismissed, or rejected?
- As an educator, what is my role? What are students' roles? Families? Community?
- How often are student, family, guardian, and community voices included and valued in conversations about what students are learning?
- How does my identity play a factor in the environment/feel of the classroom (school) and in how I view my role in the classroom?
- Where do my students see themselves in the classroom?
- Who do I have authentic relationships within my class?
- How am I supporting students to build community with each other?

Potential Pitfalls: Radical Inclusion

- Holding a deficit mindset or low expectations for particular students
- Oversimplifying students' identities or ignoring intersectionality; making assumptions that all students who share one identity are similar
- Using social emotional learning as a behavior management strategy
- Implementing social emotional learning an add-on outside of the context of classroom instruction vs. as a core competency
- Inducing acculturative stress, which occurs when youth encounter a cultural mismatch between the norms of school and their home
- Reinforcing white supremacy culture traits
- Creating a culture of control, policing, or punitive discipline that disproportionately targets students with marginalized identities
- Creating space for authentic conversations in the classroom and not providing adequate supports for supporting students in processing their authentic experiences, navigating triggers, and healing from oppression
- students in processing their authentic experiences, navigating triggers, and healing from oppression



Educator Beliefs <i>We believe...</i>	Success in the Classroom Looks/Sounds/Feels Like <i>Students and Teacher.</i>
(6) Educators have a responsibility to find and celebrate the brilliance of every student and to support their development of positive identities and mindsets .	<ul style="list-style-type: none"> • Celebrate success, growth, and effort • Make mistakes and learn from them • Reinforce and build positive mindsets and identities
(7) Expectations matter; when educators believe students can (and will!) learn, students rise to meet expectations .	<ul style="list-style-type: none"> • Hold high expectations for themselves and others
(8) Learning is social and emotional; students deserve support to build their social, emotional, and cultural competence , to better understand and connect with themselves and others , and to develop resilience and the skills to cope with strong emotions.	<ul style="list-style-type: none"> • Demonstrate awareness of their thoughts, emotions, identities, and actions • Express their emotions accurately • Seek to understand diverse identities and viewpoints
(9) Building caring and trusting relationships between students, families, and educators is a critical foundation for learning.	<ul style="list-style-type: none"> • Make connections between home, community, school, and the world
(10) Classrooms should be safe learning communities where all students belong and thrive ; students must be taught skills and rituals to collaborate and learn together, including how to repair, restore, and heal from harm , as needed.	<ul style="list-style-type: none"> • Speak and act in ways that promote connection, trust, and belonging, even during challenges or disagreements

<i>We believe...</i>	Start Here: Foundational Practices	Dig Deeper: Extensions and Content Connections
(6) Educators have a responsibility to find and celebrate the brilliance of every student and to support their development of positive identities and mindsets .	<ul style="list-style-type: none"> Learn to pronounce students' names correctly; ask for and use students' preferred names Ask for and use students' pronouns and your own Avoid gender generalizations (e.g., use "students" vs. "boys and girls") and use inclusive labels for families (e.g., use "your adults" vs. "parents") 	<ul style="list-style-type: none"> Virtual: Change your Zoom/Google classroom/Canvas name to include pronouns. Ensure any online platforms use students' pronouns and preferred names
(7) Expectations matter; when educators believe students can (and will!) learn, students rise to meet expectations .	<ul style="list-style-type: none"> Communicate and reinforce high expectations for all learners Explicitly praise and reinforce the contributions of students who have a minoritized identity Offer "wise feedback" that is descriptive, maintains high standards, and assures students of your belief in their ability Assure students that mistakes and incorrect answers are sources of learning 	<ul style="list-style-type: none"> ELA: Nurture, reinforce, and celebrate students' identities as competent readers and writers with interesting and worthy ideas to share Math: Explicitly validate students' knowledge and experiences as math learners; encourage students to see themselves as confident problem solvers who make valuable mathematical contributions Math: Build and reinforce productive beliefs and mindsets Math: Support students to build expertise with practices
(8) Learning is social and emotional; students deserve support to build their social, emotional, and cultural competence , to better understand and connect with themselves and others , and to develop resilience and the skills to cope with strong emotions.	<ul style="list-style-type: none"> Model awareness of your own thoughts, emotions, identities, and actions Express your own emotions thoughtfully; encourage students to do the same Use trauma-informed practices to build students' resilience Teach and provide opportunities for students to use writing as a way of processing strong emotions 	<ul style="list-style-type: none"> ELA: Identify texts that could re-traumatize students. Choose intentionally if and how to include them, including social and emotional supports to ensure healing instead of harm Virtual: Create space especially in virtual settings for students to bring their emotions and feelings to the classroom
(9) Building caring and trusting relationships between students, families, and educators is a critical foundation for learning.	<ul style="list-style-type: none"> Interview parents or family members of students Offer choices for families on how they'd most like to connect with school Share regular updates that allow families to keep in touch with school, including both instructional and behavioral updates 	<ul style="list-style-type: none"> Virtual: Establish office hours or other structures that create space for virtual connection and support Virtual: Consider how information gets shared with families: what platform(s) are used and are they accessible? How are differences in language and technological access understood and accommodated?
(10) Classrooms should be safe learning communities where all students belong and thrive ; students must be taught skills and rituals to collaborate and learn together, including how to repair, restore, and heal from harm , as needed.	<ul style="list-style-type: none"> Co-create shared expectations or community agreements to create safety and predictability while also allowing for individual expression Adopt regular rituals for community building When harm happens, use restorative practices rather than punitive measures Review evidence of behavior across lines of difference; look for patterns and disproportionality 	<ul style="list-style-type: none"> Math: Use rituals like Number Talks to build community within the context of core content instruction Virtual: Consider what content should be delivered live vs. virtually, prioritizing community building during live class

To view additional resources, tools for virtuals learning, and practices for ELA and math , visit leadingeducators.org/equity

Equitable Instructional Practices

“Culturally responsive teaching (CRT) is all the rage in education these days and everyone is looking to it to quickly close achievement gaps. Unfortunately, we’re still operating from misconceptions about CRT. Too often, it’s presented as a ‘bucket of engagement strategies,’ because we think it’s all about raising student self-esteem. Others will say it’s all about relationships. In reality, the purpose of culturally responsive pedagogy is to help traditionally marginalized and under-served students become empowered, independent learners.”

- Zaretta Hammond

“What I am concerned above all to do... is to resist, theoretically and practically, two connections which are generally made.... The first is the connection between a democratic style and low academic standards; the second is that made between high academic standards and an authoritarian style.... democracy and freedom are not a denial of high academic standards.”

-Paolo Freire Learning to Question



Overview

In contrast to the Anti-Racist Curriculum and Learning Standards domain which examines educators’ materials, standards, and plans, the Equitable Instruction domain zooms in on daily instruction as it happens live in the classroom. Ultimately, equitable instruction fosters an interdependent intellectual community where all students contribute and learn successfully. Effective instruction provides all students access to rigorous content and higher-level thinking and consistently gathers information about students’ learning to tailor future instruction to meet students’ needs. To do so, educators (ideally with input from students!) design and facilitate experiences that capture students’ interest and spark engagement with relevant and rich tasks. Educators then create multiple entry points and supports so all students have access to learning goals. And, finally, they foster a sense of intellectual curiosity and agency toward the increasing

demands of college and career readiness standards, the responsibilities of critical citizenship, and skills and habits of mind necessary to thrive in life.

In the classroom, educators must see themselves not as knowledge-deliverers, but rather as side-by-side coaches. Instruction should engage students in a gradual process of meaning making where they do the majority of the thinking, talking, reading, writing, and creating. Far from a hands-off approach, educators must bring an intimate understanding of foundational skills, present levels, cognitive processes, and collaborative dynamics to effectively facilitate learning, building students’ senses of power while supporting them to independently and collaboratively tackle complex tasks. Simultaneously, educators must attend to both the overarching systems and the discrete moments of classroom learning

Continued on next page

Equitable Instructional Practices

when racism, sexism, and ableism can be reproduced or interrupted (Ball, 2020). Classroom experiences have the potential to either uphold histories of dominance and power or to liberate and nurture all students as brilliant, competent, and valued contributors. Educators must use a sharp eye and a tenacious heart to identify and correct power imbalances, disrupting patterns of oppression and supporting students'

power, agency, voice, and wholeness through anti-racist pedagogy. When learning experiences equip all students, regardless of their identities, to successfully advance in education, vocation, and life, we will realize the true impact of equitable instruction.



Equitable Instructional Practices

Guiding Questions

- Who is doing the heavy cognitive lifting in my classroom? What is the teacher:student ratio of talk in my classroom?
- What is the balance of teacher-directed and student-centered learning in my classroom?
- Who has power? Who is disempowered? Who is talking? Who is silenced?
- How does my planning prepare me to meet the needs of individuals during instruction?
- How do my own preferences influence my decisions? What is my own learning style? How does this inform the learning modalities I offer?

Potential Pitfalls: Equitable Instructional Practices

- Failing to provide students access to grade-level content/ instruction
- Over-scaffolding or failing to offer tailored supports
- Centering the teacher's thinking and talking
- "Rescuing" students from cognitive work or filling silences due to your own discomfort
- Ignoring diverse and linguistic needs
- Using pedagogy that reinforces white supremacy culture, racism, sexism, ableism, etc.



Educator Beliefs <i>We believe...</i>	Success in the Classroom Looks/Sounds/Feels Like <i>Students and Teacher.</i>
(11) Learning must center students; In order for students to rise and meet expectations, educators must step back and encourage students to do the heavy lifting.	<ul style="list-style-type: none"> • Students talk and think for a majority of the lesson • Teacher facilitates engagement and ownership by prompting students to do the majority of the thinking and talking
(12) Educators must combine content knowledge with close attention to students' ideas to tailor instruction and support all students in succeeding with the lesson.	<ul style="list-style-type: none"> • Teacher uses content and pedagogical knowledge to uncover to what is known/not yet known • Teacher provides tailored supports that move each student toward the content learning for the lesson
(13) Educators should gather a variety of information to learn about students' experiences and learning ; evidence should be used to offer feedback to students and to tailor future instruction.	<ul style="list-style-type: none"> • Students share developing thinking, learning, and skills through tasks, reflections, or assessments • Teacher listens closely to students' thinking and analyzes their work • Teacher offers feedback that targets students' strengths and opportunities for growth
(14) Students deserve support to build the cognitive habits and linguistic skills to become increasingly independent as learners.	<ul style="list-style-type: none"> • Students use tools, routines, and habits to make decisions as learners • Teacher acknowledges and affirms students' contributions and experiences
(15) Students deserve liberating instruction that disrupts patterns of racism and marginalization and supports collaborative meaning-making.	<ul style="list-style-type: none"> • Students seek, respond to, and affirm each others' thinking, working collaboratively to build understanding • Students participate in balanced ways, without disparities across lines of difference • Teacher identifies and disrupts patterns of oppression, racism, sexism, and ableism in pedagogy and interactions

We believe...	Start Here: Foundational Practices	Dig Deeper: Extensions and Content Connections
<p>(11) Learning must center students; In order for students to rise and meet expectations, educators must step back and encourage students to do the heavy lifting.</p>	<ul style="list-style-type: none"> • Shift the talk ratio so students do a majority of the thinking and talking • Use strategies and protocols to support student engagement, including Socratic Seminar 	<ul style="list-style-type: none"> • Virtual: Use tools like breakout rooms to reduce class size and create more talk time for students
<p>(12) Educators must combine content knowledge with close attention to students' ideas to tailor instruction and support all students in succeeding with the lesson.</p>	<ul style="list-style-type: none"> • Knowing content deeply so you are able to hear and use students' ideas • Strategically share students' work, representations, or ideas to advance the class' understanding • Break learning into small parts using learning progressions, checklists, and rubrics • Acknowledge the number of ways students demonstrate competence and contribution 	<ul style="list-style-type: none"> • ELA: Pose increasingly complex questions in conversations • Math: Use of explanations, representations, tasks, examples and/or summaries to make the math of the lesson explicit • Math: Offer tasks that offer multiple entry points, allowing students with varying skills, knowledge, and levels of confidence to engage and make valuable contributions
<p>(13) Educators should gather a variety of information to learn about students' experiences and learning; evidence should be used to offer feedback to students and to tailor future instruction.</p>	<ul style="list-style-type: none"> • Gather a variety of evidence of students' experiences and learning of standards (e.g., exit tickets, feedback, reflection, curricular tasks, unit assessments) • Offer "wise feedback" that is descriptive, maintains high standards, and assures students of your belief in their ability • Analyze disaggregated data to identify trends across lines of difference and to determine additional supports for students who are underserved 	<ul style="list-style-type: none"> • ELA: Use prompts, probes, and cues to focus students' attention within texts without giving away answers • Math: Offers meaningful feedback that draws students' attention to "making sense" of the mathematics rather than on the ratio of correct answers to the total possible • Virtual: Use tools like class polls or quick chats to gather information from students throughout a virtual lesson
<p>(14) Students deserve support to build the cognitive habits and linguistic skills to become increasingly independent as learners.</p>	<ul style="list-style-type: none"> • Offer unstructured think time to support students in "chewing" on information • Build activities and scaffolds into lessons to deepen and accelerate English Learners' content area learning over time • Support acquisition and retention of new information using research-backed practices 	<ul style="list-style-type: none"> • ELA: Teach the language structures (forms and functions) that are common to different types of texts. • ELA and Math: Offer cognitive routines to support students in critically examining texts and tasks, including asking: How is this new material connected to what I already know? What are the natural relationships and patterns in the material? Whose point of view does it represent?
<p>(15) Students deserve liberating instruction that disrupts patterns of racism and marginalization and supports collaborative meaning-making.</p>	<ul style="list-style-type: none"> • Examine classroom structures and interactions for patterns of dominance and marginalization • Offer opportunities to engage in collaborative work to promote cultural continuity for students whose cultures value community and cooperation • Use collectivist practices to ignite learning and cue students to pay attention (e.g., storytelling, call and response, music, etc.) 	<ul style="list-style-type: none"> • ELA and Math: Emphasize public discussion and debates of ideas and texts (whole-class, small-group, pair-share) • ELA and Math: Elicit reasoning and evidence for answers • Math: Orchestrate productive discussions • Math: Distribute mathematics authority and presents it as interconnected among students, teacher, and text • Virtual: Consider what content should be delivered live vs. virtually, prioritizing collaborative work in live class

To view additional resources, tools for virtuals learning, and practices for ELA and math , visit leadingeducators.org/equity

Works Cited

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<p>(2) College and Career Ready standards are a promise of equity for all students. Starting from a foundation of standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.</p>	<p>CCSS Steiner Opportunity Myth Rigney, D. (2010). <i>The Matthew effect: How advantage begets further advantage</i>. New York: Columbia University Press.</p>

Belief	Research and Resources
<p>(3) Students' cultures and identities are valuable; materials should affirm and include students' cultures as scaffolds for learning. Students should also have opportunities to broaden their perspectives by learning about others' cultures.</p>	<p>Gay, G. (2010). <i>Culturally responsive teaching: Theory, research, and practice</i>. New York: Teachers College Press.</p> <p>Ladson-Billings, G. (2009). <i>The dreamkeepers: Successful teachers of AfricanAmerican children</i>. San Francisco: Jossey-Bass. Emily Style</p> <p>Dr. Rudine Sims Bishop</p> <p>Funds of knowledge</p> <p>Moll, L, Gonzales, N., & Amanti, C. (2005). <i>Funds of knowledge: Theorizing practices in households, communities, and classrooms</i>. New Jersey: Lawrence Erlbaum Associates</p> <p>Byrd, C. M. (2016). Does culturally relevant teaching work? An examination from student perspectives. <i>SAGE Open</i>, 6(3).</p> <p>Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. <i>Current Directions in Psychological Science</i>, 17(6), 365-369.</p> <p>Gay, G. (2018). <i>Culturally responsive teaching: Theory, research, and practice</i> (Third ed.). New York, NY: Teachers College Press.</p> <p>Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. <i>Anthropology & Education Quarterly</i>, 37(2), 104-109.</p> <p>Nieto, S., & Bode, P. (2018). <i>Affirming diversity: The sociopolitical context of multicultural education</i> (7th ed.). New York: Pearson</p> <p>Walton, G.M., & Cohen, G.L. (2007). A question of belonging: Race, social fit, and achievement. <i>Journal of Personality and Social Psychology</i>. 92(1), 82-96.</p> <p>Yeager, D. S., Purdie-Vaughns, V., Hooper, S. Y., & Cohen, G. L. (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural injustice and a cause of life-span outcomes. <i>Child Development</i>, 88(2), 658-676</p> <p>Ferrell, A.C. (2018). <i>Cultural Competency Indicators</i>. Unpublished Survey.</p> <p>Wheeler, R., & Swords, R. (2006). <i>Code-switching: Teaching standard English in urban classrooms</i>. Urbana, IL: National Council of Teachers of English.</p> <p>Aguirre, Julia. <i>The Impact of Identity in K-8 Mathematics Learning and Teaching : Rethinking Equity-Based Practices</i>. Reston, VA :The National Council of Teachers of Mathematics, Inc., 2013.</p>
<p>(4) Every student deserves both access to grade-level learning and the scaffolds to succeed with it, including extra-linguistic supports for English Learners and scaffolds for neurodiverse learners.</p>	<p>Liben/Liben</p> <p>Vygotsky</p>
<p>(5) Learning should matter to students and be in service of their goals. Students deserve to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world.</p>	<p>Deci, E. L. and Ryan, R. M. (2010). Self-determination. <i>The Corsini Encyclopedia of Psychology</i>, 1-2.</p> <p><i>Rethinking Mathematics</i> by Gutsteing and Peterson is a commonly cited text</p> <p>Mitra, D. L. (2004). The significance of students: can increasing "student voice" in schools lead to gains in youth development? <i>Teachers college record</i>, 106, 651-688.</p> <p>Mitra, D. (2006). Increasing student voice and moving toward youth leadership. <i>The prevention researcher</i> 13(1), 7-10.</p> <p>Hart, R. A. (2013). <i>Children's participation: The theory and practice of involving young citizens in community development and environmental care</i>. Routledge. (Hart's Ladder of Youth Participation)</p> <p>The Search Institute. (2018, June 14). <i>The Power of Sharing Power [Video]</i>. Retrieved from https://www.search-institute.org/power-of-share-power/.</p> <p>Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. <i>Educational Psychologist</i>, 39(2), 97-110.</p>

Belief	Research and Resources
<p>(6) Educators have a responsibility to find and celebrate the brilliance of every student and to support their development of positive identities and mindsets.</p>	<p>Aguirre, Julia. <i>The Impact of Identity in K-8 Mathematics Learning and Teaching : Rethinking Equity-Based Practices</i>. Reston, VA :The National Council of Teachers of Mathematics, Inc., 2013.</p> <p>Loewenberg-Ball Leonard Boaler Muhammad Tatum, A. (2009). <i>Reading for their Life: (Re) Building the textual lineages of African American adolescent males</i>. Portsmouth, NH: Heinemann</p> <p>Steele, C. M. (1999). "Stereotype threat" and black college students. <i>The Atlantic Monthly</i>, 284(2), 44–54.</p> <p>Negativity bias Dweck, C. (2007). <i>Mindset: The new psychology of success</i>. New York: Ballantine Books</p> <p>Kohli, R., & Solórzano, D. (2012): <i>Teachers, please learn our names!: Racial microaggressions and the K–12 classroom</i>. <i>Race, Ethnicity, and Education</i>, 15(4), 441–462.</p>
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<p>(8) Learning is social and emotional; students deserve support to build their social, emotional, and cultural competence, to better understand and connect with themselves and others, and to develop resilience and the skills to cope with strong emotions.</p>	<p>CASEL Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). <i>Drivers of human development: How relationships and context shape learning and development</i>. <i>Applied Developmental Science</i>. DOI: 10.1080/10888691.2017.1398650.</p>
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Belief	Research and Resources
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<p>(12) Educators must combine content knowledge with close attention to students' ideas to tailor instruction and support all students in succeeding with the lesson.</p>	<p>IPG + CCSS Vygotsky Loewenberg-Ball</p> <p>Jacobs, V. R., Lamb, L. C., & Philipp, R. A. (2010). Professional noticing of children's mathematical thinking. <i>Journal for Research in Mathematics Education</i>, 41(2), 169-202. doi:10.2307/20720130</p> <p>Wager, A. (2014). Noticing children's participation: Insights into teacher positionality toward equitable mathematics pedagogy. <i>Journal for Research in Mathematics Education</i>, 45(3).</p> <p>Aguirre, Julia. <i>The Impact of Identity in K-8 Mathematics Learning and Teaching : Rethinking Equity-Based Practices</i>. Reston, VA :The National Council of Teachers of Mathematics, Inc., 2013.</p> <p>Five Practices for Orchestrating Mathematical Conversation: http://www.mctm.org/mespa/5Practices.pdf</p> <p>NCTM Beliefs: https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Institutes/Pre-K_Grade_12_Common_Core_Series/John_handouts.pdf</p>

Belief	Research and Resources
<p>(13) Educators should gather a variety of information to learn about students' experiences and learning; evidence should be used to offer feedback to students and to tailor future instruction.</p>	<p>Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. <i>Journal of Personality and Social Psychology</i>, 75(1), 33–52.</p> <p>Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustocki, P., Master, A., Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. <i>Journal of Experimental Psychology</i>, 143(2), 804–824.</p> <p>Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. <i>Personality and Social Psychology Bulletin</i>, 25(10), 1302–1318.</p> <p>Cimpian, A., Arce, H.-M. C., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues affect children's motivation. <i>Psychological Science</i>, 18(4), 314–316.</p> <p>Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise and criticism: Implications for contingent self-worth and coping. <i>Developmental Psychology</i>, 35, 835–847. B</p> <p>rummelman, E., Thomaes, S., Orobio de Castro, B., Overbeek, G., & Bushman, B. J. (2014). "That's not just beautiful--that's incredibly beautiful!": The adverse impact of inflated praise on children with low self-esteem. <i>Psychological Science</i>, 25, 728–735.</p> <p>Brophy, J. (1981). Teacher praise: A functional analysis. <i>Review of Educational Research</i>, 51(1), 5–32.</p> <p>Berger, R., Rugen, L., & Woodfin, L. (2014). <i>Leaders of their own learning: Transforming schools through student-engaged assessment</i>. San Francisco, CA: Jossey-Bass.</p> <p>Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 80, 139–148.</p> <p>Hattie, J., & Timperley, H. (2007, March). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81–112.</p> <p>Ritchhart, R., Church, M., & Morrison, K. (2011). <i>Making thinking visible: How to promote engagement, understanding and independence for all learners</i>. San Francisco: Jossey-Bass</p>
<p>(14) Students deserve support to build the cognitive habits and linguistic skills to become increasingly independent as learners.</p>	<p>Hammond Learning Scientists</p> <p>National Research Council. (2000). <i>How people learn: Brain, mind, experience and school</i>. Washington, DC: National Academy Press.</p> <p>Willingham, D. T. (2003). Students remember what they think about. <i>American Educator</i>, 27(2), 37–41.</p> <p>Willis, J. (2006). <i>Research-based strategies to ignite student learning: Insights from a neurologist/classroom teacher</i>. Alexandria, VA: ASCD.</p>
<p>(15) Students deserve liberating instruction that disrupts patterns of racism and marginalization and supports collaborative meaning-making.</p>	<p>Aguirre, Julia. <i>The Impact of Identity in K-8 Mathematics Learning and Teaching : Rethinking Equity-Based Practices</i>. Reston, VA :The National Council of Teachers of Mathematics, Inc., 2013.</p> <p>Loewenberg-Ball</p> <p>Hammond</p>

Handout: Beliefs for Teaching for Equity

Anti-Racist Curriculum and Standards We believe...	Radical Inclusion We believe...	<i>Equitable Instruction</i> <i>We believe...</i>
<p>(1) The purpose of school is more than academics; learning should liberate and support students' wholeness, voice, joy, and power.</p>	<p>(6) Educators have a responsibility to find and celebrate the brilliance of every student and to support their development of positive identities and mindsets.</p>	<p>(11) Learning must center students; In order for students to rise and meet expectations, educators must step back and encourage students to do the heavy lifting.</p>
<p>(2) College and Career Ready standards are a promise of equity for all students. Starting from a foundation of standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.</p>	<p>(7) Expectations matter; when educators believe students can (and will!) learn, students rise to meet expectations.</p>	<p>(12) Educators must combine content knowledge with close attention to students' ideas to tailor instruction and support all students in succeeding with the lesson.</p>
<p>(3) Students' cultures and identities are valuable; materials should affirm and include students' cultures as scaffolds for learning. Students should also have opportunities to broaden their perspectives by learning about others' cultures.</p>	<p>(8) Learning is social and emotional; students deserve support to build their social, emotional, and cultural competence, to better understand and connect with themselves and others, and to develop resilience and the skills to cope with strong emotions.</p>	<p>(13) Educators should gather a variety of information to learn about students' experiences and learning; evidence should be used to offer feedback to students and to tailor future instruction.</p>
<p>(4) Every student deserves both access to grade-level learning and the scaffolds to succeed with it, including extra-linguistic supports for English Learners and scaffolds for neurodiverse learners.</p>	<p>(9) Building caring and trusting relationships between students, families, and educators is a critical foundation for learning.</p>	<p>(14) Students deserve support to build the cognitive habits and linguistic skills to become increasingly independent as learners.</p>
<p>(5) Learning should matter to students and be in service of their goals. Students deserve to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world.</p>	<p>(10) Classrooms should be safe learning communities where all students belong and thrive; students must be taught skills and rituals to collaborate and learn together, including how to repair, restore, and heal from harm, as needed.</p>	<p>(15) Students deserve liberating instruction that disrupts patterns of racism and marginalization and supports collaborative meaning-making.</p>

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