





CENTERING EQUITY IN THE CLASSROOM

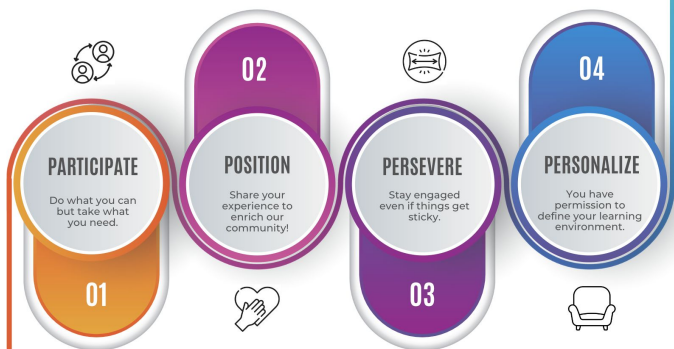
November 14, 2022
Kate Fritz



Objectives

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

YOU ARE INVITED



EQUITY, INCLUSION, & BELONGING COMMON LANGUAGE

E 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 & www.aspeninstitute.org/education

I 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

B BELONGING

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

Equity, Inclusion, and Belonging in Pennsylvania: Perceptions and Clarity

Educational communities are seeking clarity around the purpose, intention, and need for equity, inclusion, and belonging in educational spaces. This information is provided by the Pennsylvania Department of Education to help address perceptions and offer clarity on equitable practices in education.

Perception	Clarity
Equity, inclusion, and belonging is only for urban educational spaces with diverse populations.	Equity, inclusion, and belonging helps create access, opportunity, and a healthy learning environment for ALL learners, regardless of demographic (urban, rural, suburban). Educational communities include people of varying lived experiences who have diverse needs and a variety of strengths.
Equity, inclusion, and belonging is another way of promoting Critical Race Theory.	Critical Race Theory is not part of or taught in any state required curriculum. Equity, inclusion, and belonging in education helps create spaces for ALL learners and staff to be their authentic selves. Discussions about culture and identities in education are important to ensure equitable access for ALL learners.
Equity, inclusion, and belonging is only about funding.	Equitable funding is an important consideration to ensure fair access and opportunity for students across Pennsylvania. Funding is one part of the process to create healthy learning environments - but it cannot shift systems in isolation.
Equity, inclusion, and belonging suggests that I am not a good person or that my education system is bad.	It is important to understand who we are as we interact with others. Self-awareness, one of the 22C equity pillars of practice, invites people to explore and reflect upon their own thoughts, ideas, and beliefs. Self-awareness supports how to engage in healthy relationships with people of diverse backgrounds—but it is not intended to encourage guilt, shame, or hopelessness. Discussing equity, inclusion, and belonging may be uncomfortable, however, it is important to ensure we can engage with individuals, families, and communities who are different from us.
Equity, inclusion, and belonging does not allow for diverse viewpoints.	Diverse viewpoints are an important part of our democracy and help our nation thrive. Equity, inclusion, and belonging help create the conditions for civil dialogues to occur. Equity is voices, inclusion of different perspectives, and honoring the lived experiences of others is a vital part of preparing youth for global citizenship, as well as a global workforce and marketplace.

1 Equity
Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. (adapted from www.equitysocial)

2 Inclusion
Inclusion is defined as engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging. (adapted from Cobb & Krownapple, 2019)

3 Belonging
Belonging is defined as experiencing appreciation, validation, acceptance, and fair treatment within an environment. (adapted from Cobb & Krownapple, 2019)

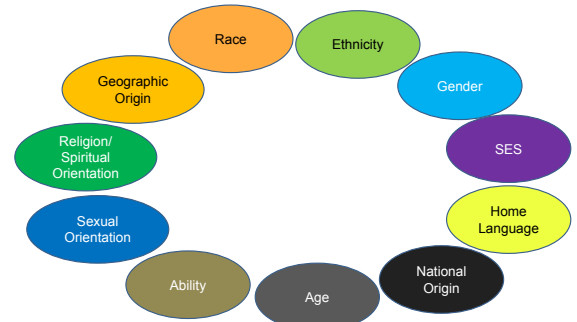
DEPARTMENT OF EDUCATION



I 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.

Social Identity Wheel



AN EQUITABLE CLASSROOM

CRITERIA FOR 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)

CRITERIA FOR AN EQUITABLE CLASSROOM

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

[\(Mid-Atlantic Equity Consortium: Equity Audit\)](#)

Creating an Inclusive and Visual Environment

01 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

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

03 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

Creating an Inclusive and Visual Environment

04 Teacher sets consistent expectations and classroom norms, and use logical consequences for student behavior that encourage self-regulation

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

06 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

THANK YOU

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