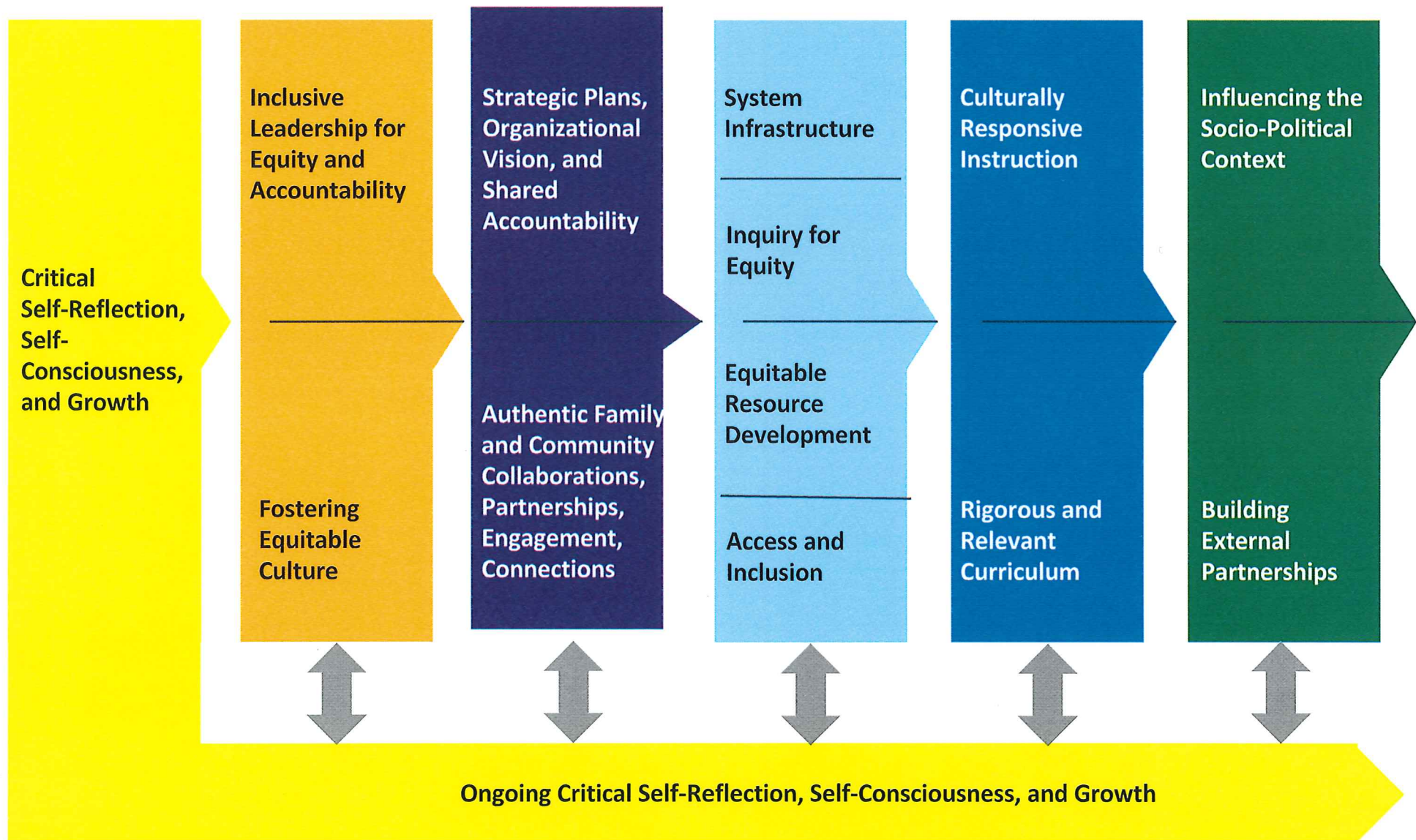
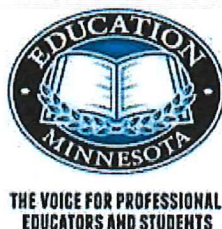


# Partners for Equity Development: Systemic Educational Equity Organizational Assessment



# Partners for Equity Development

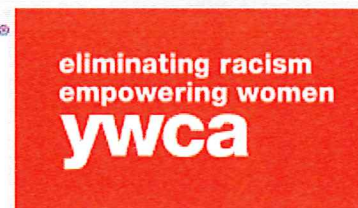
A group of organizations and individuals committed to equitable E-12 education outcomes for each and every student



MASA



Minnesota  
Humanities  
Center



[www.partnersforequitydevelopment.com](http://www.partnersforequitydevelopment.com)



**Organizational Self-Assessment  
Partners for Equity Development  
August 2017**

		Equity Work not yet started	Emerging / Asking Questions	In Process / Seeking Change	Examples Exist / Taking Systemic Action	Demonstrating Systemic Results
1	<b>Critical self-reflection . self-consciousness and growth</b> (equity beliefs)					
2	<b>Inclusive Leadership for Equity and Accountability</b> (leadership development, modeling ethical & equitable behavior, supervising for improvement)					
3	<b>Fostering equitable culture</b> (respect for multiple experiences; discipline; high expectations)					
4	<b>Authentic family/community collaborations / partnerships / engagement / connections</b>					
5	<b>Strategic Plans, Organizational Vision, and Shared Accountability</b>					
6	<b>System infrastructure</b> (equity lens questions, accountability, hiring and retention of staff, organization time and space)					
7	<b>Inquiry for Equity</b> (process for data-based decision-making; racial disparities for educational outcomes)					
8	<b>Equitable resource development / distribution / re-distribution / allocation</b> (placing personnel, facilities work, materials, etc.)					
9	<b>Access and inclusion</b> (schedule, courses / activities, discipline, college/career prep)					
10	<b>Instruction</b> (multiple opportunities to learn; high expectations; equitable instructional strategies of culturally responsive teaching, differentiated instruction, individual learning plans, heterogenous grouping, cooperative learning, and emerging bilingual instructional strategies; professional development and coaching)					
11	<b>Rigorous and relevant curriculum</b> (representing multiple voices)					
12	<b>Influencing the socio-political context</b> (public policy)					
13	<b>Building External Partnerships</b> (non-profits, for profits, community agencies, etc.)					

adapted from Leadership for Equity Development (LEAD) Tool from Education Northwest;  
The Equity Rubric from Education Equity Organizing Collaborative; Org Assessment: Equity-  
Oriented Leadership from Facilitating Racial Equity Collaborative; Arenas of Systemic  
Change from Great Lakes Equity Center

**Partners for Equity Development Organizational Self-Assessment, August 2017**  
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Focus Area for Achieving Equity	Equity Work Not Yet Started	Emerging / Asking questions	In process / Seeking Change (beginning the work)	Examples exist throughout the system / Taking Systemic Action (pockets of success)	Demonstrating Systemic Results
1 Critical self-reflection . self-consciousness and growth (equity beliefs)	<ul style="list-style-type: none"> <li>- Leadership and staff have not examined their own biases, assumptions, or positions related to racism, classism, sexism, sexual orientation, religion, age, disability, or home language, or other forms of oppression.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership and staff begin to examine their biases, assumptions, and positions related to racism, classism, sexism, sexual orientation, religion, age, disability, and home language, and other forms of oppression.</li> <li>- Leadership and staff begin to discuss how their own racial/cultural identity impacts others.</li> <li>-Leadership and staff begin to examine their own cultural selves.</li> </ul>	<ul style="list-style-type: none"> <li>- Spaces are created to critically reflect and have open and frank conversations about personal and institutional bias in relationship to policy, practices, and learning opportunities.</li> <li>- Individuals are specifically prepared to facilitate conversations regarding bias in individuals, systems, structures, and cultures.</li> <li>- Self-reflection occurs at the individual or the organizational level.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership and staff regularly examines their biases, assumptions, or positions related to various forms of oppression.</li> <li>- Leadership and staff apply their personal awareness, knowledge, commitments, and skills in addressing implicit biases in decision-making.</li> <li>- Leadership has provided teachers, administrators, and other employees the opportunity for individual assessment and feedback regarding their personal and institutional biases, and how they can expand their cultural responsiveness.</li> <li>- Leaders and staff have been taught about America's historical legacy of personal and institutional bias. They are able to recognize bias in popular culture, institutions, and curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership teams and staff have evidence of high levels of awareness (at the personal and organizational level), knowledge, commitment and skill to create equitable systems. (the organizational culture has shifted)</li> <li>- Leaders systematize ongoing personal and intellectual work to understand how privilege, power, and oppression operate - both historically and currently - in school and society, in order to examine their own identities, values, biases, assumptions, and privileges to overcome the limitations of biased-based frameworks.</li> </ul>