

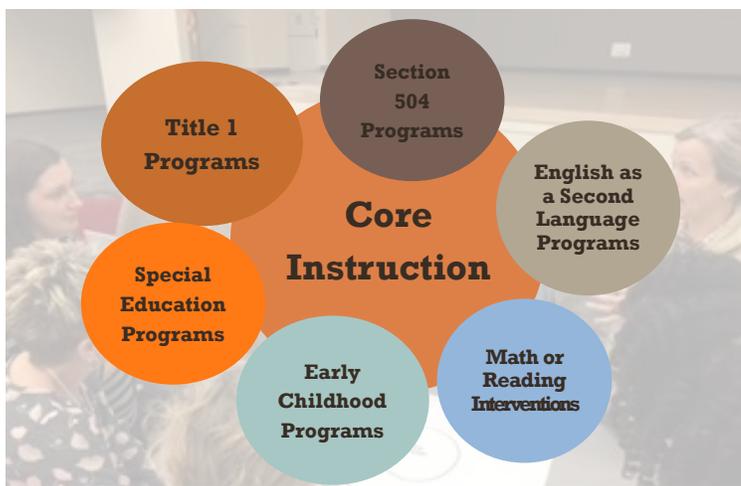


What does equity have to do with core instruction?

The roadmap to providing unified and effective core instruction for all Asheville City Schools learners

Vol. 2

High-quality **CORE INSTRUCTION** instruction is essential and forms the foundation of classroom academic support. In a truly equitable school system, core instruction would meet the needs of all learners. Historically, schools have been designed to teach to the "average" student. As a result, as more and more students did not meet the normed expectations of the "average" student, additional programs were constructed (see figure below). Moreover, increasing numbers of students were removed from general education, or core instruction, as an attempt to increase achievement .



(Figure above shows a very minimized example of the additional programs in place that tend to pull students away from core instruction.)

What is EDUCATIONAL EQUITY?

The concept of **educational equity** goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where **all students**, regardless of their race, class or other personal characteristics such as creed, color, religion, national origin, age, economic status, gender, sexual orientation including gender expression or identity, physical appearance, or the presence of any sensory, mental or physical disability, have the **opportunity** to benefit equally.

This means differentiating where resources are to provide all students with more **individualized** supports and opportunities to meet their own **North Star** and succeed academically.



Cornerstone 1: Focusing on Equity

The focus is on understanding our own identity development and its impact on leadership and schools, understanding our current state of affairs through the delineation of our equity data and developing Equity Non-Negotiables in response to these inequities.



Module 0
Introduction of the Cornerstones

Module 1
The History of Marginalized System & Our Current Models

Module 2
Shift from Deficit to Assets-Based Thinking, Language, and Practice

Module 3
Equity Begins with Us: Identity Development for Systems Change

Module 4
Apply the Equity Research

Module 5
Equity Non-Negotiables and Proportional Representation

Module 6
The Equity Audit as the Driver of Equity Change



IMAGINE

Think about a child you care about, your own or another's. They are in a classroom they are excited to go to everyday, with a teacher they know **cares** about them, with amazing and engaging instruction, and awesome resources to interact with, and the just-right pacing and favorite activities, where they have a voice that is **valued**, and students in the room **work together** across gender, racial, socio-economic, and all other lines. Now imagine if that child's experience were the experience of **every student** in **every class** at **every school** in Asheville City Schools.

That's what quality **CORE INSTRUCTION** means.

NEXT LEG

New Superintendent attends ICS

The incoming Asheville City Schools superintendent will attend the three-day ICS institute in Wisconsin.

July 2017



School Teams Complete Module 0

Principals will convene meetings with the ICS school leadership teams to work through Module 0 and plan staff presentations.

June 2017



District Team Completes Module 0

The ICS district leadership team met on May 3rd to work through Module 0 - Introduction to the Cornerstones.

May 2017



Fall 2017



Teams Work Through Module 1

School teams will determine non-negotiables when discussing equity work and will begin discussion on equity audit.

VISIT
WWW.ICSEQUITY.ORG
FOR MORE INFORMATION