

Our philosophy at The Equity Project, LLC is that applying an equity lens to curriculum provides a mechanism that allows a school community to reflect upon content and strategies that assist in achieving good educational and social outcomes.

We do not believe equity is achieved by providing identical treatment to everyone regardless of their individual circumstances. Equity is achieved when differences are acknowledged and the stories, ideas and lived experiences of students and their families are recognized as valuable assets that benefit everyone.

The approach of The Equity Project, LLC examines key indicators of equity:

- Achievement status
- Educational offerings and opportunities
- Social-emotional supports and frameworks
- Climate and culture

It is important to examine curriculum, but also to look closely at current policies, practices, norms, and structures that either help or hinder the effectiveness of curriculum. Our approach makes connections across our key indicators of equity.

To examine curriculum with an equity lens, we look to answer specific questions on each of the four interrelated elements as detailed in a few of the examples below:

1. Achievement status:

- Is there evidence that this curriculum strengthens how students are performing? How?
- Is the curriculum designed to influence achievement rates for particular groups change over time?
- Does the curriculum influence/shape what teacher/staff qualities will need to be to effectively influence particular groups?

2. Educational offerings and opportunities:

- Does the curriculum contain opportunities/offerings that address the needs of all groups?
- Can we measure/monitor which students participate in them?
- Are there clear indicators that there are diverse teaching and learning conditions embedded in the curriculum?

3. Social-emotional supports and frameworks:

- Are there indicators of sound student social-emotional supports embedded in the curriculum?
- Is there a process for determining who has access to them?
- Are there practices in place to address historical and social inequities?
- How are they evidenced in the curriculum?

4. Climate and culture:

- What is the culture of the school and district?
- Does the curriculum support engagement among multiple stakeholders (students, teachers, families, etc.)?

In our review of the curriculum for Random Acts of Kindness, we provided a rating of EXCELLENT in our review.

This rating expresses our confidence, using our criteria, in the application of an equity lens in the development of curriculum. The curriculum met the criteria for each of our four (4) equity lens indicators and effectively demonstrated the interrelatedness of the four indicators.