

Equity Frameworks Synthesis Table
May 2021

May 28- Soleste and I constructed a grid and set out major premises from a number of people who have developed equity frameworks. We then looked for themes and categorized these. What is below is where we have gotten to. Descriptions of each of these frameworks can be found below the tables. We would like some help and some more eyes on this. What do you see as themes, commonalities? What are we missing?

What we find as themes:

High Expectations
Cultivate students' identities
Responsive Teaching
Disciplinary Knowledge
Assets-based instruction
Criticality
Home and Community Connections
Challenge Spaces of Marginality

Delpit	Ladson-Billings	Sleeter	Muhammad	Noguera	National Equity Project	Aguire et al
See students' brilliance: Do not teach less content to poor, urban children but instead, teach more!	Believe that students are capable of academic success.	Hold high expectations for students' learning, regardless of how they are doing now.	Identity: Cultivate students' identities - who we say we are, who others say we are, and the people we desire to be. Teach youths who they are, and about the identities and cultures of others who are different from them. "How am I learning about who I am and about the lives of others?"	1. CHALLENGE THE NORMALIZATION OF FAILURE	Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor	Going deep with mathematics
Ensure that all students gain access to "basic skills"—the conventions and strategies that are essential to success in American society.	See teaching pedagogy as art—unpredictable, always in the process of becoming.	Engage students academically by building on what they know and what interests them.	Skills: In designing instruction, as, "What disciplinary skills am I advancing?"	2. SPEAK UP FOR EQUITY	Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children	Leveraging multiple mathematical competencies

Demand critical thinking, regardless of the methodology or instructional program being used.	See yourself as a member of your students' community.	Relate to students' families and communities and regard them in culturally accurate ways.	Intellect: Cultivate students' knowledge of people, places, things and concepts and the ability to put knowledge into action. As learning takes place, one asks, "What am I becoming smarter about?"	3. EMBRACE IMMIGRANT STUDENTS AND THEIR CULTURE	Discovering and cultivating the unique gifts, talents and interests that every human possesses	Affirming mathematics learners' identities
Provide the emotional ego strength to challenge racist societal views of the competence and worthiness of the children and their families.	See teaching as a way to give back to the community.	Envision students as constructive participants in a multicultural democracy.	Criticality: Cultivate students' criticality - the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression. Unlike lower case "c" critical, which is just deep and analytical thinking, Critical with a capital "c" is related to power, equity, and anti-oppression. As learning takes place, one asks, "How am I developing an understanding of power, equity, anti-racism and anti-oppression?"	4. PROVIDE STUDENTS CLEAR GUIDANCE ON WHAT IT TAKES TO SUCCEED		Challenging spaces of marginality
Recognize and build on children's strengths. ASSETS	Believe in a Freirean notion of "teaching as mining" or pulling knowledge out.			5. BUILD PARTNERSHIPS WITH PARENTS BASED ON SHARED INTERESTS		Drawing on multiple resources of knowledge
Use familiar metaphors, analogies, and experiences from the children's world to connect what children already know to school knowledge.	Maintain fluid teacher/student relationships.			6. ALIGN DISCIPLINE PRACTICES TO EDUCATIONAL GOALS		
Create a sense of family and caring in the service of academic achievement.	Demonstrate connectedness with all of the students.			7. RETHINK REMEDIATION, FOCUS ON ACCELERATION		
Monitor and assess children's needs, and then address them with a wealth of diverse strategies.	Develop a community of learners.			8. IMPLEMENT EVIDENCE-BASED PRACTICES AND EVALUATE FOR EFFECTIVENESS		
Honor and respect the children's home culture.	Encourage students to learn collaboratively and be responsible for one another.			9. BUILD PARTNERSHIPS WITH COMMUNITY TO ADDRESS STUDENT NEEDS		

Foster a sense of children's connection to community—to something greater than themselves.	Believe knowledge is not static but meant to be shared, recycled, and constructed.			10. TEACH THE WAY STUDENTS LEARN RATHER THAN EXPECTING THEM TO LEARN THE WAY WE TEACH [responsive teaching]		
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Theme	Delpit	Ladson-Billings	Sleeter	Muhammad	Noguera	National Equity Project	Agure et al
High Expectations	<p>See students' brilliance: Do not teach less content to poor, urban children but instead, teach more!</p> <p>Demand critical thinking, regardless of the methodology or instructional program being used.</p>	<p>Believe that students are capable of academic success.</p> <p>Encourage students to learn collaboratively and be responsible for one another.</p>	Hold high expectations for students' learning, regardless of how they are doing now.	Intellect: Cultivate students' knowledge of people, places, things and concepts and the ability to put knowledge into action. As learning takes place, one asks, "What am I becoming smarter about?"		<p>Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor</p> <p>Discovering and cultivating the unique gifts, talents and interests that every human possesses</p>	<u>Leveraging multiple mathematical competencies</u>
Cultivate students' identities				Identity: Cultivate students' identities - who we say we are, who others say we are, and the people we desire to be. Teach youths who they are, and about the identities and cultures of others who are different from them. "How am I learning about who I am and about the lives of others?"			<u>Affirming mathematics learners' identities</u>

Responsive Teaching	<p>Monitor and assess children's needs, and then address them with a wealth of diverse strategies.</p> <p>Use familiar metaphors, analogies, and experiences from the children's world to connect what children already know to school knowledge.</p>	<p>Believe knowledge is not static but meant to be shared, recycled, and constructed.</p> <p>Maintain fluid teacher/student relationships.</p>			<p>10. TEACH THE WAY STUDENTS LEARN RATHER THAN EXPECTING THEM TO LEARN THE WAY WE TEACH [responsive teaching]</p> <p>8. IMPLEMENT EVIDENCE-BASED PRACTICES AND EVALUATE FOR EFFECTIVENESS</p>		
Disciplinary Knowledge	<p>Ensure that all students gain access to "basic skills"—the conventions and strategies that are essential to success in American society.</p>			<p>Skills: In designing instruction, as, "What disciplinary skills am I advancing?"</p>	<p>6. ALIGN DISCIPLINE PRACTICES TO EDUCATIONAL GOALS</p>		<p><u>Going deep with mathematics</u></p>
Assets-based instruction	<p>Recognize and build on children's strengths.</p>	<p>Believe in a Freirean notion of "teaching as mining" or pulling knowledge out.</p>	<p>Engage students academically by building on what they know and what interests them.</p>				<p><u>Drawing on multiple resources of knowledge</u></p>
Criticality	<p>Provide the emotional ego strength to challenge racist societal views of the competence and worthiness of the children and their families.</p>			<p>Criticality: Cultivate students' criticality - the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression. Unlike lower case "c" critical, which is just deep and analytical thinking, Critical with a capital "c" is related to power, equity, and anti-oppression. As learning takes place, one asks, "How am I</p>	<p>2. SPEAK UP FOR EQUITY</p>		<p><u>Challenging spaces of marginality</u></p>

				developing an understanding of power, equity, anti-racism and anti-oppression?”			
Home and Community Connections	<p>Honor and respect the children’s home culture.</p> <p>Foster a sense of children’s connection to community—to something greater than themselves.</p>	See yourself as a member of your students’ community.	Relate to students’ families and communities and regard them in culturally accurate ways.		3. EMBRACE IMMIGRANT STUDENTS AND THEIR CULTURE		
Challenging spaces of marginality		demonstrate connectedness with all of the students.			<p>1. CHALLENGE THE NORMALIZATION OF FAILURE</p> <p>4. PROVIDE STUDENTS CLEAR GUIDANCE ON WHAT IT TAKES TO SUCCEED</p> <p>7. RETHINK REMEDIATION, FOCUS ON ACCELERATION</p>	Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children	<u>Challenging spaces of marginality</u>

Figure 1: **Research-based, high-quality skills for teaching all students equitably**

Delpit	Ladson-Billings	Sleeter
See students' brilliance: Do not teach less content to poor, urban children but instead, teach more!	Believe that students are capable of academic success.	Hold high expectations for students' learning, regardless of how they are doing now.
Ensure that all students gain access to "basic skills"—the conventions and strategies that are essential to success in American society.	See teaching pedagogy as art—unpredictable, always in the process of becoming.	Engage students academically by building on what they know and what interests them.
Demand critical thinking, regardless of the methodology or instructional program being used.	See yourself as a member of your students' community.	Relate to students' families and communities and regard them in culturally accurate ways.
Provide the emotional ego strength to challenge racist societal views of the competence and worthiness of the children and their families.	See teaching as a way to give back to the community.	Envision students as constructive participants in a multicultural democracy.
Recognize and build on children's strengths.	Believe in a Freirean notion of "teaching as mining" or pulling knowledge out.	
Use familiar metaphors, analogies, and experiences from the children's world to connect what children already know to school knowledge.	Maintain fluid teacher/student relationships.	
Create a sense of family and caring in the service of academic achievement.	Demonstrate connectedness with all of the students.	
Monitor and assess children's needs, and then address them with a wealth of diverse strategies.	Develop a community of learners.	
Honor and respect the children's home culture.	Encourage students to learn collaboratively and be responsible for one another.	
Foster a sense of children's connection to community—to something greater than themselves.	Believe knowledge is not static but meant to be shared, recycled, and constructed.	

Source: Skrla, McKenzie, & Scheurich, 2009

Some of the characteristics of culturally responsive teaching are: (linked)

1. *Positive perspectives on parents and families*
2. *Communication of high expectations*
3. *Learning within the context of culture*
4. *Student-centered instruction*
5. *Culturally mediated instruction*
6. *Reshaping the curriculum*
7. *Teacher as facilitator*

Pedro Noguera - UCLA

Interview- Cult of Pedagogy

<https://www.cultofpedagogy.com/10-equity/>

10 Ways to Pursue Excellence through Equity



Challenge the normalization of failure



Speak up for equity



Embrace immigrant students and their culture



Provide students clear guidance on what it takes to succeed



Build partnerships with parents based on shared interests



Align discipline practices to educational goals



Rethink remediation, focus on acceleration



Implement evidence-based practices and evaluate for effectiveness



Build partnerships with community to address student needs



Teach the way students learn rather than expecting them to learn the way we teach

Source: Dr. Pedro Noguera, professor of education at UCLA

Equity-Based Mathematics Teaching Practices Aguirre et. al

<https://www.cde.state.co.us/comath/equitybasedmathteachingpractices>

The five Equity-Based Mathematics Teaching Practices come from *The Impact of Identity in K-8 Mathematics Teaching: Rethinking Equity-Based Practices* (2013) by Julia Aguirre, Karen Mayfield-Ingram, and Danny Bernard Martin.

1. [Going deep with mathematics](#)
 2. [Leveraging multiple mathematical competencies](#)
 3. [Affirming mathematics learners' identities](#)
 4. [Challenging spaces of marginality](#)
 5. [Drawing on multiple resources of knowledge](#)
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Gholdy Muhammed - Cultivating Genius

<https://www.ace-ed.org/teaching-toward-genius-an-equity-model-for-pedagogy-in-action/>

What is the HILL Model?

The HILL model is an equity framework for teaching and learning across all disciplines. Honoring traditions and theories of culturally responsive learning, this model is historically responsive and grounded in Black education and Black excellence. Members of 19th century African American literary societies had four collective goals toward advancing their education:

1. Identity is made up of who we say we are, who others say we are, and the people we desire to be. Students are constantly making sense of who they are, and classroom instruction needs to be responsive to their identities. Because we are complex beings, we have racial, cultural, gender, environmental, and community identities, to name a few. Not only is it important to teach youths who they are, but educators should also teach students about the identities and cultures of others different from them. As learning takes place, one asks, "How am I learning about who I am and about the lives of others?"
 2. Skills are the requisite proficiencies and competencies for every content area. As learning takes place, one asks, "What disciplinary skills am I advancing?"
 3. Intellectualism is knowledge of people, places, things and concepts and the ability to put this knowledge into action. As learning takes place, one asks, "What am I becoming smarter about?"
 4. Criticality is the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression. In *Cultivating Genius*, I (Gholdy) define oppression simply as any wrongdoing, hurt, or harm, including racism, sexism, homophobia, ableism, or any other oppression. Unlike lower case "c" critical, which is just deep and analytical thinking, Critical with a capital "c" is related to power, equity, and anti-oppression. As learning takes place, one asks, "How am I developing an understanding of power, equity, anti-racism and anti-oppression?"
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National Equity Project:

<https://www.nationalequityproject.org/education-equity-definition>

Educational equity means that each child receives what they need to develop to their full academic and social potential.

Working towards equity in schools involves:

Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;

Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and

Discovering and cultivating the unique gifts, talents and interests that every human possesses.

“How many effective schools would you have to see to be persuaded of the educability of all children? If your answer is more than one then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background.”

— Ron Edmonds, Harvard educator and researcher

Systemic Equity Review Framework: A Practical Approach to Achieving High Educational Outcomes for All Students

<https://www.edc.org/sites/default/files/uploads/Systemic%20Equity%20Review%20Framework.pdf>

We recognize that districts are most likely working to address inequities and that their progress resides along a continuum of growth. Therefore, it is not only important to examine existing student data, but also to look closely at current policies, practices, norms, and structures. This approach also allows us to make connections across the equity indicators and take a systemic view of educational equity, which will lead to deeper analysis and understanding. Key interrelated elements or indicators of equity EDC implements a robust data collection plan that includes gathering data from multiple stakeholders. To examine equity, we collect data to answer specific questions on each of the four interrelated elements as detailed below.

1. Achievement status: » How are students performing? » How have achievement rates for subgroups changed over time? » What teacher and staff qualities are related to student achievement across subgroups?
2. Educational opportunities: » What types of in-school and afterschool opportunities are offered, and which students participate in them? » What are the teaching and learning conditions?
3. Social-emotional supports: » How is school discipline implemented? » What social-emotional supports exist for students and who has access to them? » What policies and practices are in place to address historical and social inequities?

4. Climate and culture: » What is the culture of the school and district? » What practices are in place to support engagement among multiple stakeholders (students, teachers, administrators, families, community members)

THE BELE FRAMEWORK EXECUTIVE SUMMARY

BUILDING EQUITABLE LEARNING ENVIRONMENTS IN THIS PERIOD OF CRISIS - COVID-19 AND SYSTEMIC RACISM - TO RESTORE OUR COLLECTIVE FUTURE

<https://belenetwork.org/wp-content/uploads/2020/06/The-BELE-Framework.pdf>

Equitable Learning Environments are designed so that every student experiences:

- An engaging, intellectually rigorous learning environment
- Physical, emotional, and psychological safety
- Meaningful and relevant work and classroom discourse
- Their cultural, spiritual, and/or ethnic values and practices acknowledged, honored, and respected
- Feeling seen, respected, and cared for by adults and peers
- Opportunities to set and meet goals, and to learn and recover from failure

Equitable Learning Environments result in the following student outcomes:

- Intellectual curiosity and strong academic skills
- A sense of agency and optimism for the future
- Self-love, self-acceptance, and pride in one's multiple identities
- Understanding of one's own and others' cultural histories and contributions
- Empathy for and meaningful connections with others

Building for EQUITY Building for Equity: A Guide for Inclusive School Redesign A Guide for Inclusive School Redesign

<https://www.cce.org/uploads/files/CCE-BuildingforEquity.pdf>

Our Framework

Our *Building for Equity* framework is first and foremost centered on ensuring equitable student outcomes, the result of aligned and equity-focused people, policies, processes, and practices. To achieve our ultimate goal of true and sustainable equity within the fraught context of K–12 US education, we have learned that we must **dismantle power structures** that currently produce inequity and rob agency from under-resourced students and families; **include all voices** in visioning, planning, and implementation; and **learn for transformation** both internally and externally.

In order to achieve these outcomes, we have learned that three Critical Drivers must simultaneously be present:

- **Culturally Responsive Design Principles** ensure that schools are built to meet the mental, social-emotional, and engagement needs of all students; in particular, that the school is inclusive and supportive of students of color, low-income students, English Learners, and students with learning differences. There is no single set of design elements that indicate a culturally responsive school, but CCE's principles can serve as a touchstone for design teams.
- **Intersection of Self and Systems** entails the personal learning that individual educators must do to examine their own identities, biases, beliefs, and privileges in the wider context of their local, national, and global institutions: in short, their positionality. Only by a careful and supported exploration of themselves within their school community contexts and beyond can educators be prepared to collaborate fully with their school community to build culturally responsive schools.

- **Community-Driven Process** acknowledges that the journey is often as important as the destination, not least in school redesign work. For a school to become authentically responsive, the process by which it is created must include and give voice to the constituents who will be most affected: the students, their families, and the wider community. Our **Equitable Redesign Cycle**, which constitutes the majority of this guide, is built as a community-driven process.



DiFranza 4 Practices to Promote Equity in the Classroom

<https://www.northeastern.edu/graduate/blog/equity-in-the-classroom/>

1. Promoting the Act of “Calling In”
2. Communicating Classroom Standards
3. Setting the Tone for Learning
4. Analyzing the Unique Makeup of Each Class

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