# Module 3: The Framework Through the Lens of Equity

* 1. **Start Module**
     1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 3: The Framework Through the Lens of Equity. This module will discuss addressing equity in language teaching and highlight ways in which equity is addressed through the Framework.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button to view a transcript of this module as well as a one-page summary and a list of references.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* What is equity in world language education and why is it important?
* How can I use equity to guide instruction?
* What is the relationship between equity and the Massachusetts World Languages Framework?
  1. **Part 2: Equity, Social Justice, & Social Emotional Learning**
     1. **What are equitable practices and policies in world language education?**

Educational equity means that every student has access to the educational resources and rigor they need to succeed at the right moment in their education, regardless of gender, racial, ethnic, and cultural identity, linguistic background, sexual orientation, family income, ability, or other personal or social circumstances (nationality, religious affiliation, etc.).

To ensure equity in education, educators must recognize differences among their students and differentiate accordingly so that all students receive the resources and supports they need to succeed (Glynn et al., 2014).

World language is defined by law as a core discipline, and all students have a right to access world language education. Equitable policies and practices are not limited to students with disabilities, but absolutely include them. For specific information about how to include and support students with disabilities in world language classrooms, see the Quick Reference Guide, which is linked in the Additional Resources section of the one-page summary for this module.

* + 1. **Why should we seek to maximize equity in world language education?**

Equitable practices and policies in world language education are important because they ensure that all students are able to learn and thrive in the classroom and beyond; they disrupt deficit-based policies, practices, and perspectives that disproportionally affect minoritized groups; and they support, celebrate, and create opportunities for historically marginalized populations.

* + 1. **How does equity tie to social emotional well-being and social justice?**

Social emotional well-being and social justice, both of which are included as Practices in the Massachusetts World Languages Framework, are critical components of ensuring equity in world language education. We will explore these concepts in greater detail in the next slides.

It is important to remember that the expectation is not that you create social emotional well-being or social justice units – activities and discussions related to these Practices can and should be embedded within the topics already being covered in your classroom.

* + 1. **What is social and emotional learning?**

According to the Collaborative for Academic, Social, and Emotional Learning, commonly known as CASEL, social and emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Click on the link to learn more.

* + 1. **What does social and emotional learning look like in world language education?**

CASEL identifies five major areas of social and emotional competence that have been used to inform social and emotional learning in educational settings: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Click on each area of competence to learn more.

* Self-awareness is defined as the abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.
* Self-management is defined as the abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
* Social awareness is defined as the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
* Relationship skills is defined as the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
* Responsible decision-making is defined as the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
  + 1. **Why should we seek to implement social and emotional learning in world language classrooms?**

Social and emotional learning is a critical component of equitable world language education. Click on each icon to learn more about why it is important.

* Social and emotional learning creates an inclusive and equitable learning experience, as it promotes a positive and healthy learning environment and helps all students develop the skills and relationships that they need to succeed and thrive.
* Social and emotional learning fosters trusting and collaborative relationships in the classroom, encouraging educators and students alike to recognize and celebrate the unique identities and experiences represented in the classroom.
* Social and emotional learning promotes rigorous curriculum, instruction, and assessment by aligning with the standards and expectations set for student learning and creating opportunities for students to develop the skills needed for active engagement and advancement.
* Social and emotional learning builds partnerships between schools, families, and communities, as these different stakeholders must work together to integrate social and emotional learning effectively and sustainably into students’ educational experiences.
* Social and emotional learning encourages ongoing evaluation of school-wide policies, practices, and outcomes to ensure that equitable approaches to education are being used within and across world language classrooms.

Click on the link to learn more about the connection between equity and social and emotional learning.

* + 1. **What is social justice?**

Although there are numerous conceptualizations of the term “social justice”, it can be defined as a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity (Nieto, 2010).

* + 1. **What does social justice look like in world language education?**

Hackman (2005) identifies five major components of social justice education. Click on the puzzle pieces to learn more about each component.

1. The first component is content mastery and factual information, in which students are exposed to and begin to explore the facts and their historical context. This step is critical and provides students with the foundation needed to extend their learning.
2. The second component is tools for critical analysis, which support students in critically examining and analyzing the information introduced in the previous step. This step allows for a deeper understanding of the information and promotes student agency.
3. The third component is tools for social action and change, which encourage students to consider ways in which they can take action by engaging with and advocating for diverse peoples, cultures, and communities. This step empowers students and helps them see themselves as agents of change.
4. The fourth component is tools for personal reflection, which allow students to think about their own identities, experiences, and perspectives related to the topic and information being discussed. This step promotes critical thinking and helps students consider ways in which their experiences and worldviews impact their work.
5. The fifth component is multicultural group dynamics, which refers to the recognition and representation of students’ different identities and experiences in the classroom. This step is critical for the effectiveness of the other components of social justice education, as it helps build a sense of community in the classroom and creates a learning environment conducive to critical discussion and exploration of social justice-related products, practices, and perspectives.
   * 1. **Why should we seek to implement social justice in world language classrooms?**

These are a number of reasons why it is important to implement social justice in world language classrooms. It benefits everyone in the classroom, including marginalized groups and populations. It challenges misconceptions and stereotypes, provides all students with the resources they need, and uses an assets-based approach to teaching and learning that values the unique backgrounds, skills, and abilities that students bring to the classroom. Finally, it promotes critical thinking and agency for social change, encouraging students to bridge the divide between linguistically and culturally isolated populations and to promote the intrinsic value of all peoples, cultures, and communities.

* + 1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What does equity look like in your school or classroom?
* What is your experience with teaching the five social and emotional learning competencies?
* How has social justice education helped your students?
  1. **Part 3: Equity in Language Teaching**
     1. **What are equitable approaches to language teaching?**

To ensure equity, it is important to use asset-based approaches and pedagogies in the world language classroom. Click on each tab to learn more about three such approaches and pedagogies that can be used.

* Culturally Relevant Pedagogy values and supports all students’ backgrounds, identities, and experiences while encouraging them to develop cultural competence and the ability to critically examine real-world problems and inequalities. Click on the link to learn more.
* Culturally Responsive Pedagogy focuses on and leverages the backgrounds, identities, and experiences of students from marginalized populations and communities in an effort to redress biases and stereotypes that impact students’ access to high-quality education. Click on the link to learn more.
* Culturally Sustaining Pedagogy is grounded in and builds upon Culturally Relevant Pedagogy and Culturally Responsive Pedagogy. Rather than simply affirming student’s backgrounds, identities, and experiences or connecting them to what is being taught in the classroom, this approach involves centering and sustaining students’ backgrounds, identities, and experiences. It requires educators and schools to work collaboratively with students and their communities to ensure that they are being appropriately and meaningfully represented in the classroom. Click on the link to learn more.
  + 1. **Why are equitable approaches relevant to language teaching?**

Equitable approaches are relevant to language teaching for a number of reasons. First, the emphasis on linguistic and cultural diversity within these approaches is inherent in the teaching and acquisition of world languages. Second, the instructional strategies and practices associated with these approaches provide students with valuable exposure to different languages, cultures, and peoples, which are critical for developing linguistic and cultural proficiency in the world language classroom. Finally, equitable approaches center student diversity and empower students to engage with and advocate for others, which is an essential part of why students learn and communicate in world languages.

* + 1. **How do I use equitable approaches to language teaching?**

Now, let’s talk about how to use equitable approaches to language teaching. Click on each numbered tab at the bottom of the screen to learn more.

It is important to start by recognizing and redressing any biases that may impact your students, including those found in policies, practices, and perspectives. For example, there may be gatekeeping practices that prevent marginalized groups of students from accessing the same educational opportunities as their peers, such as requirements related to grades in other courses, teacher recommendations, or discipline records. You should also reflect on your own background, identities, and experiences and how they shape your view of different peoples, cultures, and communities, as you may have developed unconscious biases that affect your teaching practice.

You should ensure that students are represented in your curriculum and instruction by centering, affirming, and sustaining different aspects of your students’ identities. You may find it helpful to consider your students’ backgrounds and assets, the topics that will be linguistically and culturally appropriate for your students to learn, and the resources and teaching strategies that will reflect the identities and experiences of your students. Different identities and language varieties should be represented in the classroom, and it is important that your tasks and activities elevate marginalized experiences.

It is also essential that you ensure all students and communities feel represented and respected in your classroom. You may find it helpful to consult and collaborate with students’ families and local communities, as this will help you learn more about their needs for representation and help them more actively participate in students’ learning experiences.

* + 1. **How do I include social justice principles in my classroom?**

Here are some recommended steps to follow to ensure that social justice teaching is done effectively and in line with equitable approaches to language teaching. Click on each picture to learn more.

* Explore your frame of reference and your students’ frames of reference to ensure that your social justice teaching is a positive and empowering experience for everyone in the classroom. You cannot effectively explore critical issues if you do not understand yourself and your students, so this step is of the utmost importance. You may find it helpful to map out and reflect on the different aspects of your identity while thinking about ways in which your identity has impacted your experiences and worldviews, as well as your teaching practice. This could also be done collaboratively in a space with other teachers, allowing you to discuss your responses and simultaneously learn more about your colleagues. To learn more about your students, you could start by administering a questionnaire and then incorporating more authentic getting-to-know-you activities throughout the year, such as providing opportunities to present autobiographical work or projects, or encouraging students to share aspects of their identities through conversation circles and other interactive activities.
* Incorporate your students’ identities into the content, activities, and resources taught and used in the classroom. It is helpful to capitalize on and leverage what you’ve learned about your students by giving them choices in their learning, checking in with them on a regular basis, and making sure that different aspects of their backgrounds, identities, and experiences are represented throughout the course of instruction.
* Build a diverse, welcoming, and empowering learning community in your classroom so that all students feel safe and comfortable when discussing critical issues. To do this, you should guide students in connecting their own experiences, viewpoints, and perspectives to those of the peoples, cultures, or communities being discussed, and you should give them the opportunity to drive and take ownership of their learning. It is important to create a space that encourages open communication and dialogue, which might start by simply asking students about their interests and hobbies to make them feel comfortable and engaged in the discussion. While it is important to challenge your students to think about and analyze a variety of topics, make sure to empathize with your students and allow them to silently participate if they are not comfortable speaking about the topics being covered.
  + 1. **What activities are recommended for teaching social justice?**

There are a number of activities that can be used for teaching social justice in world language classrooms, and these activities can be adapted for any age, developmental, or proficiency level. It is important to remember that while it may be necessary to deviate from the target language when discussing some social justice issues, the majority of these discussions can and should be done in the target language. Click on each icon to learn more about some different types of activities you may want to use.

* Problem-posing activities, which involve posing a problem about cultural products, practices, or perspectives and asking students to discuss and reflect on them.
* Text analysis activities, which involve critically analyzing culturally authentic resources that are seen, read, or viewed in the classroom.
* Rights and policy investigations, which involve exploring how different peoples, cultures, and communities are affected by local or global regulations and ways in which people have responded to and taken action against such regulations.
* Individual experience investigations, which involve exploring different linguistic and cultural perspectives through individual interviews or group discussions.
* Reflection activities, which involve students critically reflecting on their identities and experiences and making comparisons between themselves and different peoples, cultures, and communities.
* Service learning or project-based learning, which involve students engaging with and advocating for members of the target culture or community in local or global contexts.

Click on the boxes to view additional resources and learn more about social justice activities that can be used in world language classrooms.

* + 1. **What resources can I use to support social justice teaching?**

Although social justice is interwoven into each of the standards, there is not a specific set of social justice standards included in the Massachusetts World Languages Framework. When incorporating social justice into your teaching practice, you may find it helpful to use Learning for Justice’s Social Justice Standards, which provide “a road map for anti-bias education at every stage of K-12 instruction”. The Standards are divided into four domains: identity, diversity, justice, and action. Click on each icon to learn more about these domains.

* The Identity domain involves students developing an understanding of the nature of their identities and those of others.
* The Diversity domain involves students developing awareness of ways peoples, cultures, and communities can be similar and different.
* The Justice domain involves students critically examining individual and systemic biases, injustices, power, and privilege.
* The Action domain involves students applying what they’ve learned to advocate for different peoples, cultures, and communities.
  + 1. **How do I include social and emotional learning in my classroom?**

Now, let’s talk about social and emotional learning. There are three important steps to follow for including social and emotional learning in the world language classroom. Click on each tab to learn more about these steps.

1. First, you should develop your own personal and professional SEL competence. This is important because your own SEL skills directly contribute to your overall classroom culture. To develop social and emotional competence, you may find it helpful to attend trainings related to mindfulness, resilience, and stress management; collaborate with colleagues to create a positive school culture and climate; and develop practices that support your personal and professional wellbeing.
2. Next, you should create an SEL-friendly classroom culture and learning environment. This involves providing a safe, encouraging, and motivating space for student learning that respects all types of learners. You can develop a positive climate by using student-centered teaching methods, encouraging interactive and cooperative learning, and modeling appropriate behavior and language that makes students feel comfortable and secure.
3. Last, you should explicitly and implicitly embed SEL into your instruction. Active, group-based learning activities may be helpful for integrating SEL into instruction, as games, projects, and discussions provide engaging opportunities for interacting with classroom content and strengthening SEL skills. Standards-based lessons and culturally authentic materials in the target language can also address SEL-related topics, encourage self-reflection, and support students’ understanding and appreciation of diverse peoples, cultures, and perspectives.
   * 1. **What activities are recommended for social and emotional learning?**

Here are some examples of age-, developmental-, and proficiency-level appropriate activities that can be used to promote social and emotional learning in elementary and secondary courses or programs. It is important to remember that while it may be necessary to deviate from the target language when discussing some social and emotional topics, the majority of these discussions can and should be done in the target language. Click on each picture to learn more.

* For elementary levels, it may be helpful for students to play therapeutic board games, engage in morning meetings and sharing circles, or participate in breathing, counting, and mindfulness exercises.
* For secondary levels, it may be helpful for students to journal and complete self-reflections, watch films with different representations of emotion, or participate in service learning and project-based learning.

Click the link at the bottom of the slide to learn about more activities and to explore the SEL Quick Reference Guide that was developed as a supplementary resource for the Framework.

* + 1. **What resources can I use to support social and emotional learning?**

Although social and emotional well-being is interwoven into each of the standards, there is not a specific set of social and emotional learning standards included in the Massachusetts World Languages Framework. When incorporating social and emotional learning into your teaching practice, you may find it helpful to use the CASEL Framework and additional resources available on the CASEL website, including

The CASEL Program Guide, which guides educators through the process of selecting an evidence-based SEL program that meets their needs and the needs of their students and classroom.

The CASEL Guide to Schoolwide Social and Emotional Learning, which guides educators through the process of organizing, implementing, and improving approaches to social emotional learning in their schools. This guide also includes targeted information about and guidance for effectively supporting SEL in the classroom.

CASEL Research to Practice Partnership Resources, including a research brief on transformative SEL with Latinx youth and a framework for building equitable learning environments in public school systems.

Click on the link at the top to learn more about CASEL, and click on each component of the graphic to view the resources discussed on this slide.

* + 1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience using equitable approaches to language teaching?
* Which of the social and emotional learning or social justice activities have you used in your classroom, and which would you like to use more?
* What policies and practices in your world language program should be reconsidered in order to provide an equitable education for all students?
* What resources do you find most helpful for teaching social and emotional learning and social justice?
  1. **Part 4: Equity and the Framework**
     1. **How does the Framework support equity in language teaching?**

The Framework supports equity in language teaching in several ways. Click on each icon to learn more.

* The Framework emphasizes the need for inclusive world language education. The vision of the Framework is that **all** Massachusetts students will acquire a high level of linguistic and cultural proficiency in at least one world language, and the first Guiding Principle talks about how world language education is for all students, regardless of age, linguistic background, or ability. This principle states that effective world language programs invite and support all students, including students who already demonstrate proficiency in a language or languages other than English and those who are novices to the world language, as well as students with diverse abilities.
* The Framework makes equity a key component of all the Guiding Principles by highlighting how world language education should empower students, value all cultures and languages, and include appropriate amounts and types of differentiation so that learning is accessible, rigorous, and appropriate for all students.
* The Framework provides two Practices that focus on social and emotional well-being and social justice in world language classrooms.
  + 1. **How do the Framework’s Practices promote equity?**

The final Practices 9 and 10 are based on the 2017 CASEL Social and Emotional Learning Competencies and research into the interconnectedness of language acquisition and social justice, as well as the ACTFL World-Readiness Standards for Learning Languages. The skills in these practices are not explicitly translated into standards, but rather are woven through all of the standards in the Framework. Click on each box to learn more about these practices.

* Social and Emotional Well-being is the focus of Practice 9, which is to develop and employ social and emotional skills that are inextricably linked to language and culture acquisition. This practice involves linking language, culture, and social and emotional development; demonstrating self-awareness, self-management, and social awareness; and enhancing relationship skills and making responsible decisions.
* Social Justice is the focus of Practice 10, which is to empower students to think and act with critical consciousness. This practice involves empathy, critical thinking, and prejudice reduction; understanding identities and participating in communities; and recognizing and correcting stereotypes, systems, and privileges.
  1. **Part 5: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 3. Let’s summarize the topics this module covered. In Module 3, we learned what equity is and why it is important for world language education; how to use equity to guide instruction, and what the relationship is between equity and the Massachusetts World Languages Framework.

You can check the Resources section for a one-page summary of the topics covered in this module and a list of references.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

* + - 1. **Question 1**

True or false: Equity is providing all students with the same learning opportunities, supports, and resources.

* + - 1. **Question 2**

What is social justice? Drag the words to fill in the blanks.

* + - 1. **Question 3**

Match the following statements with the corresponding component of social and emotional learning.

* + - 1. **Question 4**

Which of the following is not an activity that is recommended for teaching social justice?

* + - 1. **Question 5**

Which of the following steps is important for teaching social and emotional learning? Select all that apply.

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 4: Overview of Communication Standards and ACTFL Proficiency.

* + 1. **Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!