Time to Act

How School Superintendents Keep Equity at the Center of Their Leadership

A Guide for Administrators

MAEC
Center *for* Education Equity

About MAEC

MAEC is an education non-profit dedicated to increasing access to a high-quality education for racially, culturally, linguistically, and economically diverse learners. We work to promote excellence and equity in education to achieve social justice.

About CEE

MAEC established the Center for Education Equity (CEE) to address problems in public schools caused by segregation and inequities. As the Region I Equity Assistance Center, CEE works to improve and sustain the systemic capacity of public education to increase outcomes for students regardless of race, gender, religion, and national origin. CEE is funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.
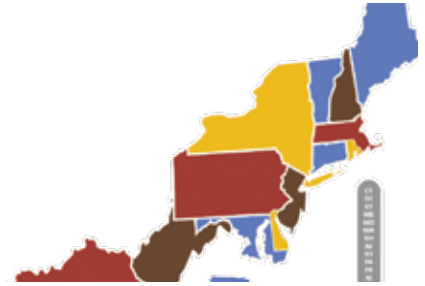
Authorship

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Introduction

How can education leaders keep equity at the center of their own practice and in their districts and schools? In the wake of the national uprising to end police brutality; equity issues are, for an increased number of Americans, top of mind. While school officials are grappling with how to bring students safely back to classrooms during a pandemic and provide them with a quality education, educators and the public are demanding that schools find remedies for systemic educational inequities. Clearly, now is the time for action. The Council of Chief State School Officers affirms, "While this moment brings challenges, it also offers the potential to rebuild education systems and schools that actively redress racial and other inequities. Returning to business as usual is not an option" (CCSSO, 2020).

Glenn Singleton, founder of Pacific Educational Group, advocates for top education leaders, e.g. superintendents and schools boards, to step up to make our education systems equitable.

> "Systemic equity transformation requires a shift in the organizational culture and climate of school systems and schools. That shift must flow from the highest-ranking leadership to and between staff in all divisions of the district. Achieving racial equity in education is an unapologetically top-down process. Boards of education, superintendents, and school leadership executives must take the lead and responsibility for transformation processes in their communities" (Singleton, 2018).

Superintendents who are dedicated to equity provide leadership and guidance for their colleagues, staff, and constituents to transform beliefs and practice. If you are a leader who is working with a team to move your school system toward more equitable practices, this guide is for you. We want to connect you to the many resources and like-minded leaders who are transforming their own practices to be equity-centered. This resource guide is structured around the many functions of superintendents' leadership, reimagining what it looks like when equity informs all discussions and decisions. Equity must be at the forefront as districts plan how to keep students safe and meet their educational and social-emotional needs.

Gleason and Berg (2018) developed a helpful framework of professional learning about equity that educators can use to examine their beliefs, actions, and systems. Their framework is driven by the shared belief that all students can learn. They write:

> **Beliefs:** The deep-seated beliefs and assumptions we develop are comfortable to us, and we depend on them to keep us psychologically safe. We resist changing them, and yet it is impossible to improve actions in lasting ways without first exploring these underlying beliefs. Because we are both participants in and producers of inequitable systems in ways we may not even realize, a commitment to advancing equity requires us to keep revisiting our beliefs and continually question how we may be stopping short of the belief that all students can learn, as evidenced in our actions.

> **Actions:** Teaching is complex work, requiring teachers to make hundreds of decisions every hour. We manage this complexity by developing routines. Having these routines allows some of our actions to run on autopilot, which is helpful as it frees part of our minds and bodies for decisions that require more of our attention.

> On the other hand, relying on routines reinforces patterns of behavior, at the individual and collective level, until we no longer question our actions, even when we should. A commitment to advancing equity means that we bring our actions in line with our belief that all students can learn. When we change our actions, we recognize ways in which our systems, designed for outdated actions, also need to be reconfigured.

> **Systems:** Systems are made up of interconnected beliefs, practices, people, organizations, policies, and structures. Our beliefs about what is possible and the actions we choose to take can feel as though they are limited by existing systems, which have longstanding inequities built into them. Ironically, the same beliefs and actions that are constrained by these systems have helped to shape them. It makes sense, then, that while we're working individually and collectively on our beliefs and actions, we are compelled to take action to transform these systems.

> Ideally, educators can develop these three interdependent dimensions with intentionality and in concert. If we expand only what we believe, the existing system will limit what we are able to do and leave us frustrated. If we change only what we do, our beliefs will continue to reinforce existing systems (consciously or unconsciously) and limit the effectiveness of our actions. Changing only our systems is equally futile, as what we do in those systems will be shaped by inequitable beliefs and habits, and thus result in no real change. Efforts to expand or change one dimension can only be lasting in the context of congruous changes in the others over time (Gleason & Berg, 2018).

Changes in belief, what we call "mindshifts," are essential for creating equitable education systems. First, everyone serving in schools needs to understand systemic racism and its impacts on the American education system. This includes challenging assumptions that are grounded in implicit bias. Second, everyone serving in schools must be open to taking action to transform practices and policies that produce inequities. This step prevents educators from contributing to a biased system that denies many children access to a quality education. This work is a journey; we invite you to be open to see, address, and collaborate to eradicate inequities in order to create better and more just education systems.

This guide frequently uses the term "we" — a reflection of MAEC's theory of action to increase educational equity. If we co-create an environment that enables educators to develop a common aim and work collaboratively, then we can create optimal conditions for teaching and learning.

Mindshifts of Superintendents

Who Keep Equity at the Center of Leadership

Mindshifts of Superintendents
Who Keep Equity at the Center of Leadership

Superintendents face enormous challenges to provide and sustain equitable outcomes for all students. It is not enough to make a public commitment to prioritize equity and opportunity for all students. Creating equitable outcomes requires superintendents to promote the critical examination of deep-rooted beliefs about race and culture in schools. School superintendents are charged with understanding the historical and contemporary sources of educational inequities and interrupting them (Honig & Honsa, 2020).

Superintendents can begin the journey to eliminate racial and cultural inequities by reflecting on their own attitudes, biases, and beliefs about students based on race, ethnicity, culture, language, gender identity, sexual orientation, religion, socio economic status, disability, and other characteristics. Uncovering (often) unconscious bias can be as difficult and painful as it is enlightening and liberating: Confronting bias is an essential part of being an authentic leader. Superintendents lead by example; by sharing their own journeys, they model their expectations for staff and other leaders in the district and community.

Beyond personal reflections and stated commitments to equity, superintendents must also take visible action. Inaction causes harm in two ways: First, it signals that leaders are enabling continued racism, prejudice, and bias perpetrated against communities of color and marginalized groups in schools. Second, leadership inaction inhibits the growth of White colleagues and community members, stifling those who seek to be good allies, and ignores the needed modeling and direction of those who have not yet begun or sustained their own equity reflection and actions.

A growing body of work has focused on educational leaders' commitment, traits, behaviors, and interactions to disrupt inequities in schools (DeMatthews & Mawhinney, 2014; Furman, 2012; Gooden, 2012; Theoharis, 2007). Superintendents putting equity in the center of their leadership know that equitable outcomes for all students will only occur when there is a change in adult attitudes and behaviors across the district. Therefore, superintendents must communicate that equity is an expectation and a priority, and they must provide training, support, and space for conversations and exploration of how best to transform schools into equitable and just places.

> "Recognizing the long history of separate and unequal education in the nation's public schools, it is incumbent upon equity-minded system leaders to state, explicitly, that they value all students, from all backgrounds. It's not enough, however, just to make a public commitment to this principle. If a district truly values equity, then it must ensure not only that schools provide equitable access to the best teachers and the most challenging coursework, but also that they provide culturally relevant curriculum, materials, and pedagogy that resonate with all students. If we're truly committed to social justice, then we need to take a deeper look at the ways in which bias and favoritism shape the decisions that get made in places like school board meetings and district offices — decisions having to do with everything from teacher recruitment to operations, curriculum planning, and assessment." — Dr. Joshua Starr, Chief Executive Officer for PDK International and former Montgomery County (MD) Public Schools Superintendent

School leaders who lead social justice and equity-oriented work can rely on Theoharis' (2009) framework for Equity-Oriented Change Agents (EOCAs). Skrla et al. (2009) describe EOCAs as persons with several attributes. We adapted the list based on our own experiences working with leaders to promote equity. Equity-Oriented Change Agents:
- have an equity attitude;
- initiate courageous conversations;
- demonstrate persistence;
- maintain an asset attitude; and
- maintain a coherent focus.

EOCAs influence others to join in the transformation of their schools. Superintendents and district leaders must cultivate and support EOCAs who can facilitate conversations, learning, and action.

An Example of Equity-Centered Leadership

As leaders of school districts, the voices and actions of superintendents should be the strongest in calling for change.

Xavier Botana, Superintendent of Portland, ME Public Schools, writes,

> I grew up understanding that my education was the one thing that nobody could ever take away from me. Knowing that not every student has the same opportunity to access that education is at the core of why I decided to become a superintendent. I strive to make overcoming obstacles for students who traditionally are not equitably served by our schools the driving force for every action I take as a district leader.

Mr. Botana tells more about his journey in this radio interview: https://www.themainemag.com/radio/radio-guests/xavier-botana/

When a superintendent truly infuses an equity mindset into a district, the outcomes for students are profound.

An Equity-Centered Resource Guide

This resource guide is designed to support superintendents and district leaders to increase action for equity, make necessary mindshifts to move away from historical and systemic inequities, and provide equity-centered leadership. We note that other education leaders often contribute to many of these specific functions. This resource guide is also for them.

The rest of this Section can be used as a self-assessment tool for superintendents. We discuss the challenges superintendents face in promoting and sustaining equitable outcomes for all students. We identify equitable practices across 13 functions that superintendents can lead or oversee, and we cite annotated examples of resources organized around beliefs, actions, and systems.

Superintendents and other leaders can review these functions and identify the specific areas they would like to work on. For each function listed, there is clarification of who typically performs the function, examples of what practices without a focus on equity look like, and indicators of what the function focuses on when there is equity-focused leadership. Reading the indicators of equity focused leadership may prompt superintendents to choose one or two of the functions and set short-term goals for themselves and with other administrators who perform specific function(s).

Section 2 of this guide offers additional resources for each function, so that superintendents may go directly to the function(s) they choose and select resources that will be most helpful.

Function 1

1 Engaging local school boards in prioritizing equity throughout the district

Superintendents' work with their boards is a crucial part of their leadership because the outcomes impact every aspect of education in the district.

Working with school boards is one of the most important roles of the superintendent. By establishing norms and relationships with members of the district's board, superintendents may be able to influence and inform the board as they fulfill their roles of policymaking, hiring, and budget oversight.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Board members may not have the awareness or inclination to prioritize equity. Boards do business as usual and are comfortable with the status quo. • Looking at equity raises all kinds of questions. Resource allocation has to be examined and policies and procedures reviewed through an equity lens. • While the board may be used to listening to segments of the community when there are complaints, they do not see the speakers as partners. Superintendents may need examples and a model to see how to move their boards and districts to address outcries about racism and inequity.	• Build a clear mission which is committed to equitable access, processes, treatment, and outcomes for all students, regardless of race, gender identity, national origin (English Learners), religion, disability, or socioeconomic status. • Recommend an equity audit of district policies to identify inequities and revise policies as needed. • Engage with the board in learning more about racism, White privilege, and unconscious bias and building a sense of urgency to address how these concepts operate in education. • Work in collaboration with parents/caregivers and various groups in the community to understand and better serve students and families who are diverse socioeconomically, racially, ethnically, in their proficiency in English, in their gender identity, in their religion, and/or in their ableness or disability. • Work in partnership with parents/caregivers, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop supports and opportunities for all students. • Propose and advocate for strategic goals and benchmarks for the district that put equity at the center, including a process for periodically reviewing progress.

Function 1:
Engaging local school boards in prioritizing equity throughout the district

BELIEFS _____

Resource

Gleason, S. & Gerzon, N. (2013). Growing Into Equity: Professional Learning and Personalization in High-Achieving Schools. Thousand Oaks, CA. Corwin.

Annotation

Gleason and Gerzon offer four case studies that show the values, professional learning practices, leadership, and systems that have helped schools transform learning. They describe how every teacher and student can access individualized learning in schools to narrow the achievement gap for all subgroups. The common thread is the commitment to equity.

ACTIONS _____

Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.

URL

https://tinyurl.com/wested-cpsel

Annotation

California's professional standards for education leaders provide statements of the actions effective leaders take to address equity, particularly in: Standard 1, Development and Implementation of a Shared Vision - Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students; Standard 5, Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard; and Standard 6, External Context and Policy - Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

SYSTEMS _____

Resource

Leverett, L. (2016). Systems Change and Governance: School Boards that Lead for Equity. Equity-Centered Capacity Building (ECCBN).

URL

https://capacitybuildingnetwork.org/article10/

Annotation

This resource discusses 12 actions school boards take to lead for equity. Having a strong equity focus supported by a thoughtful, deliberate and strategic board policy framework increases a board's opportunity to sustain an equity-based agenda during board or superintendent change.

2 Using disaggregated data to inform all decisions

District and school leaders perform this function, and superintendents are integral to ensuring that these leaders have guidelines and training for how to collect and analyze data. Superintendents are also responsible for reviewing recommendations the leaders make based on root cause analysis of equity gaps. Superintendents then act on the recommendations involving key stakeholders, including teams of leaders, other educators, families, and community representatives.

Superintendents need data to understand the needs of students and adults in their district, as well as to determine progress on established goals. Superintendents look at district and school data, disaggregated in a variety of ways, to determine if all students and adults have access to high-level learning and a sense of belonging in the school community. They know that when schools use an inquiry-focused protocol for looking at data, there are increases in student achievement.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Some districts do not have a systematic way to examine student achievement data, hiring patterns, or decisions about resource allocation. • Some educators or administrators who are uncomfortable using data may rely on their perceptions and past practices to inform decisions rather than using data to gain a broader perspective. • Some educators look at data and make decisions based on their initial reactions, rather than probing deeper and asking why the school or district is getting the results it is getting and what assumptions or biases might be affecting outcomes. Superintendents might be wondering how to do a better job of using data to inform decisions.	• Establish collaborative data inquiry teams that engage in continuous data inquiry cycles about equity issues. • Educate data inquiry teams about selecting or gathering data from multiple sources to identify root causes of equity gaps and possible biases and assumptions. • Ensure that data inquiry teams identify disproportionalities by race, ethnicity, gender identity, socio economic status, disability, and other marginalized populations. • Examine the links between student learning data, instructional practice, curricula goals, and assessment practices. • Consider and act on data teams' recommendations about addressing root causes of inequity.

Function 2:   Using data to inform all decisions

BELIEFS   _____

Resource   Center for Education Equity (CEE) at MAEC. (2018). Exploring Equity Issues: Educators Use Data and Find Solutions to Improve Equity.

URL   https://maec.org/wp-content/uploads/2018/09/Exploring-Equity-Educators-Use-Data-and-Find-Solutions-to-Improve-Equity.pdf

Annotation   This article describes how to use a data inquiry cycle to identify and address equity gaps.

ACTIONS   _____

Resource   Bocala, C., Henry, S.F., Mundry, S., & Morgan, C. (2014). Practitioner Data Use in Schools: Workshop Toolkit. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands.

URL   https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=400

Annotation   This workshop toolkit is designed to help teachers and administrators use education data more systematically and accurately. The workshop introduces teams of practitioners to a data inquiry cycle and provides them with a set of structured activities to identify and investigate a specific question and make decisions about instructional planning.

SYSTEMS   _____

Resource   Fabillar, E. (2018). Systemic Equity Review Framework: A Practical Approach to Achieving High Educational Outcomes for All Students. Education Development Center (EDC).

URL   https://www.edc.org/systemic-equity-review-framework-practical-approach-achieving-high-educational-outcomes-all-students

Annotation   EDC compiles quantitative and qualitative data, makes data and findings accessible to multiple stakeholders, provides analytic support to help educators and policymakers incorporate data-based inquiry into regular decision making, and supports partners in translating findings into actionable steps toward educational equity.

Function 3

3 Developing and implementing goals for diversity, equity, and inclusion

Superintendents work with key stakeholders to set goals for the district that are based on the district's vision and data. They strategize with district and school leaders about how to operationalize their S.M.A.R.T. goals. Superintendents check in regularly with school leaders to monitor progress and address challenges.

This function requires that superintendents set priorities and establish goals for diversity, equity, and inclusion. This work is crucial, especially because of the impact of the pandemic and the recent calls for social justice. Beginning the work requires setting goals that are specific, measurable, attainable, relevant, and timebound (S.M.A.R.T.). Functions 1 and 2 are foundational to building equity goals.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Some superintendents may acknowledge that their districts have not done this work in an ongoing and meaningful way. • Inadequate, one-time events like holiday fairs and Black History Month may be the extent of the attention paid to equity and inclusion. • Policies and practices may reflect the wishes and needs of the privileged cultures in the community and some parents may not believe there has been much focus on the students who are underserved or not being served at all (New Education Majority, 2016). • Disaggregated data helps school communities examine what opportunities to learn are being provided and to whom. The labels used with disaggregated data - race, socioeconomic status, or academic need - may be used as an excuse for student outcomes. • Board members and administrators who do not yet know about or understand privilege, unconscious bias, and systemic racism find themselves responding defensively when equity issues are raised by parents or community members. Superintendents may want to transform their districts but be unsure how to tackle such complex and highly visible issues.	• Create professional learning experiences for all staff that are ongoing throughout the year in which staff learn how to have courageous, crucial, or hard conversations. Key topics to address include privilege, unconscious bias, systemic racism, and equality. • Investigate equity issues that commonly plague districts (e.g., disproportionality of suspensions of students of color, lack of students of color in advanced courses, disproportionality of students who are Black or Latinx receiving special education services, absent or inadequate policies about protecting rights of students who are LGBTQIA+, anti-Semitic graffiti, and anti-Muslim statements). • Identify possible reasons for equity gaps and plan for ways to address them. • Develop equity policies that are informed by stakeholders and those most impacted by the policies. • Create accountability practices through performance measures, including developing racial equity competencies. • Establish specific goals, action plans, and timelines to reach equity goals.

Function 3:   Developing and implementing goals to operationalize social justice

BELIEFS _____

Resource
DiAngelo, R. (2018). White Fragility: Why It's So Hard for White People to Talk About Racism. Boston: Beacon Press.

URL
https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be

Annotation
DiAngelo explains what White fragility is, how it furthers racial inequality, and what to do to engage constructively in preventing it.

ACTIONS _____

Resource
Maryland State Department of Education. (2018). Equity and Excellence: A Guide to Educational Equity in Maryland.

URL
https://tinyurl.com/MSDEGuidebook

Annotation
This Maryland guide, intended specifically for Local School Systems (LSSs), teaches educators how to apply an equity lens to all aspects of their work, and identifies how to develop and implement educational equity policies, especially around each school system's ESSA Consolidated Strategic Plan.

SYSTEMS _____

Resource
Fabillar, E. (2018). Systemic Equity Review Framework: A Practical Approach to Achieving High Educational Outcomes for All Students. Education Development Center (EDC).

URL
https://www.edc.org/systemic-equity-review-framework-practical-approach-achieving-high-educational-outcomes-all-students

Annotation
EDC's framework supports districts in examining key interrelated elements or indicators of equity to include achievement status, educational opportunities, social-emotional supports, and climate and culture. EDC recognizes that districts are most likely working to address inequities and that their progress resides along a continuum of growth. This framework not only promotes the importance of examining existing student data, but also that districts closely examine current policies, practices, norms, and structures.

4   Allocating resources

Superintendents set the priority for the district to allocate resources to meet the needs of all students and establish criteria for district and school leaders to do the same within their budgets.

Superintendents know that if they want to achieve equity for all students, they need to devote appropriate financial and human resources to make that happen. When activities to address these goals are inadequately funded, school staff often conclude that the goals are not really important or a priority. They may justify not achieving the goals because they didn't have the resources.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Budgets may not be determined based on guiding principles or equity priorities. • Many school districts allocate resources equally on a per pupil basis, thinking that is the fairest way to do it. They do not realize that equal is not the same thing as equitable. Funding schools equally often does not result in equally-performing or equally-furnished schools; the schools in more wealthy areas can afford to have their PTA fundraise for whatever the district does not provide, whereas schools in less wealthy areas cannot close the gap in the same way. Equal is giving the same thing to everyone. Equitable means allocating resources where they are needed the most to achieve equitable progress in learning across the district. • Communities, school boards, and parents/caregivers will likely benefit from learning why the distinction between equitable and equal guides decisions about resource allocation in order to obtain equitable achievement for all students. Superintendents may see that their districts are not effective or creative in allocating their resources.	• Determine school budget allocations based on the needs of students. • Allocate additional resources to provide support for students at risk of not meeting standards and/or thriving within the school community. • Establish equitable, flexible, transparent funding systems and auditing to assure that resources are allocated based on student need. • Provide funding to ensure that all students are being taught by highly effective teachers and providing the induction, mentoring, and ongoing professional learning needed. • Build a funding safety net to ensure the allocation of resources to support students in need.

Function 4: Allocating resources

BELIEFS

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Resources
Rubenstein, R. (2016). The School Finance Perspective on Equity. Advanc-ED. Source.

Annotation
Rubenstein draws from school finance research and policy to discuss critical questions about how to define, measure, and ultimately address educational inequities.

ACTIONS

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Resources
Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.

URL
https://tinyurl.com/wested-cpsel

Annotation
This standard is particularly relevant to superintendents making decisions about allocating resources. Element 3D: Fiscal and Human Resources - Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

SYSTEMS

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Resources
Willis, J., Krausen, K., Caparas, R., & Taylor, T. (2019). Resource allocation strategies to support the Four Domains for Rapid School Improvement. The Center on School Turnaround. San Francisco, CA: WestEd.

URL
https://csti.wested.org/wp-content/uploads/2019/10/CST-Resource-Allocation-Strategies-Four-Domains_FINAL.pdf

Annotation
WestEd offers resource allocation strategies for how school districts can maximize the use of existing resources to support the practices outlined in the Four Domains or other district-determined priorities.

5 Recruiting and hiring administrators and teachers for assignment in specific district roles or schools

Though most superintendents are not charged with hiring employees, effective superintendents set clear expectations about their equity priorities when it comes to hiring. Superintendents prioritize staff assignments to create diverse student and staff populations.

Superintendents know that effective principals and teachers are key factors in student achievement, well-being, and students' views of themselves as learners.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity

• Some superintendents might be taking a closer look at their districts' practices of recruiting, hiring, and placing teachers and administrators.
 	
• Teacher and principal recruitment efforts may not be focused on hiring teachers of color or of different gender identities. Why is that? Too many teacher applicants are recruited through word of mouth and chosen based on being "a good fit" for the community. Teacher recruitment may draw upon colleges of education that graduate few teachers of color.
 	
• Schools serving students of color, economically disadvantaged students, and/or students who have the greatest social-emotional learning and academic needs, may be disproportionately staffed by inexperienced teachers and principals.
 	
• Superintendents may want their district to hire more teachers and administrators of color and to assign them throughout the district knowing the positive impact teachers of color can have on students of color (Gershenson, 2017), but be worried about contract issues or staff morale.
 	
Superintendents may need help tackling these issues and changing how decisions about staffing are made.
	• Establish priorities for recruiting, hiring, and placement, and communicate these expectations to every person performing these functions:
	
	  o Hire and support staff of color for jobs at all levels in the district.
	
	  o Hire percentages of teachers of color to match the racial/ethnic percentages of enrolled students of color.
	
	  o Revise recruitment strategies to increase the applicant pool of people of color to meet hiring goals.
	
	  o Place diverse teachers in schools proportionate to the populations of students.
	
	  o Assign experienced teachers to the most academically challenged students.
	
	• Review and revise teacher placement patterns to minimize segregation in schools.
	
	• Provide incentives for intra-district transfer programs for students and teachers to attend schools with greater diversity.

Function 5:
Recruiting and hiring administrators and teachers for assignment in specific district roles or schools

BELIEFS _____

Resource	Berry, B., Rasberry, M. & Williams, A. (n.d.). Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NCBT Summits and Other Policy Initiatives. Center for Teaching Quality & National Education Association.
URL	https://files.eric.ed.gov/fulltext/ED519714.pdf
Annotation	Berry, Rasberry, and Williams make recommendations for recruiting, hiring, and retaining quality teachers, and give examples throughout the U.S. of districts that are successful.

ACTIONS _____

Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Inclusive Practice Tool: Massachusetts Superintendent Rubric Resource. Educator Effectiveness Guidebook for Inclusive Practices.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	DESE's tool includes multiple examples of 22 functions and indicators of inclusive practice for superintendents. One of the indicators is: "Displays vision and mission statements throughout the district that reflect a shared commitment for high achievement for all. This vision is reflected in decision making, curriculum, and community engagement decisions."

SYSTEMS _____

Resource	Center on Great Teachers & Leaders. (2020). Taking Action: Moving Toward Equity. American Institutes for Research.
URL	https://gtlcenter.org/learning-hub/equitable-access-toolkit/moving-toward-equity/taking-action/recruiting-selection-and-hiring
Annotation	The GTL Center toolkit on recruitment, hiring, and placement strategies is an interactive site with strategies and resources from many states and districts.

6 Mentoring and inducting, supervising, and evaluating administrators and teachers

Superintendents assure that their district has a comprehensive mentoring and induction program and communicate expectations to the director of that program. Superintendents clarify and communicate expectations of supervisors and evaluators (see next page for specifics).

Most superintendents know that mentoring and induction programs for new teachers help them become better teachers faster. This is because mentors serve as coaches, helping new teachers plan to meet students' needs through culturally relevant curriculum and pedagogy; and as trusted colleagues, listening and responding to new teachers' questions, doubts, and fears.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity

• Some superintendents might be taking a closer look at their districts' practices of recruiting, hiring, and placing teachers and administrators.
 	
• Teacher and principal recruitment efforts may not be focused on hiring teachers of color or of different gender identities. Why is that? Too many teacher applicants are recruited through word of mouth and chosen based on being "a good fit" for the community. Teacher recruitment may draw upon colleges of education that graduate few teachers of color.
 	
• Schools serving students of color, economically disadvantaged students, and/or students who have the greatest social-emotional learning and academic needs, may be disproportionately staffed by inexperienced teachers and principals.
 	
• Superintendents may want their district to hire more teachers and administrators of color and to assign them throughout the district knowing the positive impact teachers of color can have on students of color (Gershenson, 2017), but be worried about contract issues or staff morale.
 	
Superintendents may see that their districts are not effective or creative in allocating their resources.
	• Require that directors of mentoring and teacher induction programs:
	  o Use mentor practice standards (such as those from the New Teacher Center).
	  o Provide mandatory and rigorous professional learning opportunities for mentors and new teachers on culturally responsive instruction.
	  o Build relationships with students who are racially or culturally different from themselves, and create/promote positive school climate.
	• Require that supervisors and evaluators:
	  o Use teaching standards and indicators of culturally responsive instruction in supervision. This helps teachers use classroom observation data from mentors to self-reflect and discuss ways to improve their practice.
	  o Use teacher or administrator standards to guide evaluations and include assessment of teachers' proficiency in trauma informed and culturally responsive instruction.
	  o Learn and be mindful about their own unconscious bias and work with teachers and principals to do the same.
	  o Assure that they and those they supervise are identifying and eliminating ways that privilege and racism permeate their district.
	• Ensure that school administrators identify novice teachers at risk of leaving the school and/or the profession, talk with them about their experiences, and provide necessary support or make changes in practices or conditions needed to retain them.

Function 6:   Mentoring and Inducting; Supervising; and Evaluating

BELIEFS ——

Resource	Achinstein, B. & Athanases, S.Z. (2005). Teaching and Teacher Education, 21(7), 843–862.
URL	https://vimeo.com/43995390
Annotation	Achinstein and Athanases describe what mentors need to know and be able to do to focus new teachers on diversity and equity, and what this knowledge base looks like in practice, particularly related to the complexities of mentoring for equity.

ACTIONS ——

Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.
URL	https://tinyurl.com/wested-cpsel
Annotation	This standard is particularly relevant to superintendents making decisions about supervising and evaluating - Standard 5: Ethics and Integrity.

SYSTEMS ——

Resource	Southern Regional Education Board (SREB). (2018). Mentoring New Teachers—A Fresh Look: How can renewed approaches to mentoring help new teachers? Educator Effectiveness.
URL	https://tinyurl.com/sreb-newteacher
Annotation	SREB describes things that district and school leaders should concentrate on when designing, implementing, or improving mentoring programs for new teachers. In order to ensure that teachers and their mentors receive the type of support with the most impact, they suggest three areas of action: rethink program areas that affect mentors; address challenges that new teachers really face; and use a tiered process to respond to needs.

7 Assigning student placement

Superintendents set equity guidelines for class placement that school leaders and their placement teams will incorporate into their school-based processes.

While superintendents are not generally involved in assigning student placement, they need to set the tone for the district because student placement has profound implications for equity. While 83% of teachers in the US are White, fewer than 50% of public-school students are White. This mismatch can have a negative impact on students of color. For example, various studies have found that students who are Black are referred less frequently to gifted programs if their teacher is White (Grissom and Redding, 2016). Conversely, teachers of color can have a positive impact on students of color. For example, male students who are Black that have at least one teacher who is Black during their school years often have higher academic achievement and a greater likelihood of going to college (Gershenson, 2017).

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Superintendents may work in districts where standardized assessment results alone are used to place marginalized and underserved students in low-level classes. • Data may show that students of color, economically disadvantaged students, and English Learners are disproportionately placed in low-level classes or with inexperienced teachers. • Principals may identify that some parents and not others influence student placement. Some superintendents may be reluctant to address these issues because they envision public outcry when privilege is challenged. Yet, they know they need to set and convey guidelines for equitable placement and communicate them to school leaders.	• Remove barriers and actively encourage students of color, low-income, and underserved students to enroll in rigorous and advanced courses, and support their success. • Assign highly effective teachers to students who have the greatest need. • Provide incentives for intra-district transfer programs for students and teachers to attend strong diverse schools. • Establish programs to support students' learning outside of special education that are readily available to students throughout the school year. • Determine and employ a process for parent/caregiver input on student placement, which is communicated to all parents/caregivers, and provides equal opportunities within the process.

Function 7: Assigning student placement

BELIEFS _____

Resource	Goldhaber, D., Quince, V., & Theobald, R. (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. Phi Delta Kappan, 100(8), 14-19.
URL	https://kappanonline.org/teacher-quality-gaps-us-public-schools-trends-sources-implications-goldhaber-quince-theobald/
Annotation	Goldharber, Quince, and Theobald studied teacher quality gaps throughout the U.S. They offer reasons for the gaps and suggest ways districts and states should respond to the inequities based on the specific reasons for the gaps.

ACTIONS _____

Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Massachusetts Playbook: Equitable Access to Excellent Educators.
URL	https://www.doe.mass.edu/edeffectiveness/equitableaccess/
Annotation	The MA DESE playbook includes a multitude of resources in a variety of formats about educator effectiveness and inclusive practice.

SYSTEMS _____

Resource	Cowan, J., Goldhaber, D., & Theobald, R. (2017, October). Teacher Equity Gaps in Massachusetts. ESE Policy Brief.
URL	https://files.eric.ed.gov/fulltext/ED589944.pdf
Annotation	Cowan, Goldhaber, and Theobald looked for evidence of whether all students—and particularly those who are disadvantaged—are assigned equitably to the most effective educators. They define discrepancies in the allocation of teacher assignments across different student types as teacher equity gaps. In this brief, they focus on equity gaps by students' socioeconomic status, comparing low income students (defined as those who received free or reduced-price lunch) to non-low income students.

8 Requiring and engaging in professional learning

Superintendents set expectations for district and building administrators about the quality and frequency of professional learning and the need for everyone to participate in on-going professional learning in the district.

School districts are learning institutions, and the superintendent is the lead learner. Systemic racism must be addressed by administrators and other educators who examine their own unconscious bias and actively work to change policies, actions, and systems that are based on bias. Professional development for teachers must be relevant for all cultures and reflect principles of adult learning. Professional learning should be required, rigorous, and regularly scheduled for all educators to support them to change inequitable practices and transform schools.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Some districts may provide very little staff development, only offering short, one-size-fits-all training sessions that are infrequent, rather than creating the opportunity for ongoing professional learning that is embedded in teachers' everyday work. Learning is often not tied to teachers' needs or level of experience. • Administrators don't typically participate in training and learn with teachers. • There may be few or no opportunities for learning about anti-racism, bias, and privilege. Superintendents in these districts may know it is insufficient and want to shift their thinking and actions, but are challenged to find ways to build ongoing systems for professional learning that explicitly address equity.	• District and school leaders participate in regular and ongoing professional learning to advance equity-oriented work, including courageous, crucial, or hard conversations, leadership and change, personalized learning, data use, and formative assessment. • Embed professional learning by continuing discussions about race and equity in leadership meetings and professional learning communities (PLCs). • Require all educators to participate fully in professional learning. • Provide regular and on-going professional learning to all district employees on countering unconscious bias and institutional racism. • Schedule professional learning and coaching for all teachers and instructional leaders on trauma-informed teaching, formative assessment, and personalization. • Assure that professional learning connects to adults' cultures and experiences and the needs of adult learners. • Ensure that schools have ongoing, embedded professional learning time for teachers to collaborate in support of students and carry out effective teaching, learning, assessment, and organization of student supports.

Function 8:   Professional Learning

BELIEFS _____

Resource   Gleason, S.C. & Berg, J.H. (2018). Come together for equity: Rework beliefs, actions, and systems through professional learning. The Learning Professional: The Learning Forward Journal, 39(5), 25.

URL   https://learningforward.org/journal/october-2018-vol-39-no-5/come-together-for-equity/

Annotation   Gleason and Berg suggest objectives educators might pursue on their own, in teams, or as a whole school, to learn more about beliefs (mindsets and relationships), actions (practices and routines), and systems (policies and structures).

ACTIONS _____

Resource   Gleason, S.C. & Berg, J.H. (2018). Come together for equity: Rework beliefs, actions, and systems through professional learning. The Learning Professional: The Learning Forward Journal, 39(5), 25.

URL

                      https://learningforward.org/journal/october-2018-vol-39-no-5/come-together-for-equity/

Annotation   Gleason and Berg provide a reflection and planning tool to advance equity through inquiry on beliefs, actions, and systems-- existing, new possibilities, and potential challenges.

SYSTEMS _____

Resource   Gleason, S. & Gerzon, N. (2013). Growing Into Equity: Professional Learning and Personalization in High-Achieving Schools. Thousand Oaks, CA. Corwin.

Annotation   Gleason and Gerzon offer four case studies that show the values, professional learning practices, leadership, and systems that have helped schools transform learning. They describe how every teacher and student can access individualized learning in schools to narrow the achievement gap for all subgroups. The common thread is the commitment to equity.

Function 9

9 Sharing responsibility for learning, including instruction, curriculum, and assessment

Superintendents communicate frequently with building and district leaders about specific expectations they have for these crucial functions for learning, and support the schools to implement equity-centered instructional practices.

Instruction, curriculum, and assessment are primarily the domains of teachers and other educators. Building administrators are instructional leaders, with support from curriculum coordinators, coaches, and department chairs. All are continuing to learn from research and about developments in instruction and student learning. Because inequity, trauma, racism, and unconscious bias collude to undermine and disempower students, educators must know how to counter the effects of these barriers to learning. For example, the growing field of formative assessment, in which teachers share responsibility for learning with students, produces higher increases in student achievement and more positive and constructive relationships around learning between and among students and their teachers. Personalized learning is another field that is showing impressive gains in student learning. It is based on knowing each student—their strengths and assets, their interests, their needs—and planning with them individually to chart their course of study. As with formative assessment, when students have more agency, they learn more.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity

• Some superintendents work in districts where classroom instruction and supplemental learning opportunities are not differentiated based on the needs of students.
 	
• Curriculum and materials are not representative of all the cultural backgrounds of students.
 	
• There are no clear policies for selecting and adopting effective instructional materials or informing instructional decisions aligned to student needs.
 	
• Students of color and from culturally diverse backgrounds are disproportionately enrolled in low-level courses.
 	
• Students are labeled in need of special education without having experienced multiple interventions.
 	
• Teachers have lesson plans for the entire class and do not personalize instruction based on individual students' culture, interests, strengths, and academic needs.
 	
• Many students of color and those who are low-income, English Learners, and/or have special needs may lack access to technology-based learning opportunities appropriate to their needs.
 	
Superintendents who want to transform instruction to align more directly with students' needs will require resources, models, and strategies to lead change.
	• Assure that:
	
	  o All educators are using research-based educational pedagogies, including culturally responsive teaching, personalization, formative assessment, and restorative practice.
	
	  o There is a strong early literacy and early math program and students who are struggling are identified early on and givien multiple supports to get them on track, such as tutorials and computer assisted practice.
	
	  o Social-emotional learning is embedded in all classrooms and curriculum and continues throughout the school year.
	
	  o Digital literacy is embedded in instruction.
	
	• Increase participation of students of color in advanced course work.
	
	• Monitor instructional practices and methodologies that are being used to ensure they meet the needs of underserved students and promote all students achieving the standards of learning.
	
	• Provide Multi-tiered Systems of Support to identify different or additional academic or social-emotional supports for students' social-emotional needs and academic growth.
	
	• Integrate the use of technology, including access to devices, web-based services, and practices for teaching and learning to eliminate the digital divide.

Function 9:   Sharing Responsibility for Learning, including Instruction, Curriculum, and Assessment

BELIEFS _____

Resource

Love, B., Muhammad, G., Simmons, D. & Jones, B. (2020, June 23). Abolitionist Teaching and the Future of Our Schools [Video]. Haymarket Books.

URL

https://www.youtube.com/watch?v=uJZ3RPJ2rNc

Annotation

Love et al. engage in a conversation about abolitionist teaching and antiracist education.

ACTIONS _____

Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.

URL

https://tinyurl.com/wested-cpsel

Annotation

This standard is particularly relevant to superintendents overseeing instruction and curriculum - Element 2B: Curriculum and Instruction. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

SYSTEMS _____

Resource

Jaquith, A. (2020, June). A Systems Approach to Creating an Ecology of Equity in a High-Poverty School District. Scope, Field Facing Memo #6.

URL

https://edpolicy.stanford.edu/sites/default/files/scope-pub-systems-approach-ecology-equity-brief.pdf

Annotation

Jaquith highlights the superintendent's leadership and the ongoing work of the Sunnyside Unified School District (SUSD) to create an ecology of equity by developing a school system that fosters a belief in each person's capacity to learn, and increases students' opportunities for success by helping students take responsibility for their own learning through the use of evidence.

10   Engaging students

Superintendents model these expectations and commit to increasing student engagement at the district level. Superintendents also communicate their expectations for building administrators to set goals to assure that all students are engaged, and periodically review their progress with students.

Student engagement matters. Engaged students are more likely to perform well on standardized tests, persist through academic struggles, gain better social skills, and be less likely to drop out of school (Finley, T. 2015; Martin, J. & Torres, A., 2016). Students need to feel respected, valued, challenged, and supported. Everyone in the district — students, teachers, administrators, and other staff — will be more engaged if all interactions are characterized by these qualities. Student engagement is largely the domain of teachers and other educators in schools.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Districts where a teacher-centered approach to instruction remains the focus of teaching and learning, where schoolwide structures and classroom instruction do not integrate culturally relevant information into academics, and where students are only able to demonstrate knowledge and skills through teacher-made or standardized assessments, are unlikely to have high student engagement. • Students who are not engaged tend to act out or be less productive in class. Discipline referrals seldom come from classrooms where students are engaged and have agency. Superintendents who want to increase engagement can be informed by indicators of equity centered leadership.	• Invite student voices in discussions of issues that directly affect students, and respect and consider their suggestions. • Support and require that teachers design or co-construct student-centered and project-based learning at each grade level. • Require that students be afforded multiple ways to demonstrate their proficiency in standards. • Insist that teachers and other educators utilize culture as an asset to support engagement and success for all students. • Ensure that educators provide opportunities for students to build positive and healthy relationships with their fellow students, educators, and members of the community. • Ensure that all staff are aware of the impact of micro- and macro-aggressions on the well-being of marginalized people, and expect all staff to disrupt inequitable practices by students and adults any time they see or hear them. • Explicitly focus on all school staff building relationships with students who come from different cultural or racial backgrounds. • Urge the inclusion of all students in the school community by offering specific structures or clubs that students request or that would support or be of interest to them.

Function 10: Engaging Students

BELIEFS _____

Resource

Hammond, Z. (2014). Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students [Webinar].

URL

https://www.youtube.com/watch?v=O2kzbH7ZWGg

Annotation

Hammond draws on cutting-edge neuroscience research "to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction." The book includes ways to build students' learner operating systems and prepare them to become independent learners

ACTIONS _____

Resource

Zinn Education Project. Teach the Black Freedom Struggle Online Classes. People's Historians Online, Spring 2020 Theme.

URL

https://www.zinnedproject.org/news/peoples-historians-online-spring-2020/

Annotation

Mini sessions of the Zinn Education Project from March - July 2020 include highlights from the session, a list of the resources recommended by the presenters and participants, participant reflections, and a full video recording. The theme is the Black Freedom Struggle: From Reconstruction to the Civil Rights Movement. It includes materials on many topics of interest to students, such as Teenagers in the Civil Rights Movement, the Student Nonviolent Coordinating Committee, Black Athletes, and the Black Freedom Struggle.

SYSTEMS _____

Resource

Trowler, V. & Trowler, P. (2011). Student Engagement Toolkit for Leaders. Leadership Foundation for Higher Education.

URL

https://tinyurl.com/trowlertrowler

Annotation

Trowler and Trowler designed this toolkit for leaders in higher education wishing to enhance and promote student engagement in, and beyond, their institutions. Student engagement is the investment of time, effort, and other relevant resources by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution.

Function 11

11 ## Creating positive school climate and discipline

Superintendents collaborate with building administrators to establish criteria and goals to develop a positive school climate and measure how students and adults experience school climate.

In 2016, the Department of Education instructed, "Students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. Positive school climates foster trust, respect, communication, and cooperation among students, school staff, parents, and the community at-large. By improving school climate, schools lay the foundation for improving daily school attendance and high achievement by all students." Positive school climate and student engagement have been linked with higher academic achievement (Konold et al., 2018).

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Superintendents who are in districts that use a zero-tolerance approach to misbehavior may not know that such policies do not improve school climate; to the contrary, they have a negative impact on student engagement and success. • The punishment for misbehavior is frequently student suspension and most suspensions are for non-violent and vague behaviors, such as tardiness or having a bad attitude. Student suspension is often disproportionately high for students who are Black. Students being pushed out of school too often find themselves in the school-to-prison pipeline (Education Law Center, n.d.). Superintendents in these districts may be looking for ways to improve school climates and be ready for change.	• Establish schoolwide positive behavioral expectations by including student, teacher, and parent voices to create fair and consistent student discipline policies and rules. • Implement restorative practices to promote a positive school climate and to keep suspension and expulsion as a last and infrequent course of action. • Identify and address biases and systemic barriers. • Create clubs and organizations that match students from all backgrounds with adults to build support for students' academic and social-emotional success (Hurd and Deutsch, 2017). • Promote inclusion of all students in the school community by inviting students to start groups they are interested in and to build more student agency.

Function 11: Creative Positive School Climate and Discipline

BELIEFS _____

Resource
Forthcoming from: The Center for Education Equity (CEE) at MAEC. (2021). Getting Started with Restorative Practices in Schools. Bethesda, MD: MAEC.

URL
https://maec.org/

Annotation
This guide includes research about the disproportionate suspension of students based on race and/or disabilities and the impact of suspension on life outcomes. It offers a multitude of suggestions and resources for administrators and teacher leaders to begin or enhance restorative practices in their schools and districts.

ACTIONS _____

Resource
Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.

URL
https://tinyurl.com/wested-cpsel

Annotation
This standard is particularly relevant to superintendents striving to create a positive school climate - Element 3: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each student.

SYSTEMS _____

Resource
Stutzman Amstutz, L., Canazaro, S., Galkowski, L., Gwinn Nutter, M., Riese, J., & Rush, L. (2018). Establishing a Restorative Mindset: Considerations for Adults in Schools. Center for Safe Schools.

URL
https://www.safeschools.info/content/establishing-a-restorative-mindset-considerations-for-adults-in-schools.pdf

Annotation
The authors describe a restorative mindset and how it connects with restorative practices, conflict and peer abuse, and discipline.

12   Engaging parents and caregivers

Superintendents communicate their districts' interest in strong partnerships with parents and caregivers, and initiate collaborations with community groups to increase the involvement of parents of color. Superintendents also establish goals for increasing parent and caregiver engagement and communicate them to building administrators, so that strategies may be developed to attain those goals.

Superintendents know that engaging parents and caregivers is a crucial way for schools to build partnerships and often have positive results for students. They may have seen research that shows that students whose parents/caregivers are involved with their school have higher academic achievement, better school attendance, higher motivation, and better classroom behavior (Sheldon, 2011; Weiss et al., 2011). However, parents of color sometimes express the feeling that they are not welcome in the school or that their opinion is not respected. In part, this may be because many parents of color, when surveyed, do not believe that their children receive the same quality of education as their White peers (New Education Majority, 2016). If parents of color communicate their concerns with the principal and teacher, they might wonder if unconscious bias is impacting the way they are treated.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Some superintendents may be in districts that don't encourage parental engagement, such as by scheduling "open houses" and parent-teacher conferences during the school day, at times that many parents who are working outside their home are not available. • If schools communicate with families in writing and only in English and Spanish, parents/caregivers who speak other languages will feel excluded. If families typically hear from school personnel only when there is a problem, parents and caregivers likely won't feel valued as members of the school community. Superintendents may have tried to address this situation with little success, and be ready to shift their thinking.	• Seek out and build opportunities to hear the needs and priorities of parents/caregivers. • Continue and expand parent engagement practices that acknowledge parents/caregivers as the center of their children's learning, with school communities as allies. • Utilize a deep understanding of social identities and demographics in all communication. • Prompt school staff to build relationships with parents/caregivers by focusing on student success and positive traits, not just their student's infractions. • Ensure that all communications to parents/caregivers are provided in their home language. • Use multiple methods of outreach to communicate with parents/caregivers, such as phone calls, texts, social media, and fliers. • Schedule school events and parent-teacher conferences at times that are convenient for parents/caregivers who work outside the home, and providing daycare during these meetings, if possible. • Engage parents, especially those of marginalized students or who themselves are members of marginalized communities, to participate in task forces to address issues they and/or their children face and value their participation and ideas. • Build the capacity of parents/caregivers to advocate for an equity agenda in all aspects of the school district. • Designate space and time for parents/caregivers to share experiences and concerns. • Assure that culturally relevant reading materials are offered to all parents/caregivers to use with their children, including books by authors of many cultural identities and books that feature the diversity of the student population, a variety of family configurations, female protagonists, and non-stereotypical content.

Function 12:   Engaging Parents/Caregivers

BELIEFS _____

Resource	California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens.
URL	https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf
Annotation	This toolkit is designed to promote family engagement. It was developed to help districts and schools by providing practical planning and evaluation tools that support efforts to engage all families, particularly those of underrepresented and underserved students.

ACTIONS _____

Resource	Lozano, M. & Basterra, M.d.R. (2020, May 19). A Conversation with Latinx Families [Webinar]. Center for Education Equity at MAEC.
URL	https://maec.org/covid-19/a-conversation-with-latinx-families/
Annotation	A webinar produced by MAEC, in Spanish; also available with English transcription.

SYSTEMS _____

Resource	Leading by Convening [Website].
URL	https://ncsi.wested.org/resources/leading-by-convening/
Annotation	The Leading by Convening framework engages stakeholders in improving results for infants, toddlers, children, and youth with disabilities through coalescing around issues, ensuring relevant participation, and doing the work together.

Function 13

13   Engaging the community

As district leaders, superintendents work within existing community structures and with constituent groups to understand constituents' perspectives and to build partnerships that serve students and their families. Superintendents communicate to district and school administrators their goal of increasing and strengthening community engagement in the district and in the schools and charge them with developing ways to meet this goal.

Community engagement, as defined by the Center for Disease Control in 1997, is "a process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people." In 2020, this definition from the field of public health is highly relevant for education. The symbiotic relationship between school districts and communities is evident. Understanding the context of students' lives is necessary to provide culturally relevant instruction. School districts are in service of the students and their families. Engaging the community and working with members and organizations within the community to understand their needs and perspectives is essential to meeting students' needs.

What Can Superintendents Do?

Does your district look like this?	Actions for superintendents to focus on equity
• Some superintendents are in districts in which community engagement is limited to certain constituent groups or politically connected entities. Other constituencies are marginalized and don't see schools as places that welcome them or care about their needs. • The district may only turn to the community during fundraisers and may think of things like displaying student art projects at local businesses as an example of engagement. Deeper engagement would include opportunities for students to learn in the community and be exposed to the work adults in the community do. Superintendents may know that they are missing important opportunities to connect with different constituencies and want to engage the community to work together to support all students, and welcome examples of how to do it.	• Treat community members as stakeholders, leaders, and assets to working groups. • Work with community agencies to provide student services (e.g., wrap around services and collaborate with health, housing, and other services that provide basic needs for families). • Invite and encourage community members from marginalized groups to serve in school and district advisory roles. • Arrive at solutions to school and community issues that are context specific and reflect the needs of the local community. • Establish partnerships with businesses for students to learn and work in the community, through learning projects, volunteering, and/or internships. • Create opportunities for community volunteers in schools (e.g., to read to children, assist in classrooms, share a skill, participate in pen-pal programs, or lead/assist in after-school activities).

Function 13:   Engaging the Community

BELIEFS   _____

Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California Professional Standards for Education Leaders (CPSEL): Standards, Elements, and Example Indicators. WestEd.

URL

https://tinyurl.com/wested-cpsel

Annotation

This standard is particularly relevant to superintendents who strive to engage with their school community - Element 4: Family & Community Engagement.

ACTIONS   _____

Resource

CASEL. (2020, July). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School.

URL

https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf

Annotation

The SEL Roadmap asks essential questions and provides many tools to leverage SEL to promote equity and healing for students and adults. Recommendations and tools suggest how to foster new relationships that elevate the voices and perspectives of students and families.

SYSTEMS   _____

Resource

Leading by Convening [Website].

URL

https://ncsi.wested.org/resources/leading-by-convening/

Annotation

The Leading by Convening framework engages stakeholders in improving results for infants, toddlers, children, and youth with disabilities through coalescing around issues, ensuring relevant participation, and doing the work together.

Conclusion

Reading the indicators of equity leadership for each function may affirm what school and school district leaders are doing, and spark interest in addressing one or two functions as priorities. The following section includes annotated resources for addressing each of the functions, presented as resources for addressing beliefs, actions, systems, or all three. The resources include articles, books, frameworks, toolkits, roadmaps, webinars, and videos; and most can be linked to directly. We encourage superintendents to check out the resources listed for the function(s) they choose to prioritize in order to increase equity-centered leadership. Hopefully, over time, superintendents will return to these resources again and again as needed.

Additional Resources

Function 1:

Engaging local school boards in prioritizing equity throughout the district

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Resource	Gleason, S. & Gerzon, N. (2013). Growing into Equity: Professional learning and personalization in high-achieving schools. Thousand Oaks, CA. Corwin.
Annotation	Gleason and Gerzon offer four case studies that show the values, professional learning practices, leadership, and systems that have helped schools transform learning. They describe how individualized learning in schools that narrowed the achievement gap for all subgroups is a reality for every teacher and student. The common thread is the commitment to equity—every student achieving.

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Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	This MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents.

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Resource	The New Teacher Center. (2005). The guide to leading equitable change.
URL	https://ntc.widen.net/s/ukaca5srgs
Annotation	The New Teacher Center Guide to Leading Equitable Change is a one-page rubric that describes a continuum of leadership from emerging to transformative actions in three areas—Responsive to Stakeholders; Communication; and Sequence and Articulation of the change process. Guiding questions focus leaders on if change is happening fast enough to generate significant improvement and at a pace the organization can bear, and identifying who bears the costs and who benefits, and what patterns of inequity the change interrupts.

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Resource	NYU Steinhardt Center. (n.d.). Culturally Responsive Education: a Primer for Policy and Practice.
URL	https://steinhardt.nyu.edu/metrocenter/culturally-responsive-education-primer-policy-and-practice
Annotation	This brief outlines the history and development of Culturally Responsive Education (CRE) and makes suggestions for actions to increase CRE in the areas of teacher recruitment and preparation, curriculum and standards reform, and school reform and choice.

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Resource	Equity Action Plan--Pursuing and Achieving Equity: Action Steps to Build a Foundation for Equity in Your Schools [Website]. Pennsylvania School Board Association.
URL	https://www.psba.org/member-services/equity-services/tools-resources/equity-action-plan/
Annotation	This Action Plan framework includes 7 steps which school leaders can use to pursue equity. It states that "for school practices to be effective, systems must acknowledge and affirm the experiences and values of diverse cultures, languages, classes, races, ethnicities, religions and other factors." (Arizona School Boards Association, 2017). Equity requires leaders to recognize and address their own biases and stereotypes about their students to create a positive and inclusive educational environment."
Resource	Potapchuk, M. (2020). Operationalizing racial justice in non-profit organizations.
URL	https://tinyurl.com/Potapchuk
Annotation	Potapchuk provides guidance for "nonprofit organizations who have decided to start a change process in order to integrate their value of racial equity in their policies, practices, culture and ethos. The resource provides reflections on five commonly asked questions and a curated list of resources."
Resource	Tennessee Department of Education. (2018). Tennessee leaders for equity playbook.
URL	https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf
Annotation	This resource was developed by a statewide team of education leaders and stakeholders. It includes an equity shifts continuum describing common misconceptions and necessary equity mindsets, an action plan framework, and key actions and resources that can be used by school, district, school board, and community leaders for each of seven identified equity commitments.
Resource	Equity in the Center [Website].
URL	https://www.equityinthecenter.org/
Annotation	Equity in the Center works to shift mindsets, practices, and systems within the social sector to increase racial equity. Included are seven strategic elements of an organization they identified that, when leveraged, build momentum toward a race equity culture: Senior Leaders; Managers; Board of Directors; Community; Learning Environment; and Organizational Culture

Resource	Alexander, A. (2018). How to Outsmart Your Implicit Bias [Video]. TedXPasadena.
URL	https://www.youtube.com/watch?v=GP-cqFLS8Q4
Annotation	Alexander explains how the human brain instinctively reacts when encountering the unexpected, like saber-toothed tigers or female tech execs, and proposes that if we have the courage to examine our own behavior when faced with the unfamiliar, we can take control of our expectations, and by doing so, change the world.
Resource	Powell, J. (2016). It's About Time We Challenge Our Unconscious Biases [Video]. TEDxStLouisWomen.
URL	https://www.youtube.com/watch?v=thkmVv54e6M
Annotation	Powell identifies the patterns and practices of successful business leaders who bank on social technology, communications, and data to win. Powell combines her lifelong interest in community-building with a deep knowledge of the people, technologies and business practices at the forefront of connected society.
Resource	Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools.
URL	https://www.youtube.com/watch?v=e-BY9UEewHw
Annotation	McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.
Resource	McIntosh, P. (2020). On privilege, fraudulence, and teaching as learning: Selected essays 1981-2019. New York: Routledge Taylor & Francis Group.
Annotation	McIntosh combines personal systemic understandings to focus on power. The book includes McIntosh's essays on privilege, or systems of unearned advantage that correspond to systems of oppression; feeling of fraudulence that may be imposed by hierarchical cultures rather than by any actual weaknesses or personal shortcomings; and McIntosh's Interactive Phase Theory, highlighting five different world views or attitudes about power, that affect school curriculum, cultural values, and decisions on taking action.
Resource	Darling-Hammond, L., Schachner, A., & Edgerton, A. K. (with Badrinarayan, A., Cardichon, J., Cookson, P. W., Jr., Griffith, M., Klevan, S., Maier, A., Martinez, M., Melnick, H., Truong, N., Wojcikiewicz, S.). (2020). Restarting and reinventing school: Learning in the time of COVID and beyond. Palo Alto, CA: Learning Policy Institute.

URL	https://learningpolicyinstitute.org/product/restarting-reinventing-school-covid-report
Annotation	This report provides an overarching framework that focuses on how policymakers as well as educators can support equitable, effective teaching and learning regardless of the medium through which that takes place. This framework provides research, state and local examples, and policy recommendations in 10 key areas that speak both to transforming learning and to closing opportunity and achievement gaps.

ACTIONS ───

Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL).
URL	https://tinyurl.com/wested-cpsel
Annotation	California's professional standards for education leaders provide statements of the actions effective leaders take to address equity, particularly in Standard 1: Development and Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students; Standard 5: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard; and Standard 6: External Context and Policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

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Resource	Dismantling Racism Works (dRworks). (n.d.). Dismantling Racism Works web workbook.
URL	https://www.dismantlingracism.org/
Annotation	Dismantling Racism Works provides a free online workbook of action tools, analysis tools, and resources for learning about racism.

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Resource	Dismantling Racism Works (dRworks). (n.d.). The characteristics of White supremacy culture.
URL	https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html
Annotation	This resource provides the characteristics of white supremacy culture and describes how organizations which unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards.

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Resource	MP Associates. (n.d.). How can we create an inclusive and equitable planning process?
URL	https://tinyurl.com/ret-planningprocess
Annotation	MP Associates discuss how organizations include multiple perspectives and life experiences in groups and in decision making and offer considerations in four areas--processes, practices, decision-making and accountability. These apply to a wide variety of groups, including coalitions, collaborations, system interaction, and dialogue processes.

Resource	Singleton, G. (2018). Professional learning for equity: 3 Dimensions for professional learning for equity. The Learning Professional, 39(5), 28-32.
URL	https://learningforward.org/wp-content/uploads/2018/10/the-learning-professional-october-2018.pdf
Annotation	Singleton describes how the Courageous Conversations framework is transforming systemic culture through: developing the skill to talk about race; acquiring knowledge of how race is constructed and understand its intersection with schooling; building the capacity to interrogate how systems operate to institutionalize beliefs about race; and summoning the will to interrupt systems that yield unwanted, racially predictable, and disproportionate results.

Resource	Education Justice Through and Beyond the COVID-19 Pandemic [Website].
URL	https://educatingthroughcrisis.org/your-rights/education-justice-covid-19/
Annotation	NEA Leaders for Just Schools identify ways to address inequities and work to ensure an equitable and just learning environment for every student.

Resource	Education Resource Strategies (ERS) Tools and Publications [Website].
URL	https://www.erstrategies.org/tap?categories=136-district_leaders
Annotation	ERS selected publications and toolkits for leaders: COVID-19: Toolkit for Districts and Schools; COVID-19 Comeback Models; Education Resource Equity in 2020-21; Putting Our Money Where Our Values Are; and District Re-Entry Models: Key Trade-Offs Calculator

Resource	Alliance for Resource Equity. (n.d.) The education combination: 10 dimensions of education resource equity to unlock opportunities for every student.
URL	https://tinyurl.com/theeducationcombination

Annotation	This diagnostic tool is designed to help district leaders identify strengths and gaps across all 10 dimensions of education resource equity—and is part of a larger toolkit to help educators, school system leaders, advocates, and families start conversations, create shared understandings, and build action plans together to improve students' experiences in school.
Resource	National School Boards Association (NSBA) Resources, reports, and guides [Website]. Retrieved August 25, 2020.
URL	https://www.nsba.org/Resources/Reports-and-Guides
Annotation	NSBA online resources regarding the pandemic and meeting students' needs include: Increasing Equity and Achievement by Empowering Students; Setting a New Course: A Legal Guide to Operating Schools in the Pandemic Era; School Leader Voices: Concerns and Challenges to Providing Meaningful IDEA-related Services During COVID-19; E-rate Schools; Families First Coronavirus Response Act (H.R. 6201) FAQ; COVID-19: Preparing for Widespread Illness in Your Community: A Legal Guide for School Leaders; and Advocacy Agenda.
Resource	Students at the Center Hub [Website].
URL	https://studentsatthecenterhub.org/
Annotation	Leadership Competencies for learner-centered, personalized education. Resources for district administrators about personalized learning and student engagement.
Resource	D'Aunno, L. & Heinz, M. (2017). Continuing Courageous Conversations Toolkit. Iowa Department of Human Services.
URL	https://tinyurl.com/polkdecat
Annotation	This toolkit contains a number of group exercises designed to guide participants through a courageous conversation. In addition, there are descriptions and links to other resources for courageous conversations about race, including books, videos and movies and accompanying discussion guides.
Resource	National School Boards Association (NSBA). Resources, reports, and guides: Increasing Equity and Achievement by Empowering Students [Webpage].
URL	https://www.nsba.org/Resources/Reports-and-Guides

Annotation	This publication provides a framework for implementing active student roles and provides data and case studies to support its recommendations.

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Resource	Leverett, L. (2016). Systems change and governance: School boards that lead for equity. Equity-Centered Capacity Building (ECCBN).
URL	https://capacitybuildingnetwork.org/article10/
Annotation	This resource discusses 12 actions school boards take to lead for equity. Having a strong equity focus supported by a thoughtful, deliberate and strategic board policy framework, increases a board's opportunity to sustain an equity-based agenda during board or superintendent change.
Resource	National Center for Systemic Improvement (NCSI). WestEd (Author). (n.d.) Leading by convening.
URL	https://ncsi.wested.org/resources/leading-by-convening/
Annotation	The Leading by Convening framework provides tools for engaging stakeholders in improving results for infants, toddlers, children and youth with disabilities through coalescing around issues, ensuring relevant participation, and doing the work together.
Resource	The Council of Chief State School Officers. (n.d.). RESTART & RECOVERY: Considerations for Teaching & Learning.
URL	https://ccsso.org/blog/ccsso-releases-restart-recovery-considerations-teaching-learning
Annotation	This CCSSO guidance addresses considerations and beliefs guiding the reopening of schools during the pandemic. It includes four interrelated sections: State Policies and Actions, System Conditions, Wellbeing & Connection, and Academics.
Resource	The Alliance for Resource Equity. (n.d.). The 10 dimensions of education resource equity.
URL	https://tinyurl.com/theeducationcombination
Annotation	The 10 dimensions of education resource equity describe how the right combination of resources can make a difference for students' learning experiences.
Resource	Catone, K., Saunders, M., Perez, W., Harris, E., Miller-Gootnick, R. (n.d.) Agency into Action: Teachers as Leaders and Advocates for Public

Education, Communities, and Social Justice. Teacher Leadership & Advocacy.

URL   https://files.eric.ed.gov/fulltext/ED582092.pdf

Annotation   The Annenberg Institute for School Reform (AISR) conducted the
                Teacher Leadership and Advocacy (TLA) study, documenting "how
                teachers, alongside family and community partners, are utilizing their
                experiences and expertise to share new ideas and evidence that can
                continue to build an ecology for equitable education reform. Specifically,
                we explore how teachers are leading and engaging in advocacy for
                policy change that can lead to system change and improvement."

Function 2: Using disaggregated data to inform all decisions

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Resource	Center for Education Equity at MAEC (2018). Exploring Equity Issues: Educators use data and find solutions to improve equity.
URL	https://maec.org/wp-content/uploads/2018/09/Exploring-Equity-Educators-Use-Data-and-Find-Solutions-to-Improve-Equity.pdf
Annotation	This article describes how to use a data inquiry cycle to identify and address equity gaps.

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Resource	Excerpt from: Love, N. B., Stiles, K. E., Mundry, S. E., & DiRanna, K. (2008). The data coach's guide to improving learning for all students: Unleashing the power of Collaborative Inquiry. Thousand Oaks, CA: Corwin Press.
URL	http://www.usingdatasolutions.org/files/111747308.pdf
Annotation	The data coach's guide is a research- based tool for educators to use school data to improve teaching and learning and close opportunity gaps.

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Resource	Forthcoming from: The Center for Education Equity (CEE) at MAEC. (2020). Data inquiry guide to identify and address equity gaps. Bethesda, MD.
URL	https://maec.org/
Annotation	The data inquiry guide describes a data inquiry cycle to identify and address equity gaps and includes four equity scenarios that illustrate each step of the cycle.

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Resource	Brown, K. S., Kijakazi, K., Runes, C., & Turner, M. A. (2019). Confronting structural racism in research and policy analysis. Diversity, Equity, And Inclusion At The Urban Institute, February 2019.
URL	https://tinyurl.com/urban-confronting
Annotation	The authors state, "Racial and ethnic disparities figure prominently into much of the analysis conducted by policy research organizations in the US. But too often our organizations give short shrift to the centuries of subjugation, discrimination, exclusion, and injustice that have produced these inequities" and then describe how the Urban Institute embarked on examining and changing how they do their work.

Resource	Bocala, C., Henry, S. F., Mundry, S., & Morgan, C. (2014). Practitioner Data Use in Schools: Workshop Toolkit (REL 2015–043). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands. Retrieved from http://ies.ed.gov/ncee/edlabs
URL	https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=400
Annotation	This workshop toolkit is designed to help teachers and administrators use education data more systematically and accurately. The workshop introduces teams of practitioners to a data inquiry cycle and provides them with a set of structured activities to identify and investigate a specific question and make decisions about instructional planning.
Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). The Educator effectiveness guidebook for inclusive practice.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	The Massachusetts superintendent rubric resource: Inclusive practice tool. Data-informed decision making, I-E, includes "Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices." in the MA DESE tool (indicators) of inclusive practice for superintendents. There is also a Master Schedule Review at the same site.
Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.
URL	https://tinyurl.com/wested-cpsel
Annotation	CPSEL-Element 2C- Assessment and Accountability. Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning. Element 5B Ethical Decision-Making. Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions
Resource	We all Count. The data equity framework [Webpage].
URL	https://weallcount.com/the-data-process/
Annotation	The Data Equity Framework is a systematic way of looking at data projects in many types of organizations. It organizes every project into 7 stages: funding, motivation, product design, data collection, analysis, interpretation, communication and distribution.

SYSTEMS _____

Resource   Fabillar, E. (2018). Systemic equity review framework: A practical
                        approach to achieving high educational outcomes for all students.
                        Waltham, MA: Education Development Center (EDC).

URL   https://www.edc.org/systemic-equity-review-framework-practical-
                        approach-achieving-high-educational-outcomes-all-students

Annotation   EDC compiles quantitative and qualitative data, makes data and findings
                        accessible to multiple stakeholders, provides analytic support that helps
                        educators and policymakers incorporate data-based inquiry into regular
                        decision making, and supports partners in translating findings into
                        actionable steps toward educational equity.
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Function 3:

Developing and implementing goals for diversity, equity, and inclusion

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Resource	DiAngelo, R. (2018). White fragility: Why it's so hard for White people to talk about racism. Boston: Beacon Press.
URL	https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be
Annotation	DiAngelo explains what White fragility is, how it furthers racial inequality, and what to do to more constructively engage in preventing it.

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Resource	Kendi, I. (2019). How to be an antiracist. New York: Random House
URL	https://brenebrown.com/podcast/brene-with-ibram-x-kendi-on-how-to-be-an-antiracist/
Annotation	Kendi defines racism as a powerful system that creates false hierarchies of human value, and extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types, and gives strategies for dismantling racism.

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Resource	Potapchuk, M. (2020). Operationalizing racial justice in non-profit organizations.
URL	http://www.mpassociates.us/uploads/3/7/1/0/37103967/operationalizing_racial_justice_-_np_edition._mpassociates._final_draft_aug_20.pdf
Annotation	Potapchuk offers "nonprofit organizations who have decided to start a change process in order to integrate their value of racial equity in their policies, practices, culture and ethos, and for those who have already started and want to deepen and sustain the work, this document will provide reflections to five commonly asked questions and share a curated list of resources."

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Resource	Romero, V.E., Robertson, R., & Warner, A. (2018). Building resilience in students impacted by adverse childhood experiences: A whole staff approach. Thousand Oaks, CA: Corwin.
Annotation	Romero et al. offer educators ways to support nearly half of all children in the US who have been exposed to at least one adverse childhood experience, through trauma-informed strategies that give students the skills and support they need to succeed in school and life.

Resource	SIngleton, G. (2018). Professional learning for equity: 3 Dimensions for professional learning for equity. The Learning Professional, 39(5), 28-32.
URL	https://learningforward.org/wp-content/uploads/2018/10/the-learning-professional-october-2018.pdf
Annotation	Singleton describes Courageous conversation about transforming systemic culture through: developing the skill to talk about race; acquiring knowledge of how race is constructed and understand its intersection with schooling; building the capacity to interrogate how systems operate to institutionalize beliefs about race; and summoning the will to interrupt systems that yield unwanted, racially predictable, and disproportionate results.
Resource	Tennessee Department of Education. (2018). Tennessee leaders for equity playbook.
URL	https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf
Annotation	Tennessee ESSA Leadership Learning Community (ELLC) team (as part of its participation in this joint initiative of the Council of Chief State School Officers, the Council of the Great City Schools, the National Urban League, and The Wallace Foundation) to build the capacity of education leaders to implement supports and interventions to turn around schools most in need of improvement. Tennessee playbook includes an equity shifts continuum describing common misconceptions and necessary equity mindsets, an action plan framework, and key actions and resources that can be used by school, district, school board, and community leaders for each of seven identified equity commitments.
Resource	Toronto District School Board. (2018). TDSB Equity Leadership Competencies.
URL	https://www.tdsb.on.ca/About-Us/Equity/Equity-as-a-Leadership-Competency
Annotation	TDSB describe equity leadership competencies around the following: Setting Directions; Building Productive Relationships & Developing People; Improving the Instructional Program; Developing the Organization to Support Desired Practices; Securing Accountability; Equity & Anti-Oppressive Leadership
Resource	Gorski, P. (2019). Avoiding racial equity detours. Educational Leadership, ASCD. April 2019, p. 59-61.
Annotation	Gorski identifies four racial equity detours: pacing-for-privilege; poverty of culture; deficit ideology; and celebrating diversity. Five principles of equity literacy are described.

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Resource	Alexander, A. (2018). How to Outsmart Your Implicit Bias [Video]. TedXPasadena. Retrieved August 26, 2020.
URL	https://www.youtube.com/watch?v=GP-cqFLS8Q4
Annotation	Alexander explains how the human brain instinctively reacts when encountering the unexpected, like saber-toothed tigers or female tech execs, and proposes that if we have the courage to examine our own behavior when faced with the unfamiliar, we can take control of our expectations, and by doing so, change the world.
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Resource	Powell, J. (2016). It's About Time We Challenge Our Unconscious Biases [Video]. TEDxStLouisWomen.
URL	https://www.youtube.com/watch?v=thkmVv54e6M
Annotation	Powell identifies the patterns and practices of successful business leaders who bank on social technology, communications, and data to win. Her live commentary on NBC, CNN, ABC, and BBC and powerful presentations at institutions like The Economist, Harvard and MIT emerged from her lifelong interest in community-building combined with a deep knowledge of the people, technologies and business practices at the forefront of connected society.
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Resource	Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools.
URL	https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be
Annotation	McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.
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Resource	Benson, T.A. and Fiarman, S.E. (2020). Unconscious bias in schools: A developmental approach to exploring race and racism. Cambridge, MA: Harvard Education Press.
Annotation	Benson and Fiarman "wrote this book to support the leaders we continue to meet who seek to interrupt the patterns of racial inequity at their schools and who feel isolated in that endeavor .We want to share the lessons we've learned…[when we were entering the principalship]. Included in the book are ways for teachers to productively examine data to identify where racial bias is impacting student learning, and also ways to examine school climate and academics for signs of bias.

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Resource	Maryland State Department of Education. (2018). Equity and Excellence: A Guide for Educational Equity in Maryland.
URL	https://tinyurl.com/MSDEGuidebook
Annotation	This Maryland guide "will serve as a road map to educators on how to apply an equity lens to all aspects of their work and will be a valuable resource as LSSs [Local School Systems] develop and implement their own educational equity policies. The Guide should be used as a practical tool for developing goals in each school system's Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan. Those goals and strategies are intended to increase equitable opportunities for all of our students."

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Resource	Alliance for Excellent Education. (2019). Equity IS Education.
URL	https://all4ed.org/webinar-event/equity-is-education/
Annotation	This webinar highlights "the need to change our mindset and practices on these two issues. Dr. Perez-Isiah highlighted effective approaches that can help merge the topics of equity and gaps in teaching and learning. Let's move from achievement "gap-gazing" to achievement gap-closing in our school communities." Panelists: Dr. Rosa Perez-Isiah, Director of Elementary, Norwalk-La Mirada Unified School District, CA (@RosaIsiah)

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Resource	National Academies of Sciences, Engineering, and Medicine (2020). Building Educational Equity Indicator Systems: A Guidebook for States and School Districts. Washington, DC: The National Academies Press.
URL	https://www.nap.edu/catalog/25833/building-educational-equity-indicator-systems-a-guidebook-for-states-and
Annotation	This National Academies of Sciences, Engineering, and Medicine guidebook provides information to help state and school district leaders develop ways of tracking educational equity within their PreK – 12 systems. It expands on the indicators of educational equity identified in the 2019 National Academies report, Monitoring Educational Equity, https://www.nap.edu/download/25389 showing education leaders how they can measure educational equity within their states and school districts. For each indicator of educational equity identified in the report, the guidebook describes what leaders should measure and what data to use, provides examples of data collection instruments, and offers considerations and challenges to keep in mind. The guidebook is meant to help education leaders catalogue data they already collect and identify new data sources to help them fill gaps.

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Resource	Bautista, N. (2020). Distance Learning During Coronavirus Worsens Race, Class Inequality in Education. Teen Vogue, May 1, 2020.
URL	https://tinyurl.com/teenvogue-distancelearning
Annotation	A lack of reliable internet access is only the tip of the iceberg. Teen Vogue describes itself as the young person's guide to conquering (and saving) the world.

Resource	National Academies of Sciences, Engineering, and Medicine (2020). Building Educational Equity Indicator Systems: A Guidebook for States and School Districts. Washington, DC: The National Academies Press.
Annotation	This National Academies of Sciences, Engineering, and Medicine guidebook provides information to help state and school district leaders develop ways of tracking educational equity within their PreK – 12 systems. It expands on the indicators of educational equity identified in the 2019 National Academies report, Monitoring Educational Equity, https://www.nap.edu/download/25389 showing education leaders how they can measure educational equity within their states and school districts.

Resource	MAEC. Criteria for an Equitable School Equity Audit Tools. Retrieved August 26, 2020.
URL	https://maec.org/resource/equity-audit-materials/
Annotation	Three of our MAEC's Equity Audit tools combined into one file: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence.

Resource	Bautista, N. (2020). Distance Learning During Coronavirus Worsens Race, Class Inequality in Education. Teen Vogue, May 1, 2020.
URL	https://tinyurl.com/teenvogue-distancelearning
Annotation	A lack of reliable internet access is only the tip of the iceberg.

SYSTEMS

Resource	Fabillar, E. (2018). Systemic equity review framework: A practical approach to achieving high educational outcomes for all students. Waltham, MA: Education Development Center (EDC).
URL	https://www.edc.org/systemic-equity-review-framework-practical-approach-achieving-high-educational-outcomes-all-students
Annotation	EDC's framework supports districts in examining key interrelated elements or indicators of equity to include achievement status, educational opportunities, social-emotional supports, and climate and culture EDC recognizes that districts are most likely working to address inequities and that their progress resides along a continuum of growth.

Function 4:   Allocating resources

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Resource

Rubenstein, R. (2016). The school finance perspective on equity. Advanc-ED. Source. Fall, 2016.

Annotation

Rubenstein draws from school finance research and policy to discuss critical questions about how to define, measure, and, ultimately, address educational inequities.

ACTIONS

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Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.

URL

https://tinyurl.com/wested-cpsel

Annotation

CPSEL- Element 3D Fiscal and Human Resources. Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.
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Resource

Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.

URL

http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf

Annotation

The Massachusetts superintendent rubric resource: Inclusive practice tool. "Fiscal systems", in the MA DESE tool, includes "allocates resources to support the needs and goals of the district to ensure high standards in academic and social-emotional growth are met across all student populations." This rubric includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents.
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Resource

Education Resource Strategies (ERS) Toolkit: What is Student-Based Budgeting? How can it drive student learning? [Website].

URL

https://tinyurl.com/ers-toolkit-budget

Annotation

This toolkit describes Student-Based Budgeting (SBB), a process to allocate dollars to schools based on the number of students. and uses objective and measurable student characteristics as weights. There are links to districts that have used SBB with measurable success.

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Resource   Willis, J., Krausen, K., Caparas, R., & Taylor, T. (2019). Resource allocation
                         strategies to support the Four Domains for Rapid School Improvement.
                         [The Center on School Turnaround at WestEd]. San Francisco, CA:
                         WestEd.

URL   https://csti.wested.org/wp-content/uploads/2019/10/CST-Resource-
                         Allocation-Strategies-Four-Domains_FINAL.pdf

Annotation   WestEd offers resource allocation strategies for how school districts can
                         maximize the use of existing resources to support the practices outlined
                         in the Four Domains. or other district-determined priorities.

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Function 5: Recruiting and hiring administrators and teachers for assignment in specific district roles or schools

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Resource	Berry, B., Rasberry, M. & Williams, A. (n.d.). Recruiting and retaining quality teachers for high-needs schools. Center for Teaching Quality & National Education Association.
URL	https://files.eric.ed.gov/fulltext/ED519714.pdf
Annotation	Berry, Raspberry, and Williams make recommendations for recruiting, hiring, and retaining quality teachers, and gives examples throughout the US of districts that are successful.

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Resource	CCSSO. (2018). Using school leaders to create a diverse teacher workforce.
URL	https://ccsso.org/using-school-leaders-build-diverse-teacher-workforce
Annotation	CCSSO proposes that "school leaders are best positioned to attract the most talented teachers of color into schools and districts and provide the proper support and mentorship to teachers of color in their building. It addresses two of the biggest reasons teachers of color express for leaving the classroom and profession: lack of supportive leadership, and a lack of growth opportunities. (Webinar and PPT).

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Resource	Connecticut State Department of Education. (n.d.). Creating a district plan to increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce A Guidebook for Hiring and Selection.
URL	https://tinyurl.com/CTgov-hiring-guidebook
Annotation	The CT Toolkit identifies critical underpinnings, including unconscious bias and White privilege, and ways to analyze data, review research-based practices, create a Theory of Action and an action plan, and how to implement and monitor the plan.

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Resource	Goldharber, D., Quince, V., & Theobald, R. (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. Phi Delta Kappan. 100.(8). 14-19.
URL	https://kappanonline.org/teacher-quality-gaps-us-public-schools-trends-sources-implications-goldhaber-quince-theobald/
Annotation	Goldharber et al. studied teacher quality gaps throughout the U.S. They offer reasons for the gaps and suggest ways districts and states should respond to the inequities based on the specific reasons for the gaps.

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Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Equitable access to excellent educators.
URL	https://www.doe.mass.edu/edeffectiveness/equitableaccess/
Annotation	The MA DESE playbook includes a multitude of resources in a variety of formats for districts to analyze their data and identify and address gaps in access to excellent educators across four specific student groups
Resource	Stevenson, Z. (2019). Recruiting and Retaining Millennial Teachers of Color in Our Classrooms: Challenges and Efforts to Foster Improvement. Mid Atlantic Equity Consortium.
URL	https://maec.org/wp-content/uploads/2019/02/Exploring-Equity-Teacher-Pipeline-Part-II-3.pdf
Annotation	Stevenson highlights the history of recruitment and retention of teachers of color and offers recommendations for retaining them.
Resource	Ross, E. (2019). Ensuring equitable access to great teachers: State policy priorities. Phi Delta Kappan. 100(8), 20-26.
URL	https://kappanonline.org/ensuring-equitable-access-great-teachers-state-policy-priorities-ross/
Annotation	Ross's findings include that "teacher equity gaps occur not only among districts within states and among schools within a district, but also among certain students' populations within a school", which highlights the need for districts to address these gaps at every level of the system.
	Tennessee Department of Education. (2018). Tennessee leaders for equity playbook.
URL	https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf
Annotation	The Tennessee playbook is designed to build the capacity of education leaders to implement supports and interventions to turn around schools most in need of improvement. The playbook includes an equity shifts continuum describing common misconceptions and necessary equity mindsets, an action plan framework, and key actions and resources that can be used by school, district, school board, and community leaders for each of seven identified equity commitments.
	Rafa, A. and Roberts, M. (2020). Building a diverse teacher workforce. Education Commission of the States. August 2020.
Annotation	Rafa and Roberts discuss state actions for diversifying the teacher workforce, financial incentives, grow your own programs, preparation and licensure pathways, and policy considerations.

Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	The Massachusetts superintendent rubric resource: Inclusive practice tool. Commitment to high standards, IV-A in the MA DESE tool of functions (indicators) of inclusive practice for superintendents includes "Displays vision and mission statements throughout the district that reflect a shared commitment for high achievement for all. This vision is reflected in decision making, curriculum, and community engagement decisions."
Resource	Adapted from an article written by Jacob Easley II. (2019). Racial Parity: The Need for a Diverse Teacher Workforce. Mid-Atlantic Equity Consortium (MAEC).
URL	https://maec.org/wp-content/uploads/2019/02/Exploring-Equity-Teacher-Pipeline-Part-I.pdf
Annotation	This article discusses how students benefit from having diverse teachers, and provides suggestions for recruiting diverse teachers, especially men who are Black.
Resource	Stevenson Jr., Z. (2019). Recruiting and Retaining Millennial Teachers of Color in Our Classrooms: Challenges and Efforts to Foster Improvement. Mid-Atlantic Equity Consortium (MAEC).
URL	https://maec.org/wp-content/uploads/2019/02/Exploring-Equity-Teacher-Pipeline-Part-II-3.pdf
Annotation	This article updates the status of recruiting and hiring teachers of color, and identifies working conditions, state legislation, and principals who provide supportive leadership factors in the retention of millennials hired.

SYSTEMS ————————————————————————————————

Resource	Center on Great Teachers & Leaders at the American Institute for Research (AIR).(2020). Taking Action: Moving Toward Equity. Retrieved August 23, 2020.
URL	https://gtlcenter.org/learning-hub/equitable-access-toolkit/moving-toward-equity/taking-action/recruiting-selection-and-hiring
Annotation	The GTL Center toolkit on recruitment, hiring, and placement strategies is an interactive site with strategies people can use and resources from many states and districts.

Resource	Cook-Harvey, C.M., Darling-Hammond, L., Lam, L., Mercer, C., & Roc, M. (2016). Equity and ESSA: Leveraging Educational Opportunity Through Every Student Succeeds Act. Palo Alto, CA: Learning Policy Institute
URL	https://tinyurl.com/learningpolicy-essareport
Annotation	The authors describe how Every Student Succeeds Act (ESSA) provisions in four major areas: access to learning opportunities focused on higher-order thinking skills; multiple measures of equity; resource equity; and evidence-based interventions can be leveraged by educators, researchers, policy influencers, and advocates to advance equity in education for all students.

Function 6: Mentoring and Inducting; Supervising; and Evaluating

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Resource

Achinstein, B. & Athanases, S.Z. (2005). Teaching and Teacher Education 21 (2005) 843–862

Annotation

Achinstein and Athanases describe what mentors need to know and be able to do to focus new teachers on diversity and equity and what this knowledge base look like in practice, particularly related to complexities of mentoring for equity.

ACTION

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Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.

URL

https://tinyurl.com/wested-cpsel

Annotation

CPSEL Standard 5-Ethics and Integrity

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Resource

Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.

URL

http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf

Annotation

The Massachusetts superintendent rubric resource: Inclusive practice tool. MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents

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Resource

Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Equitable access to excellent educators.

URL

https://www.doe.mass.edu/edeffectiveness/equitableaccess/playbooks/

Annotation

The MA DESE playbook includes a multitude of resources in a variety of formats about educator effectiveness and inclusive practice.

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Resource

New Teacher Center (2018). Mentor Practice Standards.

URL

https://p.widencdn.net/ifn6g0/Mentor-Practice-Standards-2018

Annotation

The New Teacher Center Mentor Practice Standards are designed to accelerate the development of new teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning and support equitable outcomes for every learner.

Resource	Southern Regional Education Board (SREB) Educator Effectiveness. (2018). Mentoring New Teachers--A Fresh Look: How can renewed approaches to mentoring help new teachers?
URL	https://tinyurl.com/sreb-newteacher
Annotation	SREB describes things that district and school leaders should concentrate on when designing, implementing or improving mentoring programs for new teachers. Three areas of action are suggested to ensure that both teachers and their mentors receive the type of support with the most impact: rethink program areas that affect mentors; address challenges that new teachers really face; and use a tiered process to respond to needs.

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Resource	Center on Great Teachers & Leaders at the American Institute for Research-AIR. (n.d.). Mentoring and Induction 2.0. Supporting Teachers in High-Needs Contexts.
URL	https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit
Annotation	The GTL Center's Mentoring and Induction Toolkit is a ready-to-use resource for states working closely with districts to build strong mentoring and induction programs. The purpose of the GTL Center's Mentoring and Induction Toolkit is to give regional comprehensive centers (RCCs) and state education agencies (SEAs) tools, resources, and support to facilitate meaningful conversations with local education agencies (LEAs) about the design and implementation of effective, high-quality mentoring and induction programs. Toolkit materials summarize research and best practices, highlight relevant examples, and provide streamlined processes for action planning.

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Function 7:   Assigning students placement

BELIEFS   _____

Goldharber, D., Quince, V., & Theobald, R. (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. Phi Delta Kappan. 100.(8). 14-19.

URL   https://kappanonline.org/teacher-quality-gaps-us-public-schools-trends-sources-implications-goldhaber-quince-theobald/

Annotation   Goldharber et al. studied teacher quality gaps throughout the U.S. They offer reasons for the gaps and suggest ways districts and states should respond to the inequities based on the specific reasons for the gaps.
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Gershenson, S., Hart., C. M.D., Lindsay, C. A., Papageorge, N. W. (2017). The long-run impact of same-race teachers. Bonn, Germany: IZA Institute of Labor Economics.

URL   http://ftp.iza.org/dp10630.pdf

Annotation   Gershenson et al. report that "assigning a black male to a black teacher in the third, fourth, or fifth grades significantly reduces the probability that he drops out of high school, particularly among the most economically disadvantaged black males.

ACTION   _____

Resource   Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Equitable access to excellent educators.

URL   https://www.doe.mass.edu/edeffectiveness/equitableaccess/playbooks/

Annotation   The MA DESE playbook includes a multitude of resources in a variety of formats about educator effectiveness and inclusive practice.

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Resource   Cowan, J., Goldhaber, D., & Theobald, R. (2017). Teacher Equity Gaps in
                            Massachusetts. ESE Policy Brief, October 2017.

URL   https://files.eric.ed.gov/fulltext/ED589944.pdf

Annotation   Cowan et al. looked for evidence of whether all students—and
                            particularly those who are disadvantaged—are assigned equitably to
                            the most effective educators. They define discrepancies in the allocation
                            of teacher assignments across different student types as teacher equity
                            gaps. In this brief, they focus on equity gaps by students' socioeconomic
                            status, comparing low income students (defined as those who received
                            free or reduced-price lunch) to non-low-income students.
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Function 8:   Professional Learning

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Gleason, S. and Berg, J. (2018). Professional learning for equity: 3 Dimensions for professional learning for equity. The Learning Professional, 39(5), 25.

URL   https://learningforward.org/journal/october-2018-vol-39-no-5/come-together-for-equity/

Annotation   Gleason and Berg suggest objectives educators might pursue on their own, in teams, or as a whole school, to learn more about beliefs (mindsets and relationships), actions (practices and routines), and systems (policies and structures).

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Resource   Almazan, S. & Bhargava, A. (2020). Educational Equity: An Examination of Practices in the United States. Imagine Learning [Webinar].

URL   https://www.imaginelearning.com/webinars/educational-equity

Annotation   Almazan & Bhagava found that some practices in U.S. educational systems reflect inequitable approaches for educating students. The site includes a webinar recording to learn how educational equity is impacted by many contributing factors such as race, gender, socio-economic status, language proficiency, learning disability status, and even the COVID-19 crisis.

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Saad, Layla. (2020). Me and White Supremacy: A 28-Day Challenge to Combat Racism, Change the World, and Become a Good Ancestor. Naperville, IL: Sourcebooks.

Annotation   Saad's tool structures personal reflection about White privilege and White Supremacy and thoughts about future actions.

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Gleason, S. & Berg, J. (2018). Examining professional learning contexts. The Learning Professional, p 68-67.

URL   https://learningforward.org/wp-content/uploads/2018/10/the-learning-professional-october-2018.pdf

Annotation   This tool invites reflection about beliefs about diversity and equity, actions that support equity, and system changes to increase equity for independent learning contexts, team learning contexts, and whole-school learning contexts and questions for reflection and planning

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Equity in the Center. (2019). AWAKE to WOKE to WORK: Building a Race Equity Culture. ProInspire.

URL   https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf

Annotation	Equity in the Center works to shift mindsets, practices, and systems within the social sector to increase racial equity. Included are seven strategic elements of an organization they identified that, when leveraged, build momentum toward a race equity culture: Senior Leaders; Managers; Board of Directors; Community; Learning Environment; and Organizational Culture
Resource	Alexander, A. (2018). How to Outsmart Your Implicit Bias [Video]. TedXPasadena. Retrieved August 26, 2020.
URL	https://www.youtube.com/watch?v=GP-cqFLS8Q4
Annotation	The speaker explains how the human brain instinctively reacts when encountering the unexpected, like saber-toothed tigers or female tech execs, and proposes that if we have the courage to examine our own behavior when faced with the unfamiliar, we can take control of our expectations, and by doing so, change the world.
Resource	Powell, J. (2016). It's About Time We Challenge Our Unconscious Biases [Video]. TEDxStLouisWomen. Retrieved August 26, 2020.
URL	https://www.youtube.com/watch?v=thkmVv54e6M
Annotation	Powell identifies the patterns and practices of successful business leaders who bank on social technology, communications, and data to win. Her live commentary on NBC, CNN, ABC, and BBC and powerful presentations at institutions like The Economist, Harvard and MIT emerged from her lifelong interest in community-building combined with a deep knowledge of the people, technologies and business practices at the forefront of connected society. Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools. Retrieved August 26, 2020.
URL	https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be
Annotation	McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.
	McIntosh, P. (2020). On privilege, fraudulence, and teaching as learning: Selected essays 1981-2019. New York: Routledge Taylor & Francis Group.
Annotation	McIntosh combines personal systemic understandings to focus on power. The book includes McIntosh's essays on privilege, or systems of unearned advantage that correspond to systems of oppression; feeling of fraudulence that may be imposed by hierarchical cultures rather than by any actual weaknesses or personal shortcomings; and McIntosh's

Interactive Phase Theory, highlighting five different world views or attitudes about power, that affect school curriculum, cultural values, and decisions on taking action.

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Benson, T.A. and Fiarman, S.E. (2020). Unconscious bias in schools: A developmental approach to exploring race and racism. Cambridge, MA: Harvard Education Press.

Annotation

Benson and Fiarman "wrote this book to support the leaders we continue to meet who seek to interrupt the patterns of racial inequity at their schools and who feel isolated in that endeavor .We want to share the lessons we've learned…[when we were entering the principalship]. Included in the book are ways for teachers to productively examine data to identify where racial bias is impacting student learning, and also ways to examine school climate and academics for signs of bias.

ACTIONS
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Resource

Gleason, S. and Berg, J. (2018). Professional learning for equity: 3 Dimensions for professional learning for equity. The Learning Professional, 39(5), 67-68.

URL

https://learningforward.org/journal/october-2018-vol-39-no-5/come-together-for-equity/

Annotation

Gleason and Berg provide a reflection and planning tool to advance equity through inquiry on beliefs, actions, and systems-- existing, new possibilities, and potential challenges.

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Resource

Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.

URL

https://tinyurl.com/wested-cpsel

Annotation

Element 2A: Professional Learning Culture. Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance. This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.

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Resource	Facing History and Ourselves [Website]. Retrieved August 24, 2020.
URL	https://www.facinghistory.org/professional-development
Annotation	Facing History and Ourselves offers professional learning for teachers through webinars, online courses, and classroom videos. Their work centers on reflection--for educators and for students.
Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	Massachusetts superintendent rubric resource: Inclusive practice tool. MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents
Resource	Hall, V., Williams, L., Williams, M., Bush, S., & Anderson, M. (2020). Leading Social-Emotional Learning as a Lever for Equity in Discipline & Instructional Practices. Panorama Education. [Webinar]. Retrieved August 24, 2020.
URL	https://secure.edweek.org/media/200804presentation.pdf
Annotation	To strive toward racial equity in schools, district leaders and educators are doing the important and challenging work of examining both structural racism and unconscious bias. In this conversation with district leaders from Chapel Hill-Carrboro City Schools (N.C.) and Metropolitan School District Lawrence Township (Ind.), we'll discuss how district leaders are centering equity in their social-emotional learning initiatives for students and adults in order to improve student outcomes. Join this webinar to hear district leaders share their districts' equity journey and approach to incorporating culturally responsive social-emotional learning for students and adults.
Resource	Aryee-Price, A.O., Fernandez, M., & Rogers, C. (2020). Making Black lives matter at school. Teacher2Teacher.
URL	https://tinyurl.com/edliberation-BLM
Annotation	Three educators pose inquiry questions on how to make Black lives matter in the classroom, school, and the community.
Resource	Welcoming Schools [Website]. Retrieved August 25, 2020.
URL	https://www.welcomingschools.org/
Annotation	Support for teachers to welcome all students and their families with diverse books featuring all kinds of families, LGBTQ inclusive books, books to challenge gender stereotypes and books that support transgender and non-binary students.

Resource	Students at the Center Hub. Black lives matter in schools week of action resources [Website]. Retrieved August 25, 2020.
URL	https://studentsatthecenterhub.org/resource/black-lives-matter-in-schools-week-of-action-resources/
Annotation	This set of resources was compiled by DC Educators for Social Justice, a network of educators who seek to strengthen and deepen social justice teaching. This site brings together all the resources from that week, including lessons, teaching ideas, book lists, and teaching guides for different age groups.
Resource	Mahmood, R. (2020). Online teaching can be culturally responsive. Teaching Tolerance, March 31, 2020. Retrieved on August 26, 2020.
URL	https://www.tolerance.org/magazine/online-teaching-can-be-culturally-responsive
Annotation	The author, a fifth-grade teacher and an equity ambassador in Aurora, Illinois, describes some of the ways she ensures that she is meeting the needs of marginalized students when she is working with them online.
Resource	Kirkland, D. E. (2020). Guidance on culturally responsive-sustaining remote education. New York, NY: NYU Metro Center.
URL	https://tinyurl.com/NYU-cultural-remoteed
Annotation	This guidance document is designed to provide guidance to policymakers, district and school leaders, and school personnel making plans to return to school. There are guidance sections for: healing practices, curriculum and academics, professional learning, school climate and discipline, family engagement, community partnerships, health and COVID-19 considerations. Centering equity to humanize the process of coming back together.
Resource	D'Aunno, L. & Heinz, M. (2017). Continuing Courageous Conversations Toolkit. Iowa Department of Human Services. Retrieved August 26, 2020.
URL	https://tinyurl.com/polkdecat
Annotation	This toolkit contains a number of group exercises designed to guide participants through a courageous conversation. In addition, there are descriptions and links to other resources for courageous conversations about race, including books, videos and movies and accompanying discussion guides.

Resource	Gleason, S. and Berg, J. (2020). An opportunity for equity. The Learning Professional, June 2020 Vol.41 No. 3. Learning Forward
URL	https://learningforward.org/journal/what-now/an-opportunity-forequity/
Annotation	Gleason and Berg focus on the opportunity presented by the pandemic for educators and others to focus on equitable teaching practices. Some of the results are deeper knowledge about and connection with students and their families, data inquiry and consideration of unexamined biases, and communities of practice around alternative forms of student inquiry and related online resources.

SYSTEMS

Resource	Gleason, S. & Gerzon, N. (2013) Growing into Equity: Professional learning and personalization in high-achieving schools. Thousand Oaks, CA. Corwin.
Annotation	Gleason and Gerzon offer four case studies that show the values, professional learning practices, leadership, and systems that have helped schools transform learning. They describe how individualized learning in schools that narrowed the achievement gap for all subgroups is a reality for every teacher and student. The common thread is the commitment to equity—every student achieving.

Function 9:	Sharing Responsibility for Learning, including: Instruction, Curriculum, and Assessment,

BELIEFS _____

Resource	Love, B., Muhammad, G., Simmons, D. & Jones, B. (June 23, 2020). Abolitionist Teaching and the Future of Our Schools [Video]. Haymarket Books.
URL	https://www.youtube.com/watch?v=uJZ3RPJ2rNc
Annotation	Love et al. engage in a conversation about abolitionist teaching and antiracist education.

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Grissom, J. A., & Redding, C. (2016). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted program. AERA Open, 2(1), 1-25.

URL	https://doi.org/10.1177/2332858415622175
Annotation	Grissom and Redding wrote: "Black students indeed are referred to gifted programs, particularly in reading, at significantly lower rates when taught by non-Black teachers, a concerning result given the relatively low incidence of assignment to own-race teachers among Black students."

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Delpit, L. (2012). Multiplication is for White people: Raising expectations for other people's children. New York: The New Press.

Annotation	Delpit chronicles two decades of reform efforts that have still not been successful for poor children of color and a blueprint for raising expectations for all children.

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Johnston, E., D'Andrea Montalbano, P., & Kirkland, D.E. (2017). Culturally Responsive Education: A Primer for Policy And Practice. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

URL	https://steinhardt.nyu.edu/metrocenter/culturally-responsive-education-primer-policy-and-practice
Annotation	Johnston et al. outline the history and development of Culturally Responsive Education (CRE) and make suggestions for actions to increase CRE in the areas of teacher recruitment and preparation, curriculum and standards reform, and school reform and choice.

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Shepard, L. A., Diaz-Bilello, E., Penuel, W. R., & Marion, S. F. (2020). Classroom assessment principles to support teaching and learning. Boulder, CO: Center for Assessment, Design, Research and Evaluation, University of Colorado Boulder. 9-11.

Annotation	Shepard et al. present a set of equity-focused classroom assessment principles intended as a resource for practitioners, especially school leaders and district and state policymakers.

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Resource	Gleason, S. & Gerzon, N. (2013) Growing into Equity: Professional learning and personalization in high-achieving schools. Thousand Oaks, CA. Corwin.
Annotation	Gleason and Gerzon offer four case studies that show the values, professional learning practices, leadership, and systems that have helped schools transform learning. They describe how individualized learning in schools that narrowed the achievement gap for all subgroups is a reality for every teacher and student. The common thread is the commitment to equity—every student achieving.

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Resource	Bowman, A. & Jallow, S. (2020, May). Meeting the learning needs of historically underserved students during and after California school closures. WestEd.
URL	https://www.wested.org/wp-content/uploads/2020/05/Meeting-the-learning-needs-of-historically-underserved-students.pdf
Annotation	Bowman and Jallo offer a set of considerations and questions to help guide district planning for instruction in the coming school year.

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Students at the Center Hub [Website].

URL	https://studentsatthecenterhub.org/about/
Annotation	The mission of Students at the Center Hub is to offer a centralized location for tools and resources on student-centered learning approaches and to provide a user-friendly, interactive space for practitioners, implementers and supporters of student-centered approaches to learning.

ACTIONS

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Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.
URL	https://tinyurl.com/wested-cpsel
Annotation	Element 2B: Curriculum and Instruction. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Resource	Bigelow, B. & Christensen, L. (2018). Curriculum camp: Oregon writing project's summer institute addresses social justice issues. The Learning Professional, 39(5), 48-52.
Annotation	Oregon's curriculum camp objectives were: the production of lively and relevant teaching guides that can be shared throughout the school district; and to expand people's vision of what curriculum is and where it comes from, and for teachers to see themselves — individually and collectively — as leaders of a movement to infuse social justice into curriculum.
Resource	The Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	The Massachusetts superintendent rubric resource: Inclusive practice tool. MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents
Resource	Bigelow, B. (2010). One Long Struggle for Justice. Rethinking Schools, Spring 2010, Volume 24, No. 3.
URL	https://rethinkingschools.org/articles/one-long-struggle-for-justice/
Annotation	The Zinn Education Project is dedicated to promoting the teaching of a people's history in middle and high schools throughout the United States. The website features over 75 downloadable teaching articles, drawn mostly from the archives of Rethinking Schools magazine, and hundreds of teaching resource recommendations: books, curricula, and audiovisual materials.
Resource	Facing History and Ourselves. (n.d.). Taking School Online with a Student-Centered Approach.
URL	https://www.facinghistory.org/sites/default/files/publications/TakingSchoolOnlineWithAStudentCenteredApproach.pdf
Annotation	Facing History and Ourselves has many resources for teachers to use with students that promote digital literacy, social-emotional wellness, and content and are highly interactive and promote reflection.

Resource	Kirkland, D. E. (2020). Guidance on culturally responsive-sustaining remote education. New York, NY: NYU Metro Center.
URL	https://tinyurl.com/NYU-cultural-remoteed
Annotation	This guidance document is designed to provide guidance to policymakers, district and school leaders, and school personnel making plans to return to school. There are guidance sections for: healing practices, curriculum and academics, professional learning, school climate and discipline, family engagement, community partnerships, health and COVID-19 considerations. Centering equity to humanize the process of coming back together.

SYMBOLS ——————————————————————————————:

Resource	Jaquith, A. (2020). A systems approach to creating an ecology of equity in a high-poverty school district. Scope, Field Facing Memo #6.
URL	https://edpolicy.stanford.edu/sites/default/files/scope-pub-systems-approach-ecology-equity-brief.pdf
Annotation	Jaquith highlights the superintendent's leadership and the ongoing work of the Sunnyside Unified School District (SUSD) to create an ecology of equity by developing a school system that fosters a belief in each person's capacity to learn and increases students' opportunities for success by helping students take responsibility for their own learning through the use of evidence.

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Function 10:

Engaging Students

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Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students, p. 74. Thousand Oaks, CA: Corwin.

URL

https://www.youtube.com/watch?v=O2kzbH7ZWGg

Annotation

Hammond draws on cutting-edge neuroscience research "to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes ways to build students' learner operating systems and prepare them to become independent learners."

ACTIONS

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Resource

Zinn Education Project [Website]. People's Historians Online, Spring 2020 Theme: Black Freedom Struggle: From Reconstruction to the Civil Rights Movement.

URL

https://www.zinnedproject.org/news/peoples-historians-online-spring-2020/

Annotation

Mini sessions of the Zinn Education Project from March - July 2020, include highlights from the session, a list of the resources recommended by the presenters and participants, participant reflections, and a full video recording. The theme is the Black freedom struggle: from reconstruction to the Civil Rights Movement. Including materials on many topics of interest to students, such as Teenagers in the Civil Rights Movement, the Student Nonviolent Coordinating Committee, Black Athletes, and the Black Freedom Struggle.

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Resource

CASEL. (2020). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School July 2020.

URL

https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf

Annotation

The Social Emotional Learning (SEL) Roadmap includes essential questions and provides many tools to leverage SEL to promote equity and healing, for students and adults. Recommendations and tools suggest how to foster new relationships that elevate the voices and perspectives of students and families.

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Resource	Facing History and Ourselves: Justice & Human Rights [Website].
URL	https://www.facinghistory.org/topics/justice-human-rights
Annotation	Facing History and Ourselves has many resources for teachers that engage students in learning and making connections to their own lives. The materials are free and online, and include live streaming for many of the units that are offered.

Resource	Youth on Board [Website].
URL	https://www.youthonboard.org/downloads
Annotation	The Youth on Board website features resources to support youth organizing, including Tips from young people on good youth/adult relationships, and Listening to young people.

Resource	Kirkland, D. E. (2020). Guidance on culturally responsive-sustaining remote education: Centering equity, action, and social justice. New York, NY: NYU Metro Center.
URL	https://tinyurl.com/NYU-cultural-remoteed
Annotation	This guidance document is designed to provide guidance to policymakers, district and school leaders, and school personnel making plans to return to school. There are guidance sections for: healing practices, curriculum and academics, professional learning, school climate and discipline, family engagement, community partnerships, health and COVID-19 considerations. A central tenet of the guidance is centering equity to humanize the process of coming back together.

Resource	Gleason, S. and Berg, J. (2020). An opportunity for equity. The Learning Professional, June 2020 Vol.41 No. 3. Learning Forward
URL	https://learningforward.org/journal/what-now/an-opportunity-for-equity/
Annotation	Gleason and Berg focus on the opportunity presented by the pandemic for educators and others to focus on equitable teaching practices. Some of the results are deeper knowledge about and connection with students and their families, data inquiry and consideration of unexamined biases, and communities of practice around alternative forms of student inquiry and related online resources.

Resource	National School Boards Association (NSBA). Resources, reports, and guides: Increasing Equity and Achievement by Empowering Students [Webpage].
URL	https://www.nsba.org/Resources/Reports-and-Guides
Annotation	This publication provides a framework for implementing active student roles and provides data and case studies to support its recommendations.
Resource	Bautista, N. (2020). Distance Learning During Coronavirus Worsens Race, Class Inequality in Education. Teen Vogue, May 1, 2020.
URL	https://tinyurl.com/teenvogue-distancelearning
Annotation	A lack of reliable internet access is only the tip of the iceberg. Teen Vogue describes itself as the young person's guide to conquering (and saving) the world.

SYSTEMS

Resource	Trowler, V., & Trowler, P. (2011). Student Engagement Toolkit for Leaders. London: Leadership Foundation for Higher Education.
URL	https://tinyurl.com/trowlertrowler
Annotation	Trowler and Trowler designed this toolkit for leaders in higher education wishing to enhance and promote student engagement in, and beyond, their institutions. Student engagement is the investment of time, effort, and other relevant resources by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution.

Function 11:   Creative Positive School Climate and Discipline

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Forthcoming from: The Center for Education Equity (CEE) at MAEC. (2021). Getting started with restorative practices in schools. Bethesda, MD.

URL

https://maec.org/

Annotation

This toolkit includes research about the disproportionate suspension of students based on race and/or disabilities and the impact of suspension on life outcomes. It offers a multitude of suggestions and resources for administrators and teacher leaders to begin or enhance restorative practices in their schools and districts.

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Resource

Tennessee Department of Education. (2018). Tennessee leaders for equity playbook. p. 8-9

URL

https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

Annotation

The Tennessee ESSA Leadership Learning Community (ELLC) team (as part of its participation in this joint initiative of the Council of Chief State School Officers, the Council of the Great City Schools, the National Urban League, and The Wallace Foundation) works to build the capacity of education leaders to implement supports and interventions to turn around schools most in need of improvement. The Tennessee playbook includes an equity shifts continuum describing common misconceptions and necessary equity mindsets, an action plan framework, and key actions and resources that can be used by school, district, school board, and community leaders for each of seven identified equity commitments.

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Resource

Stutzman Amstutz, L., Canazaro, S., Galkowski, L., Gwinn Nutter, M., Riese, J., & Rush, L. (n.d.) (n.d.) Establishing a restorative mindset: Considerations for adults in schools. Center for Safe Schools.

URL

https://www.safeschools.info/content/establishing-a-restorative-mindset-considerations-for-adults-in-schools.pdf

Annotation

The authors describe a restorative mindset, and how it connects with restorative practices, conflict and peer abuse, and discipline.

ACTIONS

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Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.
URL	https://tinyurl.com/wested-cpsel
Annotation	Element 3: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each

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Resource	Payne, A.A. (2018). Creating and sustaining a positive and Communal School Climate: Contemporary Research, Present Obstacles, and Future Directions. National Institute of Justice Report, February 2018.
URL	https://www.ncjrs.gov/pdffiles1/nij/250209.pdf
Annotation	Payne defines school climate, identifies the outcomes of school climate, and offers recommendations about how school climate can be improved.

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Resource	Kirkland, D. E. (2020). Guidance on culturally responsive-sustaining remote education: Centering equity, action, and social justice. New York, NY: NYU Metro Center.
URL	https://tinyurl.com/NYU-cultural-remoteed
Annotation	This guidance document is designed to provide guidance to policymakers, district and school leaders, and school personnel making plans to return to school. There are guidance sections for: healing practices, curriculum and academics, professional learning, school climate and discipline, family engagement, community partnerships, health and COVID-19 considerations. A central tenet of the guidance is centering equity to humanize the process of coming back together.

SYSTEMS

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Resource	Stutzman Amstutz, L., Canazaro, S., Galkowski, L., Gwinn Nutter, M., Riese, J., & Rush, L. (n.d.) (n.d.) Establishing a restorative mindset: Considerations for adults in schools. Center for Safe Schools.
URL	https://www.safeschools.info/content/establishing-a-restorative-mindset-considerations-for-adults-in-schools.pdf
Annotation	The authors describe a restorative mindset and how it connects with restorative practices, conflict and peer abuse, and discipline.

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Function 12:

Engaging Parents/Caregivers

BELIEFS

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Resource

California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA: Author.

URL

https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

Annotation

This toolkit is designed to promote family engagement. It was developed to help districts and schools by providing practical planning and evaluation tools that support efforts to engage all families, particularly those of underrepresented and underserved students.

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Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools.

URL

https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be

Annotation

McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.

ACTIONS

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Resource

Lozano, M. & Basterra, M.d.R. (May 19, 2020). A conversation with Latinx families. MAEC. [Webinar].

URL

https://maec.org/covid-19/a-conversation-with-latinx-families/

Annotation

A webinar produced by MAEC, in Spanish; also available with English transcription.

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Resource

Averitt-Sanzone, R., & Brinkley, J. (August 20, 2020). Helping families navigate special ed and community support systems. MAEC and NAFSCE. [Webinar].

Annotation

Helping families navigate special ed and community support systems is one of many webinars, mostly in English, of MAEC's weekly offerings to parents during the pandemic.

Resource	Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.
URL	https://tinyurl.com/wested-cpsel
Annotation	CPSEL Element 4A: Parent and Family Engagement. Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
Resource	Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Southwest Educational Development Laboratory.
URL	https://sedl.org/pubs/framework/FE-Cap-Building.pdf
Annotation	The Dual Capacity-Building Framework is research-based and identifies capacity challenges that must be addressed to support the cultivation of effective home–school partnerships; conditions integral to the success of family–school partnership initiatives and interventions; capacity-building outcomes for families and school and program staff. Three case studies illustrate and further develop the Framework.
Resource	Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.
URL	http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf
Annotation	The Massachusetts superintendent rubric resource: Inclusive practice tool. MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents
	National Public Radio. (January 10, 2020). What to say to the kids when the news is scary. [Podcast]. Retrieved August 24, 2020.
URL	https://www.npr.org/2019/04/24/716704917/when-the-news-is-scary-what-to-say-to-kids
Annotation	NPR's podcast, Life Kit, provides tools to help families "get it together" during the pandemic crisis.

Resource	The Human Rights Campaign Foundation [Website].
URL	Children's Books to Welcome All Families: https://www.welcomingschools.org/resources/books/diverse-families/ and Welcoming Schools Wednesdays: Activities and Resources for Inclusive Learning at Home: https://www.hrc.org/news/welcoming-schools-wednesdays-activities-and-resources-for-inclusive-learnin
Annotation	HRC Foundation's Welcoming Schools offers a book and a related activity every week, adapted from teacher lesson plans for parents to use with children at home and with a link to online readings of each book. Featured books focus on Welcoming Schools themes: embracing all families, being an ally and respecting differences inclusive of LGBTQ identities.

Resource	Embrace Race, 20 Picture Books for 2020 [Webpage].
URL	https://www.embracerace.org/resources/20-picture-books-for-2020
Annotation	20 Picture Books for 2020: Readings to Embrace Race, Provide Solace & Do Good, an annotated list.

Resource	D'Aunno, L. & Heinz, M. (2017). Continuing Courageous Conversations Toolkit. Iowa Department of Human Services.
URL	https://tinyurl.com/polkdecat
Annotation	This toolkit contains a number of group exercises designed to guide participants through a courageous conversation. In addition, there are descriptions and links to other resources for courageous conversations about race, including books, videos and movies and accompanying discussion guides.

SYSTEMS

Resource	Leading by Convening. [Website].
URL	https://ncsi.wested.org/resources/leading-by-convening/
Annotation	The Leading by Convening framework engages stakeholders in improving results for infants, toddlers, children, and youth with disabilities through coalescing around issues, ensuring relevant participation, and doing the work together.

Resource	Centers for Disease Control and Prevention (2019). Preventing Adverse Childhood Experiences: Leveraging the Best Available Evidence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
URL	https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf
Annotation	ACES can have adverse effects on health, behaviors, and life potential (which includes graduation rates and academic achievement). Multiple strategies and approaches address how educational, medical, parental and community systems may work to prevent or minimize the impact of ACES.
Resource	Child Hunger and the Corona Virus Pandemic. [Website].
URL	https://edtrust.org/resource/child-hunger-and-the-coronavirus-pandemic/
Annotation	Steps state leaders can take to advance pandemic PEBT (Pandemic Electronic Benefit Transfer) implementation.
Resource	The Education Trust. (2020). Five things state leaders should do to ensure students have equitable access to learning opportunities during COVID-19 school closures.
URL	https://tinyurl.com/edtrust-fivethings
Annotation	The Education Trust suggests ways to ensure students have equitable access to learning opportunities. Included is ways to address child hunger during the pandemic. The Pandemic Electronic Benefit Transfer (P-EBT) program allows for families with students, who haven't been able to physically attend school, to receive additional nutritional benefits if the student was eligible to receive free or reduced-price school meals.

Function 13: Engaging the Community

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Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL). Sacramento, CA: Authors.

URL   https://tinyurl.com/wested-cpsel

Annotation CPSEL Element 4: Family & Community Engagement.

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The Massachusetts Department of Elementary and Secondary Education (DESE). (n.d.). Educator Effectiveness Guidebook for Inclusive Practices. Massachusetts Superintendent Rubric Resource: Inclusive Practice Tool.

URL   http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf

Annotation The Massachusetts superintendent rubric resource: Inclusive practice tool. MA DESE tool includes multiple examples of 22 functions (indicators) of inclusive practice for superintendents

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Potapchuk, M. (2020). Operationalizing racial justice in non-profit organizations.

URL   https://tinyurl.com/Potapchuk

Annotation Potapchuk provides guidance for "nonprofit organizations who have decided to start a change process in order to integrate their value of racial equity in their policies, practices, culture and ethos. The resource provides reflections on five commonly asked questions and a curated list of resources."

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The Tennessee Department of Education. (2018). Tennessee leaders for equity playbook. p. 18-19

URL   https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

Annotation Tennessee ESSA Leadership Learning Community (ELLC) team (as part of its participation in this joint initiative of the Council of Chief State School Officers, the Council of the Great City Schools, the National Urban League, and The Wallace Foundation) to build the capacity of education leaders to implement supports and interventions to turn around schools most in need of improvement. The Tennessee playbook includes an equity shifts continuum describing common misconceptions and necessary equity mindsets, an action plan framework, and key actions and resources that can be used by school, district, school board, and community leaders for each of seven identified equity commitments.

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Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools.

URL   https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be

Annotation   McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.

ACTIONS   _____

Resource   CASEL. (2020). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School July 2020.

URL   https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf

Annotation   The SEL Roadmap asks essential questions and provides many tools to leverage SEL to promote equity and healing, for students and adults. Recommendations and tools suggest how to foster new relationships that elevate the voices and perspectives of students and families.
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Resource   Commission on Teacher Credentialing & California Department of Education. (2014). California professional standards for education leaders (CPSEL).

URL   https://tinyurl.com/wested-cpsel

Annotation   CPSEL Element 4B: Community Partnerships. Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career. Element 4C: Community Resources and Services. Leaders leverage and integrate community resources and services to meet the varied needs of all students.
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Resource   D'Aunno, L. & Heinz, M. (2017). Continuing Courageous Conversations Toolkit. Iowa Department of Human Services.

URL   https://tinyurl.com/polkdecat

Annotation   This toolkit contains a number of group exercises designed to guide participants through a courageous conversation. In addition, there are descriptions and links to other resources for courageous conversations about race, including books, videos and movies and accompanying discussion guides.

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Resource   Leading by Convening. [Website].

URL   https://ncsi.wested.org/resources/leading-by-convening/

Annotation   The Leading by Convening framework engages stakeholders in
                                      improving results for infants, toddlers, children, and youth with
                                      disabilities through coalescing around issues, ensuring relevant
                                      participation, and doing the work together.

Resource   Catone, K., Saunders, M., Perez, W., Harris, E., Miller-Gootnick, R. (n.d.)
                                      Agency into Action: Teachers as Leaders and Advocates for Public
                                      Education, Communities, and Social Justice. Teacher Leadership &
                                      Advocacy.

URL   https://files.eric.ed.gov/fulltext/ED582092.pdf

Annotation   The Annenberg Institute for School Reform (AISR) conducted the
                                      Teacher Leadership and Advocacy (TLA) study, documenting "how
                                      teachers, alongside family and community partners, are utilizing their
                                      experiences and expertise to share new ideas and evidence that can
                                      continue to build an ecology for equitable education reform. Specifically,
                                      we explore how teachers are leading and engaging in advocacy for
                                      policy change that can lead to system change and improvement."

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Selected Resources on Privilege, Unconscious Bias, Racism and Equality

Resource	Racial Equity Tools [Website].
URL	https://www.racialequitytools.org/home
Annotation	https://www.racialequitytools.org offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level – in systems, organizations, communities and the culture at large. There are over 2500 resources.
Resource	Center for Assessment and Policy Development and MP Associates. (2013). Reviewing Resources.
URL	https://www.racialequitytools.org/resourcefiles/What_Are_Some_Tips_For_Reviewing_Resources_With_A_Racial_Equity_Lens.pdf
Annotation	This tip sheet provides reflection questions for thinking about whether a resource will be helpful to you, including: "What are the assumptions about how change happens? What words are used to describe issues of privilege, racism, oppression and power? If the materials indicate that something "works" what does that actually mean, and on what evidence is that assertion or judgment based? What does the material imply about why things are as they are, particularly in terms of different outcomes for different groups?"
Resource	Potapchuk, M. (2020). Operationalizing racial justice in non-profit organizations.
URL	https://tinyurl.com/Potapchuk
Annotation	Potapchuk provides guidance for "nonprofit organizations who have decided to start a change process in order to integrate their value of racial equity in their policies, practices, culture and ethos. The resource provides reflections on five commonly asked questions and a curated list of resources."
Resource	Powell, J. (2016). It's About Time We Challenge Our Unconscious Biases [Video]. TEDxStLouisWomen.
URL	https://www.youtube.com/watch?v=thkmVv54e6M
Annotation	Powell identifies the patterns and practices of successful business leaders who bank on social technology, communications, and data to win. Powell combines her lifelong interest in community-building with a deep knowledge of the people, technologies and business practices at the forefront of connected society.

Resource	Peggy McIntosh. How Studying Privilege Systems Can Strengthen Compassion [Video]. TEDxTimberlaneSchools.
URL	https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be
Annotation	McIntosh talks about experiences that prompted her thinking about what it is like above and below the hypothetical line of social justice, racism, the myth of meritocracy and how to use an unearned bank account of White privilege in service of changing the system.
Resource	McIntosh, P. (2020). On privilege, fraudulence, and teaching as learning: Selected essays 1981-2019. New York: Routledge Taylor & Francis Group.
Annotation	McIntosh combines personal systemic understandings to focus on power. The book includes McIntosh's essays on privilege, or systems of unearned advantage that correspond to systems of oppression; feeling of fraudulence that may be imposed by hierarchical cultures rather than by any actual weaknesses or personal shortcomings; and McIntosh's Interactive Phase Theory, highlighting five different world views or attitudes about power, that affect school curriculum, cultural values, and decisions on taking action.
Resource	Dismantling Racism Works (dRworks). (n.d.). Dismantling Racism Works web workbook.
URL	https://www.dismantlingracism.org/
Annotation	Dismantling Racism Works provides a free online workbook of action tools, analysis tools, and resources for learning about racism.
Resource	Dismantling Racism Works (dRworks). (n.d.). The characteristics of White supremacy culture.
URL	https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html
Annotation	This resource provides the characteristics of white supremacy culture and describes how organizations which unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards.

Resource	Singleton, G. (2018). Professional learning for equity: 3 Dimensions for professional learning for equity. The Learning Professional, 39(5), 28-32.
URL	https://learningforward.org/wp-content/uploads/2018/10/the-learning-professional-october-2018.pdf
Annotation	Singleton describes how the Courageous Conversations framework is transforming systemic culture through: developing the skill to talk about race; acquiring knowledge of how race is constructed and understand its intersection with schooling; building the capacity to interrogate how systems operate to institutionalize beliefs about race; and summoning the will to interrupt systems that yield unwanted, racially predictable, and disproportionate results.
Resource	DiAngelo, R. (2018). White fragility: Why it's so hard for White people to talk about racism. Boston: Beacon Press.
URL	https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be
Annotation	DiAngelo explains what White fragility is, how it furthers racial inequality, and what to do to more constructively engage in preventing it.
Resource	Kendi, I. (2019). How to be an antiracist. New York: Random House
URL	https://brenebrown.com/podcast/brene-with-ibram-x-kendi-on-how-to-be-an-antiracist/
Annotation	Kendi defines racism as a powerful system that creates false hierarchies of human value, and extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types, and gives strategies for dismantling racism.
Resource	Alexander, A. (2018). How to Outsmart Your Implicit Bias [Video]. TedXPasadena.
URL	https://www.youtube.com/watch?v=GP-cqFLS8Q4
Annotation	Alexander explains how the human brain instinctively reacts when encountering the unexpected, like saber-toothed tigers or female tech execs, and proposes that if we have the courage to examine our own behavior when faced with the unfamiliar, we can take control of our expectations, and by doing so, change the world.
Resource	Benson, T.A. and Fiarman, S.E. (2020). Unconscious bias in schools: A developmental approach to exploring race and racism. Cambridge, MA: Harvard Education Press.
Annotation	Benson and Fiarman "wrote this book to support the leaders we continue to meet who seek to interrupt the patterns of racial inequity at their schools and who feel isolated in that endeavor .We want to share

the lessons we've learned…[when we were entering the principalship]. Included in the book are ways for teachers to productively examine data to identify where racial bias is impacting student learning, and also ways to examine school climate and academics for signs of bias.

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Resource	The National SEED Project [Website].
URL	https://nationalseedproject.org/
Annotation	The National SEED Project (Seeking Educational Equity and Diversity) SM partners with schools, organizations, and communities to develop leaders who guide their peers in conversational communities to drive personal, organizational, and societal change toward social justice. SEED leaders design their SEED seminars with the flexibility to adapt them to their own local needs. They include personal reflection and testimony, listening to others' voices, and learning experientially and collectively, in the context of each participant's intersecting identities. Through this methodology, SEED equips participants to connect our lives to one another and to society at large by acknowledging systems of power, oppression, and privilege.

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Resource

TED Talks:
1. Williams, D. R. (2016). How Racism Makes Us Sick. TED Med.
https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick

2. Ming Francis, M. Let's get to the root of racial injustice. TEDxRainier.
https://www.youtube.com/watch?v=-aCn72iXO9s

3. Sales, R. (2018). How we can start to heal the pain of racial division. TED Salon: Verizon.
https://tinyurl.com/tedtalk-rubysales

4. Vulchi, P. & Guo, W. (2017). What it takes to be racially literate. TEDWomen.
https://tinyurl.com/tedtalk-priyavulchi

5. Myers, V. (2014). How to overcome our biases? Walk boldly towards them. TEDxBeaconStreet
https://tinyurl.com/tedtalk-vernamyers

6. "Am I Going Crazy?!" A Critical Race Theory of Doctoral Education.
https://www.tandfonline.com/doi/abs/10.1080/10665684.2011.539472

7. Crenshaw, Kimberle [accent over last e]. The urgency of intersectionality. TEDWomen 2016.
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