



# Fundamentals of Equity

## Exploring Equity and Cultural Responsiveness

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

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New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Today's Facilitators

# 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.



# Learning Objectives

- Define common terms and imagery that appear in conversations about equity
- Explore the concept of cultural responsiveness through personal, professional, and institutional lenses
- Identify strengths challenges, and needs regarding the capacity to implement culturally responsive practices

# 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

# Activity: Defining Common Terms



**Equality?**



**Opportunity?**



**Access?**



**Equity?**

# Defining Common Terms: Equality



**Equality?**



**Opportunity?**



**Access?**



**Equity?**

## EDUCATIONAL **EQUALITY**

is the principle of allocating educational resources with an emphasis on the equal distribution of inputs without attention given to the corresponding outputs

# Defining Common Terms: Opportunity



Equality?



Opportunity?



Access?



Equity?

**Opportunity**

is equitable inputs in order to attain equitable outputs.

# Defining Common Terms: Access



Equality?



Opportunity?



Access?



Equity?

**ACCESS**

is the right or opportunity to benefit from resources for success.



# Defining Common Terms: Equity



Equality?



Opportunity?



Access?

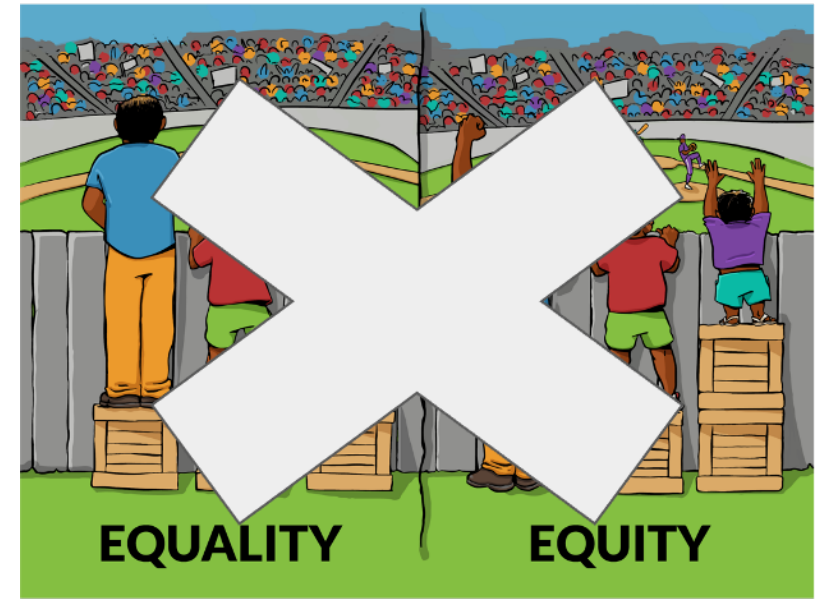
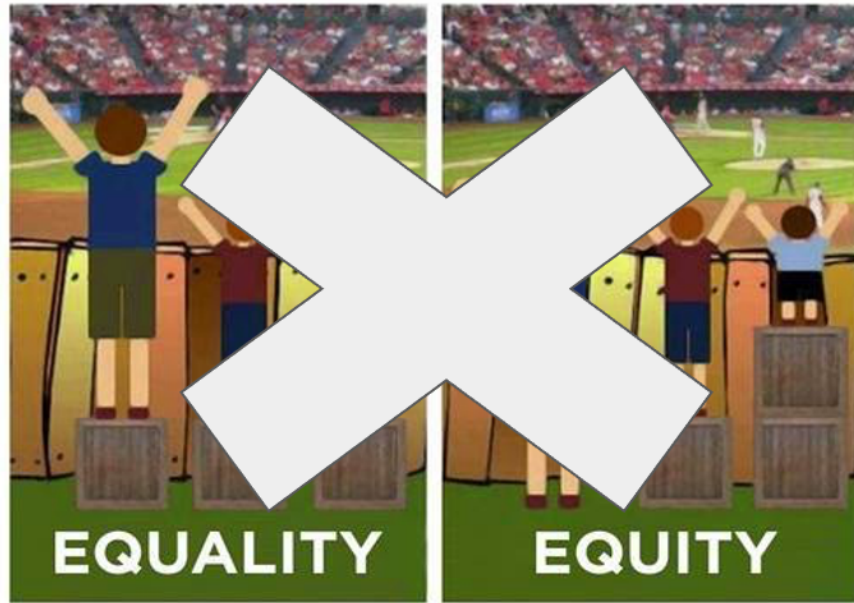


Equity?

**Equity**

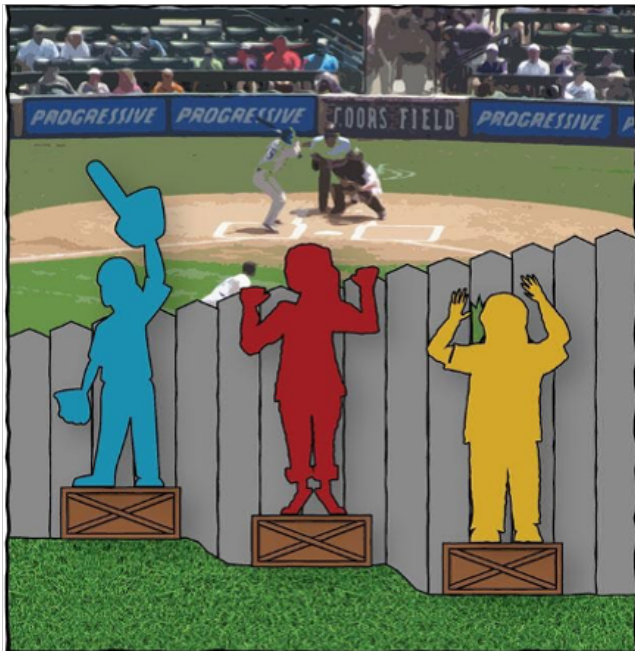
is the right or opportunity to benefit from resources for success.

# Equality and Equity



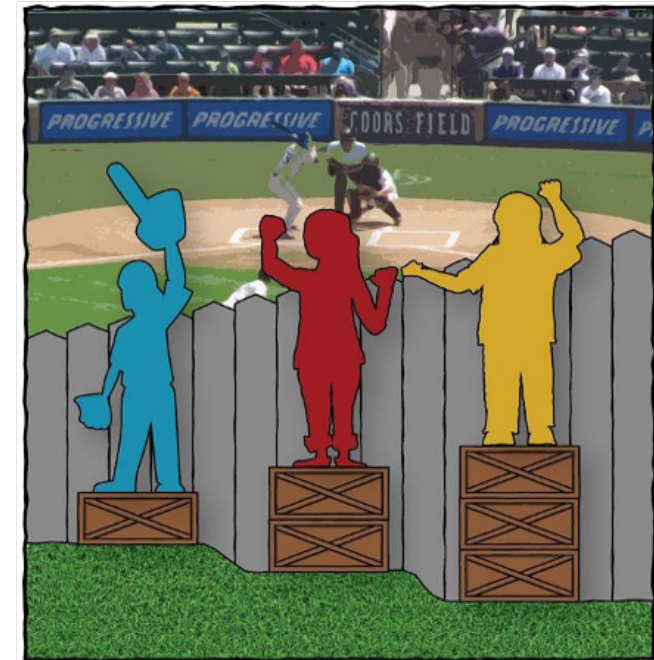
# Equality and Equity-Revisited

Equal inputs regardless of needs or inputs



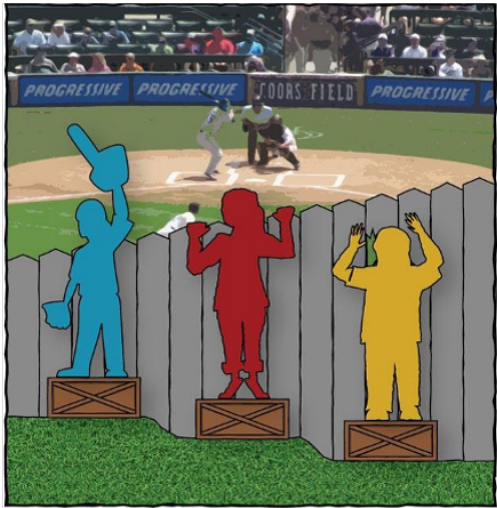
**EQUALITY**

Altering practices and resources to respond to needs



**EQUITY**

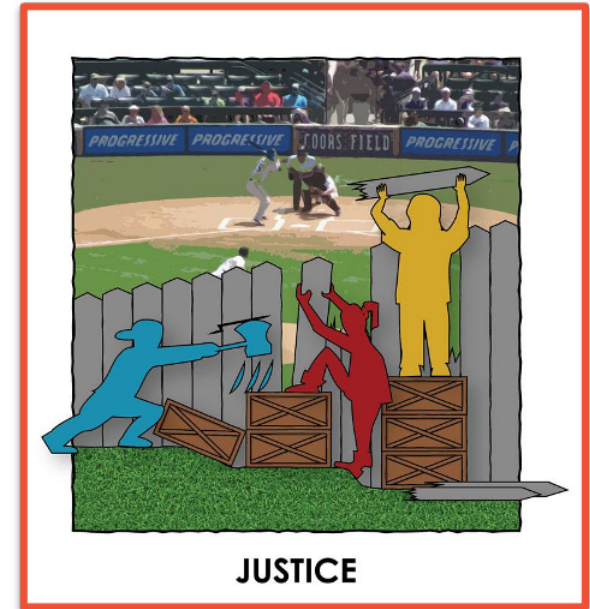
# Equality, Equity and Justice



**EQUALITY**



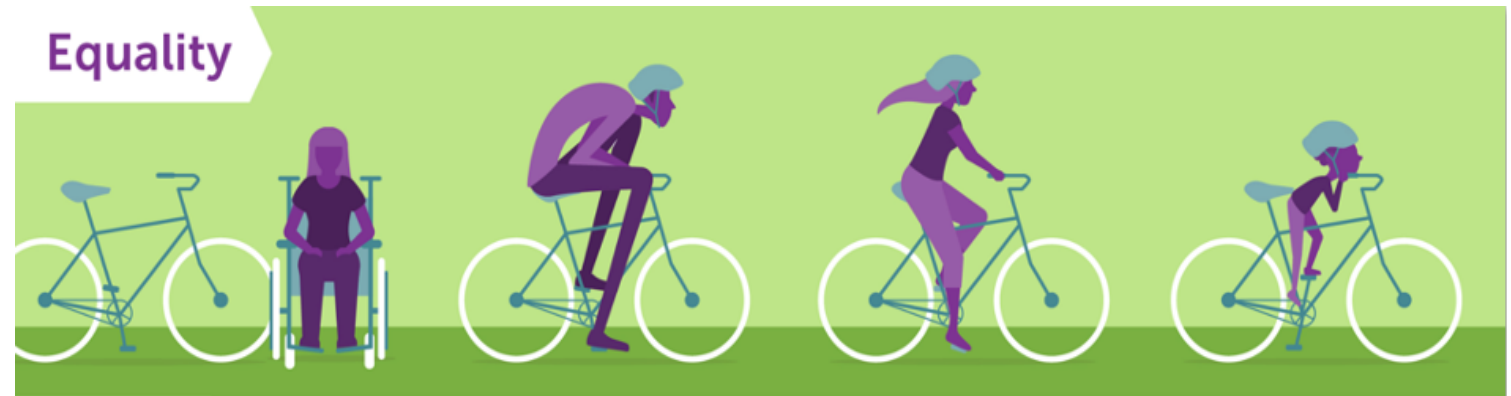
**EQUITY**



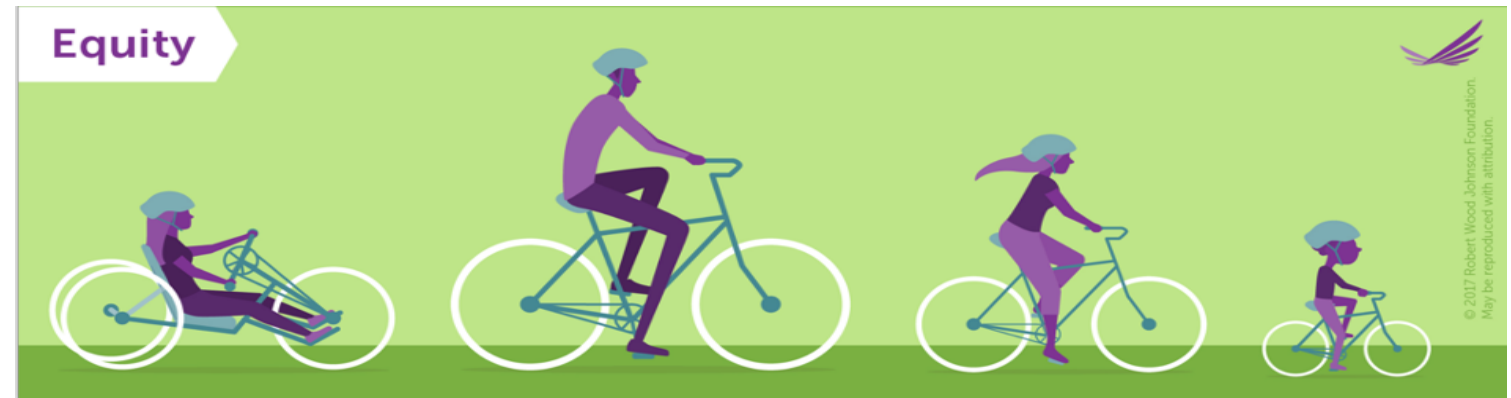
**JUSTICE**

# Equality vs Equity

Equality: Equal inputs regardless of needs or outputs



Equity: Altering practices and resources to respond to needs





# 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** →

# Reflection



**Connect Extend Recall**

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# A Definition of Culture

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





# Culture

Culture is more than food, art, music, and celebrations. It includes way of thinking, values, and forms of expression.

- Race
- Economic Background
- Gender
- Language
- Sexual Orientation
- Nationality
- Religion
- Ability



# NYSED Culturally Responsive-Sustaining Framework

- Affirms Racial and Cultural Identities
- Helps Students Connect Across Cultures and Identities
- Empowers Students as Agents of Social Change
- Build Critical Thinking, Curiosity, and Achievement







## Preparing Culturally Responsive Teachers (Villegas & Lucas, 2022)

- Socio-Cultural Consciousness
- Affirming Attitudes
- Commitment & Skills to Act as Agents of Change
- Constructivist Views
- Knowledge of Students' Lives
- Culturally Responsive Teaching

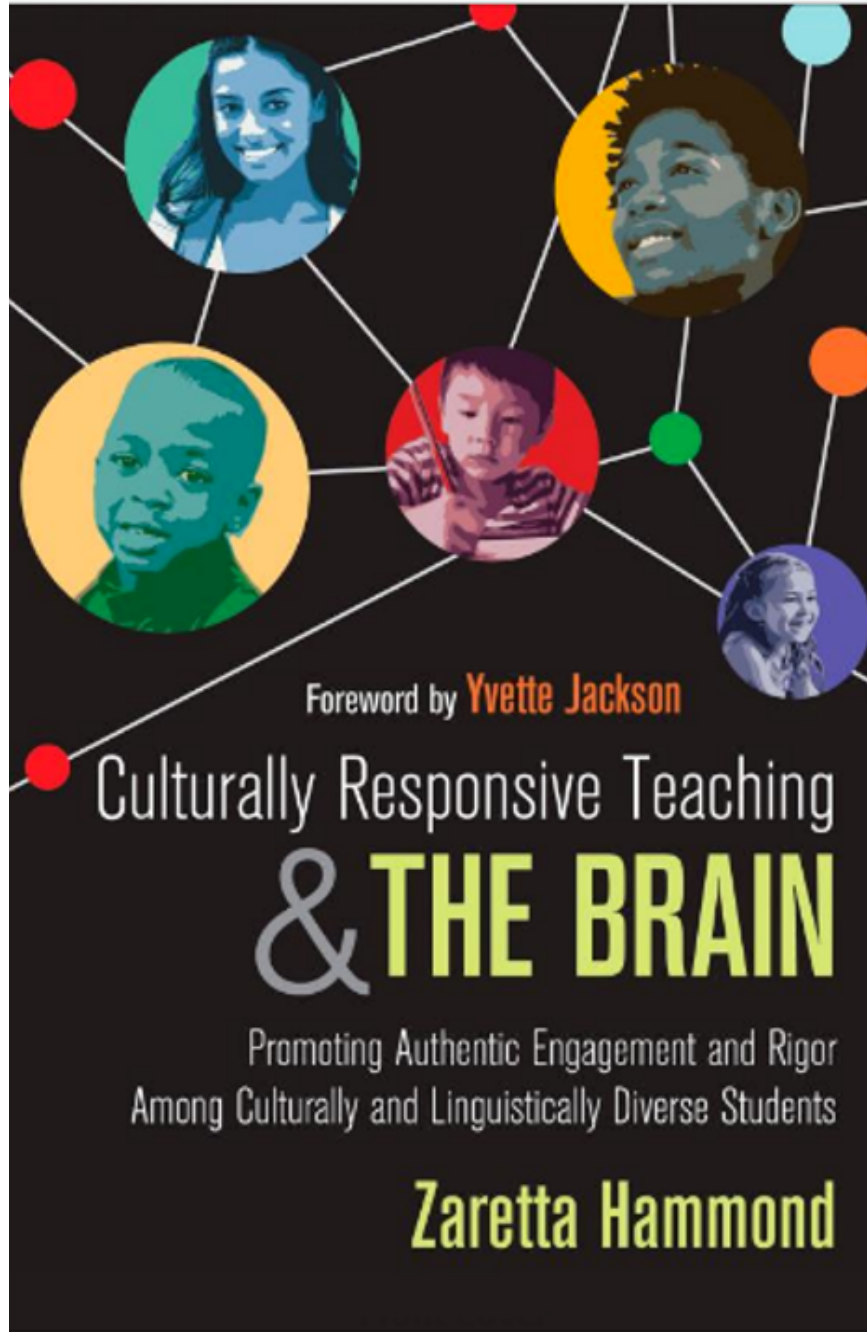
**“What happens when someone with the authority of a teacher describes our society and you are not in it? Such an experience can be disorienting – a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”**



# 8 Principles of Culturally Responsive Practices (Ladson-Billings, 1994)

1. Communication of High Expectations
2. Active Teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction





# Culturally Responsive Teaching & The Brain

# **4 Misconceptions About Culturally Responsive Pedagogy (Hammond, 2017)**

- 1. Culturally responsive teaching is the same as multicultural or social justice education.**

# 4 Misconceptions About Culturally Responsive Pedagogy- 2

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2. **Culturally responsive teaching must start with addressing implicit bias**



# 4 Misconceptions About Culturally Responsive Pedagogy- 3

1. Culturally Responsive teaching is the same as multicultural or social justice teaching.
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3. **Culturally responsive teaching is all about building relationships and self-esteem.**

# 4 Misconceptions About Culturally Responsive Pedagogy- 4

1. Culturally Responsive teaching is the same as multicultural or social justice teaching.
2. Culturally responsive teaching must start with addressing implicit bias.
3. Culturally responsive teaching is all about building relationships and self-esteem.
4. **Culturally Responsive teaching is about choosing the right strategies.**

# Reflection 2



**Connect Extend Recall**

# Closing

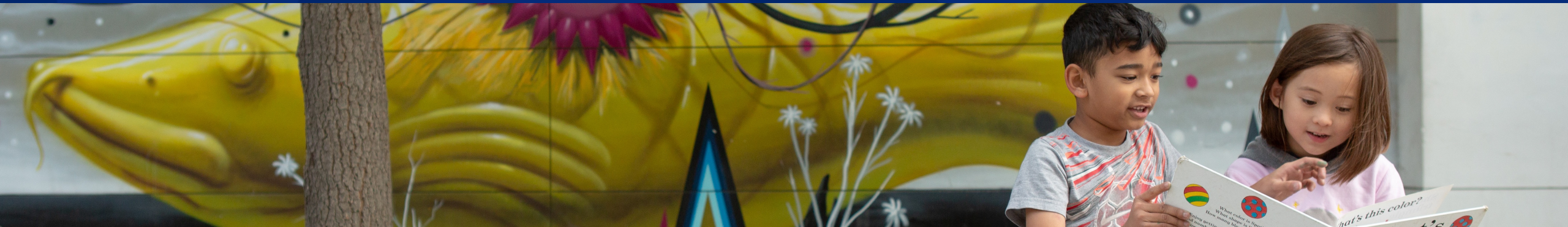
- What are your potential and current strengths in implementing culturally responsive practice?
- Where might you need ongoing support to implement culturally responsive practice?





# Closing Commitment

What is one closing commitment you have?



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