

Setting a Vision For Equitable Instruction

Objectives:	Agenda:
<ul style="list-style-type: none"> • Gain definitional clarity about equity in the classroom. • Reflect on where your leaders and teachers are in implementing equitable instructional practices. Reflect on your district's equity journey. • Experience a process with developing or refining your district's current equity vision for the content area of focus in this series (ELA) • Create your system's next steps in enacting your vision for equitable instruction with students at the center. 	<ol style="list-style-type: none"> I. Introductions and Connections II. Defining Equitable Instruction III. Reflecting on the Current State of Equitable Instruction in your System IV. Creating or Refining Your Vision V. Closing and Next Steps

Grounding in Our Beliefs

- **Educational Equity:** A guarantee that educators engage ALL students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.
- **Institutional Equity:** Leadership, practices and culture that guarantee educators engage ALL students with meaningful support they need to meet and exceed a common standard through high-quality instruction.



Which aspect of equity is a strength and why? When you review these definitions, where do you see strength in your school/district community? What would you want to enhance? *Be specific.*

Principles of equitable instruction for ALL

- A belief that ALL students come to us with **valuable knowledge and an innate ability to learn**; educators work actively to hold high expectations for all students and disrupt biases
- A classroom that is **sustaining of students' culture** and cultivates a **growth mindset**
- Instruction that reflects principles of **anti-oppression**
- **Students shouldering the cognitive lift** in their learning and **sharing their thinking**
- Targeted opportunities to **address unfinished learning/teaching to make grade-level instruction accessible for all students**
- Targeted **analysis of data and student work** to adjust instruction and respond to student needs

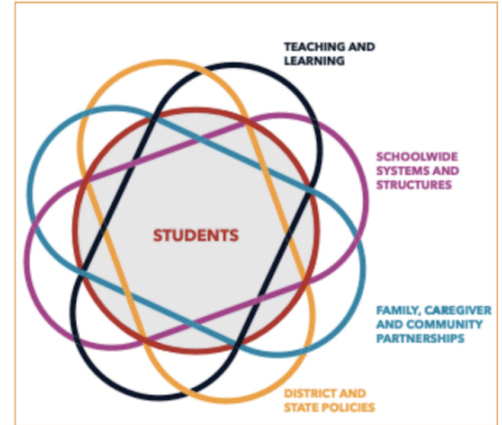
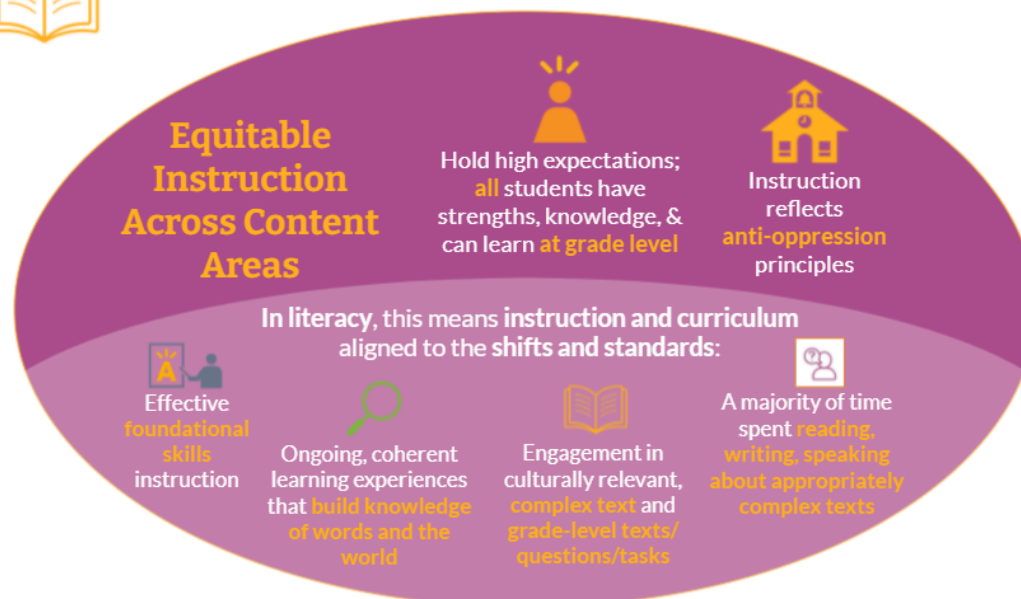


Image Credit: [BELE Framework](#)

LITERACY



PAUSE and REFLECT: What is affirming, new, or challenging about the equity definitions we've shared?

Recognize

biases and inequities in self,
others, curriculum, and practices.
Think → Why is this problem happening?

Respond

to biases and inequities in the
immediate term.
Think → Action

Redress

biases and inequities in the long
term.
Think → Disrupt

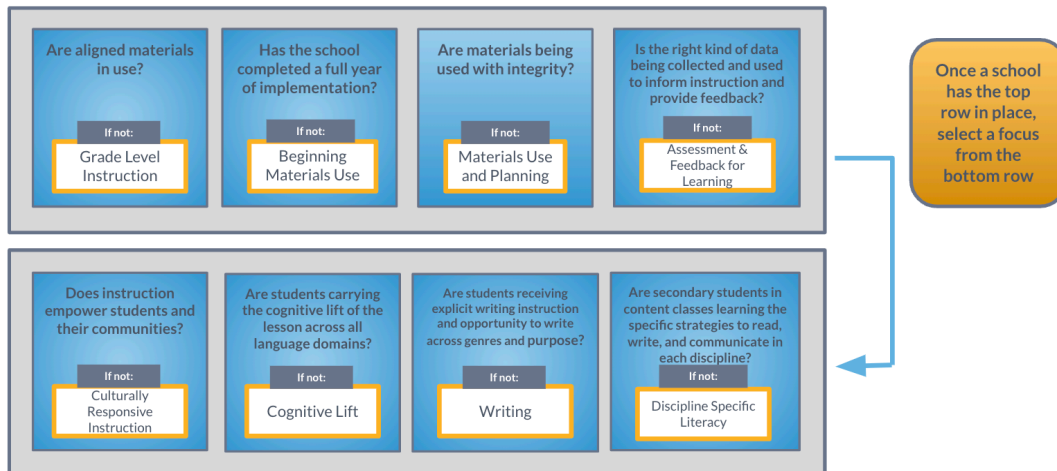
Create & Sustain

a bias-free and equitable learning
environment.
Think → Impact

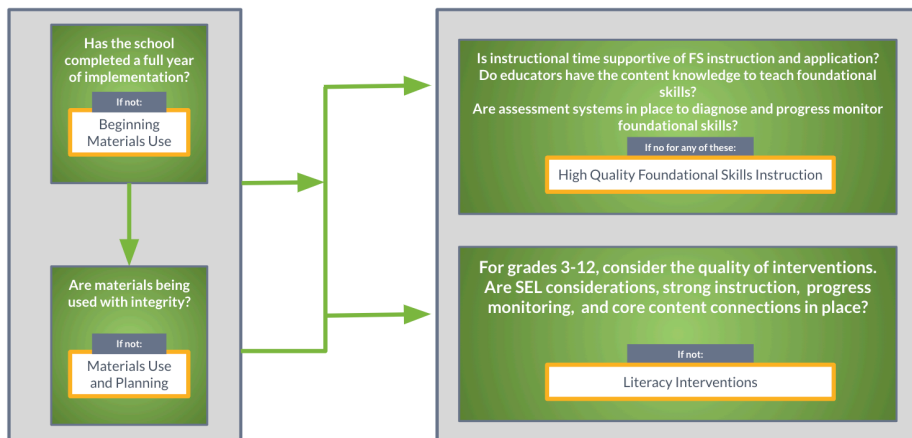
Apply

an equity cognitive frame to individual and institutional practices.
Think → Continuous Improvement and Culture

Making Meaning & Communicating Ideas (MM & CI) Overview



Foundational Skills (FS) Overview



Reflect and discuss: What is the most urgent inequity students are currently facing in ELA classrooms in your district and how do you know?



KEY IDEA: Today, we focused on *recognizing* an inequity students are experiencing; through the rest of this series, we will work together to empower your team to *respond* in a way that supports more equitable classroom experiences for all students

Envisioning equitable instruction	Looks like...	Sounds like...	Feels like...
For students			
For families			
For staff members			

Completing Vision and Next Steps

Create an overall belief statement and complete the rest of notetaker.

We believe at <X> School District...

Equitable instruction at <X> school district means...

You will be able to see us living out our vision when we...

Technical and Adaptive Challenges



Technical Challenges	Adaptive Challenges
<ul style="list-style-type: none"> • Easy to identify • Often lend themselves to quick and easy (cut and dried) solutions • Often can be solved by an authority or expert • Require change in just one or a few places; often contained within categories of work • People are generally receptive to technical solutions; they “feel” easier • Solutions can often be implemented quickly 	<ul style="list-style-type: none"> • More difficult to identify the root of the problem • Require changes in values, beliefs, roles, relationships, & approaches to work. Solutions often mean changes to habits, routines, ways of being. • People with the problem do the work of solving it • Require change in numerous places; usually cross organizational boundaries • People often resist even acknowledging adaptive challenges • “Solutions” require experiments and new discoveries; they can take a long time to implement and require motivation/investment by those implementing them.

What will be your greatest adaptive challenge with continuing to implement this work? What supports will you need?

We look forward to staying in touch

