

Building Our Equity Lens to include Special Education

Curriculum Directors Meeting
Northwest Educational Service District 189



Leading for Equity: Gayle Everly



- Shining the light on
- Students with Disabilities

Outcomes for today:

- Reflect about the Special Education program in your district and accessibility for all students.
- Continue our learning about equity and especially regarding students with disabilities.
- Review Since Time Immemorial
- Receive updates from NWESD on curriculum, assessment, and content.
- Leave with some new ideas and protocols to use in your district.
- Collaborate with colleagues about your districts

Starting with the Why...

Every Student Succeeds Act (ESSA)

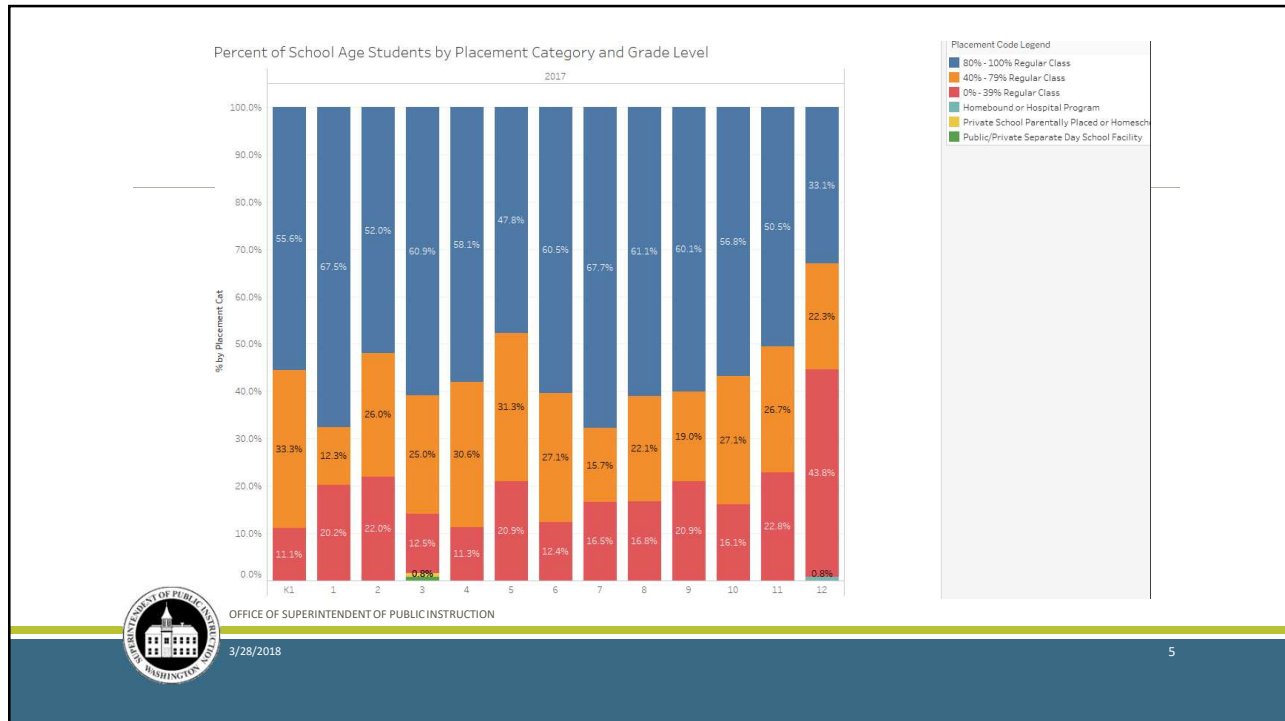
Pursuing Equity through Closing Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources





NYUSteinhardt
Steinhardt School of Culture, Education, and Human Development

Pedro Noguera

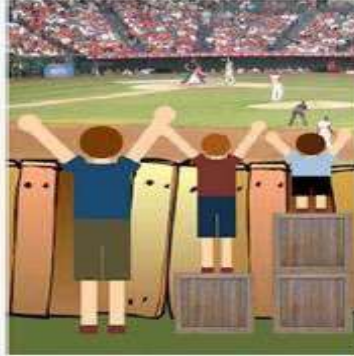
Professor
Teaching and Learning

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EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



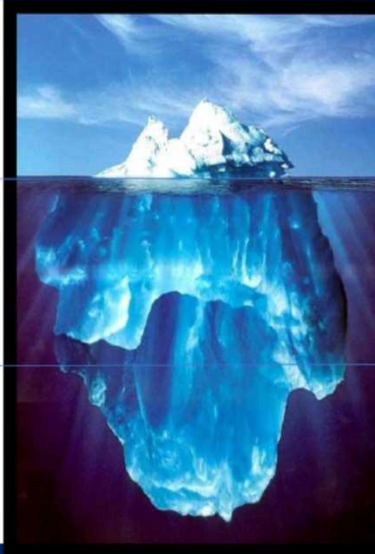
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Lasting change is anchored deep below the surface

Formal policies, systems, practices, image (what we *officially* do around here)

Informal practices & symbolic actions (the way we *actually* do things around here)

Beliefs, values & attitudes (how we *really* feel, what we *really* care about)



Let's read and think about it

Select an article on your table

Highlight , circle mark to or three points that stick with you

Get ready to dialogue with a new partner about your response to the article



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INTENT \neq IMPACT



Continue the Conversation

Stand Up Hands UP



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