Instructional Leaders	Group Member Names: Amy Long (Para-McLane); Anthony Gobern (Garfield); Marie Rubin (Olympia); Sara Loyer (Para-Hansen); Sarah Howe (Jefferson); Zac Robischon (Washington)		
	EQUITY TOOL GRAPHIC ORGANIZER		
	Question	**Answer**	**Notes**
	Pause and examine YOU (WE) - Who are you (we)? (as an individual and as a decision making team)		
1	Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?		
2	What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?		
3	Based on our group membership, what inherent biases do we bring to the table?		
4	What institutional power within the organization do we have? What powers do we not have?		

NOTES:
- Immigrant; 1st generation high school and college graduate; work in ELL (OHS) - Immigrant heart (where you come from and where you are); students in OSD
- White middle-class female; lived in Olympia most of her life; attended CHS; teaches in her hometown; taught in Tacoma and Wapato; student in OSD
- CHS graduate; HES poverty high; work in SpEd classroom; have seen the changes over the years; would like to help access resources to SpEd and students in poverty

	Moved a lot growing up; enjoys working at McLane and enjoys being welcoming		
	Who is affected?		
5	What is the racial composition of the impacted groups? Who is affected?		
6	If known, what is the existing racial disparity we are trying to address? What is the data source?		
7	What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?		
8	What are the power dynamics or disparities between YOU and those affected?		
9	In which ways is the impacted group involved in the decision-making? Why that method?		

NOTES:
- Students; concerns about those in Special Ed. and in poverty
- Students concerned about racist experience within the community; budget for increased messaging around racism for both students and staff; assistance to help cope; continue to have conversation; mental health
- Staffing; counseling; more adults to help students

	What are the impacts?		
10	How will the decision of this group advance equity in		

	our system?		
11	What evaluation tools and measures do we need to determine the impacts of our decision?		
12	In what ways could the decision fail to advance equity?		
13	What are the necessary resources to make this an equitable decision?		
14	What are the potential challenges, structural barriers, or unexpected blind spots?		
NOTES: ●			
How will we know if we succeeded or not?			

Past/Present Instructional Leaders

	Past (Pre-Covid)	**Present (Remote/Hybrid)**
In Class Learning	- Group learning; peers working side by side supporting each other - Collaboration	- Using transmission model more than the collaboration model - Less peer interaction - A lot of anxiety; students do not turn on their camera/video - Students find it intimidating to use their voice on camera; less collaboration; difficult to accept image/voice (student) - Teachers are more of the facilitator than past - 14/15 students in class; not much interaction; students are timid - Lunch service (3 to a table)
Academic Support	- Easy to be in-person	- Additional support for students - Breakout rooms (introverts are flourishing academically)
Social Emotional Supports	- More direct; ability to read the student when in-person	- Easier for student to hide; harder to read; not in-person
Curriculum/Materials		- Art and music are different; great place for students to flourish; students are missing out - Art has such value for students (social/emotional support)

Assessment	- A lot more accurate	- Testing parents; how much are parents involved
Teacher/Staff Training	- Para - reinvent the wheel;	- Teachers/Para (ELL & SpEd) need to have 2 type of trainings: legal requirements; what ELL/SpED students go through?; - Teachers have so much to do with little time; reduce class sizes so that teachers can attend training - More opportunities to do training at own pace and select the training that works best for the individual; have control/choice
OTHER		

Future Planning Instructional Leaders

	FUTURE	
	Student Experience	Resource/Supports (people; things; trainings)
In Class Learning	Staff notice needs of students and can wrap resources around the student need. Students have an opportunity to express their individual needs and have those needs met. General education students have immediate access to help. Supports teachers, not just students. Extra support and strategies directly to the students who are most struggling, at MS.	More teachers and paraeducators. Reduce class size. Para in every classroom. Interventionist roles are helpful for students who are struggling.
Academic Support	Deep learning, with access to by all students.	Pull-out expert instructional help outside of regular school day, with an activity bus.
Social Emotional Supports	Students can easily seek help.	Counseling staffing, week long staffing at a school. More support staff Intervention Specialist role - continue to fund; full-time
Curriculum/Materials	Materials are culturally responsive.	Fresh books. History, math, science. White visuals, and stereotypical.

Assessment	Student can focus on learning, and less time on assessment. Do not experience anxiety.	Reduce the amount of assessment for students
Professional Growth	Recognize this hard work in compensation levels.	Paraeducators are overworked/tired.
OTHER	Students see messages that are supportive.	Increased messaging around racial equality, both for students and staff.