

# Innovation Pathways Workshop: Designing for Equity

January 18, 2023

## Workshop Resource Guide

Resource	Description
<a href="#">IP Equity Self-Assessment Supplement Tool</a>	A supplement to CCE's Building for Equity Self-Assessment tool, this needs assessment is designed to support schools' evaluation of their equitable pathway design and implementation.
<a href="#">Building an Inclusive Team</a>	This CCE tool will help schools form diverse and representative stakeholder groups for IP design, implementation, and improvement work.
<a href="#">Ready for Rigor Model</a>	This graphic overviews Zaretta Hammond's Ready for Rigor model from <i>Culturally Responsive Teaching and the Brain</i> .
<a href="#">BPS CLSP Continuum</a>	This Boston Public Schools document describes the progression in development of Culturally and Linguistically Sustaining Practices for educators.
<a href="#">Equity In Youth Apprenticeship Programs</a>	This NAPE publication includes the PIPE improvement process and can support organizations with reflection questions related to Equitable Access, a Culture of Belonging, and Continuous Improvement in youth apprenticeship settings.
<a href="#">Equity Audit Planning Guide</a>	This CCE guide is a good starting point for a team that is beginning to generate inquiry questions regarding equity and quantitative data sources that can be collected.
<a href="#">BPS Racial Equity Planning Tool</a>	This BPS tool lays out a multi-step process for programmatic, instructional, or budgetary decision-making to ensure every decision leads to closing opportunity gaps and advancing racial equity.
<a href="#">Resisting White Dominant Culture in Continuous Improvement</a>	This resource from High Tech High GSE takes the characteristics of White Dominant Culture from Tema Okun's work and provides examples of what continuous improvement in education organizations looks like when it is being influenced in potentially negative ways by white dominant culture, and then gives a starter set of moves that improvers can make to resist or interrupt these patterns.