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# WHAT DOES EQUITY IN SCIENCE TEACHING LOOK LIKE?

Equity in science teaching looks like:

- 1 Believing that all students can learn and do science.**
  - a* All students have access to opportunities to learn through cognitively demanding tasks.
  - b* All students are held to high expectations.
  - c* All students are heard.
- 2 Valuing diversity in everything.** There is diversity in . . .
  - a* the ways for students to engage in science (see Practices p. 48),
  - b* the approaches to teach science,
  - c* the ways students talk about science (see Talk Formats p. 120; Facilitation p. 124),
  - d* the structures of science activities,
  - e* the representation of scientists,
  - f* the epistemologies (frameworks of what we know and how we know these things) of science (western science, indigenous science, etc.),
  - g* students' backgrounds, experiences, and thoughts (see Identities p. 21).
- 3 Identifying the systemic structures and practices that marginalize students.**

Grading policies, type and frequency of summative assessments, and tracking are all systemic structures that might marginalize some of your learners. Asking students how these policies or practices impact them is one way to learn about harmful policies that you and your colleagues might push to change.

*I noticed that there was a lot of variety in our grading practices as a department and some seemed problematic to my values. I found myself reflecting and asking questions about our school's grading policies and whether or not they were equitable. Are we holding students to high standards? Do our grading policies reflect that? What does equitable grading look like? When is it ok to be flexible and when is it not?*

—VIRTUAL HIGH SCHOOL LIFE SCIENCE TEACHER

- 4 Embracing the process.** There is no linear path to being an equitable science educator and no end goal. We are always learning and growing through reflection, collaboration, and education.
  - a* Reflect on your own experiences in the sciences.
    - i* How do you see yourself and your community in science?
    - ii* Do you believe that you, people in your community, and people of your gender have contributed to the ways that science has shaped the current world? Are there examples that you can readily share?
    - iii* How did you learn and engage in science?
  - b* Reflect on the perspectives missing in science and the cultural situatedness of science and science learning.
- 5 Recentering science learning as culturally relevant and based on students interests.** (See Culturally Relevant p. 52.)

Students engage in doing science when units and lessons are planned with their interests and cultures in mind. It also helps to have multiple and diverse representations and local, relevant phenomena.
- 6 Acknowledging the ethical, moral, and cultural impacts of science.** The findings of science are not separate from how those findings influence us ethically, morally, and culturally. It is helpful to students if those effects on us are brought into the classroom (see Culturally Relevant p. 52).