



Equity Literacy for Cooperating Teachers

Competency

The cooperating teacher demonstrates an understanding of how to create and sustain a bias-free and equitable learning environment for teacher candidates through increased equity literacy.

Key Method

The cooperating teacher recognizes, responds to, and redresses biases and inequities by assessing their personal areas of strength and growth, creating a full action plan, and implementing one aspect of the action plan that will increase their understanding of how to create and sustain a bias-free and equitable learning environment for teacher candidates.

Method Components

Designed using an adaptation [R1] of Paul Gorski's Equity Literacy competencies, the cooperating teacher should be keenly aware of the issues of bias and equity that impact education, including teacher education and mentoring. Equity literacy is the knowledge and skills educators require to understand culture, as well as aspects beyond culture that contribute to inequities and fuel biases.

Cooperating teachers must work vigilantly to provide all students with fair and equitable access to learning opportunities. Cooperating teachers must understand historical and current societal context and actively nurture an unbiased and equitable environment. The cooperating teacher who reflects on their level of awareness can be attentive to the impact of their interactions, increase their equity literacy, and work to ensure that they are sensitive to the development of their teacher candidates.

Additionally, a cooperating teacher who recognizes the impact of society on the teaching profession may be more attentive to the experiences of, and support



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needed by, the teacher candidate. Where the individual starts on their journey toward equity literacy is of little importance. What is most important is sustained positive improvement toward learning about biases and inequities. The cooperating teacher recognizes that equity literacy evolves throughout one's lifetime.

The cooperating teacher recognizes their level of awareness of biases and inequities

- The cooperating teacher becomes aware of their own equity literacy through assessment, identifying strengths and weaknesses, and professional development
- The cooperating teacher reflects on their ways of knowing about the world.
- The cooperating teacher reflects on their own experience.
- The cooperating teacher reflects on the impact of their equity literacy as it relates to working with teacher candidates.

The cooperating teacher responds to biases and inequities

- The cooperating teacher acquires new knowledge related to equity and bias in issues of race, gender, sexual orientation, class, and dis/ability.
- The cooperating teacher researches ways to become more equity literate, including but not limited to reading about diverse experiences, bias-checking, cultivating community partnerships, fostering critical conversations about biases and inequity, and participating in unfamiliar cultural or social experiences.
- The cooperating teacher employs one strategy toward becoming more equity literate.
- The cooperating teacher draws a link between their understanding and experiences and their equity literacy gaps.
- The cooperating teacher researches the impact of bias and inequity in teacher preparation.

The cooperating teacher redresses biases and inequities.

- The cooperating teacher reflects on the potential impact of their equity literacy on their interactions with their teacher candidates.



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- The cooperating teacher discusses how to engage with teacher candidates in ways that acknowledge their diverse backgrounds.
- The cooperating teacher discusses how they will use their knowledge to create and sustain a bias-free learning environment.

Supporting Rationale and Research

Gorski, Paul C. "Poverty and the ideological imperative: A call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education." *Journal of Education for Teaching* (2016).

<http://www.edchange.org/publications/Poverty-ideological-imperative.pdf>

Gorski, P., Davis, S., & Reiter, A. (2013) "Equity and social justice from the inside-out: Ten commitments for intercultural educators." In *Mapping the Broad Field of Multicultural and Intercultural Education Worldwide*.

<http://www.edchange.org/publications/invisibility-LGBTQ.pdf>

Gorski, Paul C. "Rethinking the role of 'culture' in educational equity: From cultural competence to equity literacy." *Multicultural Perspectives* (2016).

https://www.researchgate.net/publication/310228547_Rethinking_the_Role_of_Culture_in_Educational_Equity_From_Cultural_Competence_to_Equity_Literacy

Gorski, P., and Goodman, R. "Is there a hierarchy of oppression in U.S. multicultural teacher education coursework?" *Action in Teacher Education* 33:455–475 (2011).

Kahn, Michele, and Gorski, Paul C. "The gendered and heterosexist evolution of the teacher exemplar in the United States: Equity implications for LGBTQ and gender nonconforming teachers." *International Journal of Multicultural Education* (2016).

<http://www.edchange.org/publications/gendered-heterosexist-exemplar.pdf>

Peters, T., Margolin, M., Fragnoli, K. and Bloom, D. "What's race got to do with it? Preservice teachers and white racial identity." *Current Issues in Education*, 19(1), 1–23. (2016)

<https://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/1661/715>

Resources

[Collaborating for Culturally Responsive Education](#)



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[Diversity Awareness Quizzes](#)

[Learning to be an Ally for People from Diverse Groups and Backgrounds](#)

[Strategies and Activities for Reducing Racial Prejudice and Racism](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

350-500 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Take the following assessment:
<http://www.edchange.org/multicultural/quizzes.html>
2. Use the results of the assessment to guide your thinking in answering the following:
 - Which issues did the assessment indicate you were most misinformed about? Why do you think you were least informed about these issues?
 - Which issues did the assessment indicate you were most informed about? Why do you think you were most informed about these issues?
 - Where do you/have you acquired the information you have related to race, gender, socioeconomic class, or other social and cultural identities? What impact does that have on your understanding?
 - How can misinformation about your own experience or worldview contribute to biases and inequities in your understanding?
 - What is the connection between equity literacy and the ways in which we interact with one another?

Passing: To earn credit for Part 1, the earner must provide an answer to each question outlined using complete sentences. Answers should include personal and/or professional examples and stories from the learner's experience. Sharing the results of the assessment is not required but may be helpful to assessors.



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Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following two artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Plan of Action

Create a written plan (may be done in chart form) for improving equity literacy based on the results from the assessment. The plan should include the following:

1. The topic of social or cultural identity to be improved
2. Rationale for chosen category
3. Strategy for improving competence in designated category
4. Procedure for improving competence in designated category
5. Rationale for how strategy matches the intended outcome
6. Resources necessary to accomplish goal
7. Timeline for accomplishing goal
8. Plan for ongoing development

Artifact 2: Evidence

Provide evidence of implementing one of the action items from the plan. The cooperating teacher should implement one of the actions outlined in the action plan in order to demonstrate steps toward an increase in equity literacy.

The submission may be a video recording, detailed narrative, audio recording, informational brochure, PowerPoint presentation, etc.

Artifact 3: Summary

Provide a 200-word summary of what was done in artifact 2 (evidence) and why this was the goal chosen to implement and how it connects to creating an unbiased and equitable learning environment.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Plan of Action	At least 5 goals are outlined in the plan of action. All elements for each goal in the plan are noted and are outlined in a clear,	3 to 4 goals are outlined in the plan of action. All elements for each goal in the plan are noted, but some areas lack clarity or	2 or fewer goals are outlined in the plan of action. Not all of the elements for each goal in the plan are noted



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	<p>logical, specific, concise manner.</p> <p>All the goals in the plan of action are clearly related to the discussion of assessment and personal experiences named in Part 1.</p>	<p>specificity OR At least 6 elements of the plan are noted and are outlined in a clear, logical, specific, concise manner.</p> <p>All the goals in the plan of action are somewhat related to the discussion of assessment and personal experiences named in Part 1 OR Some goals in the plan of action are related to the discussion of assessment and personal experiences named in Part 1.</p>	<p>OR Much of the plan lacks clarity or specificity.</p> <p>Few goals in the plan of action are related to the discussion of assessment and personal experiences named in Part 1.</p>
Artifact 2: Evidence	<p>The mode of implementation clearly aligns with the outcomes for the intended goal.</p> <p>There is clear evidence that the mode of implementation has a strong research backing.</p> <p>Implementation shows clear evidence toward increased equity literacy.</p>	<p>The mode of implementation aligns with the outcomes for the intended goal.</p> <p>Implementation shows some evidence toward increased equity literacy.</p>	<p>The mode of implementation does not align with the intended goal.</p> <p>Implementation shows little to no evidence toward increased equity literacy.</p>
Artifact 3: Summary	There is a clear rationale for why this	There is a rationale for why this goal was	There is no clear rationale for why this



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	goal was chosen to demonstrate competency AND There is a clear connection to how this strategy will help create an unbiased and equitable learning environment.	chosen to demonstrate competency OR There is a connection to how this strategy will help create an unbiased and equitable learning environment.	goal was chosen to demonstrate competency. OR It is not clear how this connects to creating an unbiased and equitable learning environment.
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Part 3 Reflection

350 to 500 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Reflect on engaging in equity literacy as a cooperating teacher. Please address the following guiding questions in your reflection:

1. What is the most difficult part of increasing equity literacy? Why?
2. Why is it important for a cooperating teacher to increase their equity literacy?
3. How can increased equity literacy create an unbiased and equitable learning environment for teacher candidates?

Passing: Reflection addresses all guiding questions outlined. Reflection should be personally relevant to the educator and demonstrate clear reflection and connection to the material explored throughout this micro-credential. The reflection should cite specific quotes from the research that help to underscore their thinking.



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