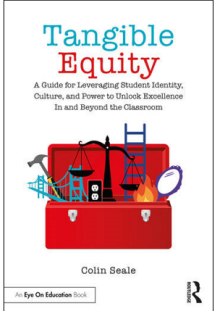


Defining Equity



"Equity is about reducing the predictive power of demographics and zip codes to determine the success of young people inside and outside of the classroom to **zero**."

- Colin Seale, author of *Tangible Equity: A Guide for Leveraging Student Identity, Culture, and Power to Unlock Excellence In and Beyond the Classroom*

Family Feud

If we surveyed 100 school system leaders and asked, “**Why don’t educators teach CHALLENGING grade level content to ALL students?**” what would be the #1 answer?

1	
2	

These Kids Can't!

- How do we just know “these kids can't ____”?
- Did we ask them if they thought they could?
- Have we even let them try?
- So what if it turns out they can't (the first time)?
- How can we help them succeed (the first time)?

The Why: Record your reflections below. How does this information inform your practice?

How does this make you think differently about your educational approach?

Providing each student with high-quality tier 1 instruction IS equity.

Stop just meeting students where they are!

The Tangible Equity Equation

Tangible Equity

=

Academic Success

+

Educational Justice

Tangible Equity

=

Navigating the System

+

Dismantling the System

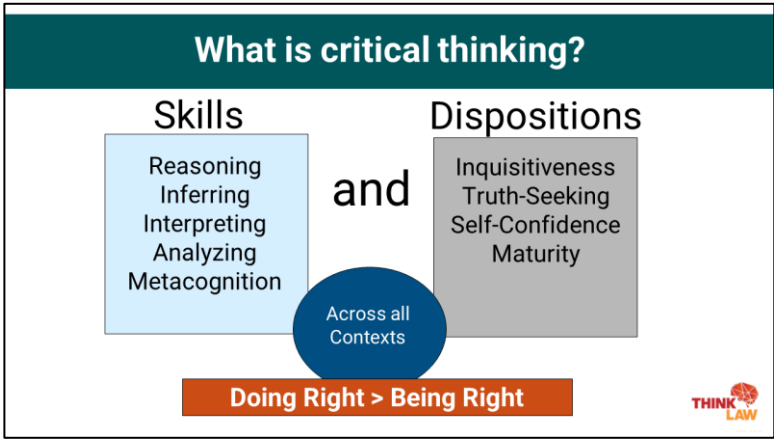
Tangible Equity

=

Playing the Game


+

Slaying the Game



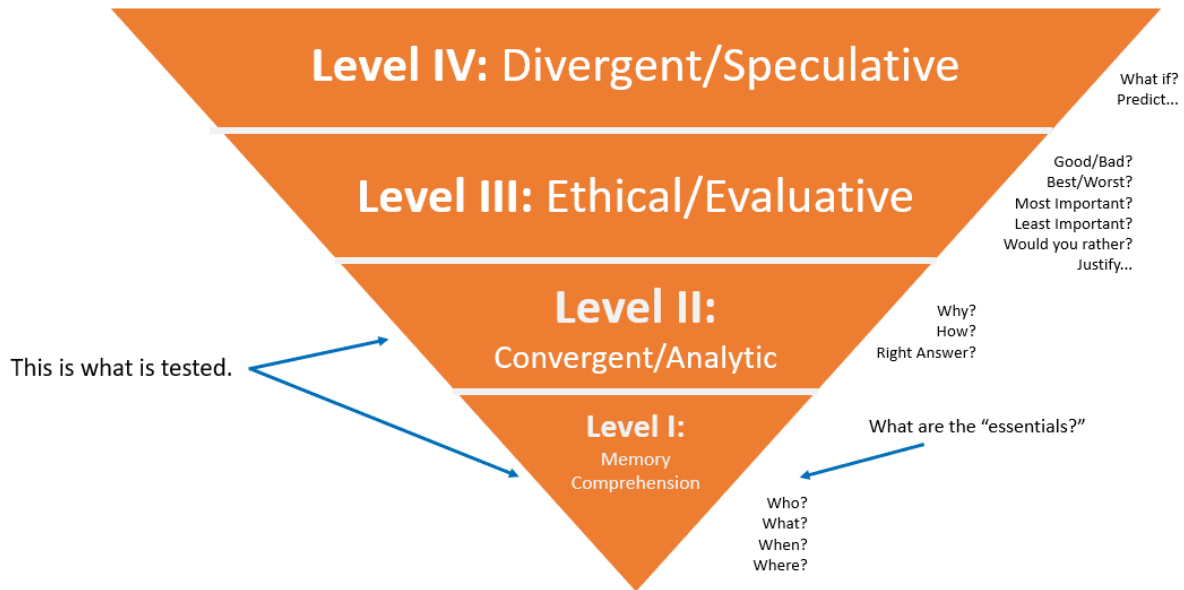
Cupid and the Bees

Who?	What?	When?
Why?	How?	Where?



Hierarchical Taxonomy: Balancing the Pyramid

(Model for Advanced Students or for Using High-Order Thinking as the Hook)



You Try

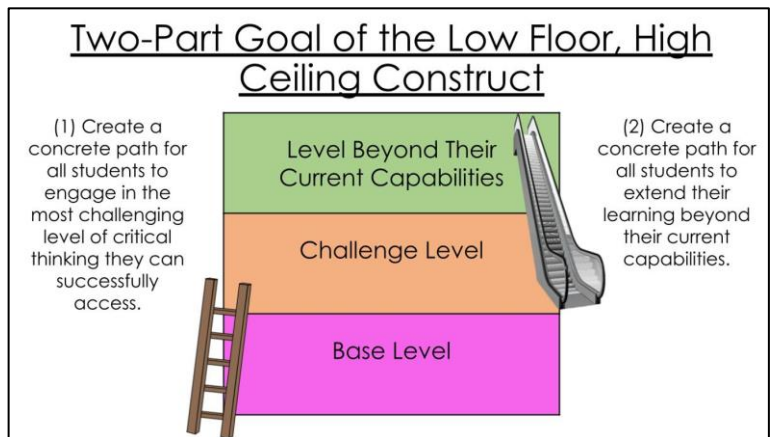
Topic	
Level 1 Questions	
Level 2 Questions	
Level 3 Questions	
Level 4 Questions	

You Try

Topic	
Level 1 Questions	
Level 2 Questions	
Level 3 Questions	
Level 4 Questions	

How does this fit in existing structures?

<p>Existing Schedule/Systemic Structures</p> <ul style="list-style-type: none">• Professional learning communities• Joint planning blocks• Instructional coaching• Advisory/Homeroom (opportunities for STUDENTS to engage in deeper questioning)• Evaluation/Formal Observations	
<p>Existing Instructional Structures</p> <ul style="list-style-type: none">• Writing Prompts• Formative assessments• Bellringers• Exit Tickets• Anchor Tasks• Discussion Questions	



Analysis From Multiple Perspectives: The Chair

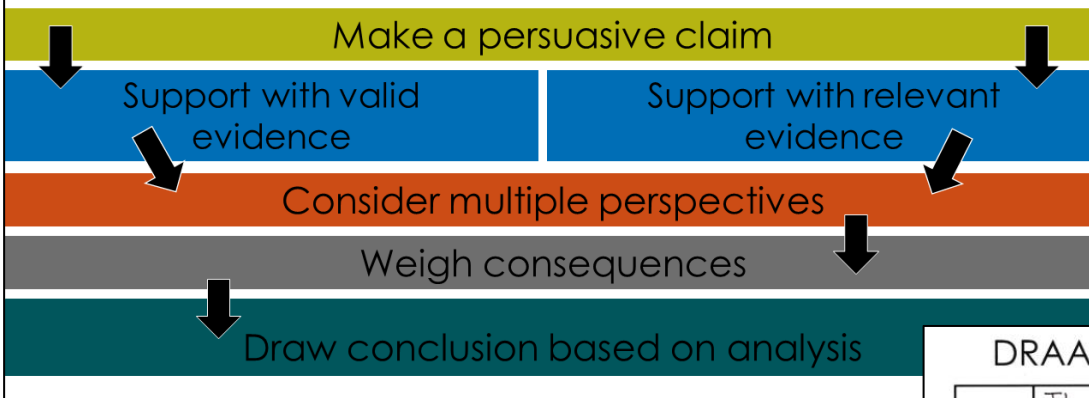
Brian was five years old, and his aunt sued him for battery. His aunt claimed that Brian saw that she was about to sit down in a chair. Brian pulled the chair away from her just as she was going to sit down. As a result, she fell on the floor. She seriously hurt her hip and had to pay \$11,000 in hospital bills.

Do you think Brian is liable for battery?

Remember: Brian's aunt is the **plaintiff** and Brian is the **defendant**.

ELEMENT OF BATTERY	EVIDENCE SUPPORTING ELEMENT (PLAINTIFF)	EVIDENCE SUPPORTING ELEMENT (DEFENDANT)	WHICH EVIDENCE IS STRONGER?
Brian's act was intentional.			
Brian's act involved contact with another person.			
Brian's act was harmful or offensive.			
Brian's act caused damages.			

How do we want our kids to think and write?



DRAAW+C Framework

D	The aunt will lose her case.
R	The rule in this case is that Brian's actions must be intentional, harmful, caused damages, and involved contact with another person.
A	The aunt will argue that Brian moved the chair on purpose and knew that she would fall.
A	Brian will argue that he is only five he didn't he didn't know that she would get hurt. He was trying to be funny.
W	If the aunt wins her case other kids will start getting sued! Kids don't have money or lawyers.
C	there see the aunt will lose her case.

Additional Reflections

