RESOURCE EQUITY GUIDEBOOK

TEACHING QUALITY & DIVERSITY

ALLIANCE FOR
RESOURCE
EQUITY

Uniting advocates and education leaders
to unlock excellence for every student

About

This guidebook for district- and school-level action planning leverages Education Resource Strategies' deep expertise supporting districts and schools and iterates from frameworks and tools that we have tested and used with school and district leaders from across the country over the last decade.

It was also informed by strong collaboration with The Education Trust and its expertise working with equity advocates across the country to support state and federal policy development that focuses on eliminating opportunity and achievement gaps for students of color and students from low-income backgrounds.

The Alliance for Resource Equity is a partnership between **Education Resource Strategies (ERS)** and **The Education Trust**.

ERS

The Education Trust

WHY AN ALLIANCE?

Across the nation, local decision makers and equity advocates are committed to improving schools—including school board members, state and district leaders, civil rights advocates, families, educators, and even students themselves. However, a lack of coordination can limit the impact of these efforts. The Alliance for Resource Equity works to bring many combinations of stakeholders together around a framework for shared understanding, and a plan for collaborative action.

1

THE EDUCATION COMBINATION

Learn about the 10 dimensions

This paper turns the spotlight on education resource equity by sharing the 10 dimensions that unlock better, more equitable experiences in school for all students.
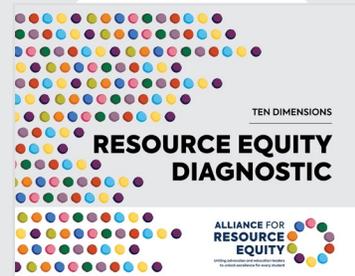
2

THE RESOURCE EQUITY DIAGNOSTIC

Identify strengths and gaps

This tool helps you better understand the current state of education resource equity and excellence for students in *your* school system across all 10 dimensions.

- **Advocates' Guide**: Tailored guidance for advocates on how to use the diagnostic in partnership with your local school system.

- **Sample Meeting Agenda**: An example of a meeting agenda to help community advocates and district leaders work collaboratively to kick off the process of improving education resource equity.
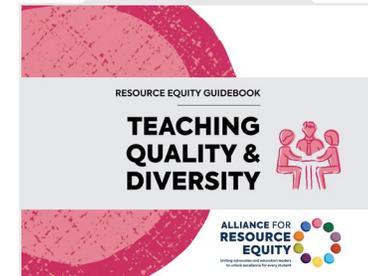
3

THE RESOURCE EQUITY GUIDEBOOKS

Explore next steps

This series of guidebooks digs deeper into your diagnostic results by probing underlying causes of challenges in your school system and considering ways to improve students' experiences in school.

DIMENSION 1
School Funding

DIMENSION 2
Teaching Quality & Diversity

DIMENSION 3
School Leadership Quality & Diversity

DIMENSION 4
Empowering, Rigorous Content

DIMENSION 5
Instructional Time & Attention

DIMENSION 6
Positive & Inviting School Climate

DIMENSION 7
Student Supports & Intervention

DIMENSION 8
High-Quality Early Learning

DIMENSION 9
Learning-Ready Facilities

DIMENSION 10
Diverse Classrooms & Schools

Dimension 2: Teaching Quality & Diversity

ABOUT THIS GUIDEBOOK

Your team of district leaders and community members can use this guidebook about **Teaching Quality & Diversity** to choose promising actions based on your district's challenges and the distinct needs of your students. Because of the complex nature of conversations about equity, strong teachers, and strong teaching practices, we recommend that your team review the notes on page 48 before diving into this important work together.

- Determine **root causes** of challenges in your school district

- Explore **potential actions**

- Plan **next steps**

In this guidebook, each key question is a separate "chapter"—and depending on what growth opportunities your team identified in the diagnostic, you can choose to look at any number of these key questions. **For each key question that is relevant to your district, you will investigate the underlying root causes of challenges, explore potential actions, and plan next steps.** Key questions, root causes, and potential actions often connect to each other across chapters.

KEY QUESTION

2.1

Does each student have access to strong teachers?

KEY QUESTION

2.2

Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

KEY QUESTION

2.3

Does the teacher workforce reflect student diversity?

Refer to your Resource Equity Diagnostic (bit.ly/equitydiagnostic) as you use this guidebook.

WHAT IS EDUCATION RESOURCE EQUITY?

When schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students, that is what we call **education resource equity**. Yet many schools and systems are set up as if different students all need the same things. Worse yet, students with higher needs and students of color are often *less* likely than their peers to have access to the high-quality learning experiences that research tells us are necessary to prepare them for college and career.

Education resource equity is what we need to make sure that school unlocks every child's power to live a life of their choosing—and that race and family income no longer predict a student's life trajectory.

To change students' educational experiences for the better, we need to "do school" differently by making changes at the district and school levels. This means working together to design schools and systems that use the right combination of resources to meet each child's distinct needs.

KEY TERMS

Students with higher needs includes students in your district who may face additional barriers to success, such as students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system.

Students of color, in this context, includes Black, Latino, and Native American students, or other historically underserved racial/ethnic groups in your district.

The 10 dimensions of education resource equity often interact. For example, **Teaching Quality & Diversity** is closely related to other dimensions, such as: **School Leadership Quality & Diversity**, as school leaders make many of the decisions that shape teacher performance and retention; and **Empowering, Rigorous Content**, since instructional practices are closely linked to the curriculum, materials, and coursework. No single dimension of education resource equity can unlock every student's potential—but when dimensions are combined to meet students' distinct needs, they are a strong foundation for unlocking better, more equitable experiences in school.

Learn more at educationresourceequity.org/dimensions.

DIMENSION 4
Empowering, Rigorous Content

DIMENSION 3
School Leadership Quality & Diversity

DIMENSION 2

Teaching Quality & Diversity
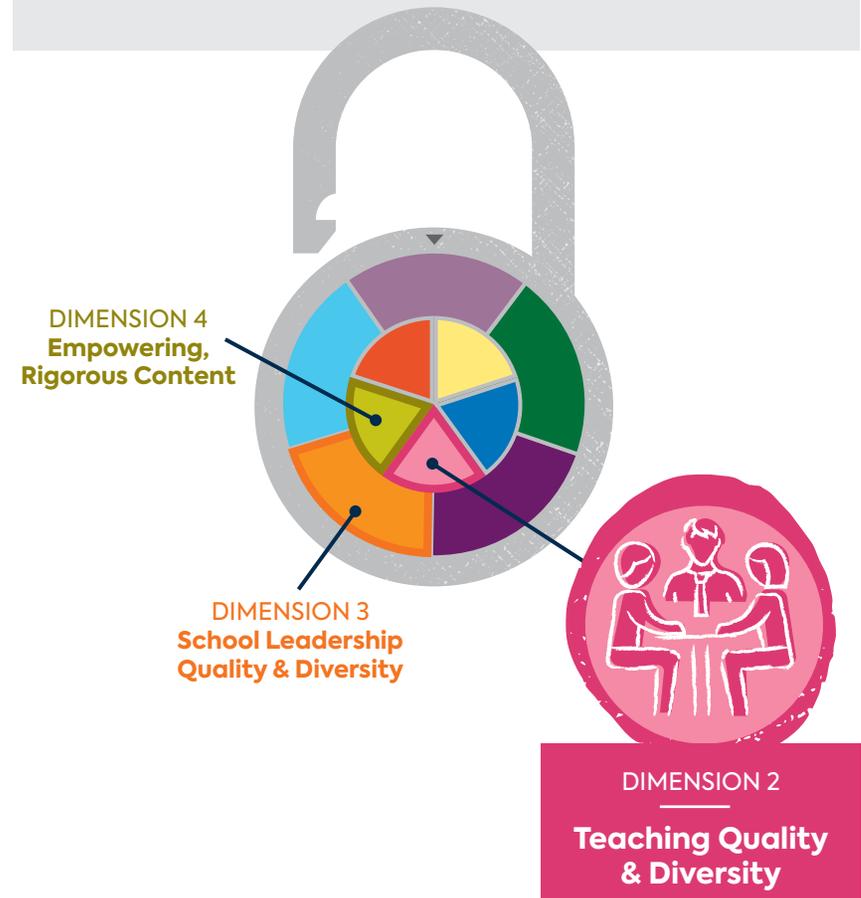
FOUNDATIONS FOR EXCELLENCE & EQUITABLE ACCESS

To make progress toward education resource equity, your team will need to consider:

FOUNDATIONS FOR EXCELLENCE
Systemwide

Foundations for Excellence gauges whether there is enough of a resource available at the system level and whether foundational structures, practices, and policies are in place to enable equitable access to the resource for all students. For example, a challenge in Foundations for Excellence may mean that your district does not have a large enough supply of strong teachers overall.

If your district faces challenges with Foundations for Excellence, then your team will need to consider how the root causes you see in this guidebook play out across the system, for all schools or all students. The actions you choose to address these root causes should be implemented systemwide.

The Resource Equity Diagnostic (bit.ly/equitydiagnostic) can help your team determine key opportunities and challenges both systemwide (**Foundations for Excellence**) and in specific schools or classrooms (**Equitable Access**). Keep these results in mind as you work through this guidebook to ensure that your team is addressing the specific challenges your district faces.

EQUITABLE ACCESS
In specific schools or classrooms

Equitable Access assesses whether students with higher needs, students of color, and students with lower academic performance have access to the right amount and combinations of resources necessary to meet their needs. Challenges in Equitable Access may mean that in your district there are…

- **Inequities *across* schools**—for example, if schools that have higher proportions of students from low-income backgrounds are less likely to be staffed with strong teachers

- **Inequities *within* schools**—for example, if students of color are less likely to have a strong teacher than white students who attend the same school

If your district faces challenges with Equitable Access, then your team will need to consider how the root causes of those inequities play out at specific schools or for specific groups of students. The actions you choose to address these root causes should be targeted toward specific schools or classrooms.

HOW DO WE USE THIS GUIDEBOOK?

First, get everyone together at the table.

Every community, district, school, and child is unique. And your system undoubtedly has strengths, challenges, and possible barriers that will surface as you explore this guidebook.

That's why the first step to ensuring that students have better, more equitable experiences in school is engaging the people who know that unique context best. To accurately identify and effectively mobilize the right combination of resources for meeting students' needs, many different people need to be part of the process. Their perspectives, expertise, and lived experiences will help to inform a planning process that reflects your system's unique context and has broad community support.

Therefore, you should use this guidebook as part of a facilitated group exercise and a starting point for larger conversations and planning. Include the following groups from the outset: **PRACTITIONERS**, including school board members, district leaders, and central office department staff; **EDUCATORS**, including school leaders and teachers; and **ADVOCATES**, including civil rights leaders, business leaders, families, and other community members.

Ⓐ DETERMINE ROOT CAUSES

After you've decided which key question chapter(s) to start with, use the guiding questions to help you narrow down the menu of common root causes and select the one(s) that are most significant, relevant, or true for what is driving your district's challenges. Together, you should use the root cause menu to help your team think, discuss, analyze data, seek out other views, and keep asking "why?" to dig deeper. You may find that this menu doesn't include every root cause that contributes to your district's challenge. You can add your own customized root cause based on your diagnostic results and insights from the diverse groups of stakeholders at the table.

Ⓑ EXPLORE POTENTIAL ACTIONS

Next, use the guiding questions as you explore potential actions and choose the ones that seem most promising given the needs of students in your community. For each action you choose, indicate if you will pursue it **systemwide**, in **specific schools or classrooms**, or both.

Ⓒ PLAN NEXT STEPS

Making changes isn't easy. As you gear up for deeper planning and implementation, your team will need to organize your roles and identify both short- and long-term next steps. Use the guidance on to prioritize which of the actions you selected seem most promising to pursue (and when), to further customize those actions to meet the unique needs of your students, and to check for alignment with other district efforts and priorities.
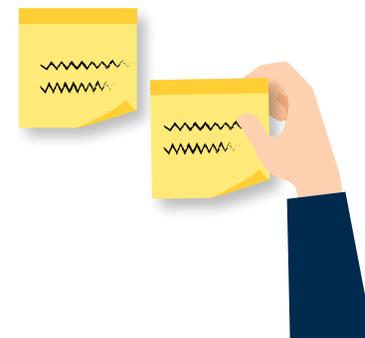
DIMENSION 2: TEACHING QUALITY & DIVERSITY

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KEY QUESTION

2.1

Does each student have access to strong teachers?

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DIMENSION 2: TEACHING QUALITY & DIVERSITY

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this challenge occur?

SYSTEMWIDE for all schools or all students (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS, affecting some groups of students (Equitable Access)

Which of the root causes on the next page drive this challenge in your district?

Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

How do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE **ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE?

ROOT CAUSES

Hiring PAGE 11

Teacher pipelines and hiring practices do not result in a sufficiently high-potential applicant pool, or strong teachers are not identified through the recruitment, application, or selection processes.

Assignment PAGE 12

Strong teachers are not sufficiently incentivized to work in schools and classes serving students with higher needs.

Working Conditions PAGE 13

Challenging workloads or school climates reduce teachers' morale, retention, or performance.

Professional Learning & Collaboration PAGE 14

Professional learning opportunities do not effectively develop teachers and support their different needs, particularly for new teachers.

Performance Measurement & Management PAGE 15

Systems for measuring and tracking teachers' growth and effectiveness do not provide a clear, fair, or detailed picture of each teacher's performance and contribution, and/or do not inform decisions to strategically manage talent.

Career Path PAGE 16

Roles and responsibilities are not appropriately differentiated to enable teachers to continuously learn and develop both themselves and other teachers throughout the different stages of their careers.

Compensation PAGE 17

Salaries, benefits, and stipends are not sufficiently competitive to attract and retain strong teachers.

Other* PAGE 18

*You can add a custom root cause depending on your district's unique context

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

USE THESE GUIDING QUESTIONS AS YOU **EXPLORE POTENTIAL ACTIONS**

How would the actions shown on the following pages address **your district's specific challenge**?

For each action you choose, mark how you will apply it...

SYSTEMWIDE (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS (Equitable Access)

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have **already been tried** in your district?	What do stakeholders **recommend**?	What potential **barriers** exist?
What lessons can you apply now to address your district's challenge?	What recommendations do different stakeholder groups have — particularly those most directly impacted by existing inequities?	What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:

A
DETERMINE ROOT CAUSES

B
EXPLORE POTENTIAL ACTIONS

C
PLAN NEXT STEPS

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KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

Hiring

THE VISION

Teacher pipelines and hiring practices result in a sufficiently high-potential applicant pool, and strong teachers are identified through the recruitment, application, and selection processes.

Clearly define the **skills and competencies** for success in each teaching role to create a consistent high bar for candidates in all stages of the recruitment and hiring process.

Shift **hiring timelines** earlier; schools that hire teachers earlier are often better able to attract strong candidates.

Target **recruiting** toward the pipelines that provide candidates with the highest potential; focus particularly on candidates who want to teach in high-need schools or are likely to be successful teaching students with higher needs.

Create **district-specific pipelines** to develop a portfolio of pathways into teaching—including alternative teacher certification programs and "grow your own" programs, such as paraprofessional-to-teacher models.

Improve the **application and screening processes** to gain a better sense of teaching effectiveness, such as including a demo lesson portion.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

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KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

Assignment

THE VISION

Strong teachers are sufficiently incentivized to work in schools and classes serving students with higher needs.

Provide **incentives** to make roles more attractive and sustainable for high-potential teaching candidates and strong teachers to work with students with the greatest needs. This may include financial incentives, recognition, opportunities for growth and learning, and reduced workloads.

Address **district policies that unintentionally discourage** strong teachers from going to and remaining in high-need schools or classrooms.

Help teachers understand their own biases that may impact **assignment preferences** and develop explicit plans to address those biases, including open conversations to learn more about how and why teachers choose to work in certain schools or classrooms.

Help district and school leaders reflect on how their own biases may impact their **decision-making about how to assign individual teachers** (such as assigning novice teachers to lower-level classes), and develop explicit plans to address those biases.

Provide district support and coaching to help school leaders use **data to make assignment decisions** that balance expertise across teams and ensure that students with high needs have strong teachers.

Other potential action(s):

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Working Conditions

THE VISION

Manageable workloads and positive school climates contribute to strong teacher morale, retention, and performance.

Ensure that strong, **integrated systems for student support** are in place to address students' academic, social-emotional, physical, and mental well-being so that teachers do not have to lead these efforts on their own.

Analyze overall **teaching load** to ensure teachers' jobs are manageable by looking at teacher survey data, number of students, level of student need, and number of different courses taught—and develop a plan to adjust as necessary, which may require additional resources.

"Shelter" rookie teachers to improve satisfaction, retention, and performance among **early-career teachers** by simplifying the teaching job, such as reducing the number of different courses taught or increasing planning time.

Create systems that improve teachers' **access to resources** (such as supplies, curriculum, or technology) so that they feel they have what they need to do their jobs well.

Increase opportunities for teachers to provide **input and feedback** to district and school leaders—and respond by making timely changes so that teachers' voices are more represented in policies and practices.

Provide **wellness supports** for teachers (such as counseling or gym memberships) to help improve morale, sustain work-life balance, and prevent burn-out.

Increase the quantity and quality of teachers' formal and informal collaboration time to help them develop **strong relationships** with each other, and to support morale and retention.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

Professional Learning & Collaboration

THE VISION

Professional learning opportunities effectively develop teachers and support their different needs, particularly for new teachers.

Ensure school schedules and calendars allow for at least 90 minutes each week for teacher teams to collaboratively analyze student work and data, plan lessons, and engage in shared learning by organizing teachers into content-focused teams, led by experts such as teacher-leaders or instructional coaches.

Focus additional, job-embedded professional learning on rookie teachers and low-performing teachers who need additional support; for rookie teachers, this is strengthened when used in combination with simplifying the teaching job.

Hire dedicated staff or create teacher-leadership roles that have protected time for coaching teachers; select staff who demonstrate content-specific expertise and have successfully taught students with higher needs or students from historically underserved groups.

Organize schedules for teachers and instructional coaches in ways that enable frequent informal observations, modeling, in-person coaching, and growth-oriented feedback (at least once every two weeks).

Tailor professional learning sessions and coaching to support the specific needs of individual teachers.

Provide targeted professional learning for teachers before, during, and after they make transitions into new positions and roles to set them up for success—for example, scheduling coaching sessions about how to provide high-quality feedback with teachers who are starting a teacher-leadership role.

Other potential action(s):

A   DETERMINE ROOT CAUSES

B   EXPLORE POTENTIAL ACTIONS

C   PLAN NEXT STEPS

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KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Performance Measurement & Management

THE VISION

Systems for measuring and tracking teachers' growth and effectiveness provide a clear, fair, and detailed picture of each teacher's performance and contribution, and inform decisions to strategically manage talent.

Ensure evaluation data is meaningful and useful by consistently implementing teacher ==evaluation systems== that clearly define skills and competencies, leverage multiple measures of growth and effectiveness, enable accurate identification of the most and least effective teachers, and monitor progress over time.

Provide ongoing ==training for evaluators== on how to effectively use the rubric, conduct observations, and facilitate feedback conversations.

Use evaluation data to strategically inform individual-, school-, and district-level ==professional growth strategies== that differentiate support for teachers based on their needs.

Provide ==support for school leaders== to manage talent—such as leveraging the expertise of the most effective teachers, and supporting new and struggling teachers—by using data and convening at key points throughout the year.

Provide struggling teachers with ==intensive coaching as part of an improvement plan== that includes specific skills and strategies for improvement, targeted supports, ongoing documentation, and mutually understood next steps for career progression or exit, if needed.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

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KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Career Path

THE VISION

Roles and responsibilities are appropriately differentiated to enable teachers to continuously learn and develop both themselves and other teachers throughout the different stages of their careers.

Create clearly defined, **differentiated instructional roles** that help teachers continuously build expertise—ranging from rookie teachers with reduced responsibilities and increased support, to master teachers with a lead role in developing other teachers.

Provide **leadership opportunities** for the strongest teachers (along with additional compensation or restructured time) to recognize their effectiveness, support their career progression, and enable them to help develop other teachers—including opportunities that allow them to stay in the classroom part-time, if they choose to. Focus particularly on leadership opportunities for teachers who have successfully taught students with higher needs or students from historically underserved groups.

Thoughtfully and strategically match teacher-leaders with the teachers they will coach to create **effective support structures**, based on factors such as content expertise and experience teaching similar groups of students.

Implement **mentoring programs** and other forms of new teacher support to help teachers navigate their roles and develop in their careers.

Other potential action(s):

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.1:   DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Compensation

THE VISION

Salaries, benefits, and stipends are competitive enough to attract and retain strong teachers.

Increase compensation (**salaries, benefits, stipends**) to make it competitive with neighboring districts and jobs in other sectors that require similar levels of education; focus in either all schools or in high-need schools to incentivize strong teachers to teach where needed most.

Move away from a step-and-lane structure that compensates teachers solely based on experience, to a **system that compensates strong teachers for increased responsibility**, to attract and retain the strongest teachers.

Align compensation with the **highest-priority retention needs**—for example, if early-career teacher retention is a particular challenge, then shift raises earlier in teachers' careers.

Restructure benefits to increase teacher compensation, including exploring which **nontraditional benefits** teachers in your community would value most, such as mortgage assistance or childcare credits.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION 2.1:   DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Other Root Cause

You can add a custom root cause depending on your district's unique context.

KEY QUESTION 2.1: DOES EACH STUDENT HAVE ACCESS TO STRONG TEACHERS?

For prompts to help your team think about next steps, go to page 41.

NOTES

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION

2.2

Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

ⓘ more information on page 49.

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KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this challenge occur?

SYSTEMWIDE for all schools or all students (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS, affecting some groups of students (Equitable Access)

Which of the root causes on the next page drive this challenge in your district?

Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

How do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION 2.2: **DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?**

A

DETERMINE ROOT CAUSES

WHAT ARE THE ROOT CAUSES OF YOUR DISTRICT'S CHALLENGE?

ROOT CAUSES

Teacher Expectations PAGE 24

Due to implicit or explicit bias, teachers use less rigorous instructional practices and/or hold lower or different expectations for some students, or in some settings or courses.

Professional Learning & Collaboration PAGE 25

Teachers do not have enough time and/or expert support to plan and execute strong instruction that enables all students to meet high standards.

Instructional Materials PAGE 26

Teachers don't have access to or consistently use culturally relevant instructional materials — such as literature with characters who look like their students or face relatable challenges — that are aligned to rigorous grade-level standards.

Working Conditions PAGE 27

Challenging workloads or school climates interfere with the quality of teaching practices.

Staffing Models PAGE 28

Schools do not strategically organize teachers and students within and across classrooms in ways that enable all students to access grade-level content.

Other* PAGE 29

*You can add a custom root cause depending on your district's unique context

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

USE THESE GUIDING QUESTIONS AS YOU **EXPLORE POTENTIAL ACTIONS**

How would the actions shown on the following pages address **your district's specific challenge**?

For each action you choose, mark how you will apply it...

SYSTEMWIDE (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS (Equitable Access)

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have **already been tried** in your district?

What lessons can you apply now to address your district's challenge?

What do stakeholders **recommend**?

What recommendations do different stakeholder groups have — particularly those most directly impacted by existing inequities?

What potential **barriers** exist?

What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

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KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

Teacher Expectations

THE VISION

Teachers use rigorous instructional practices and hold high expectations for all students, in all settings and courses.

Reduce bias in the classroom by helping educators better understand their own mindsets and expectations for students and how implicit biases may influence their instructional practices; use dedicated professional learning time, job-embedded supports, and ongoing routines for exploration, reflection, and discussion.

Lead surveys and focus groups with students, families, and teachers to identify and prioritize initiatives that aim to address specific district and school challenges, such as low expectations for particular groups of students.

Create a districtwide or school-specific committee or task force to lead initiatives that aim to address common instructional biases; ensure the committee or task force is composed of a variety of stakeholders who reflect the racial, ethnic, and linguistic background of the student body, including teachers and other school staff, families, and students.

Collect data on the use of teaching practices (such as the complexity of questions) by student group, and facilitate discussions among teachers and school leadership to address potential biases that may play out in instructional practice.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

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KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE **SPECIFIC SCHOOLS OR CLASSROOMS**

Professional Learning & Collaboration

THE VISION

Teachers have enough time and expert support to plan and execute strong instruction that enables all students to meet high standards.

Organize teachers into **content-focused teams that are led by experts** such as teacher-leaders or instructional coaches; use these teams to create regular opportunities for teachers to participate in shared learning around culturally relevant teaching practices, analyze student work and data to inform differentiated supports, and plan instruction that is engaging and standards-aligned.

Adjust school schedules, with district support, so that teaching teams have at least 90 minutes of **collaborative planning time** each week to work and learn together—for example, rescheduling specials class periods into back-to-back blocks.

Hire dedicated staff or create **teacher-leadership roles** that have protected time for coaching teachers to ensure that all teachers consistently have development opportunities with an instructional expert; select staff who demonstrate content-specific expertise and have successfully taught students with higher needs or students from historically underserved groups.

Organize schedules for teachers and instructional coaches in ways that enable frequent informal **observations, modeling, in-person coaching, and growth-oriented feedback** (at least once every two weeks).

Provide **support and training** for instructional coaches and teacher-leaders to deepen their content knowledge and grow their coaching skills so that they can effectively help to improve the practice of the teachers they support.

Other potential action(s):

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Instructional Materials

THE VISION

Teachers have access to and consistently use culturally relevant instructional materials—such as literature with characters who look like their students or face relatable challenges—that are aligned to rigorous grade-level standards.

Use rigorous, subject-specific **evaluation tools and criteria** to determine the extent to which current curricula are culturally relevant and aligned with college-and career-readiness standards; if unaligned, invest in developing or purchasing curricula that is high-quality, standards-aligned, and culturally relevant.

Create processes for teachers to provide **input and feedback** about developing, purchasing, and/or adapting curriculum to ensure it meets teacher and student needs.

Provide ongoing, job-embedded **professional learning** for teachers on how to use engaging, culturally relevant instructional supports—such as gamifying lessons or incorporating cooperative learning methods—that enable all students to access grade-level content.

Provide **flexibility and support for teachers** to enhance existing instructional materials in ways that better incorporate the racial, ethnic, cultural, and linguistic backgrounds of their students—for example, choosing a standards-aligned text that features characters of the same cultural background as students.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

Intro	Key Question 2.1	Key Question 2.2	Key Question 2.3	Next Steps
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KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

Working Conditions

THE VISION

Manageable workloads and positive school climates enable strong teaching practices to take place.

Group students and teachers in ways that create manageable ==class sizes and teaching loads== and take into account student need and course subject area—for example, potentially lowering teaching loads for writing teachers so they can provide timely and meaningful feedback to students.

Ensure that strong, ==integrated systems for student support== are in place to address students' academic, social-emotional, physical, and mental well-being so that teachers can focus on providing high-quality instruction.

Provide ==classroom management== support and practice to improve teachers' morale and instruction, including opportunities to learn about specific strategies, time to observe other teachers, and routine informal feedback.

Create systems that improve teachers' ==access to resources== (such as supplies, curriculum, or technology) so that they have the materials they need for high-quality instruction to take place.

Increase opportunities for teachers to provide ==input and feedback== to district and school leaders (such as asking them to suggest professional learning topics)—and respond by making timely changes so that teachers' voices are more represented in policies and practices.

Other potential action(s):

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Staffing Models

THE VISION

Schools strategically organize teachers and students within and across classrooms in ways that enable all students to access grade-level content.

Extend **the reach of strong teachers** to enable all students to have access to strong teaching practices—for example:

- Creating teaching teams in which a teacher-leader or other expert works together with one or more other teachers to provide instruction for a larger group of students.

- Having expert teachers push into different classrooms to lead whole group or small group instruction.

Provide **small group instruction** to enable all students to access grade-level content. This could include:

- Developing schedules that leverage the full set of adults in the building—for example, using well-trained support staff to conduct reading groups while the teacher provides targeted instruction to a small group.

- Implementing blended learning approaches that leverage technology to provide individualized learning pathways that include some element of student control over pacing or pathways.

Other potential action(s):

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KEY QUESTION 2.2: DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Other Root Cause

You can add a custom root cause depending on your district's unique context.

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

Intro	Key Question 2.1	Key Question 2.2	Key Question 2.3	Next Steps
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KEY QUESTION 2.2: **DOES EACH STUDENT HAVE ACCESS TO TEACHING PRACTICES THAT ARE ENGAGING, CULTURALLY RELEVANT, AND STANDARDS-ALIGNED?**

For prompts to help your team think about next steps, go to page 41.

NOTES

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

KEY QUESTION

2.3

Does the teacher workforce reflect student diversity?

RESOURCE EQUITY GUIDEBOOK SERIES
DIMENSION 2: TEACHING QUALITY & DIVERSITY

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this challenge occur?

SYSTEMWIDE for all schools or all students (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS, affecting some groups of students (Equitable Access)

**Which** of the root causes on the next page drive this challenge in your district?

Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

How do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:

A **DETERMINE ROOT CAUSES**

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

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KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE **ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE?

ROOT CAUSES

Hiring PAGE 35

The pool of applicants or teachers who receive job offers is not diverse due to teacher pipelines or hiring practices, which may be influenced by implicit or explicit biases, or other factors.

Working Conditions PAGE 36

Teachers of color or linguistically diverse teachers experience a negative school climate or are expected to take on additional assignments that may be influenced by bias, and are unrecognized and uncompensated, such as serving as a "disciplinarian" or unofficial translator.

Career Path PAGE 37

There is unequal representation of teachers of color in leadership positions and/or a lack of support for their career progression, impacting hiring and retention.

Compensation PAGE 38

Salaries, benefits, and stipends are not sufficiently competitive to attract and retain teachers of color.

Other* PAGE 39

*You can add a custom root cause depending on your district's unique context

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

USE THESE GUIDING QUESTIONS AS YOU **EXPLORE POTENTIAL ACTIONS**

How would the actions shown on the following pages address **your district's specific challenge**?

For each action you choose, mark how you will apply it...

SYSTEMWIDE (Foundations for Excellence)

IN SPECIFIC SCHOOLS OR CLASSROOMS (Equitable Access)

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have **already been tried** in your district?	What do stakeholders **recommend**?	What potential **barriers** exist?
What lessons can you apply now to address your district's challenge?	What recommendations do different stakeholder groups have — particularly those most directly impacted by existing inequities?	What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

A — DETERMINE ROOT CAUSES

B — EXPLORE POTENTIAL ACTIONS

C — PLAN NEXT STEPS

Hiring

THE VISION

The pool of applicants or teachers who receive job offers is diverse due to strong and diverse teacher pipelines and unbiased hiring practices.

Create a more impartial hiring process by helping district staff, hiring managers, and school leaders better understand how **racial and ethnic biases** may influence their decisions in recruiting and hiring through exploration, reflection, and discussion.

Ensure that **hiring methods, processes, and policies** are fair and equitable for all candidates by measuring the school-level rate at which candidates of color and linguistically diverse candidates apply, receive offers, and accept offers.

Make **demographic data** about students, teachers, and school leaders widely available; facilitate discussions about diversity among district staff, school staff, and the broader community to create transparency that could improve the hiring process.

Set clear, ambitious, and achievable **goals** to increase teacher diversity, and **monitor progress** toward these goals.

Shift **hiring timelines** earlier; schools that hire teachers earlier are often better able to attract strong and diverse candidates.

Change or expand **hiring sources** to attract more teachers of color and linguistically diverse teachers—for example, recruiting at historically black colleges and universities or other colleges and universities where students of color are well represented.

Create **district-specific pipelines** to increase diversity, such as "grow-your-own" programs to build career pathways for paraprofessionals of color; encourage students from underrepresented backgrounds to join the teaching profession.

Create **diverse hiring committees** that include teachers of color to reduce bias in the hiring process.

Other potential action(s):

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE

SPECIFIC SCHOOLS OR CLASSROOMS

Working Conditions

THE VISION

Teachers of color and linguistically diverse teachers experience a positive school climate. Any additional assignments that they are asked to take on are fairly determined, appropriately recognized, and properly compensated.

Increase opportunities for teachers of color and linguistically diverse teachers to provide input and feedback to district and school leaders, such as disaggregating survey results by racial, ethnic, and linguistic diversity—and respond by making timely changes so that their voices are better represented in policies and practices.

Build school leaders' capacity to develop culturally affirming school environments where teachers can express their identities and bring their authentic selves to work.

Eliminate discipline policies that disproportionately impact students of color (for example, policies on natural hairstyles), since teachers of color are less likely to stay in a school or district that asks them to implement discriminatory practices.

Provide stipends, promotion opportunities, and/or time during the workday for additional teacher duties (such as translation services) to recognize these contributions.

Provide teachers with flexibility to tailor their teaching to the populations of students they serve and to express their own passions and commitments through their teaching practices, course content, and materials.

Implement policies that increase the quantity and quality of collaboration and community-building among teachers—including among teachers of color—to provide opportunities for personal and professional growth, and to help teachers develop strong relationships with each other.

Facilitate open conversations among school staff about how language choices can both reflect and perpetuate racism, prejudice, and historic and systemic oppression, in order to identify necessary changes.

Other potential action(s):

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

Intro	Key Question 2.1	Key Question 2.2	Key Question 2.3	Next Steps
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KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE **SPECIFIC SCHOOLS OR CLASSROOMS**

Career Path

THE VISION

There is equal representation of teachers of color in leadership positions and strong support for their career progression, improving hiring and retention.

Ensure that **methods and processes for determining leadership opportunities** are fair and equitable for all candidates by measuring the rate at which candidates of color and/or linguistically diverse candidates are chosen or encouraged to seek out leadership opportunities.

Identify and address any **potential biases in the leadership opportunities** that are awarded to ensure equitable opportunities for teachers of color and linguistically diverse teachers—for example, if teachers of color are more likely to be given roles related to discipline over roles that recognize their content expertise.

Implement **mentoring programs** and other forms of support to help new teachers of color navigate their role and develop in their careers.

Develop **specific programs or opportunities for teachers of color** that cultivate leadership skills and can lead to leadership positions—including shadowing current leaders, participating in supervised practice and on-the-job training, and receiving ongoing guidance and support.

Other potential action(s):

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

RESOURCE EQUITY GUIDEBOOK SERIES

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KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   SPECIFIC SCHOOLS OR CLASSROOMS

Compensation

THE VISION

Salaries, benefits, and stipends are competitive enough to attract and retain teachers of color.

Review compensation structures to uncover ==disproportionalities in pay== between teachers of color and white teachers—and make changes to ensure equitable policies.

Increase compensation ==(salary, benefits, stipends)== to make it competitive with neighboring districts and jobs in other sectors that require similar levels of education; competitive compensation is especially relevant for attracting and retaining teachers of color due to racial wealth gaps.

Provide ==financial assistance== to make it easier for new teachers of color (who often face higher rates of debt) to move into the profession, such as providing relocation funding, mortgage assistance, scholarships, or guidance navigating existing loan forgiveness programs.

Other potential action(s):

A DETERMINE ROOT CAUSES

B EXPLORE POTENTIAL ACTIONS

C PLAN NEXT STEPS

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?

SYSTEM-WIDE   **SPECIFIC SCHOOLS OR CLASSROOMS**

Other Root Cause

You can add a custom root cause depending on your district's unique context.

KEY QUESTION 2.3: DOES THE TEACHER WORKFORCE REFLECT STUDENT DIVERSITY?

For prompts to help your team think about next steps, go to page 41.

NOTES

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

Plan Next Steps

1. PRIORITIZE   **2. CUSTOMIZE**   **3. ALIGN**   **4. PLAN**

Now that your team has begun to uncover the root causes of your school system's challenges and explored possible actions to improve **Teaching Quality & Diversity**, it's time to plan next steps. You can continue to build on the momentum your team has built so far by beginning to outline what you will do next and who will help to move this work forward.
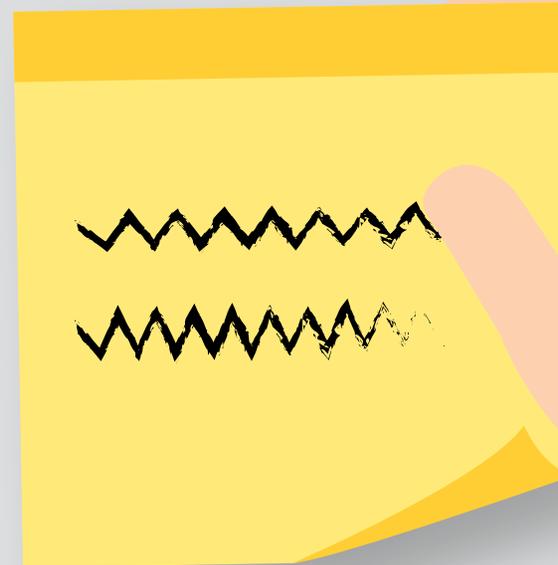
The Alliance for Resource Equity partners directly with state and local systems and communities to support education resource equity. Reach out to bring our team to you for workshops, in-depth engagements, or other support as you analyze resources, design strategies, and gear up for implementation.

educationresourceequity.org

RESOURCE EQUITY GUIDEBOOK SERIES
DIMENSION 2: TEACHING QUALITY & DIVERSITY
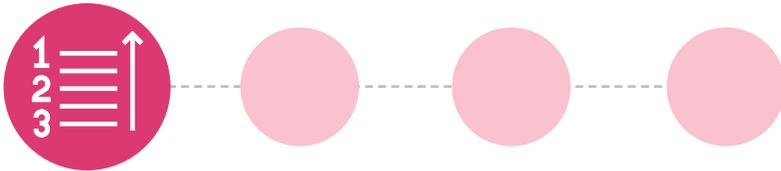
1. PRIORITIZE

How will we choose which promising actions to pursue—and when?

Important considerations:

- How do we believe this action could address our current challenges?

- How does the ease of implementing this action compare with the degree of impact it will have?

- What do we believe are the likely outcomes of implementing this action? For which students? Over what timeframe(s)?

- What is the opportunity cost of *not* moving forward with this action?

- To what extent is there energy and momentum in our community around moving forward with this action?

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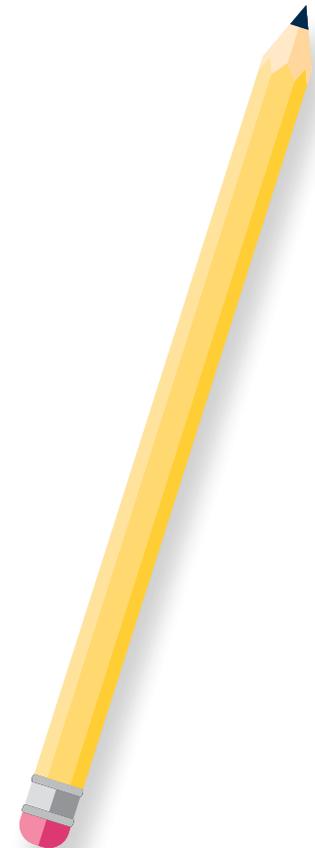
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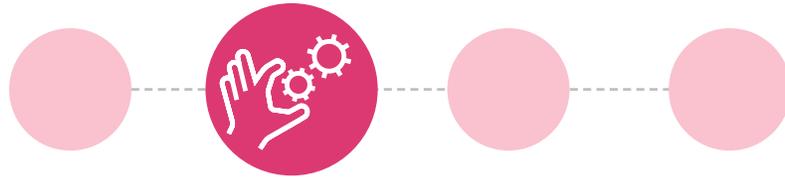
2. CUSTOMIZE

How will we adapt the most promising potential actions to fit our community's unique context?

Important considerations:

- Are there past or current efforts that have been successful that we can adapt or build off of?

- What unique risks or barriers might threaten success?

- How will we get our community involved in making progress on this action?

- What prerequisite steps might be needed before we move forward? (For example, learning more through focus groups or community sessions, partnering with local advocacy groups, or changing existing policies or timelines)

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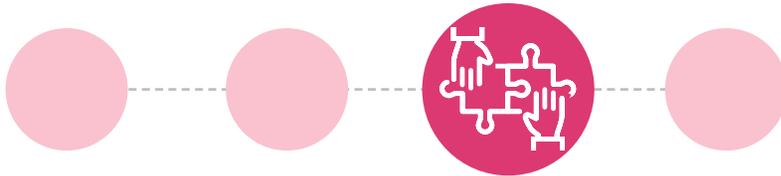
3. ALIGN

How do the most promising potential actions align with other strategic priorities in our district?

Important considerations:

- What is our big-picture theory of action? How does it tie any new actions that we choose to pursue to our district- or school-level priorities?

- How can we make sure that our strategic plan accurately reflects our equity goals?

- How might our efforts in this action area connect to other dimensions of education resource equity?

- What related efforts or investments does this work rely on? What else do we need to start, stop, or continue doing for implementing this action to be effective?

- How does this action align with the goals and priorities of different groups of people, including families, educators, and students?

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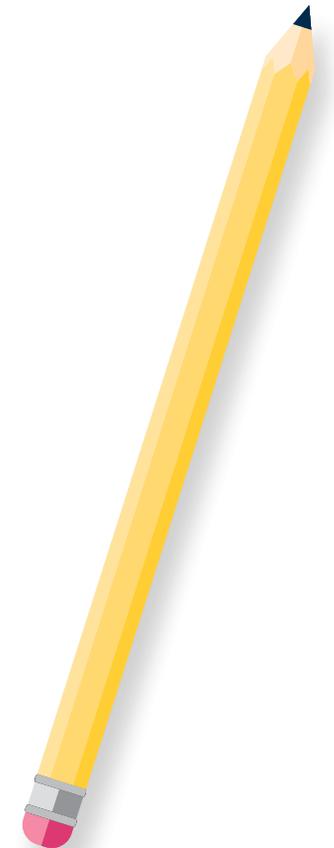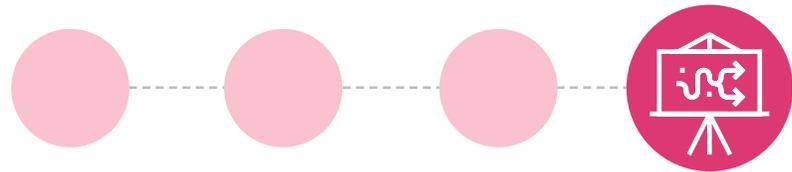
4. PLAN

What is needed to successfully implement the most promising actions?

Important considerations:

- What resources, processes, and mindsets will this work require? What shifts might we need to make? Will these shifts impact other district or school priorities?

- What can we do to proactively mitigate potential risks and barriers to success?

- What are our short-, medium-, and long-term timelines for planning and implementing this action?

- How might we build buy-in around this action?

- How will we measure impact? How will we know we are on track?

NOTES

NOTES

APPENDIX

ADDITIONAL NOTES

Because of the complex nature of conversations about equity, strong teachers, and strong teaching practices, we recommend that your team review these notes together.

STRONG TEACHERS, STRONG TEACHING

All students should have access to strong teaching. Strong teaching is about what students experience in their classroom each day and should not be measured by only the experience level or evaluation score of the teacher at the front of the room. For strong *teaching* to take place, *teachers* need to be well-supported to effectively adjust instruction to meet their students' needs.

Ensuring that all students experience great teaching is achieved through a combination of creating the conditions that enable strong teaching to take place—such as safe and supportive working conditions, meaningful professional learning, and time for team collaboration—*and* supporting individual teachers' growth as they gain the experience and expertise needed to tailor instruction in ways that meet their students' needs. Therefore, in the Teaching Quality & Diversity dimension, we focus on access to strong teachers as one

indicator of equitable learning experiences.

However, across the education field, there is no singular, agreed-upon way to objectively measure teaching quality. Keeping a combination of measures in mind—such as highly effective evaluation ratings, data indicating strong classroom observations, non-novice status, National Board Certification, and demonstrated teacher leadership—can be helpful for identifying high-level trends. But in isolation, none of these measures are likely to be the perfect proxy for navigating students' access to strong teaching.

- -

EQUITABLE ACCESS TO STRONG TEACHING

Ideally, every student would have an excellent teacher. But because most school systems don't currently have enough strong teachers to ensure access for every student, a powerful strategy for accelerating the performance of students with greater needs to help catch

them up may be concentrating the strongest teachers among students with the highest needs. However, in most school systems, this can be complicated for a number of reasons:

- Not all teachers want to teach in every school or classroom, and teachers teach best when they are enthusiastic about where and what they teach.

- Not every strong teacher is effective with every student or in every setting. Teachers may need additional supports or different types of training—such as training in trauma-informed practices—to be effective in different contexts.

- In some cases, teachers have expertise in a highly specific academic area, which may preclude changing their assignment. For example, a school's strongest math teacher may be the only teacher on staff with the content knowledge to teach AP Calculus, so moving that teacher to instead teach only ninth-grade math intervention

may prevent that school from offering AP Calculus at all.

Alternatively, some schools organize resources in innovative ways to enable strong teachers to get to more students—such as using team teaching, blended learning models, and teacher-leader roles, in combination with dedicated time for teacher collaboration and coaching. Overall, given these complexities, students with higher needs should have at least as much access to strong teaching as their peers with lower levels of need.

ⓘ CULTURALLY RELEVANT

In teaching and learning, *culturally relevant* teaching means infusing students' cultural backgrounds (including racial and ethnic identity, gender, socioeconomic class, disability, and language), interests, and lived experiences into their educational environments to engage and empower students—especially those whose experiences and cultures typically get excluded. Culturally relevant teaching can help students better understand the content they are learning and can support students' ability to recognize, understand, and critique social inequalities. It helps all students develop the knowledge and skills they need to critically and meaningfully engage the world and others. Culturally relevant teaching also seeks to sustain students' cultures and validate pluralism as part of the democratic process of schooling—that is why it is sometimes also referred to as *culturally sustaining* pedagogy.

For educators, this work entails building cultural competencies (understanding culture and its role in education), adopting asset-based mindsets with continual efforts to reduce bias, and knowing individual students well enough to craft experiences that use familiar frames of reference and make learning contextual, activate students' prior knowledge and experiences, encourage them to leverage their cultural capital, and consider their learning styles to make instruction more relevant and effective.

■ Examples of *culturally relevant teaching* include practices such as incorporating students' interests in the scenarios used in math problems, incorporating media that positively depicts diverse cultures, providing students with options to self-select how to demonstrate their learning, using reciprocal teaching and cooperative learning methods, gamifying lessons, and using familiar songs to help make new concepts "sticky."

■ Examples of *culturally relevant materials* include literature that features different types of families, characters who look like students or face relatable challenges (without resorting to stereotypes), and assessments that avoid assumptions about students' points of reference without including necessary context, such as past SAT analogy questions that referenced yachts, regattas, and debutante balls.

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ALLIANCE FOR
RESOURCE
EQUITY

Uniting advocates and education leaders
to unlock excellence for every student