

GUIDING QUESTIONS

EQUITY

Equity Leadership

- What are our shared values and norms that are representative of all members of the classroom/school/department/and district community?
- In what ways does the district/site/classroom communicate and distribute our shared norms and values that are accessible to all members of the community?
- How are we addressing systemic inequities resulting in a culture of belonging and equal access to learning and opportunities for all students?
- What is the evidence of ongoing monitoring to eliminate institutional bias? What data are we using? How do we monitor our practices to confront and eliminate institutional bias at a classroom/school/department/ school and district level?
- How do we support forums for courageous conversations amongst stakeholders? at a classroom/school/department and district. How do we acknowledge and respond to diverse perspectives? Who is included in discussions and decision-making?
- How are we responding to issues and problems? Are we addressing technical and adaptive needs of the district/school/department/classroom? How do our solutions reflect surface and deeper roots of the issue or problem?
- How do we engage in reflection? How often do we review data? How is progress monitored and documented?
- Based upon our continuous review of data, what changes are we making?
- How do our resource allocation decisions align with district priorities and equity?

EXCELLENCE

Learner-Centered Curriculum, Instruction & Assessment

- How do we ensure every student has a personalized learning plan that reflects his/her culture, background, experiences, and strengths?
- What is the evidence of our high expectations for every student? in every course? at every level? Across the district?
- What processes are in place to ensure all students have access to rigorous content at or above grade level?
- What actions are we taking to disrupt predictable student course placement and performance?
- What are areas of inquiry that we are using to make instructional decisions? What are the data sources we are using? How does our interpretation of data result in changes to curriculum and/or instruction?
- What are the specific assessments we are using and for what purpose? How do we ensure that assessments used in educational decision-making are valid and reliable for students?
- How do we incorporate equity in educational experience in our decisions related to curriculum adoptions? Course recommendations?
- Is there a consistent and high-quality curriculum implemented across classrooms/grades/buildings and the district? Is it implemented with fidelity?
- What professional development has been required and implemented for staff to ensure consistency in experience for students across classes? Grades? Buildings? Levels?

ENGAGEMENT & EXPECTATIONS

Inclusive Learning Environments

- How have we acted to remove barriers so all students are engaged in all facets of the educational experiences? Courses? Extracurriculars? District and/or School events?
- How are we ensuring that the instructional practices recognize and value all aspects of a student's identity?
- What actions are we engaging in to ensure and foster a sense of belonging for every student in every situation?
- What is the evidence to demonstrate that all students have the opportunity to engage in all aspects of the educational program with same-age peers?
- How have we identified predictable outcomes in behavioral data? What actions are we taking to address these patterns on a classroom/school/district level?
- How are behavioral expectations inclusive and responsive to our diverse student population? Who have we included in the identification of expectations? How are we communicating those expectations?
- How do our human resource practices focus on recruiting, hiring, training, and retaining staff reflective of our school and district community?
- How do we ensure that the work culture and environment build a sense of community across all staff? How are we responsive to all staff, and not isolating, on basis of any social or cultural factor?

EMPOWERMENT

Family & Community Collaboration & Integration

- How do we obtain, acknowledge, and respond to information from parents and community members about the experiences of diverse students in our classrooms/schools/district?
- What is the evidence of engaging all parents in conversations about learning opportunities and expectations in our district/school/classrooms?
- In what ways do we measure our district/school/classrooms' relationships with the community? Are these inclusive of diverse voices?
- How have we established forums to engage in courageous conversations about equity within our community?
- In what ways do we engage with the community to elicit input and feedback about the work of our district/school/classroom?
- In what ways does our planning seek and integrate community resources and engagement?
- In what ways do we extend the school personnel into the community?
- In what ways do we work in collaboration with other districts/colleges and universities/organizations? How do we share and acquire information advancing equity efforts?
- What is the evidence of the effectiveness of each of our efforts to increase family and community collaboration and integration?