A Handbook for Continuous Improvement in Nebraska Schools

Equity and Diversity Focus

NEBRASKA DEPARTMENT OF EDUCATION

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Thinking about Equity and Diversity

Why is it important?

The student population in Nebraska is changing. In October 2011, the Nebraska Department of Education (NDE) reported that statewide student enrollment was made up of 71 percent white students and 29 percent students of other races and ethnicities. In addition, the report noted that 43 percent of students live below the poverty line. Nearly seven percent of students speak a language other than English as their first language, and fifteen percent of students receive special education services.

The goal of the NDE toolkit is to improve teaching and learning for all students. An effective school is an equitable school – one that provides high expectations and appropriate resources so that all students can achieve to the same rigorous proficiency standards. This means there must be minimal variance in performance among student groups, regardless of their socio-economic status, gender, race, ethnicity, language, culture, and disability.

The following beliefs about continuous improvement are infused within this equity and diversity section of the NDE toolkit:

- Continuous improvement is an ongoing process, not an event.
- Continuous improvement involves all staff in an ongoing conversation of equity and diversity.
- Continuous improvement includes ongoing professional development, using strategies such as study groups and professional learning communities.
- Equity and diversity are addressed throughout the Continuous Improvement Process (CIP).

Because integrating equity and diversity into the CIP is critical, you'll ask and answer equity and diversity questions through each phase of the CIP. Before you dig into the first phase of the process, you may want to review commonly used terms and definitions related to equity and diversity, located in Appendix A.

Phase 1: Creating the Profile

In this first phase of the Continuous Improvement Process, you and your staff will collect and analyze data to create a comprehensive profile of students, communities, the school, and/or the district. Equity and diversity are the lenses through which you will examine these data to create a profile.

The profile will include information about:

- student and community demographics, including all subgroups;
- student performance and behavior by subgroup;
- stakeholder perceptions about student differences; and
- local practices and programs that address equity and diversity.

Guiding Questions

By the end of this phase, you will have addressed each of these questions.

- Have we disaggregated data to examine achievement among subgroups (e.g., English Language Learners; students with disabilities; students of different socio-economic status, race, and gender; high-ability learners; dropouts)?
- Have we disaggregated data to examine possible disproportional placement of students identified in subgroups in special education?
- Have we disaggregated data to examine possible disproportional application of discipline procedures to students in subgroups?
- Have we identified predominant personal beliefs among school personnel about equity and diversity?
- Have we identified characteristics of our school culture related to equity and diversity?

Resources for completing the profile:

See the Resource section of this guide for a variety of information and tools to help you create your profile. The following types of resources will be most useful during this phase:

- Assessments
- Leadership
- Research and Theory
- Videos and Films

Step 1: Determine and Collect Data

There are four data sets that you need to collect in order to create your profile. Worksheets to help you collect and organize your data are provided in Appendices B, C, D, and E.

Data Set 1. Demographics

Demographic data relevant to equity and diversity can include the following information. Use the worksheet found in Appendix B to record your data.

1. Numbers and percentages of student groups by ethnicity, language, gender, and other characteristics collected by the state or district at the individual student level.

2. Numbers and percentages of students (disaggregated by ethnicity, language, gender, etc.) who participate in programs such as ELL programs, special education programs, gifted and talented programs, and Title I programs. At the secondary level, data can include disaggregated data about students who participate in Advanced Placement programs, career and vocational programs, and other academic opportunities.

Data Set 2. Student performance data

Student performance relevant to equity and diversity can include the following information, disaggregated by student subgroup. Use the worksheet found in Appendix C to record your data.

1. Academic performance in major content areas
2. Grade retention
3. High school graduation rate
4. High school dropout rate
5. Behavior (e.g., discipline referrals, attendance, honor roll, leadership clubs)

Data Set 3. Perceptual data from selected stakeholders

It's important to collect data on teacher, staff, student, and parent perceptions of equity and diversity. Perceptual data should include information about school culture and personal beliefs about student, parent, and community diversity. Perceptual data can be collected through surveys, interviews, or focus groups.

A useful tool to help you determine which questions to ask is the *Equity Audit Statements* found in Appendix D. Schools and districts that need additional equity audit resources will find a wealth of tools in *Cultural Proficiency: A Manual for School Leaders*, by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (3rd edition, 2009, Corwin Press).

Use the worksheet found in Appendix E to summarize your findings.

Data Set 4. Information about current school policies, practices, and programs

We know that a positive classroom climate and school learning environment are critical to the successful achievement of every child. It is important to examine policies, practices, and programs to ensure that they address the needs of all children. This data set will build awareness of those policies, practices, and programs that support equity and diversity. Use the worksheet found in Appendix F to describe the equity and diversity climate and learning environment presently in place.

Step 2: Organize the Data

Now that you've gathered the four data sets, it's time to organize the data so you can make decisions. The following questions can guide decisions about how to share data with your stakeholders (i.e., teachers, staff, parents, community members):

1. How should the data be displayed? What data are best suited for charts and graphs? What data are best suited for narrative descriptions in text or tables?
2. How will results be shared with stakeholders? Where? When? By whom?
3. Are all data communicated appropriately with regard to confidentiality and privacy issues?

Step 3: Present, Reflect on, and Analyze the Data

Present the data to your staff and/or stakeholders. Data can then be analyzed and interpreted to answer the question, "*What do the data tell us about our strengths and challenges as they relate to student equity and diversity in our school or district*?"

One step-by-step process for engaging staff and other stakeholders in reflecting on and analyzing data consists of the following:

1. Participants review the data over the course of a few staff meetings or during a day designated for this purpose. This is a hands-on process that allows staff to familiarize themselves with the data and discuss it in small groups.
2. Small groups write narrative statements and, if possible, create graphic representations of data, reflecting the strengths and weaknesses they have identified.
3. The whole group prioritizes the narrative statements based on the importance of the data to the overall improvement of school or district performance relative to equity and diversity.
4. The whole group or a designated small group creates a summary report (the profile). Sections of each profile should appear in the same order; i.e., demographic information first, followed by student performance data, perceptual data, and program data.

Data analysis assistance can be provided by staff members of Educational Service Units and the Nebraska Department of Education.

Step 4: Check the Profile

Use the chart below to review the work you have done to create your profile. Have you forgotten any steps? If not, you're ready to set your goals.

PROFILE CHECKSHEET for
EQUITY and DIVERSITY in SCHOOL IMPROVEMENT PLANNING

	Indicator	**Yes**	**No**
1.	Demographic data has been collected to gain a picture of the student population.		
2.	Data sources have been examined to determine how students perform on norm-referenced tests, curriculum-referenced tests, and classroom assessments.		
3.	Data has been collected from stakeholders to identify their perceptions of equity and diversity in the school.		
4.	School policies, practices, and programs have been examined to identify existing efforts to support equity and diversity.		
5.	The analysis of data from all four categories (demographics, student performance, perceptions, and programs) has identified strengths and challenges.		
6.	Positive trends for celebration have been identified.		
7.	Needs for school improvement are emerging.		
8.	A method has been put into place to share our school profile with the staff and other stakeholders.		
9.	Other:		
10.	Other:		

Phase 2: Setting Your Goals

During this phase of the CIP, you'll use your profile data to set priorities and determine goals for improving student performance. Before you set your goals, it may be helpful for you to review Nebraska history and policy related to equity and diversity in public education (see Step 1).

Guiding Questions

As you set your priorities and goals, you will address each of these questions.

- Do our goals and strategies address equitable outcomes across student subgroups?
- Do our goals and strategies address a decrease in disproportional treatment of students?
- Do our goals and strategies address personal beliefs and school culture?

Resources for setting priorities and goals:

See the Resource section of this guide for a variety of information and tools that might help you set goals. The following resources will be most useful to you during this phase.

- Curriculum and Instruction
- Leadership
- Research and Theory

Step 1: Understand State History and Policy

In the spring of 1992 Governor Ben Nelson signed the Multicultural mandate into law. This mandate was first promoted and lobbied for by students from Norfolk Public Schools. The Nebraska Department of Education promulgated rules for implementation, outlining minimum compliance requirements in Rule 16: Regulations for the Approval of School District Multicultural Education Programs. Each school district was required to develop a plan with a timeline for infusing multicultural education into all subject areas of the core curriculum, grades K-12. The school district plans were submitted to the NDE for approval. All districts have approved plans and timelines. Annually, school districts must submit an annual multicultural implementation status report for approval to their board of education.

The mandate required the Department of Education to design a process for evaluating the implementation and effectiveness of each multicultural education program, including the collection of baseline data. With assistance from the Bureau of Sociological Research, a survey was developed to evaluate the implementation and effectiveness of districts' multicultural education plans. The first survey was conducted in the fall of 1997, the second in the spring of 2003 and the most recent in the spring of 2008. In 2011 the Legislature revised this statute to further define specific timelines for the administration and reporting of this survey. The next survey will be conducted in the spring of 2013 and reported on no later than November 1, 2013.

Beginning in November of 1996, and annually thereafter, rather than resubmitting plans and timelines, districts sign an assurance statement as documentation that they are implementing their multicultural education program. All districts have submitted their annual Assurance Statement. Rule 16 has been incorporated into Rule 10—Rule and Procedures for Accreditation of Schools, Sections 004.01G (Curriculum and Standards), and 009.01A (School Improvement). Incorporating the multicultural mandate into Rule 10 assures that its core criteria will be implemented into the instructional programs of all public schools, and that it will be one of the "quality" indicators of the school improvement process.

Step 2: Prioritize Areas of Need

When you created your profile, you analyzed and interpreted data to identify strengths and challenges as they relate to student equity and diversity. Now you'll now work with your staff and other stakeholders to determine how to prioritize the many challenges you identified. For example:

> Your third grade reading is below expectations and the disaggregated data show that students from low-socioeconomic families (those who qualify for free and reduced-price lunch) are the lowest performing group. You might consider this fact both a challenge to achieving overall high student performance in reading and a challenge to ensuring that all students enjoy an equal opportunity to learn to read.

Of course, strengths shouldn't be overlooked. Strengths are resources that can leverage change in school practices and culture. To identify both the challenges and strengths of your school or district, use the Emerging Goals worksheet below. Two examples are provided. A copy of the Emerging Goals worksheet can be found in Appendix G.

Emerging Goals Worksheet

Profile data	Is it a strength?	Is it a challenge?	Why is this important?	On a scale from 1-5 (1 highest, 5 lowest) how important is it?
Reading performance of 3rd grade low-SES below proficient		Yes	Performance of any sub-group affects performance of our overall school. Our 3rd grade students who are not low-SES are proficient on NeSA reading.	1
20% of Hispanic students participate in the student leadership club	Yes		Many of our Hispanic students also are from low-SES families. We want all students to participate in the student leadership club. We need to look at how many students from all subgroups are participating in the club.	2

Step 3: Determine Improvement Goals

The question to be answered in this step is, "What goals do we want to select?" Keep these points in mind as you set goals.

- Goals should be concrete. This means that it is important that they are clear and well understood by all stakeholders.
- Goals should be actionable. Educators, staff, and other stakeholders should be able to take specific actions toward achieving the goals.
- Goals should be measurable. You must be able to identify and measure the results of working toward the goals.

Goals that relate to student equity in performance also should be based on your school or district values and beliefs. If you do not have a vision and set of mission statements related to equity and diversity, it might be helpful to create them now. The vision and mission statements can help focus your overall improvement plan, and you can then develop specific strategies in response to the vision and mission statements. See Appendix H for an equity and diversity policy example, Appendix I for a vision and mission statement example, and Appendix J for high school strategy examples.

Step 4: Identify Improvement Strategies

The question to answer in this phase is, "What strategies have research and practice shown to be effective in achieving equity and diversity in student performance?" For example,

> The following strategies might be useful to address our goal to increase the reading proficiency of our low-SES third graders:
> - The principal will set up a system to monitor progress toward increasing the percentage of third grade, low-socioeconomic students who meet performance expectations in reading.
> - Third-grade teachers will collaboratively develop formative reading assessments to guide reading instruction.
> - First-, second-, and third-grade teachers will form a professional learning community to identify and share teaching strategies that respond to the assessed reading needs of the third grade, low-socioeconomic target group.

Use the worksheet in Appendix K titled *Researching School Improvement Strategies* to record each improvement goal and summarize research and practice relevant to that goal.

Step 5: Summarize Goals and Strategies

Use the chart below to summarize your improvement goals and strategies for achieving the goals.

Goal	Effective strategies	Places where these strategies have been effective	Our recommendation

Phase 3: Planning to Improve

In this phase of the CIP, you will select and/or develop strategies and interventions that respond to the priorities and goals established in the previous phase. Next, you'll develop an action plan that includes both implementation steps and evaluation measures. The action plan will guide work for a period of one to three years.

Guiding Questions

As you write your action plan, you will address each of these questions.

- What strategies will we use to ensure that our improvement plan is successful?
- What research and practice supports our use of these strategies?
- Have we included strategies related to student diversity and equity?
- What resources (people, time, etc.) are needed to meet our improvement goal?
- What will we collect as evidence to show that we have reached our associated equity and diversity goals?

Resources for writing the action plan:

See the Resource section of this guide for a variety of information and tools that might help you write your plan. Resources under these categories will be most useful in this phase.

- Assessments
- Curriculum and Instruction
- Leadership
- Organizations Providing Assistance and Materials

Step 1: Develop Action Plan

As in any planning process, the first question to be answered is, "What specific actions must be accomplished in order for this improvement plan to be successful?" You will use the Action Plan Worksheet found in Appendix L to record all elements of your action plan.

First, identify your improvement goal and determine strategies/interventions to help meet the goal. For example,

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Improvement Goal

The number of low-SES third-graders who score proficient on the NeSA-R will increase by three percentage points by next year.

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Action Plan Strategies

1. The principal will set up a system to monitor progress toward increasing the percentage of third-grade, low-socioeconomic students who meet performance expectations in reading.
2. Third-grade teachers will collaboratively develop formative reading assessments to guide reading instruction.
3. First-, second-, and third-grade teachers will form a Professional Learning Community to identify and share teaching strategies that respond to the assessed reading needs of the third grade, low-socioeconomic target group.

After identifying the strategies/interventions, you will identify and record specific implementation activities, including who will do what, when, and with what resources. You also should recommend support and/or staff development activities to help staff implement the strategies and achieve the improvement goal.

Finally, you must record your current status from the four data sets (pre-intervention data). Record the desired change (post-intervention) that you want to see by the end of your timeline period. The comparison of pre- and post-intervention data will provide evidence of progress toward your goal. Assessment instruments and processes should be administered at the same time of the year to ensure comparable measurements.

Step 2: Write the Action Plan

Your completed Action Plan Worksheet may be all you need to guide implementation. On the other hand, you may want to use the worksheet to create a more formal planning document. No matter what you choose, keep the following points in mind:

- Action plans in schools must be subjected to ongoing monitoring to identify successes to build on, gaps to be filled, and problems to be solved.
- The initial action plan will provide a starting point, but as the school moves into implementation, revisions may be required to ensure effective implementation.
- You will need to refer to the action plan often and schedule times to review progress and make needed adjustments.

Phase 4: Implementing the Plan

In this phase, you'll take action to improve equity in student performance. After staff gain a common understanding of the plan, it's time to implement your strategies. Implementation includes multiple components, including monitoring, evaluation, and celebration of successes. The final step is to use evaluation results to reassess the entire plan and adjust it as needed.

Guiding Questions

As you implement the plan, you will address each of these questions.
- Does our implementation provide for periodic gathering of evidence related to student improvement, diversity, and equity?
- Are we using the evidence to revise and strengthen the plan as appropriate?

Resources for implementing the plan:

See the Resource section of this guide for a variety of information and tools that might help you implement your plan. The following resources will be most useful to you during in this phase.

- Assessments
- Curriculum and Instruction
- Leadership
- Organizations Providing Assistance and Materials
- Professional Development
- Research and Theory
- Videos and Films

Step 1: Help all Staff Develop an Understanding of the Goals and Strategies

It is important to ensure all staff members are "on board" and are ready, willing, and able to do their part in implementing the plan. Staff members need to have a clear understanding of the purpose of targeted changes and the resources that will be used. You might consider holding a staff learning session, a kick-off meeting, or other event to signal the start of implementation.

Step 2: Implement the plan!

Step 3: Monitor the Implementation

To determine how well the action plan is being implemented, you should ask several questions:

- Are the interventions being implemented in a timely manner?
- Does evidence show that our progress is on course to achieve our desired results?
- Are adjustments to the plan made, as needed, to assure better implementation?

In order to answer these questions, you will need to monitor implementation through formative evaluation. This involves a check or series of checks to monitor two critical areas:

1. Implementation of each action within the action plan.
2. Assessment and/or perception data used to pinpoint what is working and areas that are not progressing.

Data collection should be ongoing, throughout implementation of the plan. Don't wait until the end of the year. You should check such elements as the targeted population, interventions, timeframe, actions, responsibilities, monitoring, and resources. Use the data that you collect to make any necessary adjustments to the plan.

Step 4: Determine Effectiveness of the Interventions

During this step, you'll take a summative look at whether or not you have achieved your goal(s). This information will help you determine to what extent interventions have contributed to greater equity in student performance.

Collection and analysis of critical data requires a systematic approach to determining the results of the change efforts and using the results as a new baseline for continuous improvement in student performance, equity, and diversity. Tasks in the evaluation include:

1. Compare the baseline and post-intervention data results.
2. Display data in graphic format and concise narrative descriptions.
3. Share results with all stakeholders and document key lessons.

Step 5: Recognize Progress and Celebrate Successes

The purpose of evaluating the implementation results is to identify successes as well as areas for improvement. Successes should be celebrated so that all stakeholders recognize progress and see the positive results of their actions. This will increase awareness and understanding of effective strategies and provide encouragement and support for staff and student accomplishments.

Step 6: Reassess and Plan Again

As you apply the Continuous Improvement Process to provide an equitable education for students of different socio-economic status, gender, race, ethnicity, language, culture, and abilities, it is critical that you reassess your progress and plan again for new goals.

Addressing equity and diversity in student performance can only be assured by continuous planning, implementation, monitoring, and evaluation of results. Setting new goals, based on performance, is the key to achieving continuous improvement.

Resources

The following resources are provided for the interest of schools and districts and are not endorsed by the Nebraska Department of Education. Resources appear under headings to make them easy to locate. Headings include the following:

- Assessments
- Curriculum and Instruction
- Leadership
- Professional Development
- Research, Theory, and Practice
- Videos and Films
- Organizations Providing Assistance and Materials

Each heading is followed by one or more numbers designating the Continuous Improvement Process phase(s) most relevant to that category. Phases and their numbers are as follows:

Phase 1: Creating the Profile
Phase 2: Setting your Goals
Phase 3: Planning to Improve
Phase 4: Implementing the Plan

Assessments (phases 1, 3, 4)

The Goals of Educational Equity and School Reform
This book offers a tool for assessing improvement toward achieving goals of educational equity. The assessment provides four ratings for each of multiple questions that point to criteria for achieving specific improvement goals. Assessment results allow the school to make adjustments in program implementation. Scott, B. (2002). *The goals of educational equity and school reform.* San Antonio, TX: IDRA.

Making the Grade: A Racial Justice Report Card
This computer program, developed by the Applied Research Center, can be used to assess the degree to which your school produces equitable outcomes for students of different ethnic, cultural, and gender groups.
http://www.arc.org/content/view/234/36/

Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process
This process is designed to help state education agencies and local school districts address issues that may negatively affect students from culturally and linguistically diverse backgrounds. The book contains a tool for teams to use in examining district policies, procedures, and practices in both general and special education. Four areas are prioritized: core functions, instructional services, individualized education, and accountability. Kozleski, E. B., & Zion, S. (2006). *Preventing disproportionality by strengthening district policies and procedures – An assessment and strategic planning process.* National Institute for Urban School Improvement.

http://www.urbanschools.org/professional/tools.attachment/district_rubric_final/district_RUBRIC_FINAL.pdf

Project Implicit
Scientific research has demonstrated that we all have biases, whether consciously or unconsciously held. The Implicit Association Test allows individuals to see their own unconscious biases. Separate tests allow for the test-taker to examine his/her biases about race, age, disability, gender, and more https://implicit.harvard.edu/implicit/demo/selectatest.html. The Teaching Tolerance website (http://tolerance.org/hidden_bias/tutorials/index.html) provides more information about tests of hidden bias, called Implicit Association Tests.

Tools for Assessing School and District Practices
The National Center for Culturally Responsive Educational systems offers three tools that assist schools and districts in assessing practices related to equity and diversity http://www.nccrest.org/publications/tools.html
- The Mississippi Cultural Responsivity Matrix: A Teachers' Self-study Guide for Culturally Responsive Practices in Grades K-6: Reading and Mathematics. This assessment helps educators determine whether mathematics and reading curriculum guides and strategies are inclusive of the cultural and background experiences of their students.
- Equity in Special Education Placement: A School Self-Assessment Guide for Culturally Responsive Practice
- A rubric designed to examine district practices that may be contributing to disproportionate special education referral, identification and placement of students who are culturally and linguistically diverse.

Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools
Research reveals gaps in academic achievement among students of different income levels and races. This book provides questionnaires, surveys, forms, and models that can assist educators in identifying school practices that can contribute to inequitable results. Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press, Inc.

SEE also:
> The Cultural Proficiency Index in *Cultural Proficiency: A Manual for School Leaders* (under Leadership category below)
> The equity assessment offered by the Pacific Education Group (under Organizations)

Curriculum and Instruction (phases 2, 3, 4)

Anti-Bias Curriculum: Tools for Empowering Young Children
Authored by L. D. Sparks, this curriculum was developed to help teachers avoid exposing young children to societal biases.
http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED305135&ERICExtSearch_SearchType_0=no&accno=ED305135

Beyond Heroes and Holidays: A Practical Guide to K-12 Antiracist, Multicultural Education and Staff Development
This book offers classroom lesson plans, staff development activities, reflections on teaching, and an extensive resource guide for any educators who want to more comprehensively address multicultural education. Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.). (1988). *Beyond heroes and holidays: A practical guide to K-12 antiracist, multicultural education and staff development.* Washington, DC: Network of Educators on the Americas. http://www.teachingforchange.org

Biography-driven Culturally Responsive Teaching
In this book, the author uses what she terms "biography-driven instruction" to increase student engagement and motivation to learn by drawing on their culture, backgrounds, and personal histories. Herrera, S. (2010). *Biography-driven culturally responsive teaching.* New York: Teachers College Press.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement
Mid-Continent Research for Education and learning (McREL) describes nine research-based instructional strategies for increasing the achievement of all K-12 students. Strategies range from the basic approach of reinforcing student effort and providing recognition to methods of helping students generate and test hypotheses. Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement.* 2nd ed. Denver, CO: McREL. http://www.mcrel.org/topics/products/439/

Closing the Poverty and Culture Gap: Strategies to Reach Every Student
In this book, the authors examine the effects of poverty on children. They say, "there is a vast difference between the effects of poverty on children living in a volatile inner-city neighborhood riddled with daily violence and a child living in poverty in rural America" (p. xiv). The authors' stated goal is to "provide a framework for teaching that includes the instructional practices that make the most difference in student learning modified for culture and poverty, not just for poverty" (p. xv). Tileston, D. W., & Darling, S. K. (2009). *Closing the poverty and culture gap: Strategies to reach every student.* Thousand Oaks, CA: Corwin.

Project REACH

> **Building Global Bridges (Grades 6 & 7)**
> This book offers lessons and activities teachers can use to develop student diversity leadership skills. The first unit, "Cultural Identity," focuses on students exploring their own personal cultures as well as those of others. The second unit, "Building Global Bridges," provides information on how to teach students about the three inter-connected societies in which we all live: (1) a multiethnic society, (2) a multicultural society, and (3) a global society. http://www.reachctr.org/catalog.html

> **Ethnic Perspective series**
> This series of books, designed for both middle and high-school level students, examines

Hispanic/Latino, African American, American Indian, Asian American, and European American perspectives on U.S. history. http://www.reachctr.org/catalog.html

Grades K-6
Appropriate for students in grades K-6, this book provides a model for integrating multicultural/global perspectives into lessons and activities. Included is a multi-disciplinary unit at each grade level that focuses on helping students build self-esteem and human relations skills and develop multicultural awareness and skills. http://www.reachctr.org/catalog.html

Secondary Level
Appropriate for students in middle and high school, this book provides a model and sample lessons that integrate multicultural concepts into a variety of subject areas. The manual includes a self-assessment instrument that enables educators to examine the "hidden curriculum" and an annotated bibliography. http://www.reachctr.org/catalog.html

Teacher Guide (Middle/Junior High School)
This guide offers lessons and activities that provide students with both information and attitudes by involving them in activities in the following areas: Cultural Self-Awareness, Communication Skills, Cross-Cultural Experience, and Multicultural Knowledge. http://www.reachctr.org/catalog.html

Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word
This book offers essays, lesson plans, and a collection of student writing in the area of teaching language arts in the context of social justice. Christensen, L. (2000). *Reading, writing, and rising up: Teaching about social justice and the power of the written word.* Milwaukee, WI: Rethinking Schools.

Rethinking Our Classrooms: Teaching for Equity and Social Justice – Vol. 1
This volume includes teaching ideas, narratives, and practical examples for teachers as they integrate values of community, justice, and equality into academic curriculum. Bigelow, B., Karp, S., & Au, W. (Eds.). (2007). *Rethinking our classrooms: Teaching for equity and social justice – Vol. 1.* Milwaukee, WI: Rethinking Schools. http://www.rethinkingschools.org

Rethinking Our Classrooms: Teaching for Equity and Social Justice – Vol. 2
As a companion volume to Vol. 1, this book includes articles about teaching, ideas for lesson plans, and suggested classroom resources for teachers. Bigelow, B. (Ed.). (2001). *Rethinking our classrooms: Teaching for equity and social justice – Vol. 2.* Milwaukee, WI: Rethinking Schools. http://www.rethinkingschools.org

Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender and Disability
This book provides numerous lesson plans in various subject areas and for grade levels 1-12. Included are action research activities teachers can use to investigate their own instruction. Each lesson plan offers a version of the lesson as it is usually taught, followed by a version showing

how the lesson can be improved. Grant, C. A., & Sleeter, C. E. (2009). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender and disability* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Zinn Education Project
Free, downloadable lessons and articles geared toward middle and high school students are provided on this website. Materials are organized by theme, time period, and reading level. The Zinn Project focuses on resources that emphasize the historical roles of working people, women, people of color, and social movements. The project is coordinated by Rethinking Schools and Teaching for Change. http://zinnedproject.org/about

Leadership (phases 1, 2, 3, 4)

Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools
This book addresses issues that are important for educators who want to know how to narrow the racial achievement gap among students. The authors offer reflections, activities, exercises, and cases for administrators and teachers to use as they practice anti-racist leadership. Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools.* Thousand Oaks, CA: Corwin Press, Inc.

Cultural Proficiency: A Manual for School Leaders
This book provides information and tools to help school leaders become aware of unintentional cultural or ethnic biases, understand how differences and distrust among races and cultures affect human interaction, and use student and teacher diversity as resources in schools. Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Equity Toolkit for Administrators
This resource is intended to help educators and community members create a plan and action steps for building a school culture that prevents prejudice and harassment based on race, ethnicity, culture, lifestyle, language, socioeconomics, religion, sexual orientation, gender, and ability. Resources are provided to support school staff as they develop intervention plans and, if necessary, work through a school crisis. Colorado Department of Education. (2010). *Equity toolkit for administrators.* Denver, CO: Author.

Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts
These authors discuss how biases prevent educators from ensuring that students reach their potential. They encourage educators to develop strategies for advancing the success of all students by using tools such as accountability and equity audits. Scheurich, J. J., & Skrla, L. E. (2003). *Leadership for equity and excellence: Creating high-achievement classrooms, schools, and districts.* Thousand Oaks, CA: Corwin Press, Inc.

Leading for Diversity: How School Leaders Promote Positive Interethnic Relations
This book contains leadership models for developing schools characterized by positive relationships across ethnic differences. The authors provide suggestions for infusing diversity

awareness into the practice of educational leadership. Henze, R. C., Norte, E., Sather, S. E., Walker, E., & Katz, A. (2002). *Leading for diversity: How school leaders promote positive interethnic relations.* Thousand Oaks, CA: Corwin Press, Inc.

Racial Equity Policy
This policy is an example of how a school board can provide a framework for developing and reviewing policies on race relations and equity. The policy includes a preamble or vision, and a statement of principles or mission statements, followed by policies, guidelines, and procedures (objectives). Nova Scotia Department of Education. (2002). *Racial equity policy.* Crown: Author.

Professional Development (phase 4)

2011 C.A.R.E. Guide: Strategies for Closing the Achievement Gaps
The C.A.R.E Guide offers concrete ways to examine and change curriculum and classroom practices. The guide includes student activities, educator reflection opportunities, and video clips of experts sharing tips from research and practice for educating students from culturally diverse backgrounds and/or low-income families. http://www.nea.org/tools/2011-CARE-guide.html

Culturally Proficient Instruction: A Guide for People Who Teach
The authors suggest that this book and its activities are to enable teachers to examine some of their basic assumptions about teaching and commit themselves to using culturally proficient instructional practices. The audience for the book includes the full range of instructors, from PK-12 teachers to university professors to professional development facilitators. Nuri-Robins, K. J., Lindsey, D. B., Lindsey, R., B., & Terrell, R. D. (2012). *Culturally proficient instruction: A guide for people who teach.* 3rd ed. Thousand Oaks, CA: Corwin.

Culturally Proficient Learning Communities: Confronting Inequities Through Collaborative Curiosity
This book brings together the ideas of culturally proficient practices and professional learning communities. The authors assert that members of culturally proficient learning communities seek to become better educators by exploring and building knowledge about the diversity of their own communities and recognizing the effects of cultural assumptions on their communities. Lindsey, D. B., Jungwirth, L. D., Pahl, J. V. N. C., & Lindsey, R. B. (2009). *Culturally proficient learning communities: Confronting inequities through collaborative curiosity.* Thousand Oaks, CA: Corwin.

A Framework for Understanding Poverty
This workshop, developed by Ruby Payne, is intended to educate people about the differences that separate economic classes and then teach strategies to bridge those gulfs. The author discusses the social cues or "hidden rules" that govern what we think and how we interact and the significance of those rules in a classroom.
http://www.ahaprocess.com/store/Family_Framework.html

Generating Expectations for Student Achievement (GESA): Teacher K-12 program
GESA is a staff development program designed to aid teachers in identifying and removing classroom biases. GESA peer coaching has resulted in teachers reporting positive effects on

student attitudes and achievement. The website also offers trainings designed specifically for parents and for administrators. http://www.graymill.com/gesatrainings.html

School Improvement Network
The School Improvement Network website offers DVD programs and written resources for teachers and administrators to use in developing their knowledge and skills in the areas of diversity and equity. The Network provides professional development resources said to be "practical, scalable, and measurable." http://www.schoolimprovement.com/topics/diversity

SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity)
This equity project for educators provides teacher-led faculty development seminars in public and private schools throughout the U.S. and in English-speaking international schools. A week-long SEED summer New Leaders' Workshop prepares teachers to hold year-long reading groups with other teachers to discuss making school climates and curricula more gender-fair and multi-culturally equitable.
http://www.wcwonline.org/index.php?option=com_taggit&topic=true&intro=true&Itemid=281&tag=Education%3A+Equity+%26+Diversity

A World of Difference
Developed by the Anti-Defamation League, this training program offers teachers and community groups free workshops in such areas as designing extracurricular activities for youth, teaching conflict resolution techniques, and involving immigrant parents in their children's activities.
www.adl.org/education/edu_awod/default_awod.asp

Research, Theory, and Practice (phases 1, 2, 4)

Addressing Diversity in Schools
The authors define culturally responsive pedagogy and explain how it might be used effectively to address the instructional needs of a diverse student population. They address the institutional, personal, and instructional dimensions of cultural responsiveness. The book offers specific activities for becoming a culturally responsive teacher and using culturally responsive instructional strategies. Richards, R. V., Brown, A. F., & Forde, T. B. (2006). *Addressing diversity in schools: Culturally responsive pedagogy*. A Practitioner Brief. Phoenix, AZ: NCCRESt, Arizona State University.
http://www.niusileadscape.org/lc/Record/137?search_query

But that's Just Good Teaching!
In this brief article, the author presents key lessons learned through six years of research with excellent teachers of African American students. After providing background information on the linkages between school and culture, she discusses the concept of culturally relevant pedagogy as teaching that is committed to student (a) experience of academic success, (b) development and/or maintenance of cultural competence, and (c) development of critical consciousness. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice, 34*(3), 159-165.

The Campaign for Educational Equity
This website offers five white papers prepared for the 2011 forum, *Achievable and Affordable: Providing Comprehensive Educational Opportunity to Low-Income Students*. The basic premise of the Campaign is that closing the achievement gap requires equity in education to focus both on formal school settings and on educationally relevant "out-of-school" services for students who need to overcome the impediments that poverty presents to learning. The website also offers audio podcasts of prior year forums, links to information from Annual Equity Symposia, a series of research reviews (*Equity Matters),* and an *Education, Equity, and the Law* series of publications. http://www.tc.columbia.edu/equitycampaign/article.asp?id=8219

Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education
This brief provides judicial and policy background information on the overrepresentation of culturally and linguistically diverse children in special education programs. It discusses varying viewpoints on how to measure the problem and how to address it. Coutinho, M. J., & Oswald, D. P. (2006). *Disproportionate representation of culturally and linguistically diverse students in special education: Measuring the problem.* A Practitioner Brief. Phoenix, AZ: NCCRESt, Arizona State University.
http://www.niusileadscape.org/lc/Record/154?search_query=Disproportionate%20Representation

Educating citizens in a multicultural society
James Banks argues that an effective citizenship education helps students acquire the knowledge, skills, and values needed to function effectively within their communities, states, nation, regions, and the global community. It also helps students to acquire perspectives and values needed to attain equality and social justice for all people. Banks, J. (2007). *Educating citizens in a multicultural society.* 2nd ed. New York, NY: Teachers College Press.

A Framework for Understanding Poverty
This book examines the hidden rules of economic class and how they govern how we think and interact. It was written for teachers but is also appropriate for community members. Its purpose is to educate people about the differences that separate economic classes and then teach the strategies to bridge those gaps – particularly in the classroom. Payne, R. K. (2005). *A framework for understanding poverty* (4th rev. ed.). Highlands, TX: aha! Press.

Intercultural Understanding
This volume presents information, current trends, and research from multiple authors, each relevant to exploring and promoting intercultural understanding. Issues addressed by the authors include acculturation of refugees, perspectives of adolescents regarding culture, diversity, and intercultural sensitivity in interactions; special education and educational decision making for ELLs, and parental involvement. Dam, P., & Cowart, M. T. (Eds.). (2007). *Intercultural understanding.* Denton, TX: Federation of North Texas Area Universities.

The Light in Their Eyes
The author's premise is that student learning needs to be the primary objective of multicultural education. The stated purpose of her book is to examine practices, educator attitudes and values, and school policies and practices that can promote student learning, especially for students of

color and students of poverty. Her focus is not, however, only on these students. She defines multicultural education as "an antiracist and basic education for all students … that is characterized by a commitment to social justice and critical approaches to learning" (p. 26). Throughout the book, Nieto includes journal entries, commentaries, and cases written by others to illustrate key points. Nieto, S. (2010). *The light in their eyes: Creating multicultural learning communities.* 10th Anniversary Edition. New York: Teachers College Press.

Linguistic diversity and teaching

This book presents four case studies that describe situations that monolingual English speaking, Euro American teachers might face in schools that serve a linguistically diverse student population. The authors end the book by discussing challenges associated with teaching students whose home language is one other than English. Commins, N. L., & Miramontes, O. B. (2005). *Linguistic diversity and teaching.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Mindset. The New Psychology of Success

In this book, the author delves into the question, "What are the consequences of thinking your intelligence or personality is something you can develop, as opposed to something that is a fixed, deep-seated trait?" (p. 4). Based on 20 years of research, the author presents and discusses the concepts of fixed mindset and growth mindset, both of which have implications for teachers. Dweck, C. S. (2006*). Mindset. The new psychology of success: How we can learn to fulfill our potential.* New York: Random House Inc.

Other People's Children

The author analyzes the power imbalances and dynamics of inequality that exist in public schools and classrooms today and their effects on children of color. Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom.* New York: New Press.

Promoting Academic Achievement Among English Learners

This book summarizes and discusses research on the education of English language learners. The book is based primarily on two government-funded reviews of the research: *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (August & Shanahan, 2006) and *Educating English Language Learners* (Genesee, Lindholm-Leary, Saunders, U Christian, 2006). Goldenberg, C., & Coleman, R. (2010). *Promoting academic achievement among English learners: A guide to the research.* Thousand Oaks, CA: Corwin.

The Skin that We Speak

This book is divided into three sections. The first tells stories of personal struggles with language, identity, and status. In the second section, the author examines attitudes about language in classrooms, and suggests ways to address the negative consequences of those attitudes. The third section examines why and how teachers need to know the importance of language if they are to be successful with all students in their classrooms. Delpit, L., & Dowdy, J. K. (Eds.). (2008). *The* s*kin that we speak: Thoughts on language and culture in the classroom.* New York: The New Press.

The Spirit Catches You and You Fall Down
This non-fiction book presents a story based on the author's anthropological study of an immigrant Hmong family in the U.S. and their very ill young daughter. Readers can come to better understanding of their own cultures as well as that of the Hmong people. Moreover, the story allows readers to consider how the relationship between physical and spiritual realities differs across cultures. Fadiman, A. (2001). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.* New York: Farrar, Straus and Giroux.

Subtractive Schooling
This book is based on the author's three-year study of academic achievement and the orientation to schooling among immigrant Mexican and Mexican-American students at a high school in Houston, Texas. She concludes that divisions between these students and staff create social relationships that are not caring but rather alienated or even hostile. As a result, the majority of students experience schooling as a "subtractive process." The author defines this as a process that often takes away from students their social and cultural resources, leaving them vulnerable to school failure. Valenzuela, Angela. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring.* Albany, NY: State University of New York Press.

Teaching Community
This book is a series of essays by the author that combine critical thinking about education with autobiographical narratives. The author writes about struggles to integrate anti-racism and feminism into her practice with students preparing to be teachers. hooks, b. (2003). *Teaching community: A pedagogy of hope.* New York, NY: Routledge.

Teaching Diverse Learners
This website provides access to information that promotes high achievement for English Language Learners. Information is relevant to teaching all diverse learners, including such topics as culturally responsive teaching, policy development for rural schools, family and community involvement, and links to research on issues that impact culturally and linguistically diverse students. http://www.lab.brown.edu/tdl/index.shtml

Teaching with Poverty in Mind
The author begins this book by discussing the nature of poverty and proceeds to provide readers information and strategies for succeeding with economically disadvantaged students. He examines how poverty affects behavior and academic performance, proposes a "mind-set of change," and then describes school-wide and classroom-level success factors. Jensen, D. (2009). *Teaching with Poverty in Mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: Association for Supervision and Curriculum Development.

Uprooting Racism
This book explores racism in politics, work, community, and family life. The author addresses white privilege and suggests ways for individuals and groups to challenge racism in society. Special features include exercises, questions, and suggestions to challenge assumptions and motivate readers toward social action. Kivel, P. (2011). *Uprooting racism: How white people*

can work for racial justice (3rd ed.). Gabriola Island, British Columbia, Canada: New Society Publishers.

Why Are All the Black Kids Sitting Together in the Cafeteria?
In this book, the author explains development of racial identity. In any racially mixed high school, you are likely to see Black, White, Latino, Asian Pacific, and American Indian youth clustered in their own groups in the cafeteria. Tatum examines the meaning of this self-segregation and raises questions adults and children have about race. Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria? And other conversations about race.* New York, NY: Basic Books.

Videos and Films (phases 1, 4)

Clown
This diversity video combines drama and comedy to explore the effects of bias and racism in America. The film follows the lives of three "Clown-Americans" and their families as they make observations about life within their own experience of stereotypes based on their clown heritage.
http://www.trainingabc.com/Clown-p-16482.html

The College Track: America's Sorting Machine
This video allows viewers to learn more about the unintended consequences of educational tracking in public schools. Innovative model solutions are presented for teachers and parents to bring students who have been guided away from the college track back into this opportunity. Hosted by Emmy Award-winner Andre Braugher, the film showcases the stories of schools and communities that are successfully addressing this problem. *Note that the video clip requires installation of Real One Media.*
http://www.trainingabc.com/The-College-Track-Americaa-s-Sorting-Machine-DVD-p-17940.html

The Color of Fear
Lee Mun-Wah holds a dialogue with six men, including Asian, African American, European American and Latino men, about race and racism in their lives. www.stirfryseminars.com

Confronting Discrimination and Prejudice
This ABC News video includes vignettes in which actors interact with unwitting bystanders, resulting in a wide range of experiences—from overt hostility toward others based on their race or culture to acts of compassion.
http://www.trainingabc.com/Confronting-Discrimination-and-Prejudice-p-18452.html

Graphics
This site offers many downloadable graphics that illustrate diversity in education. Some graphics are free; some are for purchase.
http://www.google.com/search?q=diversity+in+education&start=10&hl=en&sa=N&rls=com.microsoft:en-us:IE-Address&biw=1126&bih=787&prmd=imvnsb&tbm=isch&tbo=u&source=univ&ei=Pxm8TvuWJ6O-2gWPvfmqBw&ved=0CKkBELAEOAo

Prejudice: More than Black and White
In this film, psychology professors Susan Fiske, of Princeton University, and Mahzarin Banaji, of Harvard University; representatives of the Council on American-Islamic Relations and other pro-tolerance groups; and victims of prejudice share their experiences and insights related to intolerance, discrimination, and violence. People whose lives were formerly characterized by racist or anti-gay behaviors now speak out for tolerance. *Note that the video contains inflammatory language and images.* http://ffh.films.com/dealerpreview/39150

The Pygmalion Effect: Managing the Power of Expectations
High expectations lead to exceptional results for children and adults alike. This phenomenon, known as the Pygmalion Effect, has been documented in research and observed in both business and education environments. Viewers come to understand how positive and/or negative expectations create self-fulfilling prophecies and how to raise expectations for staff and students. http://www.crmlearning.com/pygmalion-effect-the-power-of-expectations-3rd-edition

Teaching Diverse Learners
A diverse learning environment benefits everyone, but it can put overwhelming pressure on an unprepared teacher. Produced by Illinois State University's renowned College of Education and School of Communication, this two-part series empowers educators using real-world teaching methods—enabling them to overcome the obstacles and maximize the rewards of a diverse learning atmosphere. Teachers describe surprising, challenging, and sometimes overwhelming situations they encounter working with young people. New teachers can be well prepared to teach but unprepared for dealing with issues like pregnancy, gang activity, drug abuse, and difficult home lives that are daily realities for many students. http://ffh.films.com/dealerpreview/36172

Village of 100
This brief video answers the simple question: If we shrunk the earth's population to a village of exactly 100 people, what would it look like? In three minutes, this program statistically approximates what that village would be like based on the existing global ratios of race, language, gender, age, educational status, and more. The result makes it clear that people need to develop tolerance and understanding.
http://www.trainingabc.com/Village-of-100-Third-Edition-p-17531.html

Organizations Providing Assistance and Materials (phases 3, 4)

Anti-Defamation League (ADL)
The mission of the ADL is to "secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sector body of citizens." Among other things, the organization develops and delivers educational programs and provides information about an array of issues related to discrimination.   www.adl.org

Center for Research on Education, Diversity, and Excellence (CREDE)
Based at the University of California at Berkeley, CREDE is focused on improving the education of students whose academic success is challenged by language or cultural barriers, race, geographic location, or poverty. Among other resources, CREDE provides a CD-ROM series on Five Standards for Effective Pedagogy and has videotapes on the Five Standards model and on SIOP. http://crede.berkeley.edu/research/crede/products/multimedia/multimedia.html

Center for the Study and Prevention of Violence
This research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder provides information and assistance to groups committed to understanding and preventing violence, particularly adolescent violence. The center offers an information clearinghouse for research and other resources, offers technical assistance for evaluation and development of violence prevention programs, conducts research on the causes of violence and the effectiveness of programs designed to prevent and intervene in violence, and implements a Safe Communities - Safe Schools Initiative. http://www.colorado.edu/cspv/index.html

Clearinghouse on Disability Information, Office of Special Education and Rehabilitation Services, Office of Special Education Programs (OSEP)
This organization provides information about programs and initiatives for improving outcomes for people with disabilities of all ages. The website provides an array of supports to parents and individuals, school districts, and states in three main areas: special education, vocational rehabilitation, and research. Also provided are publications and products on many topics related to these three areas. www.ed.gov/about/offices/list/osers/index.html

Council for Exceptional Children (CEC)
In addition to advocating for individuals with disabilities and/or gifts and talents, CEC provides professional development, specialized information, journals and newsletters, conventions and conferences, and special education publications. www.cec.sped.org

Critical Multicultural Pavilion
This website, which is a project of EdChange, provides resources for teachers in five areas: General Multicultural Education Resources; Multicultural Education: Subjects, Disciplines, and Fields; Multicultural Education: Teaching and Learning; Equity in Education; and Multicultural Education: Historic Collections. http://www.edchange.org/multicultural/sites1.html

Ed Change
This educator-founded organization offers a variety of projects and resources, workshops and consulting services, and research-based information grounded in equity and social justice in

schools and communities. The website includes links to other organizations that offer a variety of resources for educators. http://www.edchange.org/

The Education Alliance
The Education Alliance, based at Brown University, has expertise in such areas relevant to equity and diversity as culturally responsive teaching, gender equity, disproportionate representation, and differentiating language learning and special education. http://www.alliance.brown.edu

Equity Alliance
The Equity Alliance at Arizona State University works with principals, teachers, parents, community members, students, school boards, and other school leaders to create the environments necessary for culturally responsive schools. The Alliance offers a range of resources, including a newsletter (http://www.equityallianceatasu.org/pub/newsletter), curriculum and instructional strategies (http://ea.niusileadscape.org/lc/Category/Curriculum), and information about research-based practices (http://ea.niusileadscape.org/lc).

Equity Assistance Centers (EAC)
There are 10 Regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities. The EAC charged with serving states in Nebraska's region is:

> **Region IV - Midwest Equity Assistance Center**
> Located at Kansas State University, the Midwest Equity Assistance Center serves Region VII, which includes Iowa, Kansas, Missouri, and Nebraska. At the request of public school districts, charter schools, state and local educational agencies, center staff provide a variety of free services including workshops; seminars; conferences; technical assistance; professional development; webinars, audio podcasts, and video podcasts (http://www.meac.org/audiopodcast.html); and information in such areas as curriculum, teaching strategies, and assessment. The MEAC also produces the Horizon newsletter (http://www.meac.org/HorizonNewsLetter.html). On request, the staff works with school personnel clients to design individual activities that meet the needs of the school or district. www.meac.org

Exceptional Parent
This organization provides practical advice and up-to-date education information for families of children and adults with disabilities and special healthcare needs. Other interested audiences would be physicians, allied health care professionals, and education professionals who are involved in the care and development of these families. The group offers a monthly publication; website; communications projects; online, interactive seminars and teleconferences; and books, DVDs, and CDs on disability related subjects. www.eparent.com

Facing History and Ourselves
This organization promotes an approach that teaches students to critically examine historical events, most intensely the Holocaust, to help them understand the roots of racism and hatred and

to promote a more humane and informed citizenry. The website provides educator resources and professional development opportunities. http://www.facinghistory.org

Guide to Disability Resources on the Internet
This website, sponsored by Disability Resources, Inc., is a searchable source for information about books, pamphlets, magazines, newsletters, videos, databases, government agencies, non-profit organizations, telephone hotlines, and on-line services that provide free, inexpensive or hard-to-find information to help people with disabilities live independently.
www.disabilityresources.org

The Institute on Violence and Destructive Behavior (IVDB)
This organization provides information to assist schools and social service agencies in addressing violence and destructive behavior both inside and outside schools, in order to ensure safety and promote the successful academic achievement and social development of children and youth. This website provides information regarding the implementation of Positive Behavior Support, a program that promotes the development of school environments based on safety, respect, and responsibility.
www.uoregon.edu/~ivdb

Intercultural Development Research Association (IDRA)
Based in San Antonio, Texas, IDRA is an independent, non-profit organization that advocates the right of every child to a quality education. IDRA conducts research and development activities; creates, implements and administers innovative education programs; and provides teacher, administrator, and parent training and technical assistance. http://www.idra.org

Mid-continent Research for Education and Learning (McREL)
Based in Denver, Colorado, McREL is a nonprofit organization dedicated to helping educators bridge the gap between research and practice (http://www.mcrel.org). McREL focuses on issues of diversity through research, training, and technical assistance. Resources available include research reports, issue reports, tools and guides, and workshops and trainings. (http://www.mcrel.org/topics/Diversity/)

Mountain Plains Regional Resource Center (MPRRC)
The MPRRC is one of six regional centers funded by the U.S Department of Education, Office of Special Education Programs. The purpose of the center is to help build the capacity of state education agencies and other agencies involved in improving programs and services for infants, toddlers, children and youth with disabilities. The MPRRC serves Arizona, the Bureau of Indian Education, Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, and Wyoming. www.rrfcnetwork.org/mprrc

Multicultural and Native American Website, Nebraska Department of Education
This website offers valuable tools, resources and information regarding multicultural education in Nebraska. The site offers newsletters, notices of workshops and conferences, and notices of grants and scholarships for educators and students. http://www.education.ne.gov/mce/

National Center for Culturally Responsive Educational Systems (NCCRESt)
NCCRESt is dedicated to closing the achievement gap between students from culturally and linguistically diverse backgrounds and their peers. The organization also seeks to reduce inappropriate student referrals to special education. The center provides technical assistance and professional development to advance culturally responsive practices, early intervention, literacy, and positive behavioral supports. The program is currently located at The Equity Alliance at Arizona State University. http://www.nccrest.org; http://www.equityallianceatasu.org/

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA)
The Clearinghouse supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to meet Title III education needs and implement NCLB as it applies to English language learners. NCELA collects, analyzes, synthesizes, and disseminates information about language instruction and related education programs for limited English proficient children. http://www.ncela.gwu.edu

National Dissemination Center for Children with Disabilities (NICHCY)
This organization provides information on disabilities in infants, toddlers, children, and youth. The website, which includes easy-to-read information on IDEA and state disability agencies and organizations, also offers articles and publications, a newsletter, and personalized assistance. www.nichcy.org

National Multicultural Institute (NMCI)
This organization's mission is to work with individuals, organizations, and communities to create a stronger diverse society. NMCI addresses some of the important systemic issues of multiculturalism through organizational consulting, training, and publications. http://www.nmci.org

Pacific Education Group (PEG)
PEG engages with school districts in multi-year partnerships designed to create an equitable education climate and culture. The organization offers seminars and programs for schools and districts. PEG also offers a multi-phase process to help districts undergo a district-wide transformation. Among other outcomes of the first phase, PEG helps districts conduct an "equity assessment" that results in recommendations for action. http://pacificeducationalgroup.com/

Positive Behavioral Interventions and Supports (PBIS)
This Center, established by the Office of Special Education Programs, U.S. Department of Education, provides capacity-building information and technical assistance to schools for the purposes of identifying, adapting, and sustaining effective school-wide disciplinary practices. The website provides information regarding Positive Behavior Support (PBS), the research-based approach to systemic behavior strategies and interventions. www.pbis.org   See also the Nebraska Positive Behavioral Interventions and Support website http://www.education.ne.gov/NPBIS/Index.html

Rethinking Schools

This website provides critical perspectives on issues of ethnic, racial, and linguistic diversity. The site is also a good source for books. Back issues of the *Rethinking Schools* magazine to fall 1995 are available in the online archives. http://www.rethinkingschools.org

School Safety Website, Nebraska Department of Education

The Nebraska School Safety Center provides extensive information about such issues as bullying prevention, crisis response, dating violence prevention, substance abuse, and suicide prevention. Contact persons are provided to offer assistance in these and other areas, for example, locating institute, workshop, and training opportunities. http://www.education.ne.gov/safety/index.html

Teaching Tolerance

This project of the Southern Poverty Law Center provides news and support in the areas of diversity, equal opportunity, and respect for differences in schools. The website provides access to the Teaching Tolerance magazine (which is free to educators who request a subscription on school letterhead) and includes classroom activities, teaching kits, and other publications. http://www.tolerance.org

APPENDICES

A.   Terms and Definitions

B.   Demographic Data (Data Set #1)

C.   Student Performance Data (Data Set #2)

D.   Statements to Include in an Equity Audit

E.   Perceptual Data Summary (Data Set #3)

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Terms and Definitions

Cultural capital: The "economic value of a person's behaviors, attitudes, knowledge, and cultural experiences" (Spring, 2012, p. 94). Certain ways of behaving, talking, and thinking are rewarded more in a society than others. Students possess cultural capital due to the social and material resources their families provide, including experiences, concepts, and languages that can be built on and expanded in school to help them learn even more (Villegas & Lucas, 2002).

Culturally responsive: Behaviors that facilitate the achievement of all students. In a culturally responsive classroom, teaching and learning occur in a supportive environment in which teachers identify, nurture, and use students' personal and cultural strengths to promote their achievement (Equity Alliance, Arizona State University).

Deficit theory: The belief that children from disadvantaged populations are genetically or culturally inferior (Nieto & Bode, 2008). The deficit perspective of children whose economic or cultural backgrounds are different from the mainstream assumes that their differences "severely limit the probability of [social] advancement" (Villegas & Lucas, 2002).

Disproportional treatment: The percentage of a student group receiving a certain treatment is larger than the percentage of that group within the educational system or the treatment category. For example, when a particular student sub-group is represented in special education at a greater rate (e.g., 15% of all students enrolled in special education) than the sub-group is in the general population (8% of all students in the school), that group is said to be disproportionately overrepresented in special education (Dunbar & Barth, 2007).

Diversity: Differences among individuals or groups. Social diversity among people can include differences in socio-economic status, gender, race, ethnicity, language, culture, or ability/disability.

Effective schools: Schools that are successful in educating all students regardless of their similarity or diversity in terms of socio-economic status, gender, race, ethnicity, language, culture, or ability/disability.

Equality of educational opportunity: Everyone has an equal chance to receive an education. This means students of all backgrounds and abilities are given an equal chance to learn (Spring, 2012).

Equitable education: Education delivered through the provision of resources and opportunities that will enable all students to have a real possibility of equitable outcomes.

Equitable outcomes: Achievement results that are not a function of socio-economic status, gender, race, ethnicity, language, culture, or ability/disability.

Human capital theory: The idea that "investment in education will improve the quality of workers and, consequently, increase the wealth of the community" (Spring, 2012, p. 81).

Mobility rate: The degree to which students enter and leave schools during the school year. In Nebraska, any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. This number is divided by the K-12 enrollment taken the last Friday in September. The result can affect the funding a school receives from the state.

Multicultural education: Sections 79-719 to 79-723 of Nebraska Department of Education Rule 10 describe multicultural education as including, but not limited to, curriculum relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans. Special emphasis shall be placed on human relations and sensitivity toward all races.

Prejudice and discrimination: Prejudice is an unwarranted attitude about a group of people due to their identity or certain characteristics. Discrimination is behavior that follows from prejudice (Spring, 2012).

DATA SET #1

DEMOGRAPHIC DATA for
EQUITY and DIVERSITY SCHOOL IMPROVEMENT PLANNING

School: _____

Demographic Data, Year _____

Race/ethnicity	Grade __		Grade __		Grade __		Grade __		Grade __		Grade __		Grade __	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian/Alaskan Native														
Asian														
Black or African American														
Hispanic														
Native Hawaiian or other Pacific Islander														
White														
Two or more races														
TOTALS		100.0		100.0		100.0		100.0		100.0		100.0		100.0
Other data	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Low-SES[1] students														
English language learners														
Special education service recipients														

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[1] As determined by federal qualification criteria for free and reduced price lunch recipients.

DATA SET #2

STUDENT PERFORMANCE DATA for
EQUITY and DIVERSITY SCHOOL IMPROVEMENT PLANNING

Data Source[2]	Student Groups of Concern		Actual Performance	Minimum/Desired Performance
	Grade	Sub-group[3]		

[2] For example, Norm-referenced tests such as NeSA-R, statewide writing scores, district writing assessments, English Language Development Assessment (ELDA)

[3] For example, Hispanic, male, low SES, ELL, special education

Equity Audit Statements

Use this list to guide you as you create an Equity Audit. Include or modify statements to fit your school or district situation. Statements can be answered with the suggested scale, and should be followed by discussion of the evidence to support each statement rating.

1 – Strongly Agree
2 – Agree
3 – Disagree
4 – Strongly Disagree
_____

Community and Parent Factors

- We know the makeup of our community in regards to race and culture.
- Meeting the needs of our diverse community is built in to all our school planning and practices.
- Our staff has the knowledge and skills needed to work with a diverse community.
- We build networks and connections with groups and individuals who represent different sections or our community.
- We reach out to our community in meaningful ways and seek input on school decisions.
- Our communication strategies (e.g. posters, website, materials, meetings) are appropriate for our diverse community.
- Our budget includes resources such as interpreters or translators for staff and parents.
- We speak respectfully about and to people from different races.
- We speak respectfully about and to people from different cultural backgrounds.
- We have parent involvement programs that address the needs of all cultural groups.

School Policy and Practice

- Our school mission and vision statements include a stated commitment to equity and diversity.
- We actively recruit teachers from diverse backgrounds.
- Our new teacher induction and mentoring program includes equity and diversity components.
- Our professional development addresses race, culture, and language.
- We examine our school and organizational culture periodically to check for exclusive and inclusive practices.
- We examine our school and districts traditions, events, and celebrations for exclusive and inclusive practices.
- Our racial and ethnic representation in special education, advanced placement classes, honor classes, and gifted programs is balanced.
- We have a program or plan to address intercultural conflict.
- Our celebrations reflect various cultures and introduce the community to new cultures.

Classroom and Teacher Factors

- Our teachers use effective teaching strategies to accommodate the needs of culturally diverse learners.
- Our teachers use effective teaching strategies to accommodate the needs of linguistically-diverse learners.
- Our teachers make intentional connections to students' culture and prior knowledge.
- Authentic student assessment is used to complement standardized tests.

Student Factors

- We provide a variety of leadership opportunities for all students.
- We have plans or programs in place to facilitate the adaptation of new students to our school environment.
- We listen to students' voices when making school decisions.
- Our students interact with students of all races and cultures.

Curriculum and Instruction Factors

- We use research-based strategies on various learning styles in our classrooms.
- The literature selections in our curriculum reflect a variety of cultural perspectives.
- Our instruction is differentiated to address all students' needs.
- Global perspectives are integrated into curricula at all grade levels.

_____

Equity Audit Statements are adapted from:

Nelson, J. and Bustamante, R. (2007). The School-Wide Cultural Competence Observation Checklist.

Bustamante, R. (2008) The "Culture Audit": A Leadership Tool for Assessment and Strategic Planning in Diverse Schools and Colleges. Version 1.2: March 23, 2008 (retrieved from http://cnx.org/content/m13691/1.2/)

Affirm Organizational Development and Training (2009). Cultural Competence Audit. (Retrieved from http://www.affirm.net.au/)

DATA SET #3

PERCEPTUAL DATA for
EQUITY and DIVERSITY SCHOOL IMPROVEMENT PLANNING

Summary: Use this worksheet to summarize the data collected from stakeholders by survey, interview, or focus group.

Stakeholder group	What did we ask?	What did we learn?
Parents		
Certified Staff		
Other Staff		
Students		
Local policymakers		
Other Stakeholders in the School, District, or Community		

DATA SET #4

PROGRAM DATA for
EQUITY and DIVERSITY SCHOOL IMPROVEMENT PLANNING

Use this worksheet to identify current policies, practices, and programs in your school or district that support equity and diversity. Teachers, counselors, and other stakeholders can help complete this data set. For example, teachers who organize multicultural programs can describe them and provide implementation information. Counselors might be able to describe and provide information about student support programs.

Policy, practice, and/or program	What does this look like? Describe it.	How does it support equity?	How does it support diversity?
Multi-cultural programs			
Curriculum offerings			
Extra-curricular programs			
Student support programs			

Professional development			
Parent involvement			
Community data			
Other			

Emerging Goals Worksheet

This worksheet will help you identify the goal areas that are emerging from the four data sets you have collected. Two examples are completed for you.

Profile data	Is this a strength?	Is this a challenge?	Why is this important to our school or district?	On a scale from 1-5 (1 highest, 5 lowest) how important is it?
Reading performance of our 3rd grade low-SES students is below proficient		YES	Performance of any sub-group affects overall performance of our school. Our 3rd grade students who are not low-SES are proficient on NeSA reading.	1
20% of our Hispanic students participate in the student leadership club	YES		Many of our Hispanic students also are from low-SES families. We want all students to participate in the student leadership club. We need to look at how many students from all subgroups are participating in the club.	2

Portland Public Schools
Racial Educational Equity Policy

Spring 2011

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing the achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a reliable predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

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[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.

C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.

D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.

E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

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[2] Glenn Singleton and Curtis Linton. *Courageous Conversations About Race*, p. 46 (2006)

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon: (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); The Economic Cost of the Achievement Gap (Chalkboard Project 2010); The Hispanic/White Achievement Gap in Oregon (Chalkboard Project 2009); A Deeper Look at the Black-White Achievement Gap in Multnomah County (Chalkboard Project 2009); ORS 342.433.

Vision and Mission for Equity and Diversity in Our School/District[4]

VISION EXAMPLE

The _____ School [or _____ District] is committed to providing a culturally responsive education that results in equitable outcomes for all students in the areas of academic achievement, personal development, and preparation for education and work after high school graduation.

MISSION EXAMPLE

We implement policies, procedures, and practices that advance equity in curriculum, instruction, program development, and staff development.

We implement curriculum that is sensitive to and respectful of the culture and heritage of all learners.

We use assessments that affirm equity for all learners.

We advance and support instructional practices that affirm equity for all learners.

We respect and value a learner's culture, heritage, and first language.

We provide counseling, guidance, and career and personal planning that address a learner's culture, heritage, experiences, perspectives, background, learning needs, and aspirations.

We provide learning environments that advance equity for all learners.

We engage in equitable practices with partners in the education system and the broader community.

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[4] Adapted from the Nova Scotia Department of Education (2002). *Racial equity policy.* Province of Nova Scotia, Canada: Author.

HIGH SCHOOL STRATEGIES - EXAMPLE[5]

Counselors will:
- Actively target and enroll poor and underrepresented-ethnicity students for recruitment into college prep courses.
- Assist in setting up a monitoring system to assess student performance and provide services where needed.
- Involve families in students' academic planning, course selections, and options regarding postsecondary choices.

Teachers will:
- Implement successful instruction using high standards, latest research, technology, cooperative learning, and high-level thinking skills.
- Actively seek professional growth experiences.
- Strive for partnerships with parents regarding students' academic experience.
- Use assessments and other data on a regular basis to analyze and improve students' learning.

Administrators will:
- Set up a system to monitor progress toward increasing the numbers of poor and underrepresented-ethnicity students who enter postsecondary institutions.
- Evaluate teachers and counselors in ways that recognize improvements in using assessments to guide student progress toward preparing for education and work after graduation.
- Facilitate structuring time for staff development related to the plan's objectives.
- Promote collaboration between teachers, counselors, administrators, students, and parents to meet the plan's objectives.
- Analyze student achievement data with staff and use data for improvement of student learning.

Students will:
- Demonstrate increased awareness of and enrollment in the required courses needed to meet their future career aspirations.
- Use a variety of vehicles to voice their ideas and concerns in the school reform process.
- Feel capable of achieving at high levels and know that their individual aspirations are important.
- Attend school regularly and on time.
- Participate more in school activities.
- Decrease involvement in incidents that lead to suspensions, expulsions, and other disciplinary actions.

Parents and communities will:
- Use a variety of vehicles to voice their ideas and concerns in the school reform process.
- Show an increase in knowledge of courses their children should be enrolled in to reach their college and career aspirations.
- Become informed advocates for closing the achievement gap.
- Participate in and encourage their child's educational growth.

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[5] Permission to use has been granted from Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press, Inc. www.corwinpress.com

RESEARCHING SCHOOL IMPROVEMENT STRATEGIES

Use this worksheet to document effective strategies/interventions, practices, and related activities that may support each school improvement goal.

Goal Statement:

Research Summary: In this goal area, what does the research say are successful and effective practices?

School Experiences/Site Visitation: What have other schools with similar demographics done to address this goal? Is a site visit possible or appropriate?

Strategies/Interventions: Based upon this study process, what are three to five strategies/interventions the research team would recommend in this goal area?

ACTION PLAN WORKSHEET

School Improvement Goal:

Strategies/Interventions:	Research and Practice Supporting the Interventions:
1. 2.	

Activities	Person(s) Responsible	Timeline Begin	End	Resources	Support and/or Staff Development
• •					

Data Type	Current Status (pre-intervention)	Desired Change
Demographics		
Student Performance (e.g., NeSA-R, grades)		
Perceptual (e.g., teacher survey)		
School practices and programs (e.g., leadership club membership)		