



EQUITY TEAMS

Equitable Opportunities for all Students

YEAR ONE **ANALYZING**

Building Trust

- Team norms
- Analyze and review data and strategize ways to reduce predictability of failure and success
- Personal and professional growth of Equity Team members; book study of *Courageous Conversations*

YEAR TWO **IDENTIFYING**

Professional Development

- Responsive Teaching Practices – Build Capacity for Instructional Practices
- Possible share-out of equity notes at staff meetings
- Engage in more courageous conversations with other staff
- Individual implementation of culturally responsive instruction
- Serve as role models for others in the school

YEAR THREE **PRIORITIZING**

Next Steps

- Training Other Staff
- Deep dive into systems that create inequitable outcomes
- Participate in mandatory training with all staff where curriculum is provided
- Brainstorm ways to apply an equity lens
- Coaching/collaborative lesson planning
- Community Engagement: Fostering positive relationships with students' families

EQUITY LENS

When making decisions, problem solving, taking actions and planning instruction, utilize the following questions:

- Does this practice align with the District mission/vision?
- Whom does this practice affect both positively and negatively?
- Does the practice ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process? Who is not in the room? What perspectives are we missing?
- What other possibilities were explored?
- Is the practice/outcome sustainable?



*Department of
Equity & Achievement*

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Equity Teams align with Bethel Schools Strategic Plan

PILLAR A - Personalized, Rigorous, Culturally Responsive Teaching and Learning

Leadership Practices 1: Challenging Beliefs

Principals and leaders encourage teachers and staff to question their own beliefs and actions regarding all students' ability to reach academic and social-emotional standards.

Organizational Practices 1: Monitoring and self-reflection: District, school and staff proactively monitor their belief and behavior to ensure that high expectations are communicated to all students, regardless of their background or circumstances.

PILLAR C - Effective Teacher for Every Student, Effective Leader for Every School

Teaching Practices 6: Reflecting on practice:

Collaboratively, teachers reflect on and evaluate the link between their professional learning practices and student outcomes, adjusting those practices as necessary.

Leadership Practices 6: Reflecting on practice: Principals and leaders assess effectiveness of their own practices and adjust practices to align with school, district and state standards.

Organizational Practices 5: Quality professional learning: The district provides a system of professional learning that is research-based, responsive to the data and constructed to ensure every educator is given the opportunity to learn and practice high leverage instructional practices at the classroom and building level.



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