

Using an Equity Lens

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Provide a lens to filter, infuse, and lead with equity while creating or choosing user-friendly resources to support the development of effective Distance Learning (analog and digital) instruction.

So then... what is educational equity?

The principle of educational equity implies that all students regardless of background shall receive the supports needed for an adequate education. (Brayboy, Castagno, & Maughan, 2007)

In its most simplistic definition, equity means that every child gets what he or she needs in schools – every child, regardless of where she comes from, what she looks like, who her parents are, what her temperament is, or what she shows up knowing or not knowing... Equity is about outcomes and experiences – for every child, every day. (Elena Aguilar, 2013)

General guidelines

With each resource or instructional strategy you consider, ask yourself:

- Who will this advantage? How?
- Who will this disadvantage? How?
- What are (even small) things I can do to support students and families? What alternatives can I offer?

Lead with strengths

- What strengths might the teacher, student or caregiver leverage in this lesson?
- How does this lesson or activity leverage and acknowledge a variety of learning environments?
- How does this lesson or activity help maintain and build positive relationships with students and caregivers?
- How does this lesson or activity lean on routines or procedures already established?

Consider barriers

| Barriers | Teachers | Students and Caregivers |
|---|----------|-------------------------|
| Internet access/broadband | X | x |
| Access to materials (including multiple devices) | X | X |
| Availability of teacher, student, or caregiver due to other responsibilities (for example, working in or out of the home, supporting instruction to students at home, caring for ill family members, caring for siblings or household chores, etc.) | X | X |
| Family loss of wages/work | X | X |
| Homelessness | | X |
| Food insecurity | | X |
| Access to outdoors/fresh air | | X |

| | | |
|--------------------------------|---|---|
| Space for large motor movement | | X |
| Home language accessibility | | X |
| A space for learning | X | X |

Resources to support with an equity lens

The following resources can be accessed to guide, support and inspire

- [Equity Lens Reflection and Exploration Tool for Learning](#) from MDE
- <https://www.equityliteracy.org/equity-covid-19> by Marceline Dubose and Paul Gorski
- [The Power of Protocols for Equity](#) by Zaretta Hammond
- [Guidance on Culturally Responsive-Sustaining Remote Education](#) by Dr. David E. Kirkland