



DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

EQUITABLE EDUCATION **EDUO 9095 - 2 Graduate Level Units/Credits** **Instructor: Ryan Pickett** [**rpickett@dominicancaonline.com**](mailto:rpickett@dominicancaonline.com)

Course Overview

All students have the right to a high-quality education. But every student is different and has different needs. Bringing more equity to education is a powerful way to unlock every student's ability to live a life of their choosing. Improve student outcomes by learning more equitable ways of teaching, learning, and creating curriculum so that all students get the education they deserve.

Course Objectives

In this course, participants will have the opportunity to:

- Learn about the difference between equity and equality.
- Discuss and reflect on the the importance of equity in education.
- Participate in lessons and activities that illustrate how to bring equity to their school.
- Utilize the above information to improve the teaching, curriculum, and learning environment in their classroom, promoting equity to all students.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students

How to Submit Coursework

You have nine months to complete this course from the day that you registered. However, you are free to turn in all your work for a grade at any time along the way

Place each assignment (1-7) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

Course Assignments

1. Defining Equity

Watch the video, “*Equity and Equality*.” This video can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584> You can also click on the following link to view the video. https://youtu.be/nCS7Rus4_-Y

- a. Describe a personal experience in which you were treated with equality versus equity. At the time, did you feel as though this was fair? Why or why not?
- b. Describe a personal experience in which you were treated with equity versus equality. At the time, did you feel as though this was fair? Why or why not?
- c. Given your experience in education, describe something that you have observed that emphasizes equality over equity.
- d. Given your experience in education, describe something that you have observed that emphasizes equity over equality.

2. The Importance of Equity in Education

Watch the video, “*Why Equity Matters in Education*”. This video can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584> You can also click on the following link to view the video: <https://youtu.be/bkmMGVckNjo> . When you finish the video, write a poem about the concepts in the video.

3. Building Equity in Schools

a. Watch the video “*Cultivating Equity in the Classroom*.” This video can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584> You can also click on the following link to view the video: <https://youtu.be/1ZoF8yC2ECY>

b. Read the following 6 articles. These articles can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584>

- “*After a Year of Trauma for All, How Can We Discipline More Fairly?*”
- “*Beware of Equity Traps and Tropes*”
- “*Discipline Your Emotions*”
- “*How Poverty and Stress Influence Students’ Behavior*”
- “*Is Your Approach to Continuous Improvement Colorblind?*”
- “*Who Participates?*”

c. Write a summary for the video and each of the 5 articles.

d. What concepts depicted in the video and/or articles do you feel as though you can incorporate into your practice now? Explain.

e. What concepts depicted in the video and/or articles do you feel as though there are barriers to implementing at your school? What do you think can be done to start breaking through those barriers?

4. Equitable Teaching and Learning

a. Watch the video “*Equity in Education: Defined.*” This video can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584> You can also click on the following link to view the video: <https://youtu.be/Mae803ZOc-A>

1. After watching the video, describe what you currently do in your classroom that you believe will help guide your students to living life on their own terms.

b. Watch the video, “*Using Hand Signals for more Equitable Discussions*”. This video can be found in the resources section of this course: <https://dominicancaselfguided.com/course/view.php?id=584> You can also click on the following link to view the video. <https://youtu.be/-9T99GAWuKE>

c. Read the following 3 articles that can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=584>

- “*What Differentiated Instruction Really Means*”
- “*Why Do Students Disengage?*”
- “*Collaborative Learning for Equity*”

d. After watching the videos and reading the articles, pretend that you are the author of a daily blog about creating a more equitable education. In today’s blog you are to write a review of the two videos and 3 articles listed above. In your review, you are to discuss the concepts in those resources and how they relate to promoting a more equitable education.

5. Equitable Curriculum

a. Read the following 6 articles. These articles can be found in the resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=584>

- “*Opening Stronger-and More Open to Inquiry*”
- “*Relevant Curriculum Is Equitable Curriculum*”
- “*The Overdue Case for Competency Based Education*”
- “*Changing Your Mind is a Skill: Let’s Teach It*”
- “*Hearing Students’ Stories About Being American*”
- “*Techquity: Going from Digital Poverty to Digital Empowerment*”

b. Alter one of your current lessons to include more empathy and inquiry while being more relevant to your students. If your role in education is such that you do not have a lesson plan to alter, create one that fits your role. It does not need to be in a particular format.

c. Brainstorm ideas on creating a more competency-based education system. Where could you start (one subject/class or one school within a district)? What would the challenges be? How could you overcome them? You can record your brainstorm in any format you want (i.e. outline, diagram, etc.), as long as it can be turned in.

6. Mission Statement

Based on the information that has been presented in this course, alter your school or district mission statement. Explain why you made the changes that you made.

7. Fable

While considering everything you have learned in this course, write and illustrate an original fable to communicate the importance of creating equity in education (from discipline to the curriculum). Since characters in fables are typically animals, start by picking two animals to represent opposing qualities (i.e. equity vs equality). This will help set up the conflict or problem within the fable. Next, decide on a problem that must be solved to showcase the moral. Finally, determine how the problem will be solved and decide on an ending with at least one character learning the valuable lesson.

Course Assessment Rubric

Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course but can turn in your work at any time.
- Course questions? Contact your instructor by email. rpickett@dominicancaonline.com
- For questions involving your registration, please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- To change your address, link to your Dominican account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>
- Remember to e-mail your instructor when you submit work.