

Appendix A

Appendix A Equitable Data Inquiry Preparation Guide: Preparing for Equitable Data Dialogue, Analysis, and Reflection

Essential Questions:

- What knowledge, skills, and community agreements are central to holding equitable, data-driven, and responsive discussions about student learning?
- What does this process look like in practice?

TIME	ACTIVITY
10 min.	Welcome & Opening Remarks
10 min.	Quickwrite and Pair Share
15 min.	Readings & Guiding Questions
25 min.	Small Group Discussion, Community Agreements (<i>Examples & Non-Examples</i>), Intention Setting
5 min.	Closing

QUICKWRITE:

- What have been your previous experiences in using student learning data in your teaching practice? How would you best describe these experiences?
- What knowledge, skills, and community agreements are central to holding equitable, data-driven, and responsive discussions about student learning?

READING MATERIAL

- Milner, H., IV. (2018, February). Confronting inequity/assessment for equity. *Educational Leadership*, 75(5), 88–89.
- Aguilar, E. (2019). *Onward: Cultivating emotional resilience in educators*. San Francisco, CA: Jossey-Bass. (See Chapter 9, pp. 223–247.)
- Gorski, P. (2017). *Equity literacy for educators: Definitions and abilities*. Equity Literacy Institute. <http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf#:~:text=not%20present%20%20Abilities%20%20,%20%20%20%20expr%20...%20>

EQUITY LITERACY FOR EDUCATORS	ONWARD - “BE A LEARNER,” PP. 1-12, 33-41	CONFRONTING INEQUITY/ ASSESSMENT FOR EQUITY
<p>Guiding Question: What are knowledge and skills to support our ability to attend to and disrupt inequity when identifying needs and responding to student learning and achievement?</p>	<p>What does it mean to be a learner?</p> <p>What mindsets, stances, or ways of being might help me engage in inquiry and reflection for my student learning data?</p>	<p>What is an essential purpose in using assessments in the classroom for student learning? How should assessments be used?</p> <p>What implications does the article have for how we analyze and respond to student data?</p>
<p>Reading Notes:</p>		

Small Group Discussion (5 min.)

- In consideration of the guiding questions and our purpose today, what knowledge, skills, and community agreements are central to holding equitable, data-driven, and responsive discussions about student learning?
- What does this process look like in practice?

Community Agreements for Equitable Data Reflection & Planning

Purpose of Agreements: To ensure the focus of reviewing student learning data is to understand and explore ways to *instructionally* attend to student learning and academic achievement access barriers.

Community Agreements Activity Directions (15 min.): As a team, develop examples and non-examples for each Community Agreement. You may refer to the *Talking About Student Data* resource below to aid in this activity.

COMMUNITY AGREEMENT	EXAMPLE (LOOKS LIKE/ SOUNDS LIKE)	NON-EXAMPLE (LOOKS LIKE/ SOUNDS LIKE)
Hold a growth mindset for self and students		
Show curiosity when exploring student learning needs		
Respond with compassion to emotions that may arise		
Actively notice and challenge personal biases in the service of better understanding and dismantling instructional barriers to student learning		

Intention Setting

What is an intention or commitment you would like to make for today in the service of equitable data dialogue, analysis, and reflection?

Why Is Language Important?

- Our language powerfully impacts students' beliefs and stories about themselves and others. It is essential that our language reflects our belief in and excitement about their unlimited potential to grow. Asset-based language is particularly important to actively disrupt and interrupt stigmas fed by unjust societal discourses related to ethnicity, gender, immigration experience, and other demographic factors.
- Community relationships are built on respect, trust, and consistency. The students and families who we serve trust that we are respectful and consistent in our messages.
- We must know and name our students' strengths and abilities in order to help them internalize a growth mindset, construct a positive identity as a learner/scholar, and develop to their fullest potential.

As we enter into our collective work examining student data, we have the opportunity to commit to language that focuses on positive outcomes and personal strengths, rather than problems and barriers—and that denotes movement through developmental stages toward a goal rather than a fixed identity.

As evidenced in the table below, some language in common usage communicates *deficit* rather than *strength* and/or communicates *fixed identity* rather than *developmental stage*.

INSTEAD OF . . .	CONSIDER . . .	IDENTITY SAFE INQUIRY QUESTIONS
High kids/ high fliers	Students who/who have <ul style="list-style-type: none"> • met/exceeded _____ standard, • demonstrate(d) consistent level of proficiency, or • demonstrate(d) consistent fluency in _____. 	<ul style="list-style-type: none"> • What meaning am I making about where my students are and where I hope for them to be? • What assumptions might I be making in relation to why my students are able to master content and/or are in need of additional support?
Low kids/low fliers	Students who are <ul style="list-style-type: none"> • demonstrating emerging proficiency or • aspiring, emergent, developing, or novice. 	
At risk, hard to reach, cluster class	<ul style="list-style-type: none"> • Students would benefit from/is in need of _____. • I am curious about/need more support to learn _____. • I have noticed _____ when they _____ (identify cause and effect). 	<ul style="list-style-type: none"> • How are my lessons scaffolded (or will be), so all students understand the content and move ahead? • What messages do I need to plan for in order to ensure my students can practice or maintain a growth mindset or learning orientation with respect to this assessment?
Advanced, Proficient, Basic, Below Basic, Far Below Basic	<ul style="list-style-type: none"> • My students have exceeded/met/are developing/emerging in _____ standard/cluster/topic as reflected by _____. 	