



# **Educators: Active Designers of Equity**

**Inputs**

Leaders with equity mindset

Educators with equity mindset

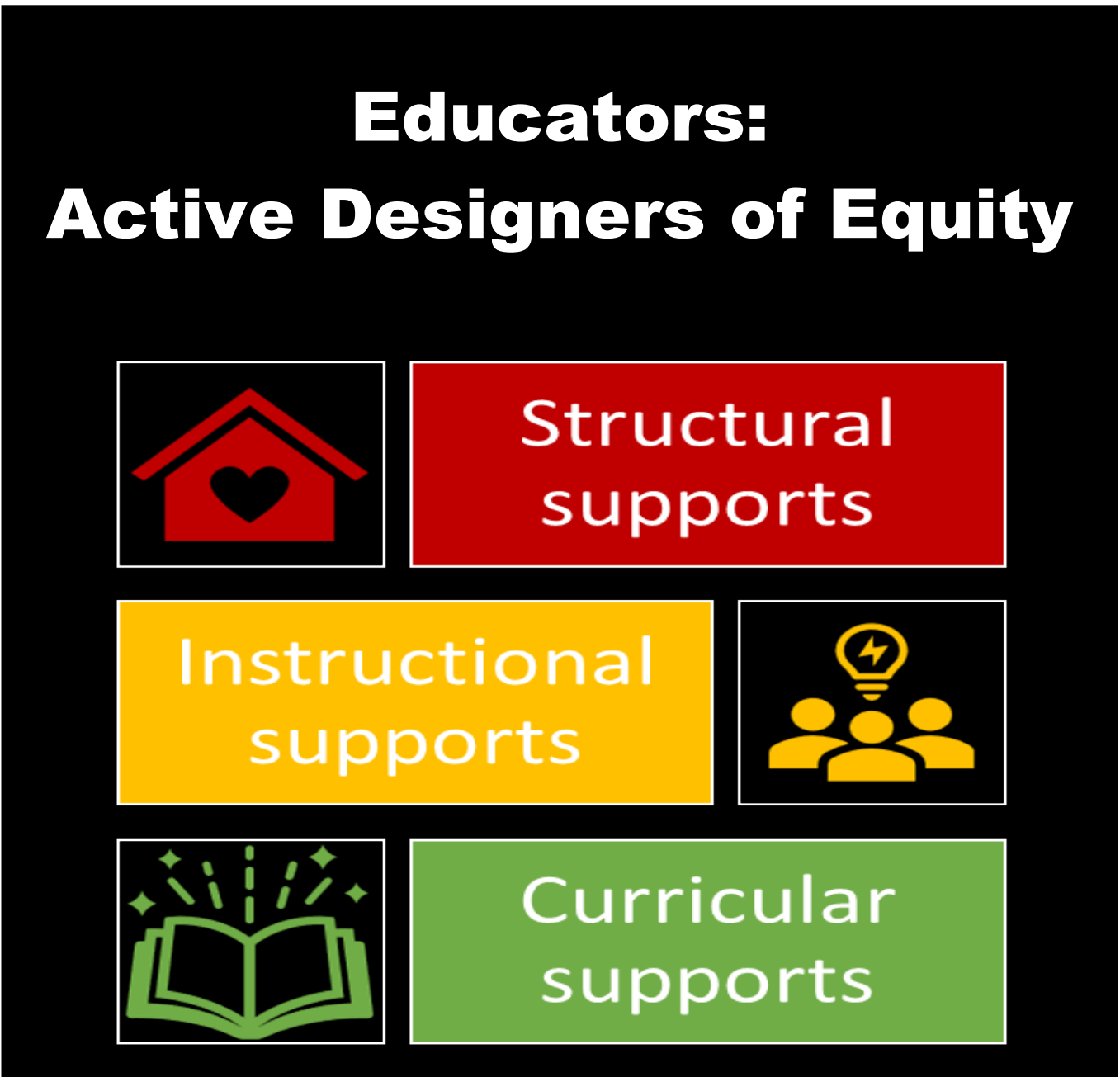
“All hands on deck” work culture

Dedicated time for PD

Dedicated time to practice

Networked Improvement Community

**Key Components for School Improvement**



**Short-Term Educator Outcomes**

Effective School Collaboration & Practices

Effective Classroom Practices

School improvement

**Mid-Term Student Outcomes**

Cognitive Development

Academic Development

Social Development

Emotional Development

Student learning behaviors

**Long-Term Student Outcomes**

Student Access & Opportunity

Student Performance

Student outcomes

**Impact**

Every student actualizes their full potential (Equity)

# Equity Mindset

## Structural Supports

### Structural aspects of schooling

- Organizing mechanisms such as policies, programs, and procedures on how we “do” school (example: Grading policies)

## Instructional Supports

### Instructional aspects of schooling

- Educator intent + actions to support students through the learning pit (example: Formative assessment)

## Curricular Supports

### Curricular aspects of schooling

- Content and activities that fully engage the content (example: Lesson plans)



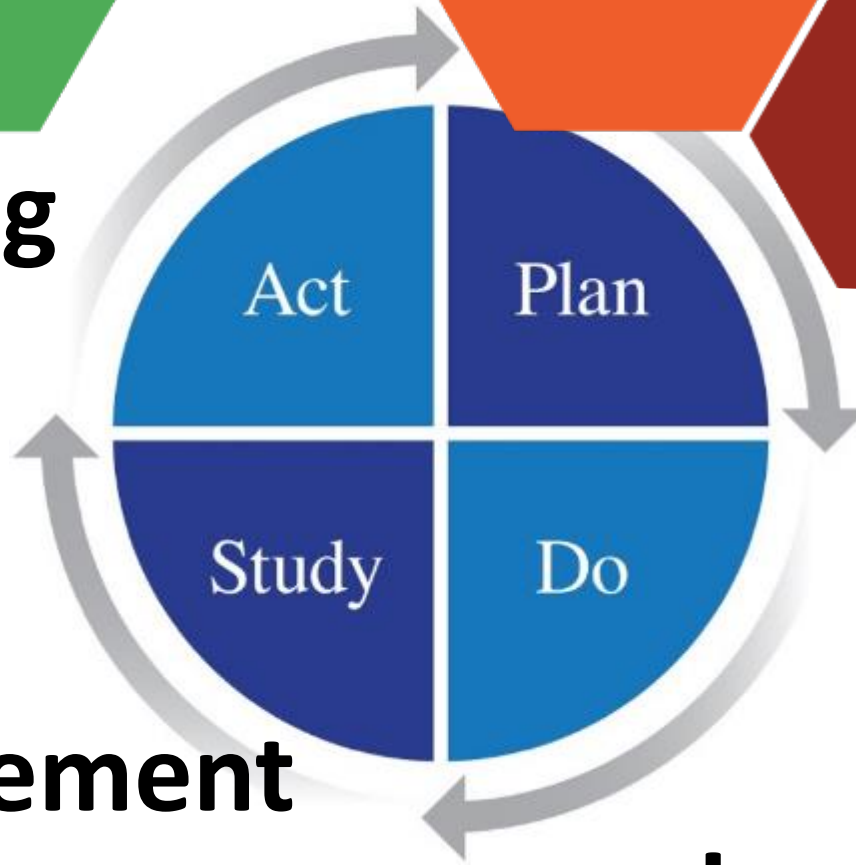
**Design Thinking**

+

**Equity**

+

**Continuous Improvement**



**Adaptive  
Implementation**

# Adaptive Implementation: Dig out barriers, plant supports

- **Identify a problem of practice**
  - Recognize a barrier
  - Based on empathy interviews and student voice
- **What do we need to see?**
  - Focus on classroom or short-term school outcomes
- **What resources do we need?**
- **What will we do?**
  - Dig out the barrier, create a support.
  - Think small wins. Collect data.
- **What did we do?**
  - Analyze data– What happened? Adapted?
- **What did we learn?**
  - I used to think \_\_, now I know \_\_.

