

## Facilitator Guide

### **Title: The Equitable School Continuum: Assessing The Big Picture**

**Overview:** Creating a vision for equitable curriculum will involve assessing every aspect of the school, including the formal curriculum, the informal curriculum, and the school climate. In this activity, participants will engage in a self-study to describe in measurable and observable terms how well their school is achieving equity in eight different areas.

### **Objectives:**

- Participants will become aware of areas of a school's curriculum that should be assessed for an equity perspective
- Participants will become aware of a model and criteria that can be used to assess the big picture of curriculum and equity

**Time Frame:** 1 - 2 hours

### **Preparation Requirement/Materials Needed: See Section 2.8**

- Equipment
  - Overhead projector and screen, transparencies, markers, newsprint, tape
- Transparency:
  - Components of the Equitable School Continuum
  - A Continuum for Equity
- Handouts:
  - The Equitable School Continuum

### **Program Outline (Sequencing):**

1. Pass out **The Equitable School Continuum** assessment. Explain: For the next half hour or so you are going to assess a school using an instrument called **The Equitable School Continuum**. I would like each of you to think about the school where you work, a school you work closely with, or a school that your child has attended. As you read the evaluative statements for the individual component your group will be assigned, think about where your school is on the continuum for equity.
2. Illustrate what is meant by a continuum by drawing one on a chalkboard or flipchart or using the transparency **A Continuum for Equity**. Explain that the diagram represents a continuum for equity. It can be used to help describe in measurable and observable terms how well a school is achieving equity in eight different areas called "components of education." On one extreme, what one may observe or can measure regarding a particular component of the school could be assessed as "unacceptable," the negative extreme of the continuum. On the other hand, through measurement or observation, a component could be found to be "acceptable." On the opposite end of the continuum, a component could be designated as "ideal."
3. Divide participants into eight small groups. Display the **Components of the Equitable School Continuum** transparency and assign a component to each group. Have each group select a reporter. Then ask each group to read about their component and take notes on

4. The groups should then discuss what they've read, noting the progression from unacceptable or acceptable to the ideal condition of the items included. The purpose of this discussion is to encourage members of the small groups to become well acquainted with their component. Individual group members may be asked to volunteer to share comments on where they think their school fits on the continuum for their assigned component.
5. After some discussion, have each group prepare a report containing the title of its component and an explanation of what that component addresses. Individual members may be asked to share comments from their personal school assessments to further explain their component.
6. In a large-group setting, have each group give a report that explains what its members have learned about their component. Allow a few minutes for questions after each report.
7. Summarize the activity by asking participants to share any new discoveries they have made by participating in this exercise.

**Follow-up Activities from Toolkit:**

- 2.2 A Process for Designing Equitable Curriculum (p. 13)
- 2.4 Lights, Camera, Action: Reflecting Equity Issues (p. 41)
- 2.6 Models, Strategies, and Techniques for Developing Multicultural Content (p. 55)
- 2.7 Measuring Progress Toward Equity (p. 71)
- 2.10 Tools for Evaluating and selecting Instructional materials for Equitable Content (p. 107)