

Conversation about Equity: *connecting National Board resources*

Use the two paragraphs attached from the *What Teachers Should Know and Be Able to Do* book as an introductory close read text. These two paragraphs are concise and dense. After reading the *What Teachers Should Know and Be Able to Do* book sections on equity, each protocol connects this general overview to a sections from the National Board Professional Teaching Standards from specific certificate areas (organized in the [Equity Standard Study](#)) that provide rich examples for educators across contexts.

Shorter protocols:

1. Ask each participant to read the section from the *What Teachers Should Know and Be Able to Do* book and select a phrase, word, or words that stand out. Have participants partner and discuss the selected phrases or words. Then, have each participant read the certificate area section from the Equity Standard Study appropriate to his or her context. After reading the Standard Study, discuss how the selected phrases or words are addressed in the Standards.
2. Ask each participant to read the section from the *What Teachers Should Know and Be Able to Do* book and select a specific aspect of equity that he or she feels is an area of strength, and one that he or she would like to improve. Then, have the participants read the certificate area section from the Equity Standard Study appropriate to his or her context, annotating the Standard Study to highlight areas related to his or her growth and strength areas, perhaps in two different colors. After annotating the Standard Study, discuss findings with a partner or table group.

Longer protocols:

1. Ask each participant to read the section from the *What Teachers Should Know and Be Able to Do* book. In small groups, have participants use the [Question Formulation Technique \(QFT\)](#) to generate questions they have related to the reading. Post the questions from each group and discuss similarities and differences in the questions. Then, have the participants read the certificate area section from the Equity Standard Study appropriate to his or her context. Discuss how the Equity Standard Study could be used to address the questions generated.
2. Use the *What Teachers Should Know and Be Able to Do* book reading, related Equity Standard Study, and an ATLAS case to discuss how teachers can support equity in the classroom. [Example protocol from Sarah Yost.](#)

Teachers Treat Students Equitably

As advocates for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention. Educators recognize their own biases and make certain that any preconceptions based on real or perceived ability differences, exceptionalities, socioeconomic or cultural background, family configuration, sexual orientation, physical characteristics, race, ethnicity, language, religion, age, or gender do not distort their relationships with students. Accomplished teachers maintain an open mind and a balanced perspective on their students.

That approach does not suggest that teachers treat all students alike, because using the same tactics to address similar behavior by different students does not necessarily result in an equitable education. Rather, teachers respond to differences among students, being careful to counter potential inequities and avoid favoritism. Accomplished educators monitor their students' access to resources and advocate to ensure that students have the tools they need to learn. That level of attention requires a well-tuned alertness, which can be difficult. Accomplished teachers therefore use everything they know about effective—and ineffective—practices to develop strategies that capitalize on their students' varied backgrounds, using diversity to enrich the learning environment for every student.

From What Teachers Should Know and Be Able to Do, National Board for Professional Teaching Standards, pp. 15-16, 2016.