

Educator Mindsets for Equity

Navigating the chart: The chart can be read from left to right. Each mindset has an orientation (common ideas or thought patterns), an explanation of the orientation (describing the reason behind the thought patterns), and a consequence that results from the mindset.

Mindset	Orientation	Explanation	Consequences
EQUITY	Structural injustices distort success	See society as benefiting some and disadvantaging others	Low academic performance analyzed through lens of societal inequities and individual needs
EQUALITY	Everyone has a chance	View societal systems as basically fair or just	Low academic performance explained with "blame the victim" approach
ASSET	Student Potential	Identify and build on students' strengths	Culturally diverse students receive challenging and meaningful curriculum
DEFICIT	Student limitations	Students framed by shortcomings relative to school standards	Culturally diverse students taught with less rigor and lower expectations
AWARE	Courageous conversations	Understand student background informs learning	Consider race and other demographics in instruction and decision making
AVOIDANT	Deny difference	Do not recognize role of student background	Ignore race and other demographics in instruction and decision making
CONTEXT-CENTERED	Look at lived realities	View academic success as product of totality of students' daily lives	Students' lives in local context taken into account
CONTEXT-NEUTRAL	Focus on classroom	View schools and classrooms as closed systems of learning	Students' everyday interactions outside of classroom ignored

Adapted by the MIT TSL from R. Filback and A. Green of USC Rossier School of Education, and derived from the work of Bartolome, 2008; Hancock, 2011; Milner, 2010; Pollock, 2008"



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