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### STRUCTURES

- To what extent are roles and responsibilities defined in order to emphasize equity and accountability?
- To what extent are the perspectives of those most experiencing the problem informing decisions, especially about practices that must be brought to scale?

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### SYSTEMS

- Are systems for functions such as career development and promotion, compensation, student assignment, resource allocation, organizational learning, and measurement and accountability performed with an eye toward racial equity and culturally responsive teaching?
- To what extent does the organization invest in people and teams' cultural competence and their ability to use a racial equity lens in the design and redesign of their systems?

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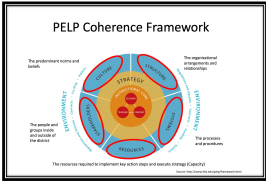
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### STAKEHOLDERS



- ❑ To what extent are the voices and perspectives of the people experiencing the problem and situated farthest from opportunity involved in the problem-solving process?
- ❑ Does the strategy account for community engagement and partnerships that are an active representation of equity concerns and the valuing of diversity within the community?

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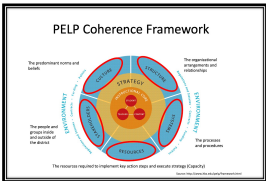
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### RESOURCES



- ❑ Does the division's strategy include intentional planning regarding the equitable distribution of resources in all its forms?
- ❑ Are resources allocated to bring to life instructional designs that are supportive of a holistic set of student outcomes through culturally responsive teaching?

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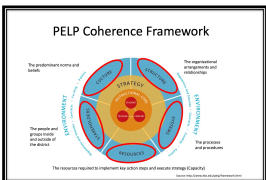
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### CULTURE



- ❑ Does the strategy allow for discrimination of all kinds to be confronted systemically in a manner that does not uphold the comfort of the most privileged as a priority?
- ❑ To what extent does the strategy address intentional work on relational trust building?

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