



Challenging Inequity

Educator understands and participates in situations challenging inequity and promotes equity, diversity, and cultural competency in education.

Key Method

The educator engages in activities that allow for a deeper understanding of inequity from one's own perspective and the perspective of others. The educator engages in activities that promote equitable policies and practices in education.

Method Components

The Challenge Inequity micro-credential is one of three in the Diversity, Equity, and Cultural Competence leadership pathway in the Teacher Leadership Institute. Diversity, Equity, and Cultural Competence leadership leads to promoting equitable policies and practices and building more socially just environments. Below are the method components that teacher leaders must complete in the Diversity, Equity, and Cultural Competence leadership stack.

1. Conduct a self-assessment as a member of an identified community. Ask yourself how your own biases, experiences of privilege, and personal values might impact your leadership? As part of the self-assessment, determine what you are trying to accomplish as a leader.
2. Identify the needs and priorities of an identified community and create a plan for meeting those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative/quantitative data are used, current practices, and what the data and/or analysis reveal about the most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to accomplish one or more of the needs identified in your needs assessment.
3. Implement the plan by engaging members of a community in a meeting or activity in which the community members are brought together to address the needs and priorities of the community. The evidence for this micro-credential may be collected from any meeting or activity, not necessarily from the first action taken to implement the plan.
4. Reflect on the effectiveness of the meeting or activity and your role as a leader as well as your efforts to improve in challenging inequity.

Supporting Research

Jennings, J. L., Deming, D., Jencks, C., Lopuch, M., & Schueler, B. E. (2015). Do differences in school quality matter more than we thought? New evidence on educational opportunity in the twenty-first century. *Sociology of Education*, 88(1), 56-82. <http://journals.sagepub.com/doi/abs/10.1177/0038040714562006>

Do schools reduce or perpetuate inequality by race and family income? This research study examines this question in Massachusetts and Texas.

Baldrige, B. J. (2014). Relocating the deficit: Reimagining Black youth in neoliberal times. *American Educational Research Journal*, 51(3), 440-472. <http://journals.sagepub.com/doi/abs/10.3102/0002831214532514>

Through ethnographic research with 20 youth workers at a college completion and youth development after-school program in the urban Northeast, findings indicate that tensions arise as youth workers strive to reimagine Black youth in humanizing ways despite pressures to frame them as broken and in need of fixing to compete for funding with charter schools.

Hackman, J. R., & Oldham, G. R. (1980). *Work Redesign*. Reading, MA: Addison-Wesley.

This seminal book examines the characteristics of designing work around organizational goals and mission. This research comes from the organizational sciences and is directly applicable to how work is organized for those working to challenge inequity.

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). *Learning from Leadership: Investigating the Links to Improved Student Learning*. New York, NY: The Wallace Foundation.

In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership—and that higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

Resources

Gorski, P. & Swalwell, K. (2015, March). Equity literacy for all. Education Leadership. <http://illinoiscte.org/images/pdr/EquityLiteracyforAll.pdf?lbisphpreq=1>

Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. GlobalPAD Core Concepts. https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf

Listen to Gloria Ladson-Billings (2010) discuss how youth all over the world are suffering and how latino/a youth in the U.S. are particularly vulnerable to life's most horrible lessons.

<https://youtu.be/h7eOSaj3K9o>

Equity Definition, The Glossary of Education Reform.

www.edglossary.org/equity/

The Problem with that Equity vs. Equality Graphic You're Using.

www.culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

National Board for Professional Teaching Standards. Sections from the various subject/grade level standards on Equity/Diversity.

<https://docs.google.com/document/d/1j854M227ovL1XaQswBDhxZH-besQDxQeLBsdlE9gGv8/edit?usp=sharing>

National Board's Five Core Propositions interactive site.
<http://accomplishedteacher.org/>

To download a PDF version of What Teachers Should Know and Be Able to Do:
http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Social Justice Book List, August 2017, National Network of State Teachers of the Year.
<http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a score of "Proficient" for each component in Part 2.

Part 1. Overview Questions

(500-word limit)

Needs Assessment: Conduct a needs assessment of your environment.

- What are the results of your needs assessment?
- Based on this needs assessment, what change might create a more equitable educational environment?
- What are your goals or outcomes for this proposed change and how might they help challenge inequity?

Passing: Description is clear and contains sufficient detail to understand the need for the shift toward a more educationally equitable environment and how the selected action(s) might produce the desired change.

(500-word limit)

Describe your personal philosophy of educational equity. Describe how experiences with forms of oppression or inequity you or members of your community have had have shaped your philosophy. What is your plan of action to challenge inequity?

Passing: Description is clear and contains sufficient detail to understand the submitter's personal philosophy and how it informed a clearly articulated plan for challenging inequity.

Part 2. Work Examples/Artifacts

1. **Awareness:** Submit evidence demonstrating how you challenged inequity. Your evidence may include:
 - strategies
 - models
 - proposals

Your evidence needs to show:

- a proposal for implementing equitable practices and policies
 - how **you** supported/promoted reflective practices to assess growth in the areas of diversity, equity, social justice, and cultural competence.
2. **Building Capacity:** (500-word limit for written documentation) Submit evidence demonstrating how you cooperated with people of other cultures to create strategies and implement plans. You may submit any of the following:
- An unedited audio or video recording of a meeting or event. (10-minute maximum)
 - A written account of the meeting that includes: person(s) in the meeting, your relationship to them, meeting description, and how you demonstrated competence in this skill. (500-word limit)
 - Artifacts, documents, photos, and/or other data which demonstrates evidence of your leadership in a particular meeting/event shown in your plan. This evidence must be accompanied by a full description of the meeting/event, your relationship to those present, a meeting/event description, and how you demonstrated competence in this skill. (500-word limit)
3. **Analysis:** Gather evaluation and feedback from participating colleagues or meeting participant(s) and submit video or written documentation showing how the submitter worked to facilitate a purposeful activity/meeting to challenge inequity. This is not a self-reflection. (Written feedback must be no more than 500 words and video evidence must be no longer than 10 unedited minutes.)

Part 2. Scoring Guide

Your submission(s) will be assessed based on the following rubric. You must earn a score of Proficient on all portions of the submission in order to earn the micro-credential.

	Proficient	Basic	Developing
<i>Awareness</i>	Evidence describes in detail a deep understanding of situations of inequity from one's own perspective and individual experiences as well as those of others from differing cultural groups and understandings.	Evidence describes a general understanding of situations of inequity from one's own perspective and individual experiences as well as those of others from differing cultural groups and understandings.	Evidence describes a basic understanding of situations of inequity from your own perspective.

<i>Building Capacity</i>	Evidence shows how the participant modeled and inspired others in engaging in equitable practices and supporting equitable policies and practices.	Evidence shows how the participant modeled equitable practices and policies.	Evidence describes equitable policies and practices.
<i>Analysis</i>	Evidence from a colleague or meeting participant describes how the submitter challenged inequity through a strategically designed activity or artifact.	Evidence from a colleague or meeting participant describes how the submitter designed an activity or artifact to challenge inequity in education.	Evidence from a colleague or meeting participant describes a relationship between the activity/artifact and the goal of challenging inequity in education.

Part 3. Reflection

(500-word limit)

As you reflect upon your philosophy of educational equity, what continues to be your greatest challenge as you advocate for educational equity? How do you plan to meet this challenge?

Passing: Reflection is based on overview questions, artifacts submitted, and a personal reflection on the overall process. A passing reflection includes specific examples from work done while completing this micro-credential and specific, actionable next steps that can be taken.