

Leading Equity Initiatives Across Content Areas and Grades

Theresa Maughan
MA American History
M.Ed Administration/Supervision
2023 Horace Mann Award for Teaching Excellence
Morris County Human Relations Commission





BREATHE

You Will...

BE YOURSELF

BE INCLUSIVE

BE INQUISITIVE

BE AN UPSTANDER

BE BRAVE

Padlet Class Contract: <https://padlet.com/tmaughan1/7q6am3iudi7eev5>

Our Goals

- Determine how you can implement changes to your teaching that are good for students and good for you.
- Gain tools to face the challenges that arise in equity work.





One Thing

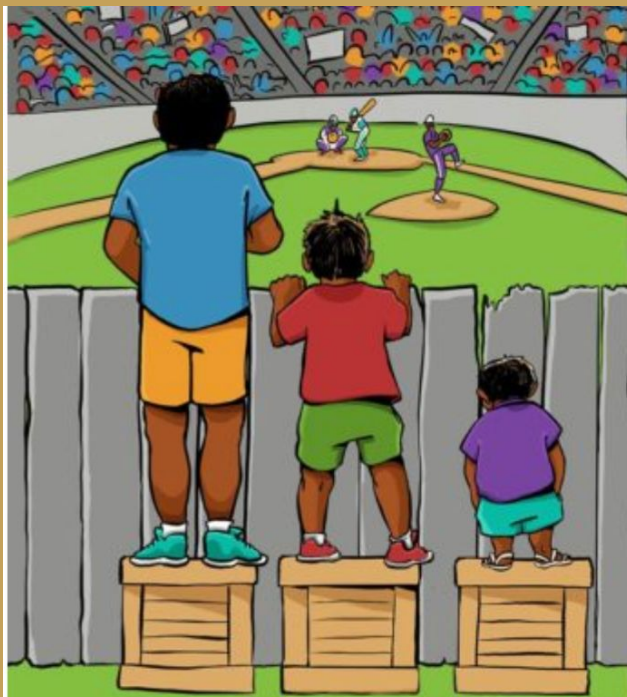
- **ONE** think I can shift
- **ONE** thing I can change
- **ONE** person I can talk to

- **ONE** area we do well in
 - **ONE** thing we can do better/different
 - **ONE** action we can take
- 



Educational Equity

DEFINE EQUITY FOR YOUR CONTEXT



EQUALITY



EQUITY



LIBERATION

The Separation

>50%

of students in the U.S. attend a school in which 75% or more of the population is white or non white.

LET'S CHAT

80%

of America's public school teaching staff identify as White; 48% of students enrolled in public school identify as white.

40%

of America's schools do not have a single teacher of color on staff.

What is the impact of this racial isolation?

Who Is (name of your school)?

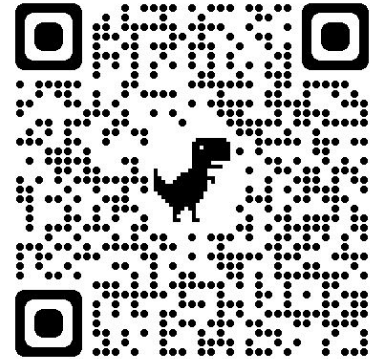
Demographic shift over past 10 years?

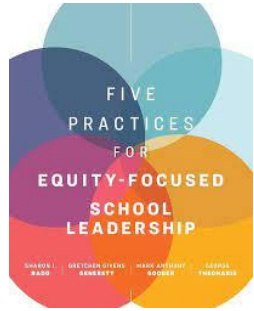
Significant shift in your student body?

Who is underserved?

[NJ Data](#)

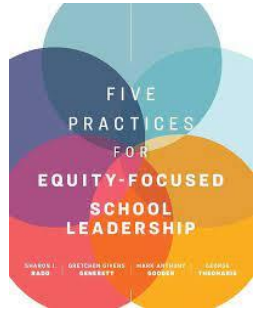
[Student Data from Education Law Center](#)





School discipline disproportionately targets students of color, students with disabilities, and transgender students.

Five Practices for Equity-Focused School Leadership



How does your school's current situation compare to the data? What have you learned in past experiences that influences how you see your school?

Destination Diversity

Cheyenne Heidt: The Confederate Tribes of Grand Ronde/Curriculum Specialist

SELF

- What do I know about culture?
- What is my culture?
- What do I believe in?
- Do I acknowledge and accept my beliefs?
- What privilege do I have?

STUDENTS

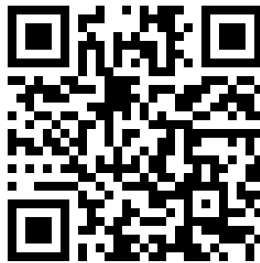
- What is their culture?
- Who do they live with?
- Where do they live?
- What is their socioeconomic status?
- Who is part of their family?

CURRICULUM

- Is my content taught in a cultural context?
- Do the books in my classroom represent all cultures in both the text and the images?
- Do the textbooks and materials reflect multiple points of view?
- Are diverse names and objects used in stories, examples, and story problems?

How often do you reflect
on how your background
impacts your pedagogy?

Padlet



The Racial Literacy Development model theorized by Dr. Yolanda Sealey-Ruiz

Visual: Dr. Angel Acosta



DO SOME PERSONAL WORK



The National Association for Multicultural Education
Advancing and Advocating for Social Justice & Equity



Home

Case Studies in Enactments of Pedagogy ▼

Frequently Asked Questions ▼

Resources for Professional Development ▼

TED or TEDx Talks by NAME Members

Forum

Contact

NAME

Events

How do I know if my biases affect my teaching?

Have you ever mumbled, under your breath, "Oh, goodness, here comes Chris" as a response to an "active" student who frequently disrupts the flow of class?

Have you attached certain identifiers to this particular student based on your perception of the "ideal" student? Have you considered where your understanding of the ideal student was conceived? Is it founded in privilege, a dominant narrative and/or white supremacist thinking?

Have you reflected on having built expectations for certain students, whether they are White or of color, male or female, able-bodied or with disabilities?

How are you thinking about your students?

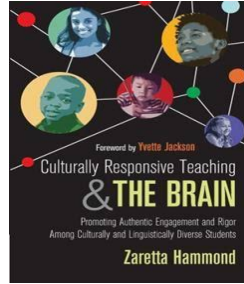
What do you need to change about yourself/ your practices that reflect a deeper respect for people who don't share your racial, religious, class, sexual orientation, etc., backgrounds?

DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
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. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. Social Harmony	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. Critical Consciousness	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Independent Learning for Agency

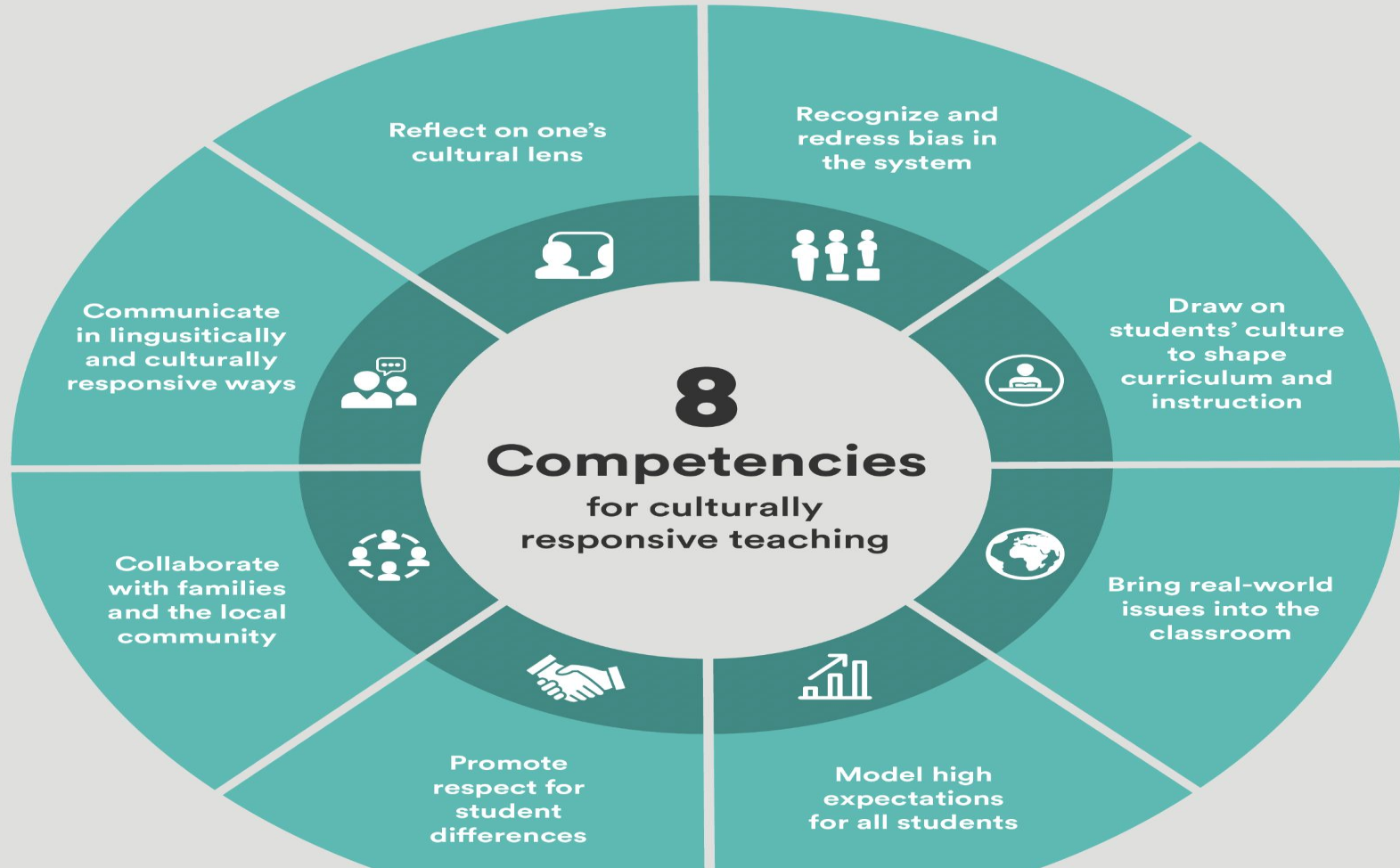




In a nutshell, culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn't on motivation but on improving their brainpower and information processing skills.

Zaretta Hammond

Figure 1 | Eight Competencies for Culturally Responsive Teaching




To strengthen our Culturally Responsive Leadership we:

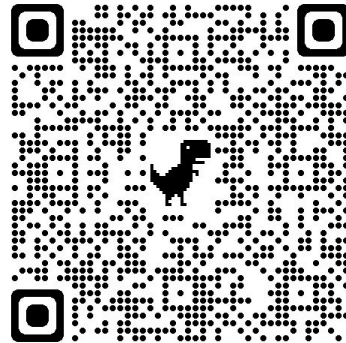
- Consider our cultural reference points and how they have informed our values around teaching and learning
- Grow our understanding of how oppression manifests in our schools and where we have agency to foster educational equity



Resources for School Districts (links)

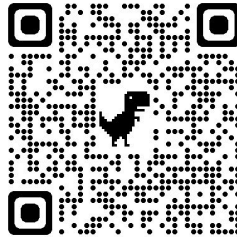
- [Amistad Commission](#)
 - AAPI Heritage Commission (created January 2022)
 - [Latino and Hispanic Heritage Commission](#)
 - NJ Commission on [Holocaust Education](#)
 - [Diversity and Inclusion statute \(N.J.S.A. 18A:35-4.36a\)](#),
 - NJ Schools
 - [Transgender Student Guidance](#)
- 

SOCIAL JUSTICE STANDARDS:
THE LEARNING FOR JUSTICE
ANTI-BIAS FRAMEWORK



[Addressing Bias in K-12 Schools](#)

This packet was developed by the New Jersey Division on Civil Rights (DCR) and New Jersey Department of Education (DOE) as part of the recommendations of the New Jersey Youth Bias Task Force Report. It is designed to provide a brief plan for addressing bias in schools and to offer additional resources for delving more deeply into bias response.



The Home and Community Connections Model: Creating Culturally Sustainable Instruction

(Dr. Julie Nyberg (Purdue Univ)/ Dr. Jessica Manzone (USC))

Build on students *funds of knowledge* to create differentiated experiences that are responsive and sustainable for all learners.

(Adding the culture of the students into the differentiation process)

Question??

What is required to create, support, and sustain a culture of access and equity in the teaching and learning of your content area?

NJ DOE

Diversity, Equity & Inclusion Educational Resources

The website above provides resources that can be used to develop curricula, facilitate professional learning and engage community stakeholders in conversations on incorporating diversity and inclusion throughout the K - 12 learning environment.

Culturally Responsive Practices



General and content specific articles and resources designed to encourage safe, welcoming and inclusive environments for all students

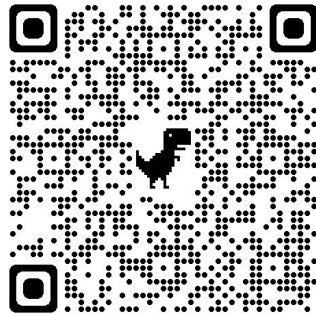
Evaluating Instructional Materials



Guidance documents to assist the creation, evaluation and selection of diversity, equity and inclusion instructional resources

^
Back
to top

Learner Variability Project in the Field: A Guide for Culturally Responsive Practice





GET CLOSE

Build authentic relationships with community partners and schools with varying racial demographics.



CHANGE THE NARRATIVE

Analyze how you talk about the justice issue, and brainstorm ways to change any deficit language you use.



BRYAN STEVENSON'S 4 KEYS TO SOCIAL JUSTICE WORK



BE WILLING TO BE UNCOMFORTABLE

Prepare your students for discomfort and tension. Be open about these feelings and talk about how to address them. Take them into unfamiliar territory.

GIVE AND RECEIVE HOPE

Remember that justice work is everyone's work for everyone's good. Hope building comes with relationship building.

YOUR SOCIAL JUSTICE PLANNING GUIDE

Social Justice Curriculum Planning Guide

Original copyright by Brenna Young and Leigh Ann Erickson for WPS 2018 // Adapted from Just Mercy by Bryan Stevenson, 2014

Area of Injustice

Goal(s):

How will students...?

...get close?

...be asked to be uncomfortable?

...change the narrative?

...give and receive hope?

Social Justice Curriculum Planning Guide

Original copyright by Brenna Young and Leigh Ann Erickson for WPS 2018 // Adapted from Just Mercy by Bryan Stevenson, 2014

What resources are currently accessible?

- ✓ Curriculum or district resources?
- ✓ Personal connections?
- ✓ Regular culture/current events?
- ✓ Text or media resources?

What resources are potentially accessible?

- ✓ Community experts or fieldwork?
- ✓ Funding or grants?
- ✓ New texts or media resources?

Actionable Items:

In the next 30 days, I am committing to...

In the next 60 days, I am committing to...

In the next 90 days, I am committing to...

Notes – What else do I need to explore, consider or remember?

Click to view or scan QR code



Undone
Consulting

Tips for Navigating tension from the outside

**ANTICIPATE THE
RESPONSE**
(from yourself and from
the community)

FIND YOUR ALLIES

OVER-COMMUNICATE

MAKE GOOD PRESS

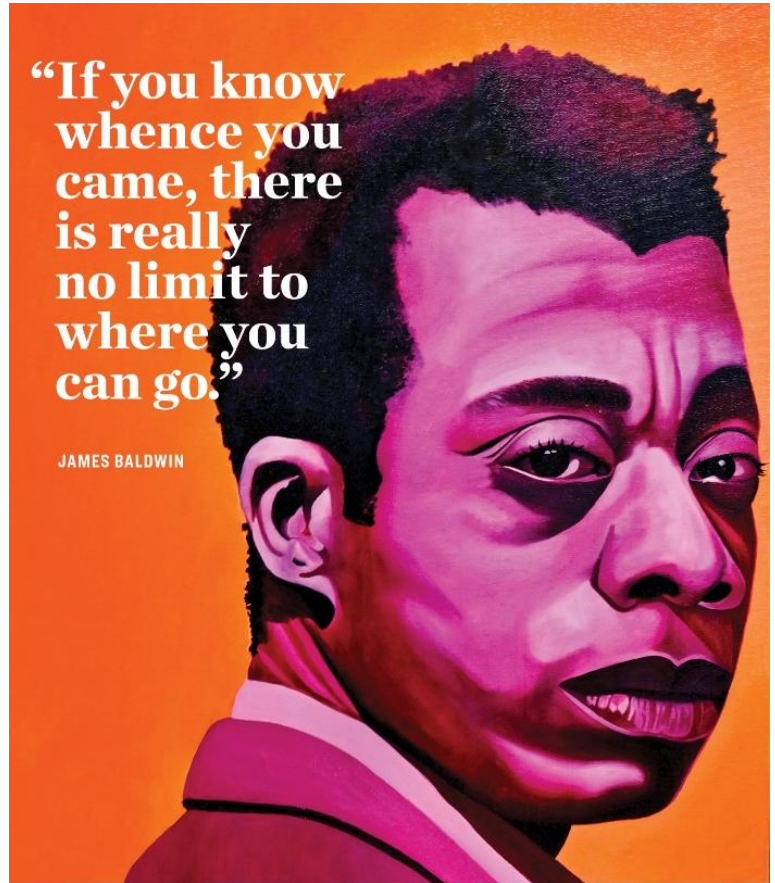
KNOW YOUR FACTS
(definitions & data)

**STAND FIRM IN
YOUR WHY FOR
THIS WORK**

On July 29, 1979 James Baldwin stated,

*“It is not the Black child’s language that is in question, it is not his language that is despised: it is his experience. **A child cannot be taught by anyone who despises him, and a child cannot afford to be fooled. A child cannot be taught by anyone whose demand, essentially, is that the child repudiate his experience, and all that gives him sustenance,** and enter a limbo in which he will no longer be Black, and in which he knows that he can never become white.”*

If Black English Isn't a Language, Then Tell Me, What Is?
By JAMES BALDWIN



“Amistad Legislation” New Jersey P.L.2020, c.153

<https://legiscan.com/NJ/text/S1028/2020>

Content Knowledge

“Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.”

“Amistad Legislation” New Jersey P.L.2020, c.153

<https://legiscan.com/NJ/text/S1028/2020>

Purpose and Learning Goals

That inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society.

That issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12.

“Amistad Legislation” New Jersey P.L.2020, c.153

**[Bill Text: NJ S1028 | 2020-2021 | Regular Session | Chaptered |
LegiScan](#)**

[Purpose and Learning Goals](#)

The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.

Closing Comments/Questions





DEI Resources

[Diversity, Equity & Inclusion Educational Resources](#) (link)

[Culturally Responsive Curriculum Scorecards](#) (link)

[Zaretta Hammond](#) (video)

[CULTURALLY RESPONSIVE TEACHING: A FRAMEWORK FOR THE TEACHER Destination Diversity](#)

[Diverse books in the classroom, all year round](#) (video)

[Introduction to Culturally Relevant Pedagogy](#) (video)

[ASSESSING BIAS IN STANDARDS AND CURRICULAR MATERIALS](#) (download PDF)

[Culturally Responsive Teaching A 50-State Survey of Teaching Standards](#)

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy
by Gholdy Muhammad