



EOS Equity Team Overview



EQUAL
OPPORTUNITY
SCHOOLS



EQUITY TEAM CONSIDERATIONS

Champions of Work

- Varied roles within the school
- Allyship within target groups
- Skeptics & cheerleaders
- Student & parent voice

Opportunity to empower those who aren't usually selected for leadership opportunities

EQUAL OPPORTUNITY SCHOOLS

THE EQUITY TEAM

PURPOSE

The first step towards a successful year is to identify a team, or use an existing team, to guide your EOS work.

Your Equity Team should meet at least once a month in addition to scheduled meetings with your EOS Partnership Director.

The Equity Team Will:

- Guide. Help guide the EOS process in ways that feel authentic to the school
- Coordinate. Ensure their departments are onboard and coordinated
- Model. Assist their peers in embracing the changes that may come
- Develop. Develop sustainable practices to ensure equity in AP/IB in future years
- Partner. Work closely with your EOS Partnership Director

RECOMMENDED EQUITY TEAM MEMBERS

- School administration/leadership
- The AP/IB team, including the AP/IB Coordinator (if there is one)
- Counselors or Deans
- Teachers from each of the academic departments
- ELL staff and/or SPED staff
- Student support staff
- Staff who are well connected to the underrepresented students you are trying to reach (this could be a coach, support staff, teacher, club advisor, etc.)
- A few underrepresented students and/or family members who can act as advisors for your team

KEY ROLES & RESPONSIBILITIES OF THE EQUITY TEAM

Messaging

- Advocates to colleagues and peers
- How/why the work with EOS aligns with the mission and culture of the school
- What the work means for students and staff
- Share goals, progress with departments and whole staff

Data Analysis

- Review of the Equity Pathways (EP) report
- Student outreach list decisions

Institutional Analysis

- Identify trends from students/staff in EP report
- Identify barriers and access points currently in place, implicit or explicit
- Identify cultural beliefs in service of, or in the way of, achieving equity

Outreach/Advocacy Planning

- Planning for large scale and small-scale outreach events
- Engaging in outreach/advocacy with students
- Supporting trusted advocates for one on one conversations with students

Progress Monitoring

- Course request data review throughout enrollment
- Adjustment to strategies for increasing enrollment

Sustainability Planning

- Create support plans for staff and students

Note: Based on availability, some schools choose to have a larger Equity Team advise on the work and smaller, sub committees attend to the specific tasks or projects of each phase.

Equity Team Guiding Questions

Who are the individuals you would like to have on your equity team? (names, position, title)

What unique quality and/or perspective does each person named above bring to the team?

Which qualities and/or perspectives are not currently represented on your team? Which individual embody these?

Name 2-3 ways you will know the Equity Team was successful at the end of 2019-2020. What will they have done? How will they think about the work? How will their work impact students?

Name: _____
Position: _____
Title: _____

Quality: _____

Missing qualities and/or perspectives? _____

Indicator of Success #1: _____

Name: _____
Position: _____
Title: _____

Quality: _____

Name: _____
Position: _____
Title: _____

Quality: _____

Individuals (staff members or non-staff members) to recruit? _____

Indicator of Success #2: _____

Name: _____
Position: _____
Title: _____

Quality: _____

Name: _____
Position: _____
Title: _____

Quality: _____

Indicator of Success #3: _____

Name: _____
Position: _____
Title: _____

Quality: _____

REFLECTION QUESTIONS



- How will you capture any lens' / perspectives that may be missing from your Equity Team?
- Discuss how to incorporate parents and students (from your target group) on your Equity Team

EQUITY TEAM MEMBERS:

WHY WE NEED **YOUR** VOICE

- Identify students who have the potential to benefit from increased academic challenge
- Help us explore attitudes and perceptions about AP that might be creating barriers for specific groups
- (Teachers) Understand the types of supports you need in the classroom
- Determine interest in teaching future AP classes, and/or helping out with creating a more equitable AP program