

## CULTURALLY RELEVANT TEACHING & EQUITY LITERACY

[Source: Paul Gorski and Katie Swalwell]

- **Cultural Competence:** *“I learn about Latino culture so that I can communicate effectively with my Latino students’ families.”*
- **Cultural Proficiency:** *“Acknowledging the tremendous diversity among Latino families, I learn about the cultures, identities and home lives of each individual student in order to design curricula that are relevant to each of them.”*
- **Equity Literacy:** *“I engage students in conversations about the absence of Latino voices in their American literature textbooks and fight to ensure that Latino students are not placed unjustly into lower academic tracks.”*

Equity Literacy Abilities	Examples of Associated Skills and Dispositions
<p><b>Ability to <u>Recognize</u> biases and inequities, including those that are subtle.</b></p>	<p><b><u>Equity-literate educators:</u></b></p> <ul style="list-style-type: none"> <li>• Notice even subtle bias in classroom materials, classroom interactions, and school policies;</li> <li>• Know and teach about how notable people in their content disciplines have used their knowledge to advocate for just or unjust actions or policies; and</li> <li>• Reject deficit views that locate the sources of outcome inequalities (like test score disparities) as existing within the cultures of, rather than as pressing upon, low-income families.</li> </ul>
<p><b>Ability to <u>Respond</u> to biases and inequities in the immediate term.</b></p>	<p><b><u>Equity-literate educators:</u></b></p> <ul style="list-style-type: none"> <li>• Have the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities, such as gender bias or sexism, arise in the classroom or school;</li> <li>• Cultivate in students the ability to analyze bias in classroom materials, classroom interactions, and school policies; and</li> <li>• Foster conversations with colleagues about bias and equity concerns at their schools.</li> </ul>
<p><b>Ability to <u>Redress</u> biases and inequities in the long term.</b></p>	<p><b><u>Equity-literate educators:</u></b></p> <ul style="list-style-type: none"> <li>• Advocate against inequitable school practices, such as racially or economically biased tracking, and advocate for equitable school practices;</li> <li>• Never confuse celebrating diversity with equity, such as by responding to racial conflict with cultural celebrations; and</li> <li>• Teach, in relevant and age-appropriate ways, about issues like sexism, poverty, and homophobia.</li> </ul>
<p><b>Ability to <u>Create and Sustain</u> a bias-free and equitable learning environment.</b></p>	<p><b><u>Equity-literate educators:</u></b></p> <ul style="list-style-type: none"> <li>• Express high expectations for all students through higher-order pedagogies and curricula;</li> <li>• Consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the Internet; and</li> <li>• Cultivate a classroom environment in which students feel free to express themselves openly and honestly.</li> </ul>



## TEACHABLE MOMENTS SCENARIOS

Please select one of the following scenarios to answer the questions in the homework.

- A. All students were asked to bring in their family's favorite food to help celebrate diversity. As students are getting food, you hear one student say "Ew! What is that? It smells terrible!" about a dish that a student with Pakistani heritage brought in. Another student chimes in and says "Yeah, why does Indian food smell so bad?"
- B. An African American student athlete reports racist comments made by White teammates during a pre-game warm up. When talking about Latina students on the competing team, they said "Look at them running...Better be back to the border."
- C. I was talking to a teacher to tell her she would have a transgender student in class who uses they/their/them pronouns. The teacher responded, "Oh whatever. I already have two blind kids this year what's the difference?"
- D. I overheard a student make a comment comparing my body to that of another teacher, exclaiming that I was heavier.