New York State Education Department
Office of Special Education

Educational Partnership

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Dimensions of Equity in Education

Developed by the Technical Assistance partnership for Equity at Bank Street College of Education

July 2022

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Our Team

Today’s Facilitators

Welcome and Acknowledging the Current Moment

Helping Students Through Pandemic Grief and Trauma

Norms and Community Agreements

- Participate to the Best of Your Abilities
- Speak your truth- Use “I” statements
- Ask clarifying questions and provide feedback
- Listen with respect
- Honor Confidentiality (What’s said here stays here, what’s learned here leaves here)
- Expect and Accept a lack of closure
- Push your growing edge

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Session Overview

- **Section 1**: Grounding in definitions of Equity, Culture and the New York State Education Department (NYSED), Culturally Responsive-Sustaining Education (CRSE) Framework
- **Section 2**: Explore the Dimensions of Equity tool to support the development of an Equity Lens in school settings
- **Section 3**: Review a case study that highlights Socio-Cultural Awareness in a classroom setting

Grounding

Defining Equity, Culture, and Grounding in the NYSED CRSE Framework

- Photo by Allison Shelley/The Verbatim Agency for EDUimages

Defining Common Terms: Equity and Cultural Responsiveness

Equality
Equal inputs regardless of need or outputs

Equity
Altering practices and resources to respond to student needs

Access
The right to benefit from resources; attendance

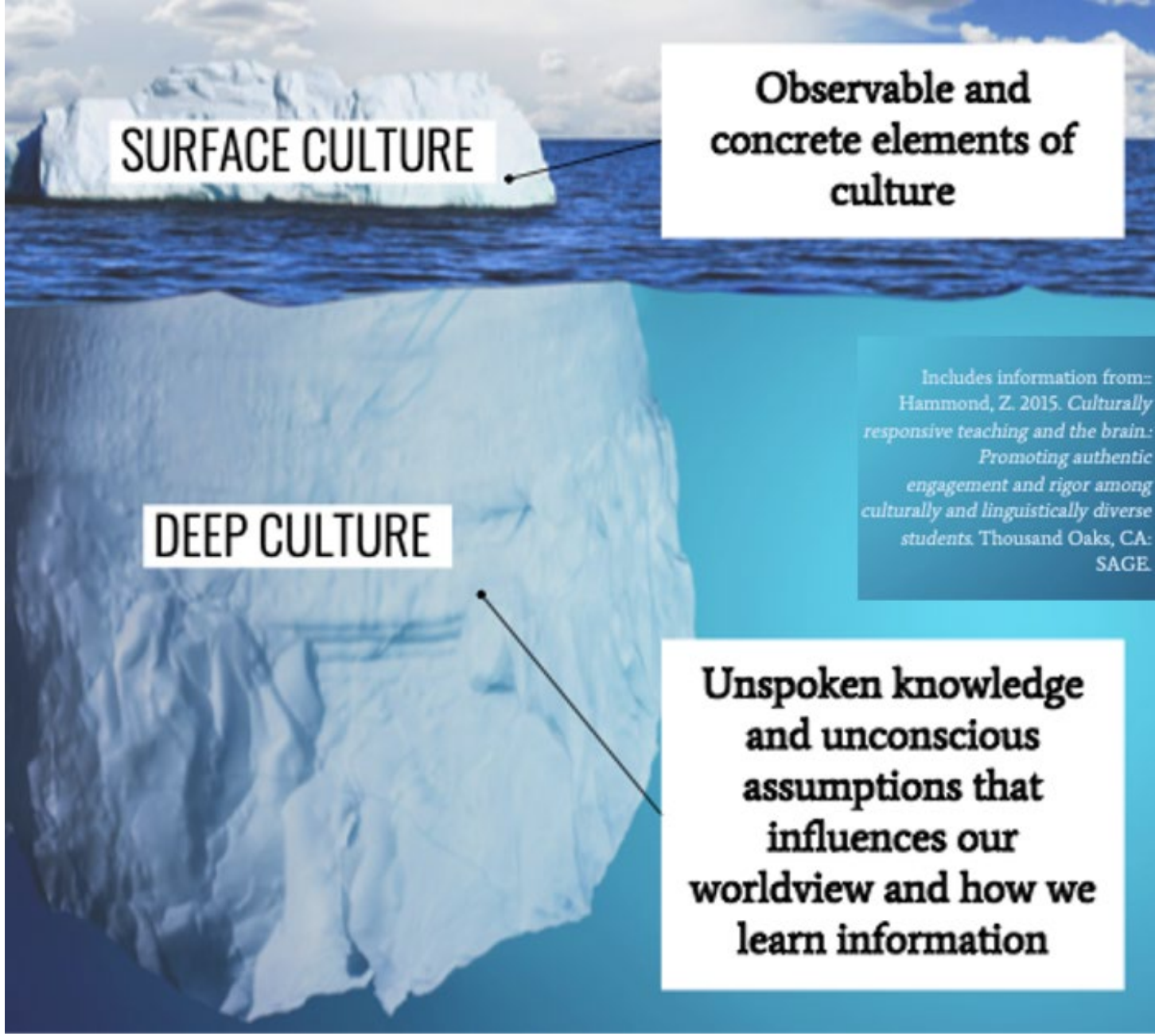
Opportunity
Equitable inputs with equitable outputs; a chance

Cultural Responsiveness

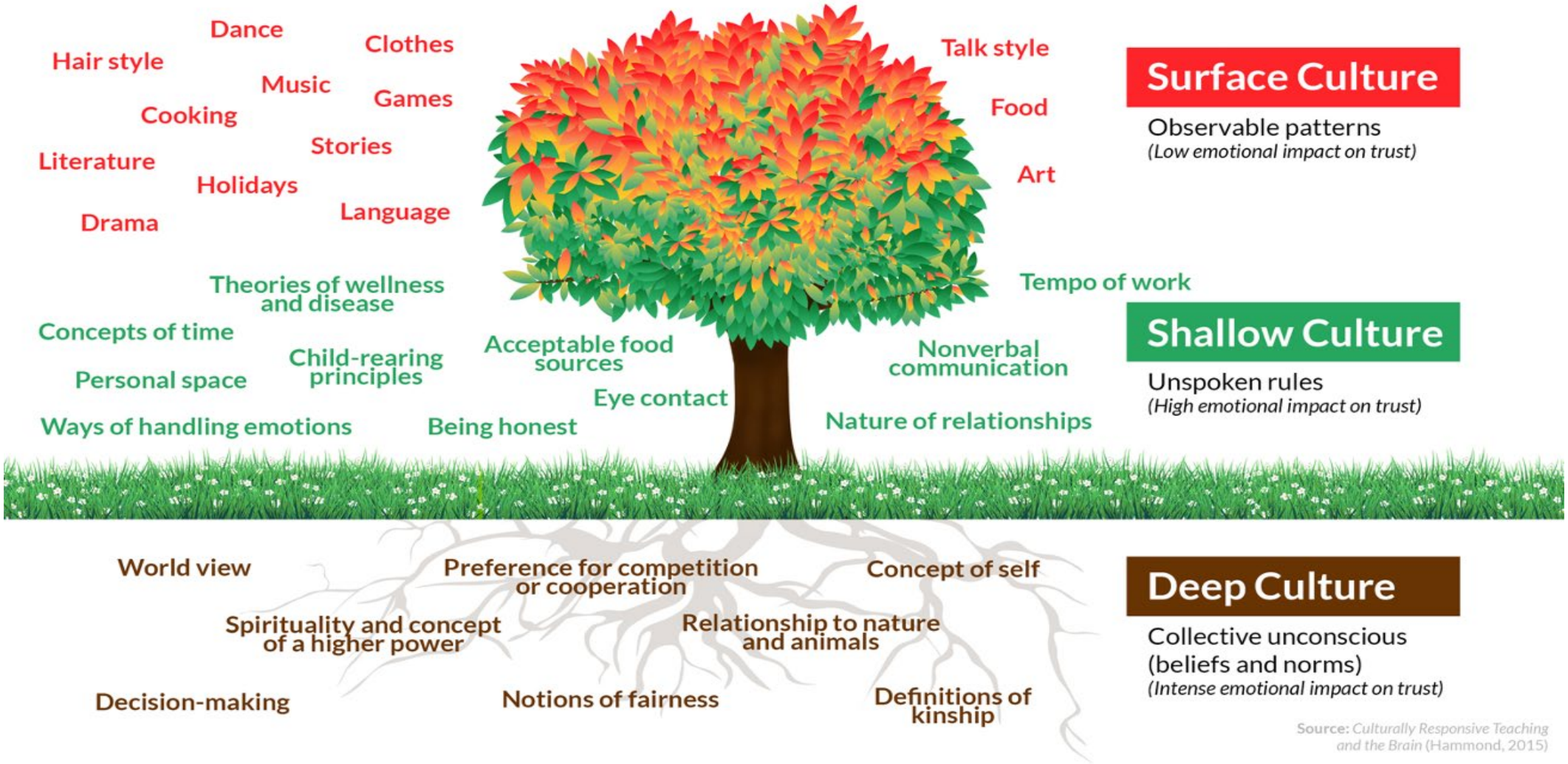
Defining Culture

Behaviors and values that are learned, shared, and exhibited by a group of people (Yosso, 2005).

The way of life of a particular people, especially as shown in their ordinary behavior and habits, their attitudes toward each other, and their moral and religious beliefs (Cambridge English Dictionary).



The Culture Tree



- Culturally Responsive Teaching and the Brain (Hammond, 2015)

Reflecting on Equity and Culture in your Educational Organization (EO)

Use your journal to capture your thoughts to the questions below

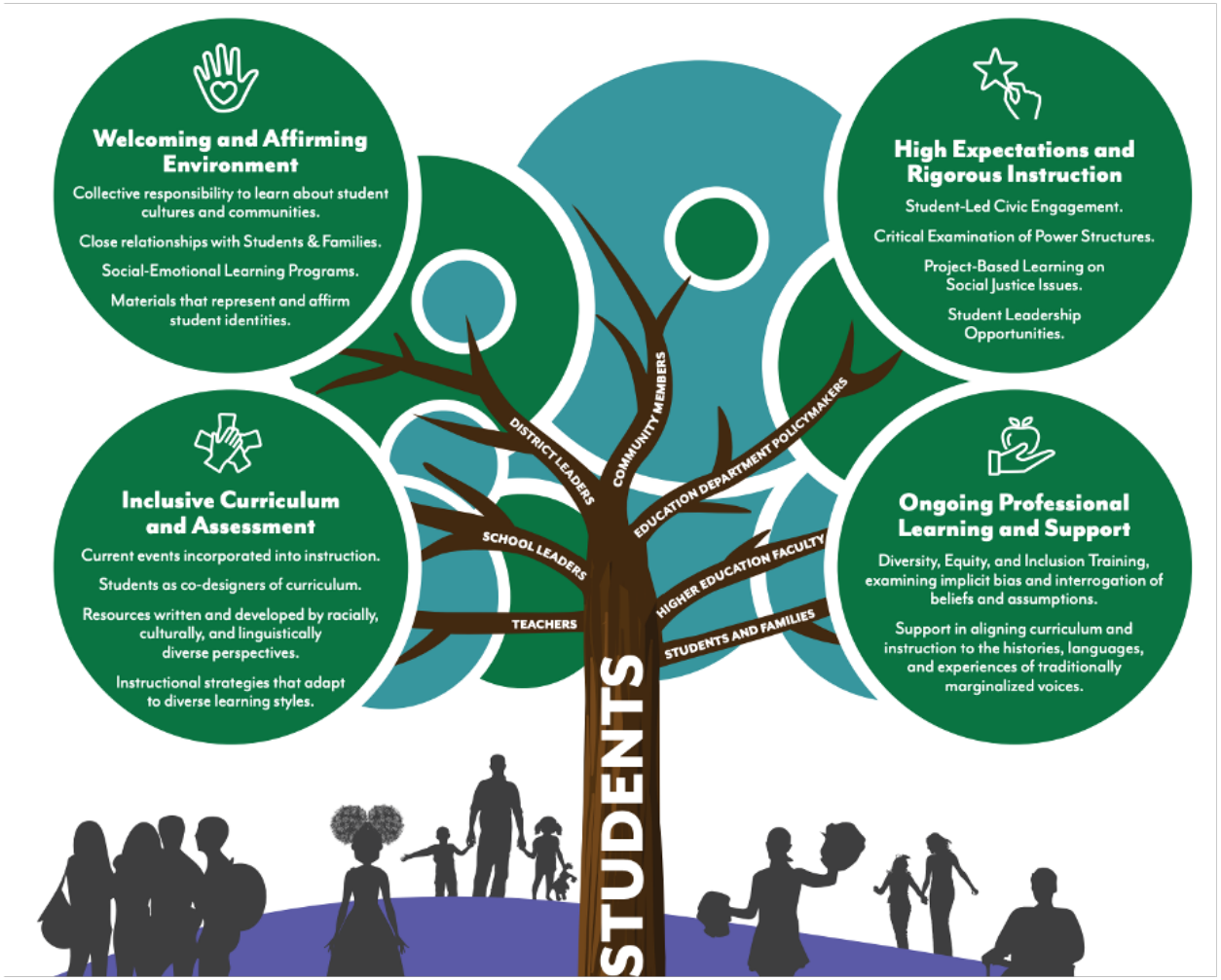
- What reflections do you have about Equity in your EO?
  - Where are you noticing patterns that need to be altered in your school context?
  - How are students of various groups & sub-groups being affected?
  - Where do we have equity and where do we need equity?
- Where do you see elements of Culture in your EO?
  - Which elements of culture stand out to you from the visuals ? Are there elements of culture you have considered or not considered?
  - How are various elements of culture present in your EO?
  - Are there cultural messages or norms that are prioritized differently by various stakeholders? (i.e - cultural differences between educators and students?

Share Out

Reflecting on Equity and Culture in your EO

- Photo by Allison Shelley/The Verbatim Agency for EDUimages

The NYSED CRSE Framework



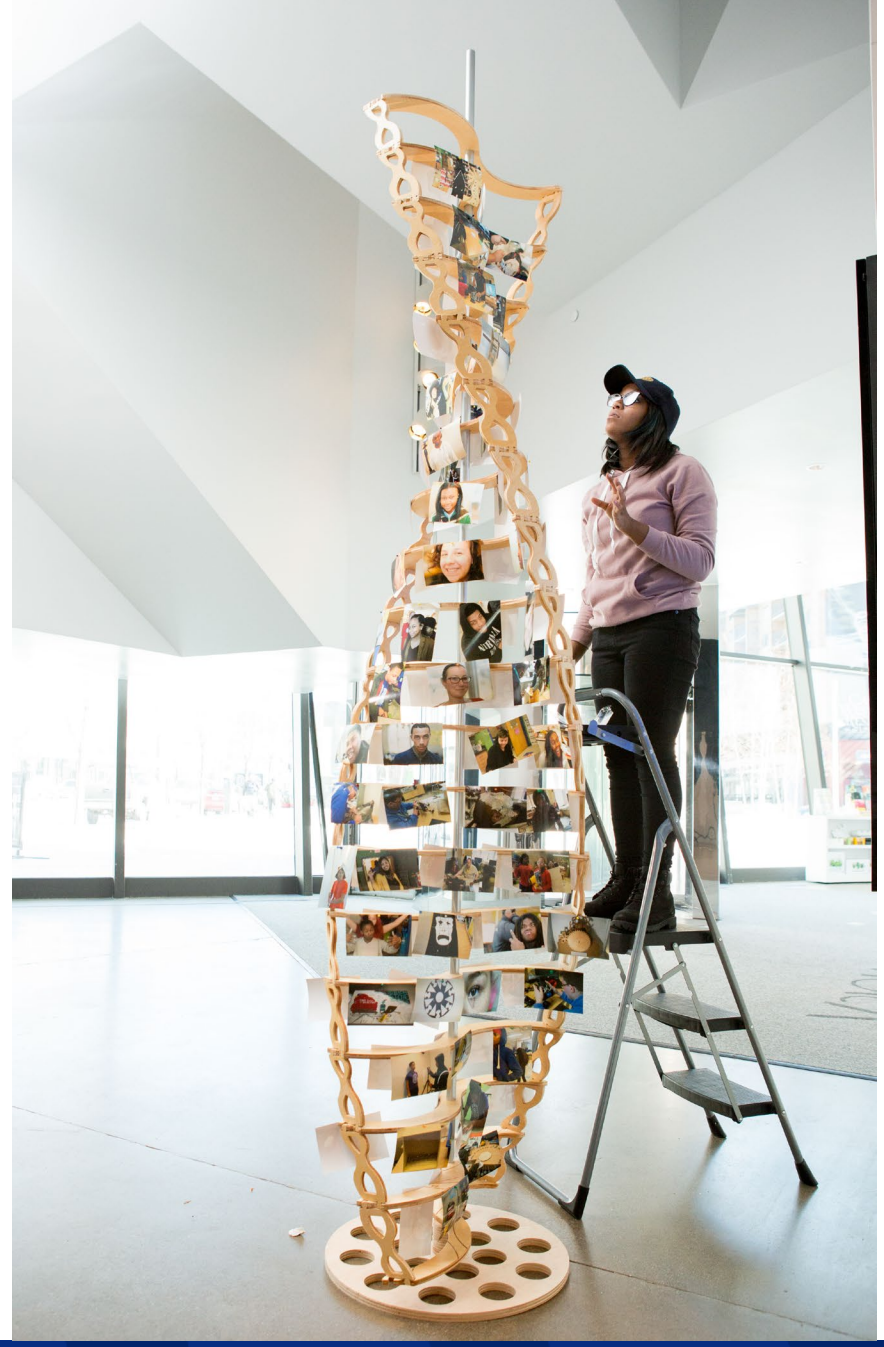
NYSED CRSE Framework

What Educators Can Do

- Create a welcoming and affirming Environment
  - Build relationships, Learn about and make space for student/family cultures
- Foster high expectations and rigorous instruction
  - Reflect on how bias can impact expectations for student achievement
- Identify inclusive curriculum and instruction
  - Consider equity - how to alter practices to respond to all student needs
- Engage in ongoing professional learning and support
  - Set professional goals related to Culturally Responsive & Sustaining Practices

Goal Setting

What is one goal you have to build Culturally Responsive and Sustaining practices in your own role and work?



- Photo by Allison Shelley/The Verbatim Agency for EDUimages

Break

Pause

Stretch

Breathe

Dimensions of Equity

Developing an Equity Lens

- Photo by Allison Shelley/The Verbatim Agency for EDUimages

Dimensions of Equity Tool

DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: *multicultural education, social justice education*, and *culturally responsive teaching*. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a supporting role in culturally responsive teaching.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.
Social Harmony	**Critical Consciousness**	**Independent Learning**

Dimensions of Equity Tool: Self Review

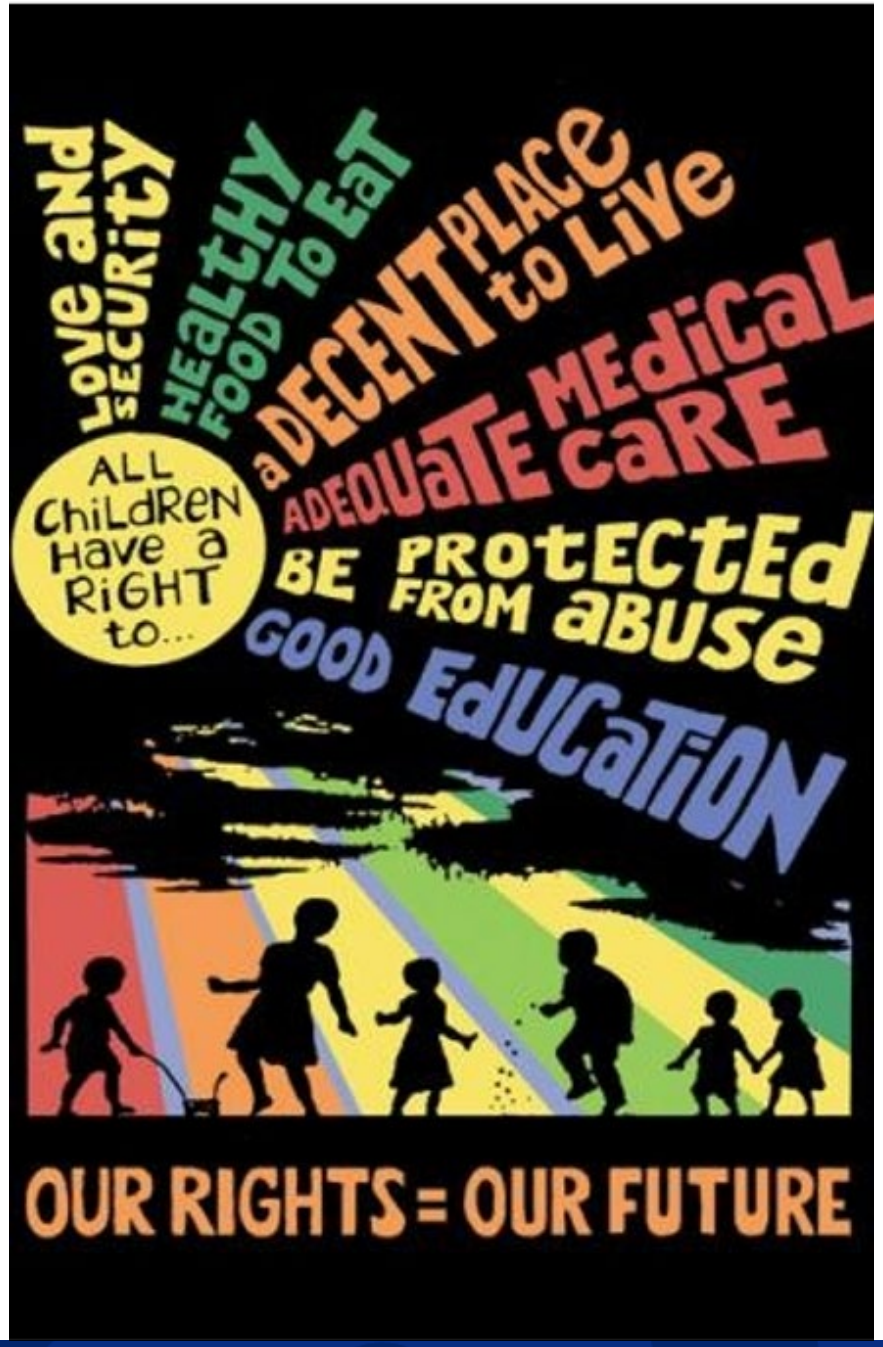
Take a moment to review the Dimensions of Equity Tool. Use our journal to capture your thoughts to the questions below

- What does being an equity minded educator mean to you?
- Which Dimensions of Equity stand out to you?
- Which Dimensions of Equity do you see most in your EO?

Multicultural Education

- Focuses on celebrating diversity
- Centers around positive social interactions across difference
- Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected
- **Social Harmony**

Multicultural Representation



Social Justice Education

- Focuses on exposing the social political context that students experience.
- Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life.
- Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society
- **Critical Consciousness**

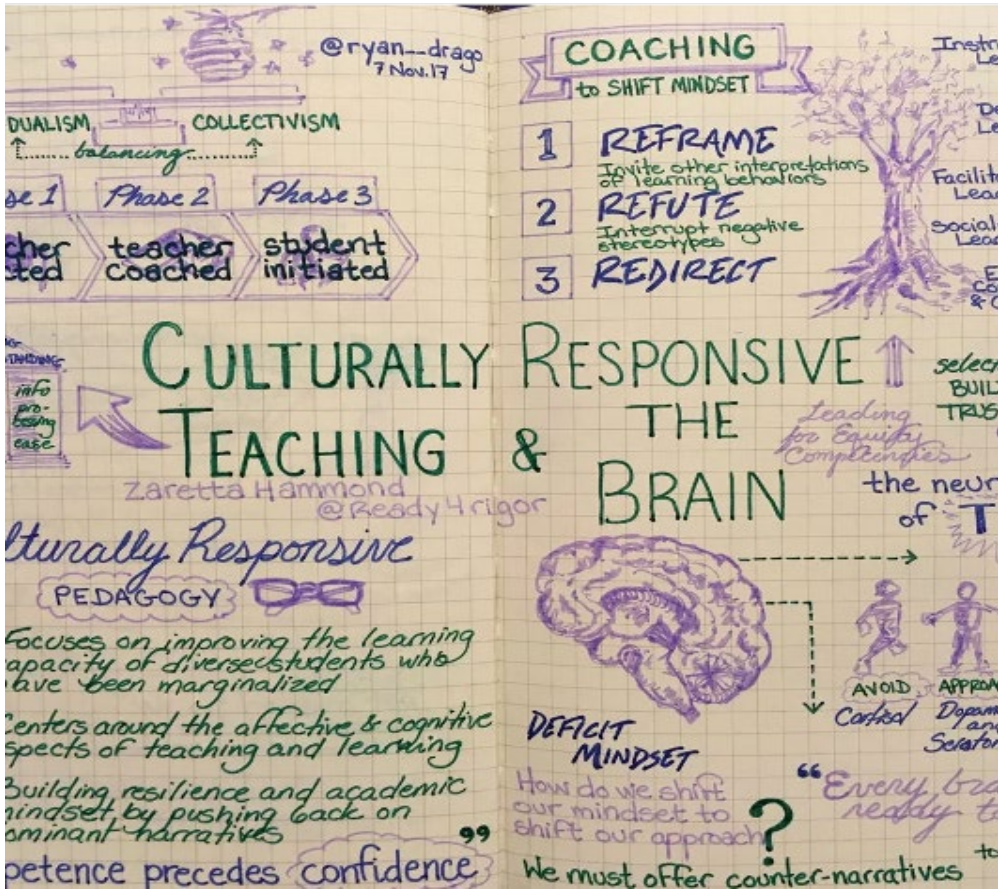
Creating a Culture of Inclusion & Equity Around Ability

Photo of students with developmental differences at **Willowbrook State School** in Staten Island in the 1970s

Kim Williams Clark and her son Wesley. Clark created **Inclusion Works Foundation** after she found Wesley alone in a basement, away from classmates, with a front desk clerk in a NYC school.

Culturally Responsive Pedagogy

- Focuses on improving the learning capacity of diverse students who have been marginalized educationally
- Centers around the affective and cognitive aspects of teaching and learning
- Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color
- **Independent Learning**



Culturally Responsive Pedagogy & Rigorous Questioning

Depth of Knowledge Question Stems

Depth of Knowledge 1: Recall

- Can you recall?
- When did _ happen?
- How would you write ___?
- How would you describe ___?

Depth of Knowledge 2: Skill/Concept

- Can you explain how _ affected __ ?
- How would you compare/contrast?
- How would you summarize?
- What do you notice about?

Depth of Knowledge 3: Strategic Thinking

- What conclusions can you draw?
- Can you predict the outcome if __?
- What is your interpretation of this text? Support your rationale.
- What facts would you select to support?

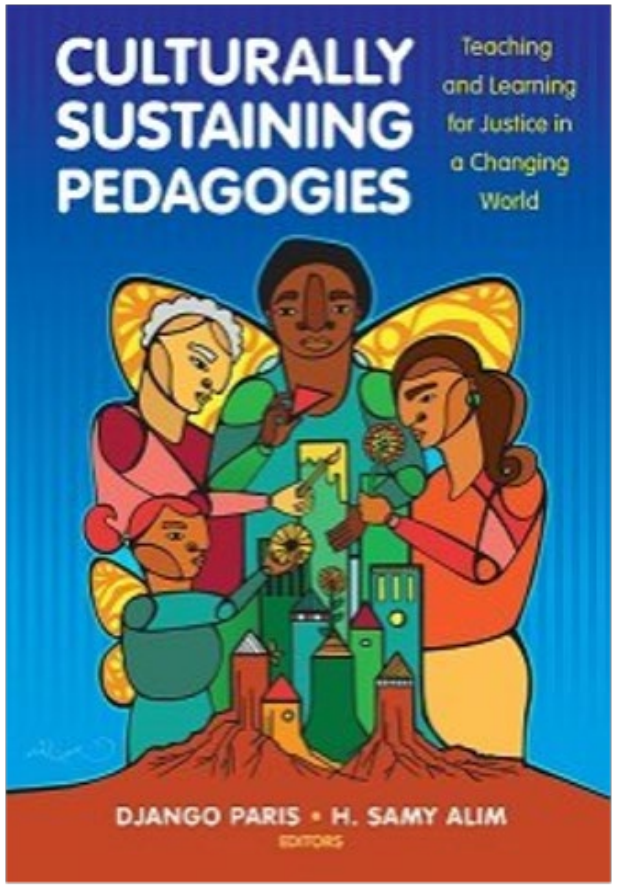
Depth of Knowledge 4: Extended Thinking

- Write a thesis, drawing conclusions from multiple sources
- Design and conduct an experiment
- Apply information from one text to another to develop a persuasive argument

Culturally Sustaining Pedagogy

"Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling."

- Django Paris & H. Samy Alim in Education Week Teacher



Zoom Environment- Annotate

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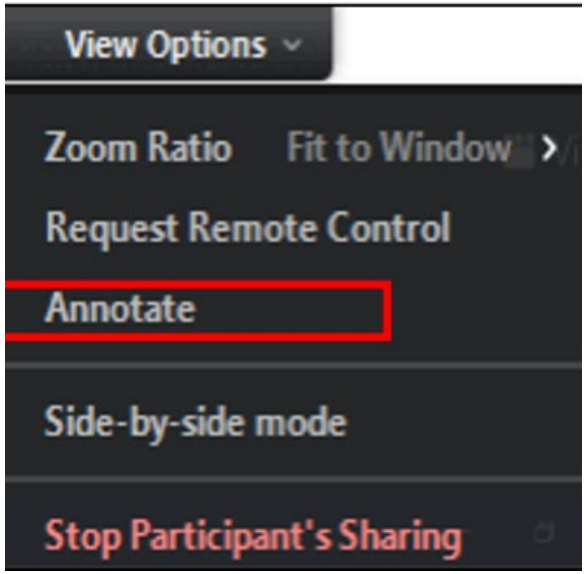
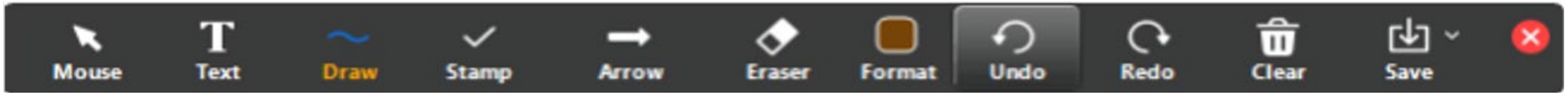
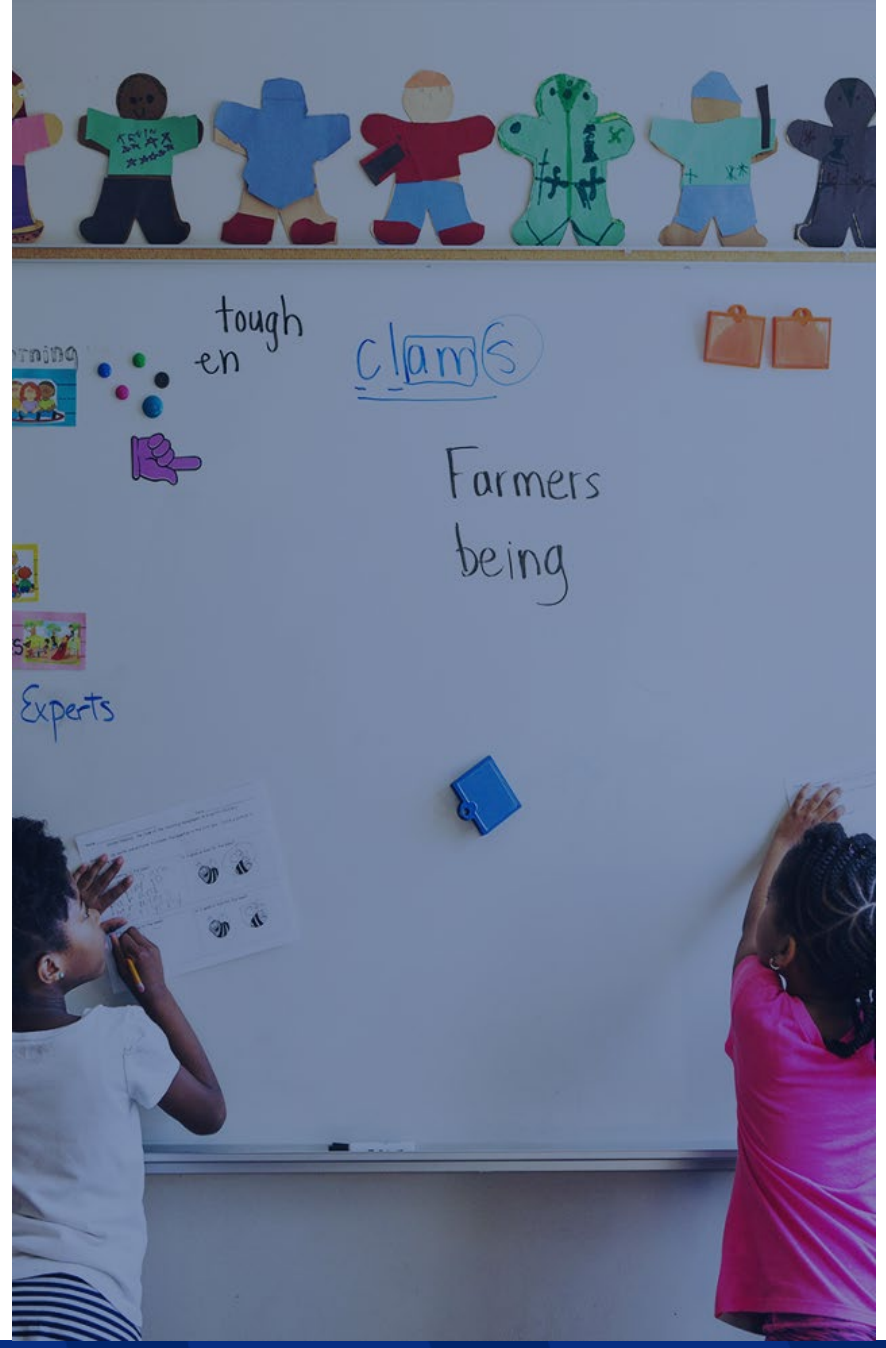




Which Dimensions of Equity do you see most in the EOs you work in?



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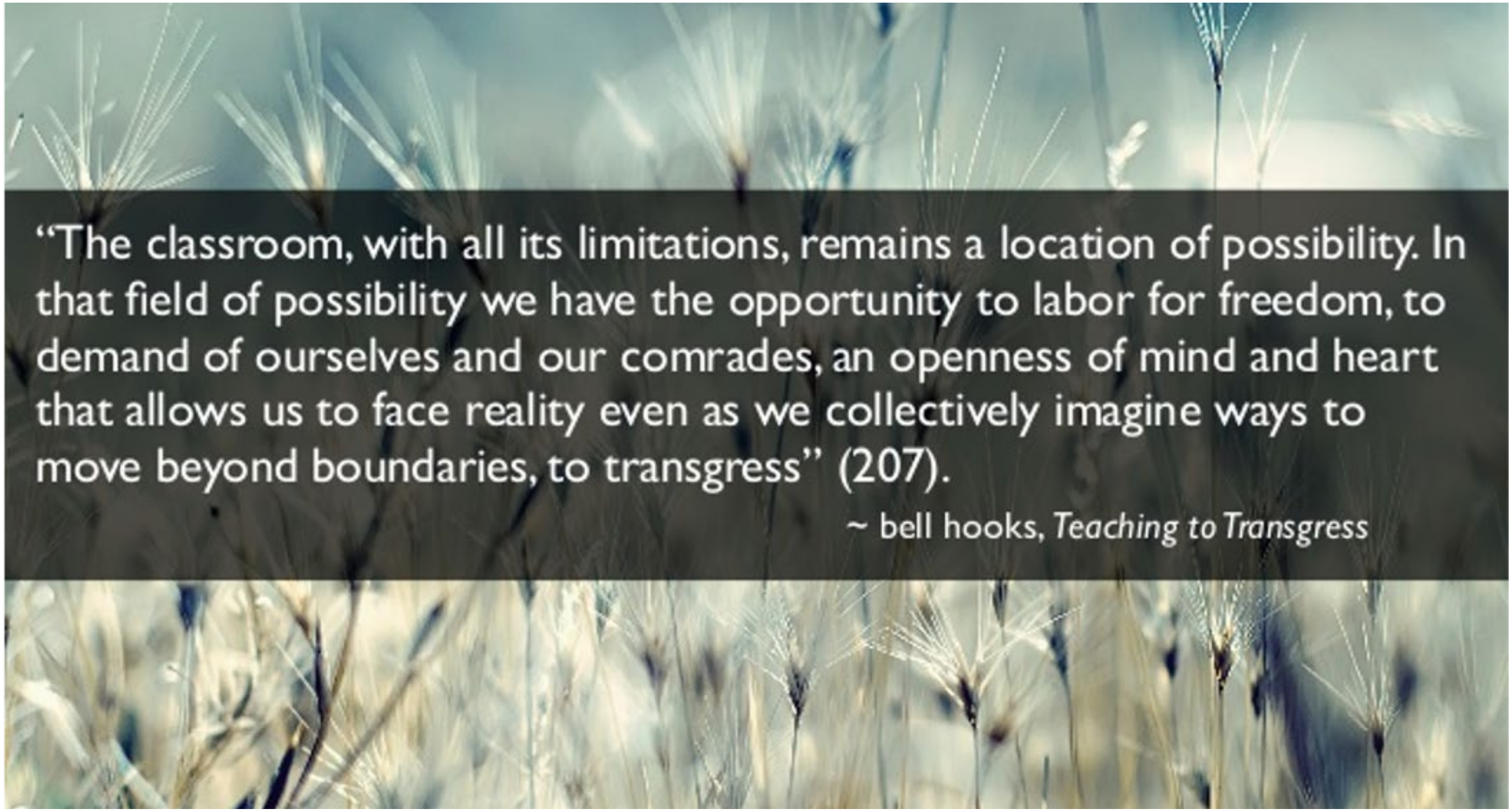
Social Harmony	**Critical Consciousness**	**Independent Learning**

How can you continue working towards Equity and Culturally Responsive and Sustaining Practices in your EO?

- Photo from Bank Street College of Education


"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress" (207).
~ bell hooks, *Teaching to Transgress*

Brain Break

Stretch

Snack

Hydrate

Rest

A Case Study in Equity

Adapted from *A Casebook for Exploring Diversity* (Redman 2010)

- Photo from Bank Street College of Education

A Case Study in Equity

Mr. Hultgren's class had been keeping an upcoming record of class events such as field trips, student report days, and quizzes on a commercial calendar.

The pictures of the calendar were of children and adolescents – mostly close-ups showing facial expressions such as wonder, excitement, happiness, and awe.

A Case Study in Equity

On the first day of November, Mr. H turned the page of the calendar.

Hector, an outgoing youth of Mexican heritage, asked his teacher “Mr. H, how come none of the pictures on the calendar have any kids that look like me?” Other students of color chimed in, “Yea, or me?”

Case Study

How would you respond?

Potential Responses from Mr. H

- Mr. H remains silent and ignores Hector's Question
- Mr. H says he doesn't know why students of color aren't represented and moves on
- Mr. H reprimands Hector for calling out of turn
- Mr. H dismisses Hector's question and dismisses the impact or reality of the exclusion
- Mr. H pauses to ask more questions about students' perspective

Mr. H's Response

- Mr. Hultgren briefly explained about calendar publishing companies and how they could find out to whom they should write. He then designed some activities that included prewriting, editing, rewriting, spelling, grammar, and usage, and business letter format.
- For the next week, students devised, edited, and revised a class letter to the calendar company. The letter was sent on Friday. In addition, Mr. Hultgren invited the students to bring in magazine pictures representing children of color to add to the calendar.
- Five weeks later, the class received a letter from the calendar company. It said "Thank you for making us aware of this oversight. We apologize for our mistake, and we plan to add students of color to the calendar next year."

Mr. H's Response

- Mr. Hultgren had not paid much attention to the pictures on the calendar. "You're right," he replied, looking through the rest of the pages. "There are not children of color in the remaining pictures, either. Can anyone think of anything we could do about this?"
- Marty offered a suggestion, "Perhaps we can write to the people who made the calendar and ask them to put in pictures of kids like us in their next one." The class agreed.

Zoom Environment- Annotate

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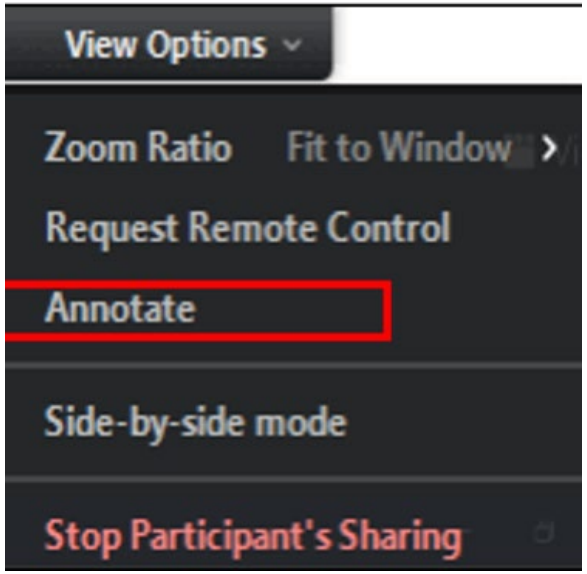
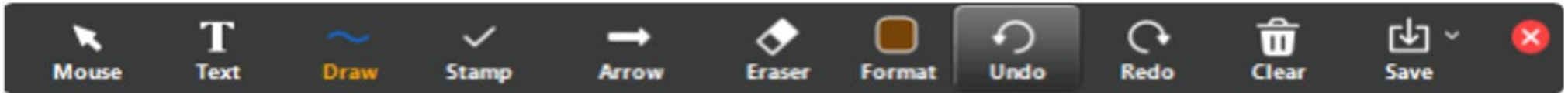
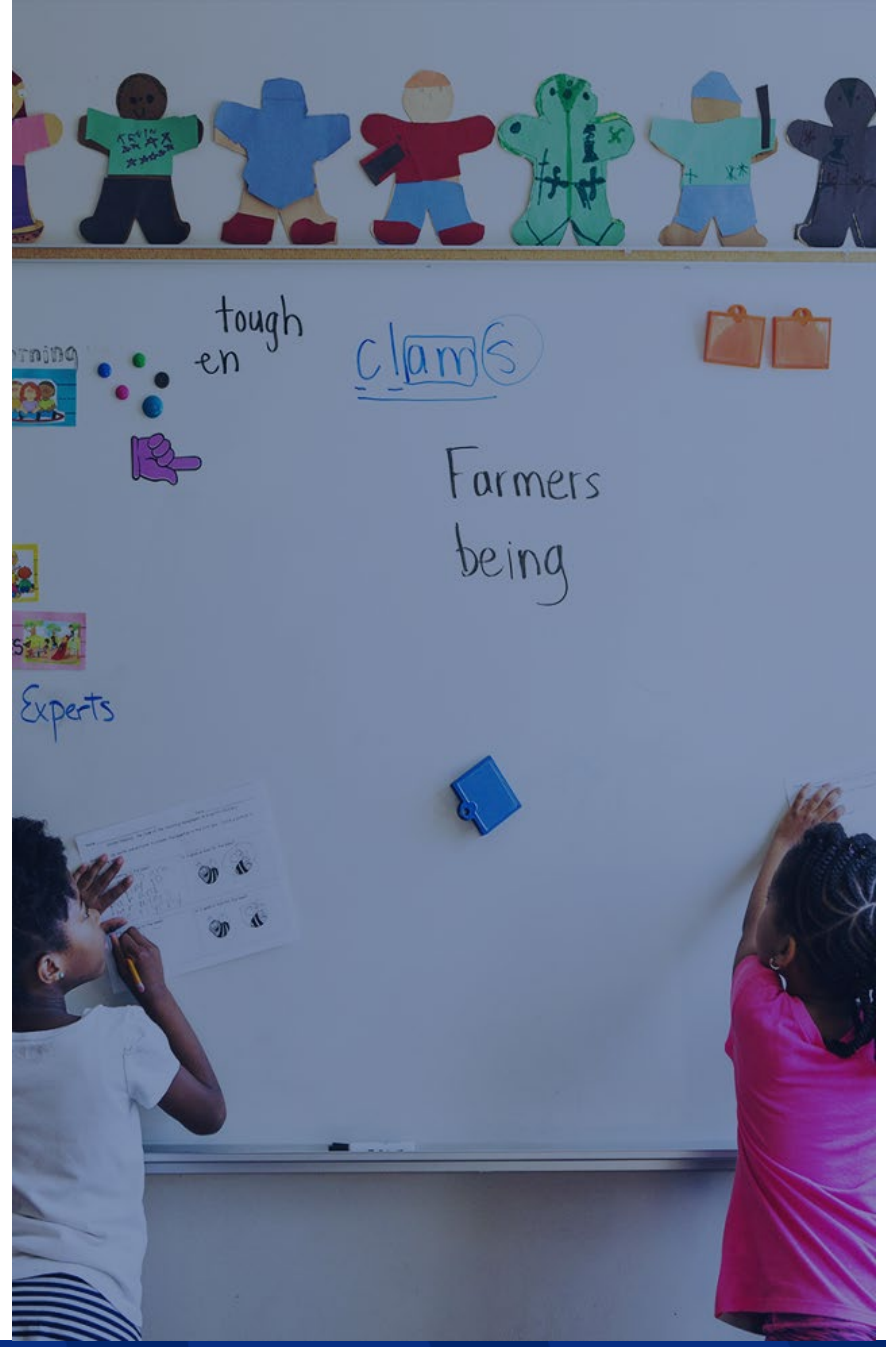




Which Dimensions of Equity apply to our Cause Study with Mr. H and his students?



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Social Harmony	Critical Consciousness	Independent Learning

Dimensions of Equity Case Study Discussion Breakout Rooms

- Which Dimensions of Equity apply to the case study with Mr. H and his students?
- What else could Mr. H have done to support his students?

Case Study Share Out

What else could Mr. H have done to support his students?

- Photo by Allison Shelley/The Verbatim Agency for EDUimages

NYSED CRSE Framework

- Work with families often to gather insight into students' cultures, goals, and learning preferences
- Identify and address implicit bias in the school of community environment
- Encourage cultural pluralism rather than asking students to minimize their identities in order to be successful.
- Provide opportunities for students to critically examine topics of power and privilege.

Closing Reflection: Revisiting CRSE Goals

How will you bring Dimensions of Equity and Culturally Responsive and Sustaining practices to your own role and work?

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