

Equity Pedagogy 	This Pillar builds on the foundation of learning students have done in the previous Pillars, focusing on Creating a Healthy Learning Community, Understanding Culture and Identity, and Investigating Educational Equity and Opportunity (beyond the walls of the school). This Pillar moves fully into the classroom and school with questions of how to enact practices that are equitable and culturally sustaining that offer all students a quality education. Students will draw on knowledge of second language acquisition, learning and development, learning differences and special needs to explore differentiated instruction and the diverse strategies to support all students to learn. They will develop a holistic profile of their own learning strengths and challenges and will also complete a profile of a student. This Pillar is best taught when students are involved in authentic work in classrooms. It is designed to use cycles of inquiry, introducing core practice with theory and strategy, applying them, and then learning from their implementation. Students develop and refine repertoires of effective and equitable teaching strategies as they use them to support other students to learn.	*Suggested Entry Points for EP Activities:
InTASC	Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
RWT Desired Outcomes	Students will -Holistically Support a Student- 4.1. Apply concepts related to learner differences and development to understand and identify strategies to holistically support a student with whom they work. -Apply English Learner Theory in Practice- 4.2. Apply English Learner theory in practice using a variety of appropriate strategies to support academic and language development with ELL students. -Apply Best Practices for Inclusion- 4.3. Identify and selectively apply the best practices for inclusion of children and adolescents with special needs. -Plan, Teach and Reflect on a Lesson-	

	4.4. Plan, teach and reflect on a lesson they created to develop a reading comprehension strategy in the context of a culturally relevant read aloud. -Differentiate Instruction- 4.5. Develop a lesson plan that incorporates multiple instructional strategies matched to students’ strengths and needs to differentiate instruction. -Use Assessment Strategies to Inform- 4.6. Use a variety of informal assessments and strategies to inform observing, planning, assessing, teaching and collaborating in an educational setting.			
ESSENTIAL QUESTIONS	Pillar Essential Questions • How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students? • What strategies and methods are effective in supporting not only academic development, but also the capacity to think critically and act autonomously? • How do we learn from our students, our practice and our colleagues? • How can we affirm and sustain students’ identities, language, culture and agency in the classroom?			
SUMMATIVE ASSESSMENTS As your students reflect on what they’ve learned, remind them to be aware of their own biases, lenses and filters that they use unconsciously which may skew what we observe, think and feel.	PBA 4a: Socratic Seminar Structure and Sample Questions /Cases PBA 4: student’s journal			
LESSON PLAN How We Learn Essential Question: <i>What strategies and methods are effective in supporting not only academic development, but also the</i>	Topic What are the various theoretical traditions that describe how students learn and develop, and how can these help me be a better teacher? Objective	Description Students are split up into groups, using a Jigsaw analysis and presentations using videos from the teaching channel, found in overview of theoretical traditions, that reflect	Materials, Resources Link to Folder Overview of theoretical traditions Note: You will need to set up an account with the teaching channel beforehand so that	Formative Assessment/ Reflection Exit ticket: Give an example of where you saw one of these approaches used in your own experience as a student. How effective was this for you?

<i>capacity to think critically and act autonomously?</i>	Students will be able to identify the various theoretical traditions that describe how students learn and develop and how these can help them be a better teacher.	methods representing different traditions. As a whole class, students think about the different approaches presented, and are asked if there was one approach that they believe would be a better fit for their learning preferences, and explain why. They compare these across individuals for commonalities and differences.	students can watch these videos.	
LESSON PLAN Students with Special Needs Essential Question: <i>How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students?</i>	Topic If we identified only the things that an individual struggled with or was not good at, then even a highly successful person would look like a failure – why do we do this to students in schools? Objectives Students will be able to utilize person-first language. Students will be able to work collaboratively with their mentor teacher to address the needs of students with special needs in their classroom.	Description In this lesson, students are introduced to the person-first language as a means to intentionally disruptive labels placed on students in school. Students will be asked to interview the teacher with whom they are working with about the types of special learning needs they see in students and the strategies they use to support them to be successful. Finally, students will collaborate in small groups around their interview results and identify common themes.	Materials, Resources Link to Folder person-first language	
LESSON PLAN Learner Differences	Topic Rather than asking how intelligent are you, why don't	Description In this lesson, students are introduced to the concept of	Materials, Resources Link to Folder	

Essential Question: <i>What strategies and methods are effective in supporting not only academic development, but also the capacity to think critically and act autonomously?</i>	we ask how are you intelligent – what are multiple intelligences and how can they support more students to succeed? Objective Students will be able to define what is meant by multiple intelligences, identify their own strengths as a learner and identify examples of assignments/projects that play to these strengths.	multiple intelligences and are asked to complete a survey so that they can understand their own strengths as a learner. In groups, students will then compare and contrast what their strengths are and identify learning strategies and assignments that they have found play to their strength. As a class watch the video The Joy of Learning and One Problem, Many Approaches. Both videos demonstrate the power of allowing students to use their strengths to problem solve.	Survey, PowerPoint, Graphic, and Handout “The Joy of Learning”¹ One Problem, Many Approaches	
LESSON PLAN Differentiated Instruction Essential Questions: <i>How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students? How do we learn from our students, our practice and our colleagues?</i>	Topic How can we plan instruction in a way that supports a range of students to succeed? Objective Students will be able to define differentiated instruction and give examples of what it looks like in the classroom.	Description In this lesson, students will learn about differentiated instruction and how to apply it in a classroom setting. Using the presentation key concepts of learner differences and differentiated instruction, students will self assess and be introduced to the differentiated instruction flow chart Differentiated Instruction Flow Chart. Students will then reflect in	Materials, Resources Link to Folder key concepts of learner differences and differentiated instruction Differentiated Instruction Flow Chart Content Differentiation in 3rd Grade Science	

¹ The Joy of Learning: A Regio Amelia Inspired School <https://www.youtube.com/watch?v=kPmuYVn6AOg>

		small groups on examples of differentiated instruction that they have seen in their classroom observations or experienced in their own studies. As a class you will then watch Content Differentiation in 3rd Grade Science and debrief.		
LESSON PLAN English Learners/ Multilingual Students Essential Questions: <i>How can we affirm and sustain students' identities, language, culture and agency in the classroom? How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students?</i> See Bilingual Educator Resource List for more	Topic If being bilingual is a sign of being an educated person, then why do we so often view second language in school as a problem rather than an asset? Objectives Students will be able to describe the difference between BICS and CAPS language. Students will be able to list and explain how to utilize 3-4 classroom strategies that teachers can use to support the ELL population in our classrooms.	Description In this lesson students will learn about the basic concepts of language acquisition and the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). Utilizing the knowledge of the students in the classroom, experiences from their classroom placements and own personal experiences can be incorporated. Students will watch a video about Ms. Haggerty's literacy center and the strategies she employs to teach her students language.	Materials, Resources Link to Folder Language Acquisition Concepts "tip sheet" on working with bilingual learners" Literacy Center for SIFE/Multilingual Student Here is a Viewer Guide for Speaking in Tongues documentary if you would like to use it. Speaking in Tongues (the documentary is not free but available for rent or purchase)	
LESSON PLAN	Topic Culturally Responsive Teaching, Pedagogy, Brain, Cultural Ways of Learning,	Description Neuroscience helps us understand the role of culture in learning.	Materials, Resources Link to Folder	

Culturally responsive teaching and the brain Essential Questions: <i>How can we affirm and sustain students' identities, language, culture and agency in the classroom?</i>	Types of Instruction, Neural Pathways Objectives Students will be able to explain which strategies and methods are effective in supporting not only academic development but also the capacity to think critically and act autonomously? Students will be able to explain how we can affirm and sustain students' identities, language, culture, and agency in the classroom.	Culturally responsive teachers piggyback on these well-developed neural pathways with similar types of instruction.	Presentation: slides Video: New Learning, Neurons, and Dendrites Mindfulness and Neural Integration Texts/Documents: Culturally Responsive Teaching & The Brain, by Zaretta Hammond Dimensions of Equity Chart Optional/Additional Resources: Culturally Responsive Teaching & The Brain Facilitator's Guide Building Critical Consciousness for Educational Equity Sound Discipline Self-Regulation Strategies	
LESSON PLAN Student Lead Discussion on Equity	Topic What kinds of inequitable practices exist within education today and what	Description In this lesson, students will choose a topic in collaboration with the	Materials, Resources Link to Folder Strategies for Student	

Essential Questions: <i>How do we learn from our students, our practice and our colleagues?</i>	can we do to fix them? Objective Students will be able to lead a discussion with their peers on a discussion around equity utilizing a student lead discussion teaching strategy.	teaching instructor that they feel passionate about. The students will then research their topic and prepare a lesson to lead the class in a discussion around the topic. Students will utilize strategies and instructional theory that they have learned in class to effectively engage students in discussion and reflection.	Centered Discussion Ms Brown's Classroom: Student Lead Discussion (full lesson) Student Led Discussion How To (Fishbowl and Socratic Seminar) Student Lead Discussion Prompt Becoming a Change Agent for Equity	
Case Study / Socratic Seminar Journal PBA 4.4: Case Study/Socratic Seminar student's journal* See PBA 4a: Socratic Seminar Structure and Sample Questions /Cases Essential Question: How do we learn from our students, our practice and our colleagues?	Topic Socratic Seminar Structure and Sample Questions /Cases Objective Students will be able to reflect, share, and collaborate around their experiences from their time in the classroom.	Description Students will explore selected case studies of equity pedagogy practices and / or bring in challenges they faced to develop their own case studies. Specific resources, case studies and structured reflections will be provided in the online portal to be used for ongoing Socratic seminars to reflect on practices.	Materials, Resources Link to Folder See PBA 4a: Socratic Seminar Structure and Sample Questions /Cases PBA 4.4: Case Study/Socratic Seminar student's journal* *UDL - Develop self-assessment and reflection (9.3) Vary the methods for response and navigation (4.1)	

