**Objectives**

- Refine common language
- Explore strategies for making your classroom physically, socially, and academically accessible and safe for all students

**Equity, Inclusion, & Belonging**

**Common Language**

- **Equity**: ensuring that every learner has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, religion, language, disability, sexual orientation, gender identity, family background and/or family income.

Source: [www.ccsso.org](http://www.ccsso.org) & [www.aspeninstitute.org/education](http://www.aspeninstitute.org/education)

- **Inclusion**: engagement within a community where the equal worth and inherent dignity of each person is honored; promotes and sustains a sense of belonging

Source: Belonging Through a Culture of Dignity, Cobb & Krownapple, 2019

**YOU ARE INVITED**

1. **Participate**: Do what you can but take what you need.
2. **Position**: Share your experience to enrich our community.
3. **Persevere**: Stay engaged even through the ups and downs.
4. **Personalize**: You have permission to define your learning environment.
experiencing appreciation, validation, acceptance, and fair treatment within an environment; people aren't distracted and worried about being treated as a stereotype or a singular part of their multidimensional personhood.

Source: Belonging Through a Culture of Dignity, Cobb & Krownapple, 2019

IDENTITY

(1) the collective aspect of the set of characteristics by which a thing or person is definitively recognized or known; and

(2) the set of behavioral or personal characteristics by which an individual is recognizable as a member of a group.

AN EQUITABLE CLASSROOM

1. An inclusive climate and visual environment
2. Culturally responsive pedagogy, instruction, curricula, and materials
3. A wide variety of instructional strategies to meet differing learning styles, second language acquisition, and backgrounds
4. Utilization of student and family funds of knowledge and outside resources to provide diverse tools, strategies, and role models
5. Encouraging student ownership in learning by incorporating student voice, choice, and feedback with classroom assignments and activities

(Mid-Atlantic Equity Consortium: Equity Audit)
6. Availability of extracurricular activities to enrich the curricula and provide culturally-rich experiences, as health and safety guidelines permit.

7. Building and sustaining partnerships with all families and communities, including racially, culturally, and linguistically diverse families and communities, that are linked to student learning and involve varied aspects of the educational program.

8. Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options.

(Mid-Atlantic Equity Consortium: Equity Audit)

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**Creating an Inclusive and Visual Environment**

1. Equitable expectations for students regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status.

2. Integrated and equitable classroom procedures, practices, and norms, including calling on students and grouping students.

3. Culturally inclusive and unbiased instructional materials regarding race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status.

4. Teacher sets consistent expectations and classroom norms, and uses logical consequences for student behavior that encourage self-regulation.

5. Provide students with choices and accompanying criteria to show their learning in various ways and take ownership over their learning.

6. Educational materials depict students' diversity in a variety of roles regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status.

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**THANK YOU**

Contact Information:
Kate Fritz
Gallagher.Fritz@gmail.com