**Appendix Chapter 5**

**Definitions of Educational Equity Worksheet**

**Definitions of educational equity:**

**Enid Lee (2002):**

“The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students for all social groups.”

**Glenn Singleton (2015)**

“Equity in education is raising the achievement of all students while: narrowing the gaps between the highest- and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.”

**Edward Fergus (2015)**

“Equity is seeing someone differently in order to treat them fairly. The idea is each individual has unique dynamics of how they have experienced society and such experiences must be taken into consideration in defining the equitable practice necessary to achieve the desired outcome. For example, if I’m teaching the history of agriculture in the US to students from a rural farming community without taking in their experiences would mean not harnessing their knowledge base.”

**H. Richard Milner (2012)**

“People’s beliefs about race informed by the areas outlined above shape what they do and do not do in practice. Although race is a central construct used to examine educational outcomes, policies, and practices, the depth and breadth of its applications are limited in public and academic discourse. For instance, people often talk about an “achievement gap” and disparities between white and black/brown students. However, race is not treated in any substantive way beyond reporting the data outcomes.”

**Gloria Ladson-Billings (1995)**

“I have defined culturally relevant teaching as a pedagogy of opposition (1992c) not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment. Culturally relevant pedagogy rests on three criteria or propositions: (a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order.”

**Responding to Definitions of Educational Equity**

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|  | **What resonates** | **What is unclear** | **What do you absorb** |
| Enid Lee |  |  |  |
| Glenn Singleton |  |  |  |
| Edward Fergus |  |  |  |
| H. Richard Milner |  |  |  |
| Gloria Ladson-Billings |  |  |  |