

## Session 2226

### Components of Values-Enhanced Equity Agenda Protocol

What does it mean to have an equity agenda? - We share (1) a clear vision of what equity means to our community, (2) have a set of strategies to achieve the vision based on readiness and preparedness, and (3) have systems in place to monitor and report on progress.

1. Is the vision/mission statement clear and specific about what equity means to our community? *Consider, for example:*

- How was it developed (e.g. by the school board? by the district leadership team? by district/school/community coalitions)?
- Does it identify student groups and/or characteristics that identify student needs?
- Does the statement identify values expected to guide decisions and actions?

2. How is the mission/vision statement known and used internally? *Consider, for example:*

- Is there an equity policy describing expectations, actions and outcomes?
- Are the statement/values shared with district and school leaders?
- How do teachers receive and learn about the statement/values?
- Are the statement/values used in district and school-led sessions to develop shared understandings about the equity agenda, and in professional learning?
- How are teachers defining their role as powerful influencers of student learning and their advancing equity?

3. Are equity goals, strategies and systems linked to the mission/vision statements? *Consider, for example:*

- What are the strategies specifically linked to elements in the mission/vision statement?
- Are the values explicit in, and guide, human resource processes (e.g. hiring, on-boarding, developing, evaluating performance)?
- Are the values explicit in, and guide, budget processes?
- How are district leaders, school leaders and teachers engaged in designing systems and strategies to know each student and provide feedback that supports learning?

4. How is progress in advancing and sustaining equity monitored and reported? *Consider, for example:*

- What data about student experiences are captured?
- How are the district's stories told in ways that are compelling to the community?
- How are the stories of individual schools told in ways compelling to their communities?
- How are district leaders, school leaders and teachers monitoring and reporting each student's progress?
- How are data used to make decisions and adjustments in systems and structures?