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Equity Literacy Resources, Spring 2019

The following list of resources and potential partners is a small sample of possible opportunities for equity literacy learning. We acknowledge that all groups and communities may not be represented by this list, but it provides a place to start, as you may adapt or reinterpret a resource to fit your local needs or community.

[Advancing Racial Equity in Schools](#)

Vermont NEA - Tools and resources for Vermont's public schools

[Advocates for Human Rights](#)

Teacher resources, general advocacy

[ASCD Global Fluency Webinar Slides](#) - Part 1

Why Develop Global Fluency as an Educator?

[ASCD Global Fluency Webinar Slides](#) - Part 2

- [Download the Handouts](#)
- [Group Chat Transcript](#)
- [Q and A Transcript](#)

[ASCD: The Globally Competent Learning Curriculum](#)

An on-line self-reflection tool for educators to develop globally competent teaching practices.

[Creating Positive School Experiences for Students with Disabilities](#)

The school experiences of students with disabilities can be positively or negatively influenced by the attitudes and behaviors of students and staff and by general school policies.

[Diversity Council](#)

Teacher resources (toolkits, trainings, lesson plans) for K-12 classrooms.

[Diversity Toolkit](#)

A guide to discussing identity, power and privilege; includes activities.

[Equity Toolkit for Administrators](#)

Developed by the Colorado Department of Education, this tool is designed to provide school administrators resources to address the reality of bias, harassment, prejudice and discrimination in schools. Self-assessments for district administrators, school administrators, teachers and students begin on page 22.

[Facing History and Ourselves](#)

“To engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry”; educator resources. Blackstone Academy Charter School, Pawtucket, Rhode Island has adopted Facing History and Ourselves as an advisory curriculum.

[Lead Inclusion](#)

“Our mission is to provide research-based professional learning internationally that facilitates equitable learning opportunities for all students, with and without learning differences.”

[Personalized Learning and Transition Planning Module Series](#)

In this 5-module series, participants will identify and explore the implications for students with disabilities accessing personalized learning plans and proficiency-based graduation requirements.

[Recognizing and Responding to Microaggressions](#)

(PowerPoint presentation)

[Rethinking Ethnic Studies](#)

The authors of this text (Au, Cuauhtin, Sleeter, Zavala) believe “that the chapters collected here can help facilitate Ethnic Studies theory and practice for teachers both within and outside of the classroom”.

[Teaching Tolerance](#)

Website whose “mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy”; resources, lesson plans, professional development, publications, podcasts.

[The Safe Zone Project](#)

LGBTQ articles, FAQs and activities for all learners.

[Vermont AOE Case Study Learning Project](#)

The goal of these case studies is to provide exemplars of the inter-relationship between a student’s personalized learning plan (PLP), IEP transition plan and the student’s pathway to meeting proficiency-based graduation requirements (PBGRs).

[Vermont Learning for the Future](#)

“A place for communally shared, discussed and curated resources” pertaining to equity in education.

[Washington Models for the Evaluation of Bias Content in Instructional Materials](#)

Information and criteria for evaluating instructional materials for bias.

Articles

[Are Standards and Multicultural Education Compatible?](#)

Christine Sleeter, ASCD

[Effective White Teachers of Black Children](#)

Patricia Cooper

[Equity Literacy for All](#)

Paul Gorski and Katy Swalwell

[Kicked Out! Unfair and Unequal Student Discipline in Vermont's Public Schools](#)

How a lack of equity can play a role in school discipline, Vermont Legal Aide (2015).

[LGBTQ Safety and Awareness at School: A Checklist](#)

A checklist of things that an LGBTQ-affirming school should have in place.

[SEE Project Outcomes](#)

An AOE-created document from the findings of K-12 Vermont educators who were posed with the question: "What classroom-level and systematic improvements would need to happen to fully leverage the equity-related changes described in Vermont's State [ESSA] Plan?"

[Why it is crucial to make cultural diversity visible in STEM education?](#)

Rodriguez and Bell

Videos

[I Am from Here](#)

A 30-minute video with discussion guide, which "serves as one component of Vermont-NEA's Virtual Toolkit, Advancing Racial Equity in Vermont's Public Schools. It is important that anyone working with Vermont students understand the experiences of Vermonters of color as they navigate through the public education system."

[Kiah Morris on Fighting Racial Harassment](#)

"Kiah Morris was the only black woman in Vermont's state legislature. But after an escalating campaign of racial harassment against her, Kiah was forced to resign—not only for the safety of herself, but also for her family".

[Microaggressions in the Classroom](#)

Examples of microinsults, microassaults and microinvalidations in the classroom

[What it Takes to be Racially Literate](#)

"Spurred by the realization that they had nearly completed high school without hearing any substantive discussion about racism in school, the two young women deferred college admission for a year to collect first-person accounts of how racism plays out in this country every day--and often in unexpected ways."

Standards

[Ethnic Studies Standards - Statewide Initiatives](#)

“This brief outlines current state initiatives to implement ethnic studies standards in California, Indiana, Oregon, and Texas. For each state, it includes links to any available meeting materials or standards information that the state has made available, as well as updates on the progress of ethnic studies standards development or implementation in the state.”

[National Board Professional Teaching Standards - Equity](#)

What it looks like to be an equity-focused teacher at all grade levels (preK-12) and content areas, including guidance and CTE.

[Oregon Multi-Cultural Standards](#)

Adopted May 2018

[Social Justice Standards](#)

From Teaching Tolerance; a K-12 Framework for Anti-Bias Education

Potential Partners

[Abenaki Artists Association](#)

[Clemmons Family Farm](#)

[Greater Burlington Multicultural Resource Center](#)

[Out in the Open](#) (formerly Green Mountain Crossroads)

[Pride Center of Vermont](#)

[The Root Social Justice Center](#)

[Vermont Coalition for Ethnic and Social Equity in Schools](#)

[Vermont Holocaust Memorial](#)

Also refer to the AOE document [Educational Equity and Diversity Professional Development Providers \(2019\)](#).

Disclaimer: The views, opinions, and resources shared in this listserv are solely those of the original contributors. The Agency of Education does not endorse the views expressed by these contributors and reserves the right to refuse submissions. Questions related to any of these resources should be directed to the organizations, people and opportunities as shared.