

AGENTS OF
CHANGE FOR
EQUITY



Centering Equity in Standards Development

Agents of Change for Equity

“...we will continue to explore and support promising new innovations that advance educational equity.”

“A change agent for equity works to eliminate achievement gaps and ensure success for all students by identifying and addressing bias and barriers...”

Commissioner Matthew L. Blomstedt

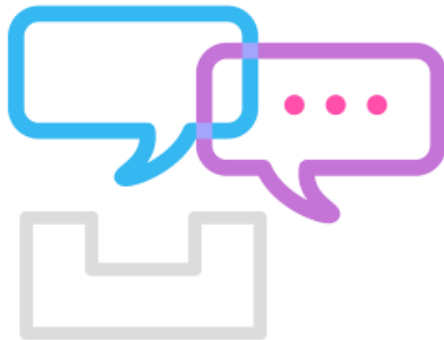
Equity-Centered Standards & Curricula

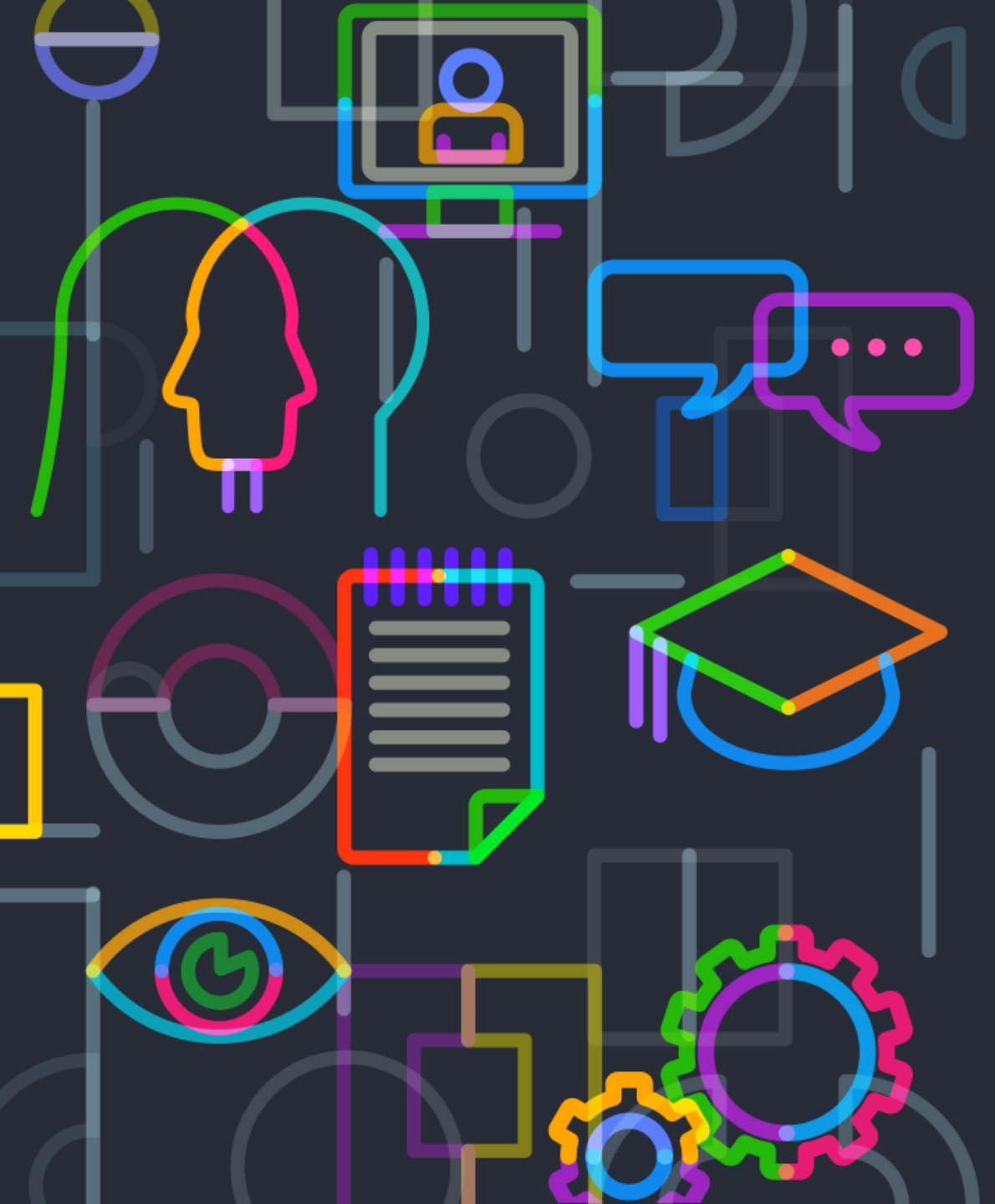
- Leading with equity-centered standards and curricula starts with demonstrating critical consciousness.
- Critical Consciousness:
 - The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, 2013).

All students deserve standards and curricula which *mirrors* their own experience back to them – thus, validating it in the public world of school.

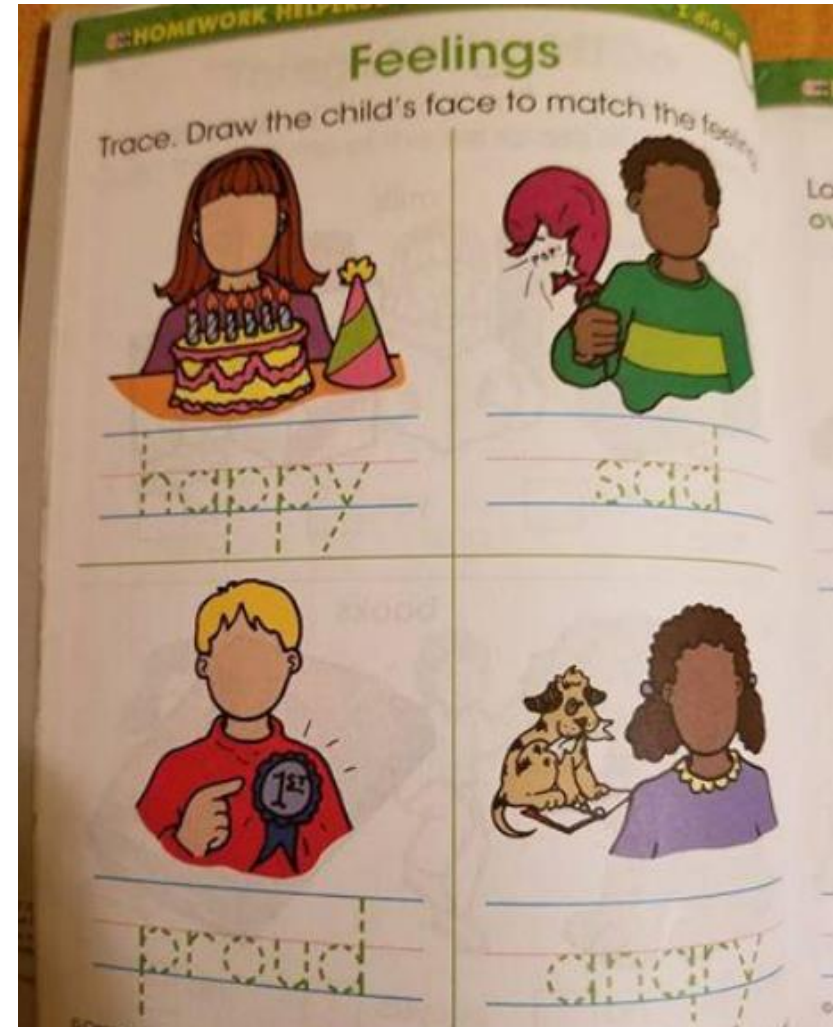
Standards and curricula must also create *windows* into the experiences of other – who also need and deserve the public validation of the school curricula.

Curriculum as Window and Mirror by Emily Style





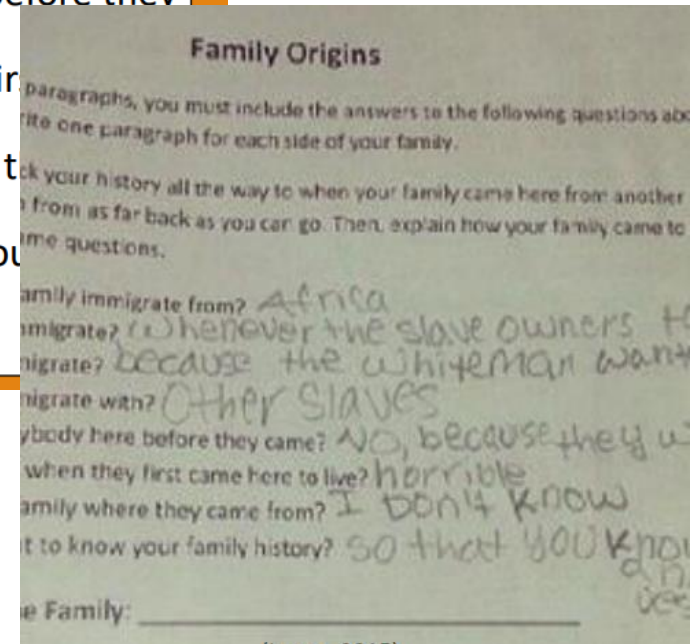
What might bias look like?



What might bias look like?

THE FAMILY ORIGIN ASSIGNMENT 6TH GRADE ASSIGNMENT

- Where did your family immigrate from?
- When did they immigrate?
- Why did they immigrate?
- Who did they immigrate with?
- Did they know anybody here before they came?
- What was life like when they first came here to live?
- Do you still have family where they came from?
- Why is it important to know your family history?



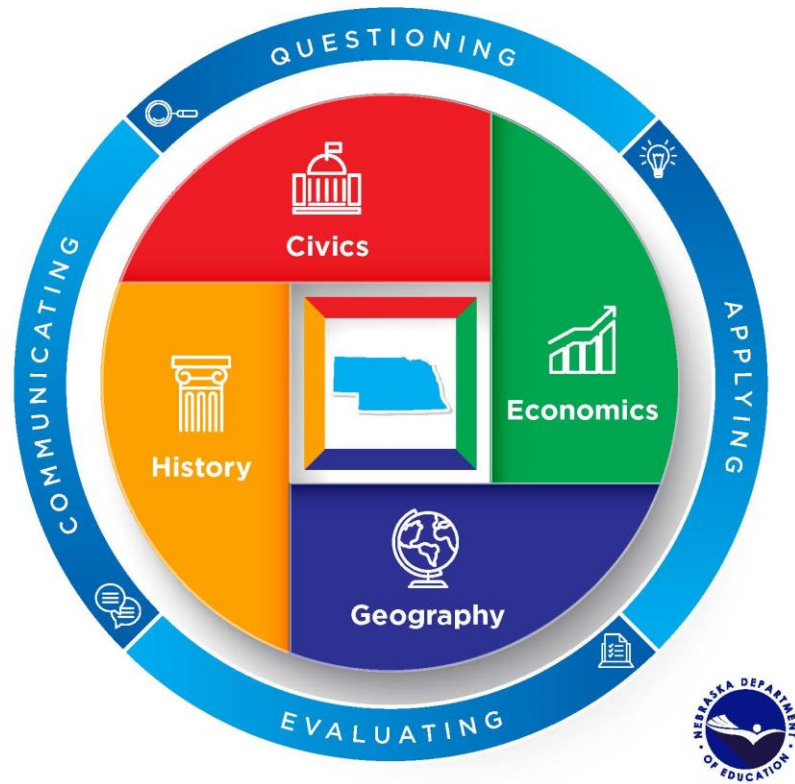
Content Area Standards

- Reflect the knowledge and skills students are expected to learn.
- Create the framework for teaching and learning.
- Guide the selection of instructional materials and development of curriculum.

How does the NDE work to minimize bias, both explicit and implicit, that might exist in content area standards?



NEBRASKA SOCIAL STUDIES STANDARDS



How does the NDE work to minimize bias, both explicit and implicit, that might exist in the Nebraska Social Studies Standards?



ASSESSING BIAS IN STANDARDS

Created by:
Midwest and Plains Equity Assistance Center

August, 2019



- Enables users to determine the extent to which content area standards reflect educational equity.
- Provides a way to determine if content area standards reflect the diverse background, histories, and narratives of all students.
- Used to surface bias within content area standards and their interpretations.

An example...

Draft Indicator:

SS. 3.4.4a. Construct and answer questions about community history.

For Example: When was our town founded? How did it come to be?

Possible Modification:

SS. 3.4.4a. Construct and answer questions about multiple community histories from viewpoints of that community.

For Example: How does the founding of a town differ for different groups? Why?

