



BUILDING EQUITY IN YOUR TEACHING PRACTICE

HOW DO THESE COMPONENTS ILLUSTRATE THE RELATIONSHIP BETWEEN THE LEARNING IN YOUR CLASSROOM AND EQUITY IN YOUR TEACHING PRACTICE?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
<i>Teachers use examples and content from a variety of cultures & groups.</i>	<i>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.</i>	<i>Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.</i>	<i>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</i>	<i>Using the other four dimensions to create a safe and healthy educational environment for all.</i>
This unit/lesson is connected to other topics explored with students.	This unit/lesson provides context to the history of privilege and oppression.	This unit/lesson helps students question and unpack biases & stereotypes.	The instruction has been modified to meet the needs of each student.	There are opportunities for students to connect with the community.
There are multiple viewpoints reflected in the content of this unit/lesson.	This unit/lesson addresses power relationships.	This unit/lesson helps students examine, research, and question information & sources.	Students feel respected and their cultural identities are valued.	The classroom is welcoming and supportive for all students.
The materials and resources are reflective of the diverse identities and experiences of students.	This unit/lesson helps students learn to develop research and critical thinking skills.	The curriculum encourages discussion and understanding about the groups of people being represented.	Additional supports have been provided for students to become successful and independent learners.	Teachers are aware of and sensitive to the needs of their students and their families.
The content affirms students and exposes them to experiences other than their own.	This curriculum creates windows and mirrors* for students. <i>*Windows and Mirrors: Balancing curriculum as window (looking into the experience of others) and mirrors (seeing yourself reflected in the curriculum).</i>	This unit/lesson challenges dominant perspectives.	Opportunities are provided for students to reflect on their learning and provide feedback.	There are effective parent communication systems established. Parents can talk to teachers about issues as they arise in their classroom.

Developed by Karla E. Vigil.

Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition). New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.