

# Awareness of Current Institutional Inequities

## Competency

Educators will identify and analyze institutional inequities that impact student outcomes, and develop action steps that can interrupt the status quo.

## Key Method

Educators will identify and develop a plan to dismantle current institutional inequities, which are the result of historic racism and present-day structural racism, and are found in schools and classrooms. Educators will also develop an awareness of institutional inequities using resources, discipline policies, accessibility to rigorous programs, and opportunities.

## Method Components

What is DECC?

Diversity, Equity and Cultural Competence (DECC) are essential components of a thriving learning community.

- **Diversity** is the presence of differences. The term includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, language, physical appearance, and more. Diversity also involves different ideas, perspectives, and values. Being specific about which diversity is lacking in an area is critical. Saying “X” was not a racially diverse space, or “Y” event had little gender diversity helps clarify what is meant when we say, “diversity.”



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- **Equity** refers to fairness and justice. It recognizes that advantages and barriers exist. As a result, everyone does not start from the same place. It is a process that begins by acknowledging that unequal starting place and works to correct and address the imbalance. Creating equity is an ongoing process that strives to ensure that people who have been marginalized have ongoing opportunities to grow and thrive.
- **Cultural Competence** is the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own.

Part of being culturally competent includes having cultural humility—a dispositional trait that allows us to be dynamic. “It takes the stance of being open to the “other” when interacting with people from different cultural backgrounds. Additionally, cultural humility lacks the superiority complex evident when an individual interprets their own cultural values as more meaningful and worthwhile than the values of others. Rather than concentrating solely on knowledge of another person’s cultural background, cultural humility proposes openness and humility when engaging with individuals from a cultural background different from our own.” *Source: Celebrating Cultural Humility in Education*

In this micro credential you will demonstrate your ability to support students on a variety of topics related to diversity, equity and cultural competence.

## Awareness of Current Institutional Inequities

We often fail to recognize that most institutions and systems have policies and practices that result in racist outcomes that systematically advantage certain groups of people while disadvantaging other groups of people. These practices are embedded throughout our society and often lead to a cumulative effect. The inequities discussed below—in the areas of health, economics, criminal justice and education—overlap and combine to impact a student’s academic performance, school experience and more.

### Health inequities

The World Health Organization describes health inequities as “systematic differences in the opportunities groups have to achieve optimal health, leading to unfair and avoidable differences in health outcomes.” Structural racism, specifically anti-Black racism, contributes to the foundations of the inequities we see across our society, including health outcomes. These structural inequities have the impact of “sorting” people into “resource-rich” and “resource-poor” neighborhoods largely based on race and socioeconomic status. One’s neighborhood determines their access to food, water, schools, environmental hazards, social networks and more. Studies show that structural inequities lead to preventable differences in health metrics such as life expectancy. This means that a person’s zip code is more important to health outcomes than their genetic code. Residential segregation is a root cause of racial disparities in health.



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### **Economic inequities**

Economic inequities can be seen in the uneven distribution of income, tax structures that benefit and/or shelter certain types of income, wealth inequality and results in inequitable distribution of assets across groups of people. The increasing wealth gap has been linked to life expectancy, political instability, technological transformation, democratic breakdown of governments, and civil unrest.

The COVID-19 pandemic has exacerbated economic inequities and has generally hit people of color the hardest. These racial, economic and health disparities are especially stark among children.

### **Criminal justice systems**

The U.S. criminal justice system tacitly supports racial profiling, police brutality, overcriminalization, mass incarceration, and “stop and frisk.” Often many of these injustices occur without any evidence of a crime. While the United States has just 5% of the world’s population, it holds 25% of the world’s prisoners— and they are overwhelmingly poor and people of color. Students may be direct targets of these injustices and may witness or hear about them occurring to friends and family.

Recent data show:

- African-American students are three times as likely to be suspended than white students

The systemic inequities inherent in the criminal justice system are directly linked to systemic inequities in other institutions such as housing, education, and the legal system. Studies show that 1 in 14 children have had an incarcerated parent. These are some that students and families are negatively impacted:

- Loss of a loved one (trauma)
- Loss of a parent/caregiver
- Loss of home security
- Loss of economic support for the household and the community
- Loss of community members
- Loss of voting rights to advocate for better laws and policies

Mass incarceration and inequities across the criminal justice system further increase existing social and economic disadvantages.

### **Education inequities**

Our current education system, the distribution of resources is unequal, including school funding, access to safe and highly-resourced schools, experienced educators, and wrap-around services (nurses, counselors, psychologists, speech therapists, special education services/specialists, and the ability to integrate student supports with other support structures that may include family and community).



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Additional educational inequities that impact students could include:

- Disparities in school discipline
- Disparities in the availability of advanced coursework
- Disparities in the ability of students of color to access advanced courses
- The lack of racially, ethnically and culturally diverse educators across the nation

The COVID-19 pandemic exacerbated educational inequities. Across the nation, students and families experienced:

- Unequal access to remote learning technology and connectivity
- Lack of quiet spaces to work in overcrowded homes
- Lack of adult supervision in households in which caregivers didn't have the flexibility and privilege to work remotely or the ability to pay for childcare
- Lack of access to food provided at school

These four areas—health, economics, criminal justice and education—are just a few of the systems in which structural racism, and specifically anti-Black racism, has served as the foundation for the inequitable outcomes we see today.

## Definitions

For this micro-credential, use the following definitions:

**Equity:** Equity refers to fairness and justice. It recognizes that advantages and barriers exist and that, as a result, everyone does not start from the same place. It is a process that begins by acknowledging that unequal starting place and works to correct and address the imbalance. Creating equity is an ongoing process that strives to ensure that people who have been marginalized have ongoing opportunities to grow and thrive.

**Inequity:** The outgrowth of practices that result in unequal and unfair outcomes for members of a group. Inequitable programs do not make accommodations for, or acknowledge differences resulting in outcomes that benefit individuals from one group over other groups.

**Institutional Inequity:** With its foundation in racism, sexism, homophobia and other forms of oppression, institutional inequities are the racist, sexist and other oppressive beliefs that become embedded in our institutional practices, cultures and relationships. Institutions such as schools, hospitals, public housing, banks, and policing have practices that persistently result in unequal and unfair outcomes for members of historically marginalized groups.

**Systemic Inequity:** Systemic inequity is the result of interconnected institutional inequities. For example, inequity in housing may lead to inequity in access to quality education, healthcare, justice, access to transportation, healthy food, and more.



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## Timeline of Key Systemic Inequities in Education

Inequities in education did not happen overnight. The current institutional inequalities are systemic and built on the beliefs of a culture that, at its worst, has built and supported racist systems and at its best, ignored the effects of racism on its institutions. This timeline reflects that evolution and how systemic racism in education has continued into the 21st century.

### 1776

The pursuit of education for enslaved people was often a cultural and communal effort—enslaved people learning from a wide variety of “teachers” including other enslaved people, spouses, family members, and sometimes even slave owners. Though the learning was culturally grounded it was not designed to dismantle inequities.

### 1863

Following emancipation, many freed Blacks constructed their own but separate education systems because of segregated laws. The books and resources used were often those discarded by “white” schools.

### 1954

After the U.S. Supreme Court ruled in *Brown v. Board of Education* that racially segregated schools violated the civil rights of Black students, Black teachers were fired en masse. Many teachers of color in the 1950s and 1960s lost their jobs because white school districts would not hire them or provide them employment despite their academic qualifications and experiences. The effects are still evident today—about 80% of all teachers are white; 9% are Latinx; 7% are Black; 2% are Asian; 2% are two or more races; and less than 1% are Pacific Islander. (Source: National Center for Education Statistics)

### 1971

The integration of education resulted in Black students being bused outside of their communities into unwelcoming and hostile environments. This limited meaningful parent/guardian participation in the community and school.

### Today

- Students of color continue to be punished more harshly than their White counterparts for the same infractions.
- Many education systems have had little success diversifying their predominantly white female teaching force.
- Many hard-to-staff schools that have large numbers of students of color and/or students from lower socio-economic groups are not well funded (low tax base), they are poorly resourced, and have few if any wrap-around community-based services.



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- Students of color are overrepresented in special education programs and under-represented in gifted programs.
- School curriculum rarely reflects the contributions and the achievements of underserved populations. Some curricula intentionally misrepresent history and treat the contributions and achievements of students of color as a footnote.
- The presence of student resource officers (SRO) is more prevalent in schools with large numbers of students of color. And, compared to their white counterparts, students of color are more likely to attend a school with an SRO but not a guidance counselor.
- The School-to-Prison Pipeline results in a large number of students of color being funneled into the criminal justice system at an early age, often for minor infractions.

### Inequity: Access to & benefit from gifted & talented programs

Early gifted and talented programs were primarily designed for students with high “IQ” and who were often from educated, wealthy, white families. The National Association for Gifted Children defines “giftedness as the ability to significantly score above the norm for their age.” Whether giftedness should be measured in absolute or relative terms is still a point debate. The federal government’s wide ranging definition of “giftedness” is seldom used in practice.

Recent data reveals that 60% of all students in gifted programs are white while they account for 49% of public school enrollment. On the other hand, Black students make up 9% of the students enrolled in gifted programs despite accounting for 15% of the overall student population.

#### Impact on Students

- Giftedness is often determined through IQ and other cognitive ability tests which research shows are biased in their construction.
- Labeling students as “gifted students” versus having “gifted behaviors” can impact a student’s self-image
- Lack of equitable access to enrichment programs
- Gifted programs often exacerbate racial, ethnic, and economic segregation
- No uniform criteria exist for labeling certain behaviors as “gifted”
- Students of color are often taught by teachers who set low expectations for them and fail to maximize their learning potential or see their “giftedness.” Studies show that teacher bias in identifying gifted students of color is a contributor to underrepresentation in gifted programs.

#### Actions/Solutions

- Use an equity lens to examine and modify the criteria used for selection into gifted programs



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- Provide professional development on examining gifted programs using an equity lens
- Lower the student-teacher ratio to enable teachers to provide more individualized teaching and personalization of the learning
- Broaden the concept of “gifted” behaviors by involving a diverse and representative advisory committee in the identification process
- Eliminate “gifted” programs and replace them with “enrichment” or “accelerated” programs
- Provide small group instructions that are enriched and differentiated to all students
- Provide “meaningful” project-based enrichment opportunities

## Inequity: Impact of discipline policies & practices

Research continues to show that students of color are subjected to harsher disciplinary actions than their white counterparts for the same infractions.

### Impact on Students

- A 2014 report from the U.S. Department of Education’s Office of Civil Rights found:
  - Black and Latino students are consistently punished more severely than white students for the same infractions.
  - Nearly 50% of preschool children who are suspended multiple times are Black, yet Black children represent less than one-fifth of the preschool population.
  - Black students are far more likely to be referred to law enforcement or arrested for a school-based offense than white students or other students of color.
  - Black girls are suspended at a much higher rate than girls of any other race.
- Students with disabilities, who represent only 12 % of the public school population, account for almost 60% of students who are placed in seclusion. Compared to white students, students of color are more likely to attend a school with a school resource office but does not have a guidance counselor on staff.
- Student encounters with the justice system are greatly increased—maintaining the “school-to-prison pipeline.”

### Actions/Solutions

- Conduct a schoolwide audit of in-school and out-of-school suspensions, expulsion, student attendance and drop-out rates. Note gender and demographic trends in the data.
- Implement school wide restorative practice policies. As a process, restorative practices promote inclusiveness, relationship-building, and problem-solving, through the use of circles for teaching and conflict resolution, conferences that bring victims, offenders and their supporters together to address wrongdoing, and other such methods.



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- Implement restorative practice in one's classroom
- Use an equity lens to examine existing disciplinary policies
- If grade-level appropriate, establish a diverse and representative student advisory group to examine the "fairness" of disciplinary policies and help modify and revise accordingly.

## School Funding: Inequity

School funding most often comes from three sources: 45% state, 45 % local, 10% federal. Local funding is derived primarily from property taxes which are determined by the economic wealth of the community. The imbalance in property taxes greatly impacts the availability and quality of resources (e.g., computer labs, science labs, language labs, libraries, guidance counselors, nurses, speech therapists, etc.).

Inequities in school funding continue to contribute to schools being labeled as "hard-to-staff" or "high poverty." It should not come as a surprise that the poorest students attend the poorest schools. Funding inequities contribute greatly to a school's ability to attract and retain high-quality teachers. This results in high staff turn-over. All of these funding inequities negatively impact student learning and school climate.

### Impact on Students

- High staff turnover impedes students and teachers who want to develop deep, trusting, and long-term relationships
- High staff turnover impacts teaching and learning
- Higher frequency of long-term substitute teachers assigned to hard-to-staff schools
- Larger class sizes at schools that are unable to hire additional teachers
- Few accomplished teachers available
- Lack of needed technology and/or infrastructure
- Libraries that don't have current materials and/or a certified librarian on the staff
- Highly qualified teachers not available to teach advanced classes, particularly in math and science.

### Actions/Solutions

- Funds to pay adequate teaching salaries
- Fund needed resources (e.g., technology, libraries)
- Use technology to create access to advanced course work
- Advocate for fully funded public education and equity in state and local school funding policies
- Educate and organize the community to pressure school boards and politicians to increase funding



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## Inequity: Diverse School Staff

Research shows that 80% of public school teachers are white, middle-class women while the majority of those they teach are students of color. More states and districts are recognizing the urgent need to recruit and retain a racially and ethnically diverse teaching force to meet the needs of these students of color—and to curb the country's teacher shortage.

### Impact on Students

- Students of color experience a reduction in bias, have higher academic expectations, social and emotional, and other non-academic benefits. Having teachers of color. These include higher graduation rates, better academic performance, lower likelihood of exclusionary discipline (office referrals, expulsions, suspensions), role models that reflect a student's racial identity, and a higher likelihood of attending college.
- Students of color reported had lower chronic absentee rates when taught by teachers of color
- Students of color and white students all reported having positive perceptions of their teachers of color
- Teachers of color can serve as conduits with families and communities.
- Teachers of color can serve as advocates for students of color and challenge existing inequities.

### Actions/Solutions

- Schools need to develop a strategic recruitment and retention plan to diversify their teaching workforce
- Input from racially and ethnically diverse community members should be sought as schools and districts develop their recruitment and retention plans.
- Teachers of color should be mentored and have access to leadership opportunities
- Use technology to co-teach classes with diverse educators.
- Collaborate with racially and ethnically diverse non-teaching staff to create learning opportunities for students.
- Advocate for federal, state, and local governments to establish teacher residency programs. These programs tend to attract a higher rate of teachers of color and provide them with a year-long opportunity to work in the schools. As better prepared teachers who are highly familiar with the students and staff, they are often hired to teach in these schools.

## Inequity: Curriculum & Resources

Access to high-quality curriculum and resources aligned to standards are essential if schools are to provide equitable learning opportunities for all students. However, many hard-to-staff and high-poverty schools often cannot afford high-quality standard-aligned materials that are needed to build knowledge and skills.



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Much of the curriculum and resources found in hard-to-staff and high-poverty schools are dated and fail to provide current and diverse perspectives and critical thinking opportunities. High-quality curriculum and resources enable all students, including underserved populations, to see themselves in the curriculum, and engage in thought-provoking conversations, while providing a variety of instructional approaches to meet the learning needs of all students.

#### Impact on Students

- Students do not see themselves in low-quality or dated curriculum
- Students are exposed to misinformation or outdated information
- Inequitable access to high-quality resources and curriculum leads to inequitable learning opportunities
- All teachers are expected to deliver the same high-quality curriculum with similar student outcomes
- Lack of access to high-quality curriculum impedes the development of critical thinking skills

#### Actions/Solutions

- Supply teachers with high-quality curriculum and resources to ensure more equitable learning experiences
- Partner with technology companies to create technology enriched schools
- Support digital literacy for staff and students
- Make the curriculum more inclusive by sourcing a diverse range of resources
- Use curriculum that is both culturally relevant and affirming
- Acknowledge and celebrate the contributions of racially and ethnically diverse groups of people to society
- Create a classroom climate that is more inclusive and equitable

## Supporting Rationale and Research

“Self-Taught: African American Education in Slavery and Freedom.” *Harvard Graduate School of Education*,  
[www.hepg.org/her-home/issues/harvard-educational-review-volume-77-issue-3/herbooknote/self-taught\\_325](http://www.hepg.org/her-home/issues/harvard-educational-review-volume-77-issue-3/herbooknote/self-taught_325)

“Addressing Racial Inequity in Curriculum and School Culture.” *Harvard Graduate School of Education*,  
[www.gse.harvard.edu/news/14/08/addressing-racial-inequity-curriculum-and-school-culture](http://www.gse.harvard.edu/news/14/08/addressing-racial-inequity-curriculum-and-school-culture)

Amber, Montalvo. “The Rise and Fall of Black Teachers and Principals in U.S. Public Schools Since Brown v. Board.” *Educ 300 Education Reform Past and Present*, 4 May 2018, [commons.trincoll.edu/edreform/2018/05/](http://commons.trincoll.edu/edreform/2018/05/)



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Bruce Western and Becky Pettit, et al. "Incarceration & Social Inequality." *American Academy of Arts & Sciences*,  
[www.amacad.org/publication/incarceration-social-inequality](http://www.amacad.org/publication/incarceration-social-inequality) .

The Kirwan Institute. "Structural Racialization: A Systems Approach to Understanding the Causes and Consequences of Racial Inequity." *Structural Racialization: A Systems Approach to Understanding the Causes and Consequences of Racial Inequity* | Kirwan Institute for the Study of Race and Ethnicity,  
[kirwaninstitute.osu.edu/article/structural-racialization-systems-approach-understanding-causes-and-consequences-racial-inequity](http://kirwaninstitute.osu.edu/article/structural-racialization-systems-approach-understanding-causes-and-consequences-racial-inequity)


Cipriano, Andrea, et al. "Criminal Justice System Deepens Economic Inequality: Study." *The Crime Report*, 17 Sept. 2020,  
[thecrimereport.org/2020/09/16/criminal-justice-system-deepens-economic-inequality-study/](http://thecrimereport.org/2020/09/16/criminal-justice-system-deepens-economic-inequality-study/)

Qureshi, Zia. "Tackling the Inequality Pandemic: Is There a Cure?" *Brookings*, Brookings, 17 Nov. 2020,  
[www.brookings.edu/research/tackling-the-inequality-pandemic-is-there-a-cure/](http://www.brookings.edu/research/tackling-the-inequality-pandemic-is-there-a-cure/)

"Racial disparities in school discipline are linked to the achievement gap between Black and white students nationwide, according to Stanford-led Study." *Stanford Graduate School of Education*, 10 Mar. 2021,  
[ed.stanford.edu/news/racial-disparities-school-discipline-are-linked-achievement-gap-between-black-and-white](http://ed.stanford.edu/news/racial-disparities-school-discipline-are-linked-achievement-gap-between-black-and-white)

## Resources

### Action Plan Template

 Worksheet and Action Plan for Awareness of Current Institutional Inequities

### Awareness Of Current Institutional Inequities

[What is Systemic Racism? \[VIDEOS\]](#)

[Education gap: The Root of inequality](#)

[RACE - Vol. 3 - The House We Live In](#)

[The Root Causes of Health Inequity](#)



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## Root Causes of Inequities in Education

- ▶ Education gap: The root of inequality
- ▶ The problem of education inequality | CNBC Reports
- ▶ The Unequal Opportunity Race

## The Impact of Institutional Inequities on Student Learning

[24 Examples of Systemic Inequities Experienced by Students of Color and Students from Under-Resourced Communities in U.S. Schools.](#)

[Mind the gap: COVID-19 is widening racial disparities in learning, so students need help and a chance to catch up](#)

- ▶ School suspensions are an adult behavior | Rosemarie Allen | TEDxMileHigh

[\[Research Brief\] Adequate and Equitable Education in High-Poverty Schools: Barriers and Opportunities in North Carolina](#)

[Dismantling the School to Prison Pipeline NAACP Legal Education and Defense Fund](#)

[The School-to-Prison Pipeline: Time to Shut it Down | NEA](#)

[Diversifying the Teaching Profession Through High-Retention Pathways](#)

[How Restorative Practices Work for Students and Educators | NEA](#)

[America's gifted education programs have a race problem. Can it be fixed?](#)

[Gifted classes drive inequality. But what happens when schools get rid of them?](#)

[Students of Color Disproportionately Disciplined in Schools](#)

## 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)

#### **(300-500 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.*



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

1. Why did you choose this micro-credential?
2. Describe your current educational assignment. Briefly describe your school's demographics (ex: student and staff demographics, socioeconomic demographics of school and surrounding communities, urban or rural, etc.)?
3. How would you define institutional inequities? Describe at least two institutional inequities that are present in today's public education system and that impacts students' success.
4. How do you hope this micro-credential will meet the current needs of your students?

**Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts of learning.

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

### **Artifact 1: Educator Infographic**

Using your school district and state data, create an infographic that explains the impact of two educational inequities that most affect the teaching and learning process. Your infographic should:

- Include student, staff, and community demographic information (e.g., race, ethnicity, social- economic, etc.)
- Illustrate the short-term and long-term impacts of each educational inequity on students' academic success and their social and emotional well-being .
- Explain how each educational inequity impacts school culture.
- Include at least two recommendations that could reduce or eliminate each inequity

### **Artifact 2: Develop a Classroom Action Plan**

Use the Social Justice Framework and worksheet (found in the resource section of this micro-credential course) to create a plan to address an inequity in your classroom, school or district. Over a period of 4–6 weeks, implement your action plan. Describe the impact of your plan on the inequity (e.g., how did you see behavior changing; in whom/who?). Include the student voice in your description.



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Explain what was the most valuable lesson learned from implementing your action plan?

**Artifact 3: Develop and Lead a Professional Learning Experience**

Create a presentation with 10–15 slides for colleagues. It should highlight the educational inequities in your state or local affiliate. Use the seven statements below to guide the presentation:

- Define educational inequities.
- Identify at least two educational inequities that are highly prevalent in your school district. Provide your rationale/data for labelling them as educational inequities.
- Explain how these inequities impact student learning and school culture
- Explore at least two possible solutions to each inequity
- Explore how to incorporate student voice in the solutions
- Construct a draft action plan to address one inequity:
  - Problem statement
  - Desired outcomes
  - Possible allies
  - Possible solutions
  - Actions
- What would success look like?

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Culturally Responsive Teaching</b>	<p>Infographic includes all required elements below:</p> <ul style="list-style-type: none"> <li>-Two types of education inequities that most affect your students as identified in the context questions</li> <li>-Illustrates how short-term and long-term impacts of the two education inequities on students' social</li> </ul>	<p>Infographic includes at least three of the elements below:</p> <ul style="list-style-type: none"> <li>-Two types of education inequities that most affect your students as identified in the context questions</li> <li>-Illustrates how short- term and long-term impacts of the two education inequities on students' academic success and their social and emotional well-being.</li> </ul>	<p>Infographic includes at least two of the elements below:</p> <ul style="list-style-type: none"> <li>-Two type of education inequities that most affect your students as identified in the context questions</li> <li>-Illustrates how the short-term and long-term impacts of the two education inequities on students' academic success and their social and emotional well-being.</li> </ul>



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	<p>and emotional well-being.</p> <p>Explain how the two inequities impact school culture.</p> <p>Infographic is well organized, brief, and includes concise words with visual illustrations that are easy to understand.</p>	<p>Explain how the two inequities impact school culture.</p> <p>Infographic is well organized, brief, and includes concise words with visual illustrations that are easy to understand.</p>	<p>Explain how at least one inequity impacts school culture.</p> <p>Infographic is well organized, brief, and includes concise words with visual illustrations that are easy to understand.</p>
<b>Artifact 2: Impact of Educational Inequities</b>	<p>Develop a classroom action plan that reduces or eradicates an educational inequity. Include the following required elements.</p> <p>-Action Plan Components:          -Problem statement          -Desired outcome          -Design Plan          -Implement (over 4–6 weeks),          -Reflect on outcomes          -Student voice is included in the analysis</p>	<p>Develop a classroom action plan that reduces or eradicates an educational inequity. Include at least four of the required elements.</p> <p>Action Plan Components:          -Problem statement          -Desired outcome          -Design Plan          -Implement (over 4–6 weeks),          -Reflect on outcomes          -Student voice is included in the analysis</p>	<p>Develop a classroom action plan that reduces or eradicates an educational inequity. Include at least three of the required elements.</p> <p>-Action Plan Components:          -Problem statement          -Desired outcome          -Design Plan          -Implement (over 4–6 weeks),          -Reflect on outcomes          -Student voice is included in the analysis</p>
<b>Artifact 3: Culturally Responsive Learning Environments</b>	<p>Create a presentation with 10–15 slides that can be shared with colleagues who will respond</p>	<p>Create a presentation with 10-15 slides that can be shared with colleagues who will respond to at least</p>	<p>Create a slide presentation that can be shared with colleagues who will respond to at least</p>



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	<p>to the five questions below:</p> <p>Create a 10–15 slide presentation for colleagues that highlights the educational inequities in your state local affiliate.. Include the following seven criteria in the presentation.:</p> <p>Define educational inequities.</p> <p>Identify at least two educational inequities that are highly prevalent in your school district. Provide your rationale for labelling them as educational inequities.</p> <p>Explain how these inequities impact student learning and school culture.</p> <p>Explore at least two possible solutions to each inequity.</p> <p>Explore how to incorporate student voice in the solutions.</p>	<p>four questions below:</p> <p>Create a 10–15 slide presentation for colleagues that highlights the educational inequities in your state local affiliate. Include at least four of the following criteria in the presentation:</p> <p>Define educational inequities.</p> <p>Identify at least two educational inequities that are highly prevalent in your school district. Provide your rationale for labelling them as educational inequities.</p> <p>Explain how these inequities impact student learning and school culture.</p> <p>Explore at least two possible solutions to each inequity.</p> <p>Explore how to incorporate the student voice in the solutions.</p> <p>Construct a draft action plan to address one inequity:</p>	<p>three questions below:</p> <p>Create a 10–15 slide presentation for colleagues that highlights the educational inequities in your state local affiliate. Include at least three of the following criteria in the presentation:</p> <p>Define educational inequities.</p> <p>Identify at least two educational inequities that are highly prevalent in your school district. Provide your rationale for labelling them as educational inequities.</p> <p>Explain how these inequities impact student learning and school culture</p> <p>Explore at least two possible solutions to each inequity.</p> <p>Explore how to incorporate student voice in the solutions</p> <p>Construct a draft action plan for addressing one inequity:</p>
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	Construct a draft action plan to address one inequity: -Problem statement Desired outcomes Possible allies Possible solutions actions  What would success look like?	-Problem statement -Desired outcomes -Possible allies Possible solutions actions  What would success look like?	-Problem statement -Desired outcomes -Possible allies -Possible solutions actions  What would success look like?
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### Part 3 Reflection

**(300 -400 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.*

1. What have you learned from working on this micro-credential?
2. How will this work impact your professional practice?
3. How will this work impact your students?
4. What did you most enjoy about this work?
5. What was most frustrating, difficult or challenging about working to dismantle these inequities?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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