

## Equity Literacy & the Middle Grades Competencies

Young Adolescent Growth & Development	Ability to <b>Recognize</b> even the subtlest biases and inequities	Ability to <b>Respond</b> to biases and inequities in the immediate term	Ability to <b>Redress</b> biases and inequities in the long term	Ability to <b>Create and Sustain</b> bias-free and equitable classrooms, schools, and institutional cultures
Questions to ask	<p>Where do subtle biases show up in interactions in my classroom?</p> <p>What deficit views and language do I notice?</p>	<p>What will I say when I hear/see bias in my classroom?</p> <p>How might I develop students' skills to recognize and respond to bias and inequity in the classroom (and beyond)?</p>	<p>How do I advocate against inequitable practices in my classroom and in my school?</p> <p>What evidence of culturally responsive and developmentally responsive teaching practices can be seen in my classroom?</p>	<p>Do <b>all</b> of my students feel like I have high expectations for them?</p> <p>How can I create a classroom where equitable interactions are the norm and inequitable behaviors are challenged?</p>
Actions to take	<p>Take an <a href="#">implicit bias test</a> (or 5!) to make you more aware of the biases that you hold.</p> <p>Ask a colleague to observe your classroom and look for implicit bias and deficit language generally or specifically (ie. do I call on boys and girls equally).</p>	<p>Prepare for the inevitable: develop your own responses to bias and deficit language in the classroom.</p> <p>Check your vocabulary and views for <a href="#">deficit language and thinking</a>. Practice using <a href="#">asset-based language and thinking</a>.</p>	<p>Create opportunities for students to discuss bias, equity, and identity in advisory.</p> <p><a href="#">Get to know your students well!</a></p>	<p>Consider the "needs, challenges, and barriers experienced by students who are from marginalized groups" in every decision about your classroom.</p> <p>Seek feedback from your students on your classroom culture. What suggestions do they have for making it a place where ALL students feel welcome and valued?</p>

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<b>Middle Grades Curriculum, Instruction, Assessment</b>	Ability to <b>Recognize</b> even the subtlest biases and inequities	Ability to <b>Respond</b> to biases and inequities in the immediate term	Ability to <b>Redress</b> biases and inequities in the long term	Ability to <b>Create and Sustain</b> bias-free and equitable classrooms, schools, and institutional cultures
<b>Questions to ask</b>	<p>Who is represented in my curriculum, texts, materials, content? Who isn't?</p> <p>Do ALL students have a voice in my curriculum design?</p>	<p>How can I expand my perspective so that I can more easily spot and address bias in curriculum, instruction, and assessment?</p> <p>Who are my allies in this work?</p>	<p>What about teaching about sexism, poverty, racism, ableism, transphobia, and heterosexism makes me uncomfortable? How might I become more comfortable addressing these topics?</p> <p>What community organizations can I partner with as I engage in equity work?</p>	<p>What inequities do my students face in their lives? How might I take a stand?</p> <p>How might my students address inequity and bias locally and globally?</p>
<b>Actions to take</b>	<p>Do a curriculum audit to identify bias and gaps in representation.</p> <p>Collaborate with your colleagues so that they can help you spot bias and gaps in your curriculum.</p>	<p>Revise your curriculum to address bias and fill gaps in representation.</p> <p>Teach your students to take a critical stance as they evaluate books and other media for bias and inequity.</p>	<p>Teach <a href="#">about bias, equity, and social identity in class</a>.</p> <p>Move beyond celebrating diversity by working with students to face bias and inequity head-on in your school and community.</p> <p>Actively work to <a href="#">identify and remove barriers</a> for your students.</p>	<p>Use higher-order pedagogies such as <a href="#">project-based learning and service-learning to address inequity and bias in meaningful ways</a>.</p> <p>Incorporate music, art, theater, and movement across the curriculum.</p>

## Equity Literacy & the Middle Grades Competencies

<b>Middle Grades Philosophy and School Organization</b>	Ability to <b>Recognize</b> even the subtlest biases and inequities	Ability to <b>Respond</b> to biases and inequities in the immediate term	Ability to <b>Redress</b> biases and inequities in the long term	Ability to <b>Create and Sustain</b> bias-free and equitable classrooms, schools, and institutional cultures
Questions to ask	<p>Am I able to communicate well with ALL families? If not, what gets in the way?</p> <p>Where is there bias embedded (even unintentionally) in my school policies, procedures, and culture?</p>	<p>How will I respond when I become aware that a policy is biased or inequitable?</p> <p>How will I develop agency in my students so that they have the skills to respond to bias and inequity?</p>	<p>Does my school <i>celebrate diversity</i> rather than address inequity?</p> <p>How might my school schedule, governance structure, or policies be leveraged to address systemic bias and inequity?</p>	<p>Does my school homework policy take into account the levels of access to resources that students have?</p> <p>How might my school policies and practices be insensitive to the needs, challenges, and barriers experienced by students and families from marginalized groups?</p>
Actions to take	<p>Collaborate as a school to examine your policies and procedures for bias and deficit views/language. Ask community members (especially those from marginalized groups) to help!</p> <p>Collect data: who is impacted by policies and procedures? Look for disproportionality.</p>	<p>Speak up when you hear deficit language/views. <a href="#">This resource</a> is super helpful to help you <i>call out</i> bias while <i>calling in</i> the person.</p> <p>Collaborate with your colleagues: discuss how bias and deficit thinking shows up in your school and how to address it.</p>	<p>Advocate against tracking and other practices that create and sustain inequity.</p> <p>Seek out and attend professional development opportunities that help you meet the needs of ALL students, especially those from marginalized groups.</p>	<p>Propose revisions to policies and procedures that are biased and inequitable.</p>