

# Equity Framework



## Academic Achievement

Close achievement gaps, opportunity gaps, and readiness gaps

## School Culture and Climate

Create an inclusive culture of respect, belonging, and high expectations

## Recruitment and Hiring

Attract and hire more teachers and staff who reflect the diversity of our student population

## Community Engagement

Develop a deeper understanding of biases and beliefs in an effort to dismantle racism and other forms of oppression or discrimination

## Curriculum, Teaching and Learning

Include diverse perspectives, voices, and texts in the curriculum to provide “windows and mirrors” for students to better understand themselves and others

# Strategies For School Equity

**Sheryl Barta**

## Strategies For School Equity:

**Strategies for School Equity** Marilyn Gittell, 1998-01-01 In the pursuit of a first rate education for all students America's public schools have struggled to achieve fuller racial integration and higher academic standards Yet sharp inequities between prosperous school districts and poorer districts remain reinforced by traditional ways of funding and administering public education This book brings together cutting edge ideas and strategies of prominent advocates of school equity reform Discussing their first hand experiences in forming coalitions framing court cases and dealing with state politics in New Jersey Texas Illinois Michigan Alabama Kentucky and Washington the contributors consider what succeeded and what failed in the search for financial and legal remedies to educational inequity The varied case studies of this book underscore the importance of a comprehensive approach combining finance restructuring and governance reforms for the success of a city or state school reform effort The authors investigate how state constitutions have been used to challenge a state's financial distribution of school aid how business and community organizations have engaged in reform efforts and how others have negotiated legislation to achieve change This discussion of reform strategies will interest not only those who are concerned with excellence and equity in education but also those who wish to form successful coalitions and challenge existing state policies

[Handbook for Achieving Gender Equity Through Education](#) Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheri Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina/os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and

single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents Exploring Principal Development and Teacher Outcomes Peter Youngs,Jihyun Kim,Madeline Mavrogordato,2020-12-29 This edited volume examines innovative ways of preparing supervising and evaluating principals and explores factors that promote effective leadership practices Chapter authors consider how principals leadership practices affect teachers instruction satisfaction commitment retention and effectiveness and present evidence that principals can influence key student outcomes as well Covering topics such as school leaders use of time their efforts to reduce implicit bias how leadership practices are associated with teachers workplace attitudes leadership and student achievement and how school leaders can best be supported under new federal legislation this volume is a must read for educational leadership and policy faculty school and district administrators and researchers committed to promoting effective principal leadership Resources in Education ,1981 Wisconsin Model for Sex Equity in Career and Vocational Education Barbara A. Bitters,1990 **Growing Up Resilient** Gökmen Arslan,Charles Martin-Krumm,Silvia Majercakova Albertova,2026-02-10 This book provides an approach to positive youth development and well being focusing on building resilience in the face of contemporary challenges Unlike existing literature that focuses primarily on academic achievement discipline and traditional psychological interventions in schools Growing Up Resilient pioneers a paradigm shift toward positive psychology based practices Our central goal is to empower counselors teachers and other professionals with evidence based interventions that promote not only academic success but also prioritize students mental well being Innovatively blending theory and practice each chapter features contributions from leading researchers in the field providing a comprehensive exploration of positive psychology concepts tailored to the educational setting By bridging the gap between academic and mental health outcomes this book introduces a holistic approach to student development Through compelling case studies and practical strategies we offer actionable insights for creating positive and supportive school environments ensuring that youth resilience becomes a cornerstone of their educational journey Growing Up Resilient is not just a book it s a call to transform education by fostering the growth of resilient youth who can thrive in the face of adversity **Education for All, Mid Decade Assessment** ,2007 **Law and School Reform** Jay Philip Heubert,1999-01-01 An examination of six of the most controversial school reform initiatives in the US school desegregation school finance reform special education education of immigrant children integration of youth services and enforceable performance mandates **Creating**

**Equitable Classrooms Through Action Research** Cathy Caro-Bruce,2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today s classrooms Diane Yendol Hoppey Associate ProfessorUniversity of Florida Gainsville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional DevelopmentAustin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children

**Sex Equity in Education** Anne O'Brien Carelli,1988    **Building Civic Capacity** ,2001 The authors of this volume argue that urban education is in urgent need of reform and that although there have been plenty of innovative and even promising attempts to improve conditions most have been doomed The reason for this they agree lies in the failure of our major cities to develop their civic capacity The ability to build and maintain a broad social and political coalition across all sectors of the urban community in pursuit of a common goal

**Developing Equitable Education Systems** Mel Ainscow,Alan Dyson,Sue Goldrick,Mel West,2013-06-17 Despite consistent improvements in the school systems of over recent years there are still too many children who miss out It is not only children from disadvantaged backgrounds attending hard pressed urban schools that the system is failing even in the most successful schools there are often groups of learners whose experience of schooling is less than equitable As a result of their close involvement with a group of schools serving a predominantly working class community over five years the authors of this book offer an analysis of how marginalisation within schools can arise and provide suggestions for responding to this crucial policy agenda They propose a teacher led inquiry strategy that has proved to be effective in moving forward thinking and practice within individual schools However their research has shown that using the same strategy for system change is problematic within a policy context that emphasises competition and choice Learning from this experience the authors analyse the factors that inhibit the collaborative approach needed to reduce inequities that exist between the schools in order

to formulate proposals that can move the system as a whole towards more equitable provision In Developing Equitable Education Systems the authors focus on the way teachers sense of fairness can become a powerful starting point helping individual schools to inquire into and develop their own practice and provision They provide practical suggestions for practitioners about ways of working that can create a greater sense of equity within particular school contexts and highlight the barriers to a wider strategy for reducing system inequities that reside in local and national policies and traditions At a time when government policies in many countries move to extend the diversity of educational provision for example through the introduction of charter schools in the USA free schools in Sweden and academies in England the authors also include a set of recommendations that offer a timely warning against the fragmentation of school systems in the misguided belief that competition benefits all children They suggest that a more sensible approach would be to avoid situations whereby the improvement of one school leads to a decline in the resources available to and subsequently the performance of others

Teaching Strategies Donald C. Orlich,1998    *Brigham Young University Education and Law Journal ,2002*    *Equity and Quality Dimensions in Educational Effectiveness* Leonidas Kyriakides,Bert Creemers,Evi Charalambous,2018-01-03 This book aims to make a contribution to the theory research and practice on quality and equity in education by providing a comprehensive overview of these two dimensions of educational effectiveness and proposing a methodological instrument that may be used to measure the contribution that each school can make to promoting equity The importance of using this instrument is demonstrated by analysing results of various effectiveness studies conducted over the last decade The book draws upon research across the world especially research conducted in the Europe the United States and Australasia It is shown that promoting equity has no negative effect on the promotion of quality The importance of using this methodological instrument to identify factors that promote both quality and equity at different educational levels i e teacher school and educational system is stressed The book also demonstrates how we can measure stability and changes in the effectiveness status of schools over time in terms of fostering quality and equity In addition it underlines the importance of identifying factors measuring changes in the effectiveness status of schools in terms of equity and points to the alternative strategies that can be used at school and system level In our attempt to encourage the further development and use of this methodology for school improvement purposes we demonstrate how experimental studies can be conducted to discover whether and under which conditions the proposed methodology can help schools promote both quality and equity Finally implications for school evaluation research educational policy and practice are drawn In this way the book contributes significantly to the debate on how quality and equity can be achieved and encourages policy makers and practitioners not to view these two dimensions of effectiveness as being in competition with each other but as constituting the major objectives of any reform policy and or improvement effort at school and or national levels    **Equity and Excellence in Educational Testing and Assessment** Michael T. Nettles,Arie L. Nettles,1994-12-31 5 TABLE I Average Reading Proficiency and Achievement Levels by

Race/Ethnicity Grades 4 8 and 12 1992 Reading Assessment Percentage of Student At or Above Percentage of Average Proficient Basic Below Basic Advanced I Students Proficiency I Grade 4 White 71 226 6 31 68 J2 69 16 193 0 Black 7 31 Hispanic 9 202 2 13 41 59 Asian Pacific Islander 2 216 2 21 55 45 American Indian 2 208 2 15 50 50 Grade 8 70 White 268 3 34 77 23 Black 16 238 0 8 44 56 Hispanic 10 242 I 13 49 51 Asian/Pacific Islander 3 270 6 38 77 23 American Indian 1 251 I 18 60 40 Grade 12 White 72 297 4 43 82 18 Black 15 272 0 16 54 46 9 277 Hispanic 1 21 61 39 Asian Pacific Islander 4 291 4 39 74 26 American Indian 0 272 I 24 S2 48 Source National Assessment of Educational Progress NAEP 1992 Reading Assessment Reprinted from NAEP 1992 Reading Report Card for the Nation and the States 1 be reading at the advanced level A much higher percent of White Americans are performing at the proficient and advanced levels

**Resources in Vocational Education** ,1981    *Inequities in American Education* ,2002    **A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum** Sheryl Barta,1989    History of Multicultural Education: Instruction and assessment Carl A. Grant, Thandeka K. Chapman,2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S By collecting and providing a framework for key publications spanning the last 30 40 years these volumes provide a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society

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### **Strategies For School Equity Introduction**

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