Educator Teams & Organizational Development for Racial Equity

Annotated Bibliography and Literature Synthesis

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1. What is the nature of this body of research? What did we examine?

This research synthesis focuses on educator teams (professional learning communities, grade level teams, and other leadership teams) and organizational development towards racial equity. Racial equity was defined in multiple ways in this body of research, including as principles of fairness, efforts to identify disparities and then remedy inequities, and development of the full human talent and potential of every student. Conceptions of equity also commonly addressed notions of inclusion and community and family assets. This annotated bibliography includes 24 peer-reviewed journal articles, 1 journal article currently under review and 1 book chapter, selected for relevance to the topic area. This area of scholarship appears to be growing, as most of the articles we found were published after 2010. Since this topic area is not well-defined, searching for articles required highly-refined search terms and usage of article references to identify related pieces (see appendix for search terms).

2. What is the problem space in this body of work?

This literature focuses almost exclusively on school-level interventions to foster racial equity with the notable exceptions of work on equity audits by Skrla and colleagues (2004) and Bensimon and colleagues' (2012) work in higher education. Within these interventions, the research problematizes: (1) educators' deficit perceptions of students and (2) the failure of social justice-focused professional development to help educators move beyond theory towards improved racial equity praxis.

First, a large body of research documents educators' deficit-based perceptions of students; that is, educators often attribute racial disparities in achievement and other outcomes to inherent "deficiencies" in students and conditions outside of the classroom over which teachers believe they have no control, such as parental household status, oral fluency, and prior instruction (Lipman 1997, Skrla et. al 2004, Kose & Lim, 2011, Groenke 2010, et. al 2011, Bensimon 2012, Park et. al 2013, Scanlan 2013, Horn 2018; Park 2018). These deficit-based perceptions of students led to a narrowing

of teachers' vision of alternatives to existing practices, decreases in the likelihood that educators would use equity-based reforms to interrogate structural inequity, deflection of attention away from educator practice, and reinforced a culture of low expectations (Lipman, 1997; Bertrand and Marsh, 2015).

Secondly, the literature critiques social justice-focused professional development in education for its failure to articulate the learning processes needed to move from theory to action (Scanlan, 2013). Although the literature points to the use of data as a strategy for changing practice, educators tend to spend more time gathering data and examining it than *using* it to plan instructional changes; have a limited toolbox of strategies to change their instruction; and lack equity-focused data literacy skills (Datnow, et. al, 2017; Park et. al, 2018). Additionally, examining data is an interpretive process that can just as easily reinforce inequity as foster it, and teachers are key sense makers who bring their professional judgment – and implicit biases – to bear in the process of examining and acting upon data (Bertrand & Marsh, 2015).

3. What are the key findings of this body of work?

We have identified two findings that situate educator teams as an efficacious lever in systemic approaches to addressing racial inequity. The findings include: 1) the development of educator teams into communities of practice; 2) enhancing data systems and data literacy

Development of educator teams into Communities of Practice. Communities of practice are educator teams that share a common purpose through established norms, mutual engagement, joint enterprise, shared repertoire, and collective accountable toward organizational learning and development (Scanlan, 2013, referencing Lave & Wenger, 1991). Scholars in this literature draw on Mezirow's (2000) theory of transformative learning to illuminate how new experiences within communities of practice can provoke rethinking old mind-sets and lead to organizational learning and change. Efforts to engage educators in sustained and comprehensive transformative learning are

associated with a decrease in deficit thinking and increases in practices such as designing curricula that represents the diversity of students, teaching that support students understanding diversity, and competence to work with diverse students and parents (Kose and Lim, 2011). When educator teams develop into communities of practice this leads to greater creativity and improvisation along with creating more effective and enduring change (Scribner, 2007).

Communities of practice have also been shown to affect schoolwide educator collaboration. Such collaboration can influence collective buy-in to a school's mission and lead to greater collective efficacy, which is the judgment of teachers that the faculty can organize and execute actions to positively effect student learning (Scanlan, 2013). These and other professional interactions can foster the diffusion of instructional expertise between teachers in a school (Sun et al., 2017). Scribner et al. (2007) found that effective problem-finding teams (charged with working toward innovative solutions to a relatively undefined problem, such as racial equity) were associated with 2 organizational conditions: 1) broader organizational support from staff beyond the team; 2) sufficient autonomy to make decisions to accomplish their aims.

2. Enhancing Data Systems and Data Literacy. Educators are more likely to disrupt deficit conceptions and create equity-minded instructional practices when they have cogent data systems and data literacy skills. Effective data systems allow educators to easily access high quality data that can be disaggregated to localized contexts to alleviate time-consuming data entry and foster collaborative inquiry (Lachat and Smith, 2005; Young 2006; Datnow et.al, 2017; Huguet et.al, 2017; Park, 2018). Equity audits (focused on teacher quality, programmatic access, and achievement equity) offer a starting point for educators to rethink their mindsets and build new funds of knowledge (Skrla et. al 2004; Groenke 2010). Because educators often default to blaming students or families when making sense of disparities in the data, disciplined inquiry about data includes explicit talk about race focused

on the institutional and practice-based sources of inequities (Bensimon, 2012). One study found that when educators are explicit about race in data discussions, they develop multidimensional understandings of disparities, mutual understanding between educators, and more specific questions and aligned solutions to meet student needs (Irby & Clark, 2018).

Educators also need professional development to improve their data literacy and analyses (Young 2006). Data literacy is the ability to read, understand, create, and communicate data as information. Scholars highlight how data usage is a *sensemaking* process. That is, information is filtered through the lenses and experiences of educators who ultimately make decisions about how to act based on prior schema, which may come from deficit frames (Bertrand and Marsh, 2014). Data literacy efforts can help educators develop skills to engage in race-conscious, equity-focused discussions about data and student learning (Park, 2018).

4. What are implications for district initiatives and RETs pursuing racial equity?

Increasing educator's knowledge and skills are imperative for addressing disparities by changing instruction, assessment, and curriculum design focused on equity and excellence (King and Bouchard, 2011). Disciplined use of data can be a means of increasing educator knowledge; educational leaders can foster such learning through explicit expectations and modeling as well as structured collaboration time (Park, 2018). Equity-focused data, such as those in equity audits, provide a contextualized understanding of local disparities and a focus for deeper discussion of racial equity concepts, which is associated with greater effectiveness in reaching equity goals than engaging a breadth of multiple topics (Groenke, 2010). Additionally, working with outside content experts like university professors, practicing researchers, industry professionals, and educational specialists can infuse new resources and viewpoints to assist teachers to expand their professional knowledge and modify enduring images of classroom instruction (Ermeling and Yarbo, 2016).

A second implication from this literature review concerns the potential for RETs to develop into ongoing communities of practice. Most RETs have established structures such as defining team roles, having regular meetings, and discussing issues of race and equity. However, simply convening a group of educators together does not necessarily lead to a community of practice. To avoid a false veneer of progress through non-substantive action, leaders should ensure that RETs have broader staff support, sufficient autonomy to make decisions needed to accomplish their aims, and access to external expertise or supports. Educators should participate in substantive dialogue and undertake changes to oppressive structures within an emphasis on collective learning (Lipman, 1997). Effective communities of practice design the conditions for broader organizational learning by undertaking processes that recognize that (1) individuals learn through engaging in practice and using artifacts, (2) learned processes and practices should be subject to adaptation based on how learning is unfolding, (3) learning happens through both local and global influences, and (4) the individual/group must contend with their identity as they negotiate the changes that will occur as their professional learning increases (Scanlan, 2013; Wenger, 1998). The RET initiative might shift its focus on providing teams with content knowledge (about race and equity concepts) to more process-oriented trainings about how to foster adult learning; translate theory into action in making change; facilitate effective race-conscious conversations; understand how to identify and use equity-focused data; and build team and organizational critical reflexivity.

Article Citation	Bensimon, E. M. (2012). The equity scorecard: Theory of change. *Confronting equity issues on campus: Implementing the equity scorecard in theory and practice*, 17-44.
Summary	This book chapter examines the underpinnings of the equity scorecard created by Bensimon. The equity scorecard moves away from normed expectations of students needing to behave, have attitudes or aspirations that lead to academic success. This means reconceptualizing that students failing to succeed at the collegiate level is a condition of the institution not meeting the needs the student. This means the institution was ask questions of itself about how it can better meet those needs by using data to inform this questioning.
Evaluation	The equity scorecard is in part premised on moving away from academic success models that frame students as the makers of their own deficiency by not meeting the norms of a successful college student behaviors. When practitioners and scholars try to use data to understand why student may not have succeeded they draw on their funds of knowledge to decide what to pay attention to, what decisions to make, or how to respond to particular situations (Polkinghorne, 2004). The problem inherent in this is if the investigators do not have the proper funds of knowledge to ask the right question or the see the problem from a different perspective they might come up with solutions that do not address the root cause of the student success issue. Furthermore, these funds of knowledge (also called ''the background'' by Polkinghorne) function mostly below consciousness (Polkinghorne, 2004). The funds of knowledge that most higher education practitioners have developed do not encourage reflection on ways in which their practices, judgments, and beliefs may contribute to or exacerbate the production of racially unequal outcomes. Entertaining the possibility that inequality may be as much a problem of practitioner knowledge, pedagogical approaches, or ''culturally held'' ideas about minoritized students (Nasir & Hand, 2006) is not a typical practice within institutions of higher education or among academic leaders and policymakers. Bensimon positions that the typical educator does not understand the inequities in transfer are unknown and demand a disciplined inquiry into the possible causes. The equity scorecard helps the educator by giving them a place to start from with questions that turn attention to the realm of the practitioner and the institution, rather than to the realm of the students. For example, a set of questions surrounding community college transfer policy might include (a) How is transfer ''done'' here? and (b) In what ways might we be ''doing'' transfer that results in unequal outcomes for African Americans and Latinos and Latinas? Educators must *unlearn* to ask, ''What is wrong with these students?'' The equity scorecard helps develop new funds of knowledge for educators by drawing on the theory of action that (a) learning is social, (b) learning is facilitated by assisted performance that is responsive, (c) learning is mediated by cultural tools and artifacts, and (d) learning

takes place in communities of practice and is indexed by changes in participation within these communities (Rogoff, Baker-Sennett, Lacasa, & Goldsmith, 1995; Roth & Lee, 2007; Rueda, 2006; Tharp & Gallimore, 1988; Wenger, 1998; Wenger, McDermott, & Snyder, 2002). (a) Since learning is social, practitioners must work in activity settings that require the use of new competencies. (b) educators must understand that dysfunction is characteristic of the institutions and its policy, practices, and culture, which can be changed through collective action. (c) practitioner-led inquiry means developing awareness of racial inequity and self -change by reviewing and making sense of student data as not through anecdotes that are attributed to student behavior, but inquiry questions that examine the underlying statement. (d) educators must become race-conscious this means having straight talk about race and inequity

| Reflection | Deficit thinking about student academic success has been a common feature of this literature review and it is likely to happen in real data conversations. Bensimion's book chapter offers the chance to build on those deficit mindsets and ask deeper questions that leads to increased funds of knowledge to discuss racialized issues from a perspective of institutional failure. This chapter gives initial frameworks with which to build professional development sessions to help educator have better data based conversations. |

Article Citation	Bertrand, M., & Marsh, J. A. (2015). Teachers' Sensemaking of Data and Implications for Equity. American Educational Research Journal, 52(5), 861-893. Link to Article https://drive.google.com/open?id=1N76rHwN3V_5JmgdSYfeax-usyF3-PYtO
Summary	This article examines aspects of teachers' sensemaking of data regarding attribution or the way in which teachers explain or make sense of the root causes of the outcomes observed in data. How teachers attribute outcomes is especially important since this shapes their future instruction and expectations for students. For instance, teachers may attribute low test scores to prior instruction, as expected by data-use policies
Evaluation	This is a research study that draws on data collected at six low preforming middles schools where the authors examined assessment results, student work, and observations. The authors research suggested that teachers activated four distinct mental models of sensemaking when attributing student outcome data. Those mental models include (1) instruction, (2) student understanding, (3) the nature of the test, and (4) student characteristics. During the observations the researchers noted that each mental model was associated with certain dimensions of attribution (locus, stability, and controllability—and encapsulated explanations) about the causes of student outcomes. The models allowed teachers to quickly formulate understandings of data. Teachers alluded to these models in implicit ways, rarely discussing their beliefs about, for instance, the possible connection between instruction and improvement in outcomes. Instead, the models surfaced in repeated explanations that pointed to beliefs, as predicted by

	sensemaking theory. Any given teacher used a range of these models over the study period, often drawing on more than one at a time
Reflection	This research helps inform us about how teachers and administrators utilize sensemaking frameworks when using data to improve instruction. The authors discuss how attribution is involved in the process of data usage. Attribution influences how teachers understand past, present, and future data and (re)construct and/or reify their beliefs—including expectations of student groups. When working with codesign teams and RETs it is important to intentionally interrupt their biases and mental models by helping them consider all data, not just those that confirm their beliefs. Further, helping teachers to understand how contextual factor effect their interpretive processes will lead to deeper understanding how to disrupt established frame of reference.

Article Citation	Brown, K. M., Benkovitz, J., Muttillo, A. J., & Urban, T. (2011). Leading Schools of Excellence and Equity: Documenting Effective Strategies in Closing Achievement Gaps. *Teachers College Record*, *113*(1), 57-96.
Summary	This study examined Scott's (2001) hypothesis that schools cannot achieve systematic equity if even one part of the system is inequitable. The researchers conducted a two-phase research study of 24 schools to document the leadership practices for excellence in large and small achievement gap schools. The first phase of the inquiry was an equity audit and the second phase included interviews and site observations.
Evaluation	This was a research study of 24 schools, that included quantitative data collection phase that consisted of an equity audit and qualitative data collection where interviews and site visits were conducted. The researchers wanted to understand the differences in leadership at large and small achievement gap schools. The literature states that leadership is only second to teacher quality regarding student learning (Leithwood, 2005). Since equity has become an important charge at many school principals are now called, among their many responsibilities, to "understand their ethical and moral obligations to create schools that promote and deliver social justice" (Andrews & Grogan, 2001, p. 24). The authors position that school leaders should build academic optimism to help create systematic equity in their schools. Academic optimism is defined as three interrelated components (a) academic emphasis - "extent to which a school is driven by a quest for academic excellence" (Hoy et al., 2006, p. 427), (b) collective efficacy - which, according to Hoy et al., collectively enhance learning, improve student achievement, and shape school norms and behavioral expectations (Hoy, Tarter, & Kottcamp, 1991; Lee & Bryk, 1989)., and (c) faculty trust— "a willingness to be vulnerable to another party based on the confidence that that party is benevolent, reliable, competent, honest, and open". Findings The authors found in the equity audit (phase one) that there was little difference between many of the factors they were interested in for example, teacher experience, teacher credentials, student demographics, programming issues. The real difference started to bear out during the second phase where the researchers

	looked more closely at principal leadership. What the researchers noticed was compared to their LG school counterparts, principals in the SG schools were much more deliberate in the following actions: (a) They set the stage by recognizing, encouraging, and celebrating academic achievement, (b) They closely monitor teaching and learning by offering instructional feedback and support, and (c) They expect excellence for each and every student. When principals would recognize academic achievement, they might employ a number of practices, including quarterly rewards, positive reinforcement related to academic achievement, academic notes on report cards, phone calls to parents, student data notebooks to monitor learning, and postcards from the principal, to highlight academic achievements. When principals were trying to give instructional feedback they were most effective when they viewed teaching as a continuous learning endeavor framing evaluations as tools for reflection and participating in and/or by facilitating professional development opportunities on-site via staff meetings. Furthermore, these principals would not only know the curriculum but also understand the instructional methods that teachers use to ensure students are learning. The apparent issue in large achievement gap schools were principals were much less focused in providing feedback as their comments were broader and less explicit. They provided less evidence of actually helping teachers achieve success in the classroom. These principals struggled to explain any clear vision of instruction other than an expectation to teach the curriculum. Lastly, regarding expectation of excellence school leaders at large gap school would provide ambiguous definition of excellence, mostly characterized by grade-level proficiency, as opposed to growth. Furthermore, small gap schools used data to drive decision-making about hiring, resource allotment, professional development, and teaching practices.
Reflection	While the RET initiative does not have a specific focus on principals this article does provide some insights about the position teacher leaders can take in improving their effectiveness. First, is that it is necessary for the RET to provide clarity in a vision for excellence to their school community. The authors of this article point to the need for definitions and ways that excellence can be achieved. From research on race talk we know that it most effective when it is explicit so clarity about what excellence is and how that can be accomplished to lead to racial equity is necessary. Second, the RET initiative already has professional development sessions so it may be necessary to take the next step in look for opportunities for continuous improvement. This might mean having the chance to give feedback about instructional practice and monitoring the progress of designated equity indicators. This is all dependent on the ability of these teacher-leaders having a strong content expertise in race and equity, so they can provide substantive feedback about how teachers can improve in their professional development sessions or instructional practice. Lastly, this article does reiterate the position of the principal as a gatekeeper to race and equity success. These administrators hold power in agenda setting and providing a collective message to the school community.

Article Citation	Datnow, A., Greene, J. C., & Gannon-Slater, N. (2017). Data use for equity: implications for teaching, leadership, and policy. *Journal of Educational Administration*, *55*(4), 354-360. Link to Article https://drive.google.com/open?id=1Jk4pjSgDgu_blhZ3LLziNjyFOuSebIp9
Summary	This article introduces the reader to relevant literature within the data-driven decision making and equity intersection. The authors position that at the time of their article the field has had little knowledge about how equity and data use come together in the process of educational improvement. The authors state that Bertrand and Marsh, 2015 (which is included in this annotated bibliography) is the only article before this that specifically focuses on the intersection of equity-data use. Additionally, the article introduces a special edition of the Journal of Educational Administration that has five additional article that discuss this intersection.
Evaluation	This is a literature review and introduction to five new articles that intersect the equity and data use topic area. The authors major claims are that only one article Bertrand and Marsh fit within the equity and data use intersection. Among the five new articles there were two had implications regarding educator teams. Gannon-Slater et. al (2017) conclusion that "school leaders who advocate that equity importantly guides data use routines must create additional contexts surrounding data use and anticipate how cultures of accountability or organizational learning "show up" in data use conversations in order to be better prepared to redirect teachers' interpretations of data and clarify expectations of equity reform initiatives. Huguet et. al (2017), research reinforces the fact that protecting teacher collaborative time is a critical enabler for teacher data use. However, "[l]ess obvious is the finding that the degree to which a principal controls a PLC's tools and routines may influence teachers' perceptions of the PLC's usefulness." Such that the "heavy hand" described in part as less teacher control to structure their time and co-construct tools decreased teacher buy-in. On the other hand, they suggest a "light touch" may be better for "creating conditions under which teachers may have had a greater opportunity to engage meaningfully around data […] a necessary, though not sufficient, condition for productive data use" (p. 376). The broader conclusion is the important role principals appear to play in varied and uneven implementation.
Reflection	This article provides two important understandings for SPS RET Project. (1) It places into context the research that been conducted about educator teams and their use of data for equity purposes. As has already been identified by this annotated bibliography and synthesis there is scant research on this intersection before 2017. (2) The second important understanding is that is not enough to introduce expected data use of RET's, there has to be serious consideration and planning about helping teams to understand how to do this and conduct it in a way that best approaches the goals of the organization. Regarding principals there needs to be an understanding about the role they play both in hands on and hands-off ways. Principal involvement effects the culture and product of the work RET members produce. This may signal a need to help teams understand what

| | roles principals can play on the front end and if necessary how to build them in as a necessary part of their RETs social network to produce a school-wide culture of equity focused change. |

Article Citation	Ermeling, Bradley A., & Yarbo, Jessica. (2016). Expanding Instructional Horizons: A Case Study of Teacher Team-Outside Expert Partnerships. Teachers College Record, 118(2), 1-48. Link to Article https://drive.google.com/open?id=1frKhrxCa-xpSdJWLooloQj6jjkw9ELoA
Summary	This article explored how outside content experts (OCEs) (ex. University professors, content specialists, practicing researchers) can effectively partner with teachers. The focus was on how OCEs conversations with teachers can lead to deeper understanding of content to improve lessons.
Evaluation	The authors conduct a research study where they claim that a key reason that teacher teams are not fully effective is teachers construct visions of classroom practice based on deeply rooted cultural routines, selected voices and epistemologies, and preconceived notions of effective and ineffective teaching (Hiebert et al., 2003; Hiebert, Gallimore, & Stigler, 2002; Roth et al., 2006; Stigler & Hiebert, 1999). OCEs act as a lever that infuse new resources and viewpoints that assist teachers to expand their professional knowledge and modify enduring images of classroom instruction (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003; National Research Council, 1996). The authors identified three key facilitative actions of OCEs that lead to sustained episodes of uptake and helped instigate teachers rethinking instructional plans. The three actions include (1) adapting expertise to local needs (2) following up between meetings (3) and judiciously applying pressure. The authors did observations of two teacher teams, read emails exchanges, interviews, focus groups, and tracked their work to analyzed the nature of the interactions with OCEs. The issue I see with this article is that it has a focus on the OCE being the gatekeeper of knowledge and does not empower the teachers to build their capacity about the content area.
Reflection	This article provides an initial framework with which to structure the logistics of the interactions between UW researchers or other OCEs during the codesign process. Also, the authors suggests using the conversations in the article as training primers for teachers to help them understand what might be effective questions to ask when interfacing with an OCE. As we think about preparing teachers should be thinking about how to prepare them to participate in substantive dialogue.

Article Citation	Gannon-Slater, N., La Londe, P. G., Crenshaw, H. L., Evans, M. E., Greene, J. C., & Schwandt, T. A. (2017). Advancing equity in accountability and organizational cultures of data use. *Journal of Educational Administration*, *55*(4), 361-375.

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	Link to Article https://drive.google.com/open?id=1p2XOWEHD-MhuV1n677P9g2sKQfErjEnh
Summary	This paper tries to parse the tensions when grade level teams engage in data discourse. There is an examination of data team meetings where the authors find that the teams were in fact not using student performance data to make decisions. This lead to the a suggestion by the authors that school leaders should be know what issues might arise in data conversation and try to redirect conversation when these issues arise.
Evaluation	The authors conducted a qualitative case study where they observed 62 data team meetings from four teacher teams in two schools. The goal was to understand how data talk addresses issues of equity. This setting was chosen because routines such as grade-level data team meetings are a ripe place to study the influences of distinct cultures of data use on equity because they can serve as both mechanisms for change and preservation of status quo (Spillane, 2012). From the literature the authors point to issues that arise even if the correct conditions for data use occur. Coburn and Turner (2012) state that although leaders create environments with conditions likely to facilitate effective data use, they cannot plan for how data use happens among teachers once "data enters into streams of ongoing action"). This may happen because one can design for practice but cannot design practice itself (Spillane, 2012; Young, 2006). In the research observation the authors noted that instructional coaches tried building the capacity of the team to use data and establish norms for collaboration, however there was limited success in those taking hold. The organizational culture of one school was such that teacher explained student performance by stable characteristics of children (ex. motivation, engagement, language acquisition) or other forces outside the teachers' control, which was never connected to teacher instruction. This issue was exacerbated by the reliance on the use of student achievement scores to answer questions of student success. The authors positioned for these teacher "the only relevant questions teachers need to ask are: what interventions are most effective and efficient for achieving those ends? Privileging this kind of question promotes a view of teaching that is wholly technical in nature and ignores the fact that important instructional decisions are as much about determining the right ends as they are about deciding the best means. Within the second school an issue arose where dominant teacher the teachers with more experience would dominate conversation and the younger members of the grade level team would follow their lead. It was noted in the observations that dominant teachers stunted the group's attention to patterns in student performance data and opportunities to help each other problem-solve. For example, in Brook's grade three, where the early career teacher, general education teacher dominated discussion, the gifted and talented teacher reported that data use did not help her "high flier" students, and the novice teacher reported that data use did not help her support struggling students. Brook leaders missed an opportunity to mentor teacher leaders on data use practices that would generate productive, equity-centered conversations around instructional improvement. Lastly, the inability to disaggregate data by subgroup made it tough for data teams to be fully effective. In one school students were labeled ("red" or "yellow") by their ability and language proficiency status, but patterns of

	performance related to race or economic status were ignored. Similarly, Brook teachers examined multiple data sources, within their own classrooms and across the grade level, but analyses of patterns of performance by any subgroup other than those in the honors classroom were absent.
Reflection	This article provides an opportunity to think about the tensions and possible ways that RET and design teams might take up equity focused initiative/actions/goals. Tensions and issues will likely arise during the work process. On the front end, as a partnership group we must think critically about how these tensions might arise and what can be done to ameliorate them before they cause a reification of the equity issues we wish to solve. Some of those tensions to think about is member selection of educator teams, selection of problem of practice, how to have deep inquiry conversation Further, this article reiterates the point that for data teams to be successful they must be able to disaggregate their data, so they can answer the questions that are relevant to them.

Article Citation	Groenke, S. L. (2010). Seeing, inquiring, witnessing: Using the equity audit in practitioner inquiry to rethink inequity in public schools. *English Education*, *43*(1), 83-96.
Summary	This article examines how teachers use targeted inquiry to better understand inequity and closing disparities for students. The author suggest the use of the equity audit as a tool to gain a better understanding of disparities at the school and district level.
Evaluation	This is a conceptual essay that examines the roots of school inequities and the authors equity audit protocol. Within the literature the author cites that Valencia (1997) found most educators cite external factors such as children's parents, their home lives, their communities, and genetics) as the cause of student low performance on accountability tests. Furthermore, Darling-Hammond (2009/2010) suggests the "achievement gap" cannot be closed until the "yawning opportunity gap" in educational resources (e.g., school funding, equitable distribution of school resources) is addressed (p. 8) and explains that "many of the sources of problems in failing schools are structural and systemic" (p. 14). (Are we assessing the structures of the systems in these schools are closing these disparities). Groenke positions that educators must start to see inequities and ultimately build their vocabulary to describe, critique and ultimately change these issues. The author suggest that an equity audit can be a step in helping educators better understand inequity. Groneke states that her equity audit can be used as questions to guide teacher inquiry.
Reflection	The equity audit exists as a possible first tool in understanding issues of equity. The questions are baseline in terms of ways that data might be disaggregated to better understand different characteristics of the students being served. Some of the ways the questions are structured seem like the school/district should already have. This article does provide an important question to consider with co-design or the RETs in general in if the people will have background knowledge on these topic areas. However, since most of the teams will be mature or have many of the

equity champions at the school on the team it seems like a bad place to start from. However, this article taken in conjunction with Bensimon's provide a start to educators to think about equity issues at their school and how that might be connected with developing their funds of knowledge since this will help develop their background knowledge on their students to change other structural issues.

Article Citation	Horn, I. S. (2018). Accountability as a design for teacher learning: Sensemaking about mathematics and equity in the NCLB era. *Urban education*, *53*(3), 382-408. Link to article https://drive.google.com/open?id=1f4DGJP5HA7OPmBHle6XdGAEEN-0qkbCM
Summary	In this article Horn, describes how No Child Left Behind (NCLB) an accountability-based policy effected a teacher team's sensemaking. The move to try and follow the NCLB's accountability guidelines led to unintended consequences that ultimately reinforced the educational inequities these teacher teams were trying to ameliorate
Evaluation	As part of the larger Middle-school Mathematics and the Institutional Setting of Teaching (MIST) project, Horn identified this school for a case study because they were investing in strategies to improve math in an urban school district. The author cites from the literature that NCLB incentive rested on the threat of sanction and not investing in instructional improvement systems. Horn's central point was that NCLB normalized triage in teaching because it focused on students at proficiency cut points, which put other students farther from these cut points education at their expense. To examine this point, Horn examined weekly grade level team meetings and noted that (1) triage happens, (2) triage affects children who are objects of the activity as well as children who are not, and (3) the epistemology of testing has, in some instances, naturalized itself as a form of commonsense. The findings noted that the white teachers were colorblind in their discussions not discussing how to motivate African American students. The teacher team did not question the testing technology, and neither were the narratives of students knowing and not knowing it produced. Furthermore, students on the proficiency bubble were selected for a Math Camp/Saturday school pull out program. Once these "bubble" students were pulled out of class instruction was shut down to complete more testing because the teacher team thought that the best evidence of student success would be more testing.
Reflection	This article provide insight on our project by thinking about how accountability discourses can lead to epistemologies that are colorblind and privilege techno-rational forms of action by teachers that lead to non-humanistic decisions. As we move toward co-design having explicit conversations about race as part of equity discussions are important. RET actions/initiatives/goals are set colorblind logic can reify inequity. Furthermore, the partnership should think about how the current structure of the RETs are helping/hindering the ability for the project to move toward equitable change? As the initiative is currently structured how is this program incentivized for schools to work toward equity focused change? How are schools moving toward giving students multiple ways to show their understanding,

	what data points (tests, discipline data, attendance…) are we privileging that might be reifying inequities.

Article Citation	Huguet, A., Farrell, C. C., & Marsh, J. A. (2017). Light touch, heavy hand: Principals and data-use PLCs. *Journal of Educational Administration*, *55*(4), 376-389. Link to Article https://drive.google.com/open?id=1kILtocroo47p3G73aSNJhoh4T_7Zfpda
Summary	This article is about how principals influence data use routines within professional learning communities. Two principals were examined one that was heavily involved in the data use routine and another where the principal was less involved.
Evaluation	This was a case study about two principals in how they influenced their teacher team's data use routines. The authors attended data-team meetings, conducted interviews and reviewed other artifacts. The authors position that a principal's choice in orienting the educator team to data use tools and routines can either foster or inhibit the teacher team's exposure to practices that may lead to increased data use capacity. This creates the possibility of having evidence-based conversations or re-thinking instructional practices. According to the literature having a teacher team or teacher collaboration does not increase student achievement. What makes these teacher teams productive is a focus on instructional improvement and student learning. Supporting teachers' sustained focus on improving teaching and learning is a set of other school-level conditions: organizational structures, cultures of instructional exploration, and ongoing professional learning opportunities (Supovitz, 2002; Supovitz and Christman, 2003). What school leaders do to facilitate these team's success is providing the proper conditions such as dedicated time, fostering a vision, providing additional trainings, and investing in technologies and infrastructures that support data use. In the case study the principals were the people most responsible for training their staff about data use after they had received district training on the topic. In the research findings the hands-off principal started by scheduled her own trainings about data use along with the district led training, allowed the PLC to create their own data use routines and adjusted the class schedule to ensure meeting time. The hands-off team had a distributed leadership model among the teacher leaders regarding leading the meetings and location of the meeting. Lastly, the principal would routinely check in with the team and ask for binders that had specific questions to consider that would update the various work the PLC was conducting and give the principal a chance to provide feedback when necessary. The hands-on principal was prescriptive about how data use requirements must be met and PLC meetings had more focus on accountability tools, which gave the team less time to engage in data analysis. The hands-on principal did not try to provide extra time to conduct the PLC data meetings, which meant if more important things came up the principal as the leader would not be present and this would lead to the meeting being cancelled or having less to time to conduct the work. The hands-on principal also initiated a form that teachers had to complete, however due to time constraints

	and an inability to collaboratively work on the forms the team did not find the form useful.
Reflection	While this data points to an important role that he principal plays our RET shows that the principal was not the most important factor in a RET's success. What this research does for us though is point to the person that is orienting the team on data usage and how to conduct routines is an important figure. In the case of the RETs this may or may not be principal, but someone from DREA or CRE. How these groups go about orienting teachers to using data is highly important both in making sure they know how to use data, but also which mechanisms lead to productive meetings. From this research it appears building a strong culture of data use is necessary, protecting time to conduct data conversations, distributed leadership where there is not a gatekeeper of meeting, and having some oversight and feedback about the progress of the data team can be helpful.

Article Citation	Irby and Clark (2018) Is Race-specific Language Use a Resource for Organizational Learning and Improvement? Currently not published Link to Article https://drive.google.com/open?id=1wr9Sp94cJsrkOphQlWguqZ-JmxZxqKL3
Summary	This article discuss if teachers teams use of race talk in discussion will it lead to adopting multiple frames on racialized problems. The research finding suggest that race specific and race proxy talk leads to increased framing of the problems, opposed to race mute discussions.
Evaluation	This is an ethnographic study of a single middle school educator team. The literature suggests that how groups of people within organizations talk with one another matters for what these groups are likely to accomplish (Coburn, 2006; Horn & Little, 2010; Kegan & Lahey, 2002). When this is considered in tandem within white dominated school spaces, administrators and teachers, by virtue of their race-neutral routines, normalize *not talking* with racial specificity as a general routine of professional practice. This decreases the likelihood that educator teams will use race talk as a catalyst to decrease inequity. To fully realize the potential of educator teams there must be a shift in sharing routines to engaging in substantive "deep" conversations that are consequential in nature. In the educator team conversations the authors used the *presence* of race-specific, race-proxy, and race-mute phrases as a criterion for coding passages. According to the research findings when participants of the educator team used race-specific and race-proxy language in their exchanges, they talked about problems as systemic, procedural, and interpersonal at relative high rates. When the educator team used race-specific and race-proxy talk they were more likely to have insights offered by systemic, procedural, and interpersonal problem-analysis frames. The authors suggest that racially specific language enables participants to forge mutual understanding about the nature of problems, unveiling the racial dynamics at play. Using racially

	specific language enables teachers to discuss problems with specificity and derive aligned solutions. Additionally, the authors speculate that the teachers' using race-proxy language enable them to talk more about problems because, for cultural insiders with shared meaning, it was perhaps more comfortable than using race-specific language. But because a shared understanding of racially coded language existed among the group, the meaning of their statements were not lost.
Reflection	This research articles gives us better clarification about how to have valuable conversations as RETs and partnership group. Talking about race in explicit ways can lead to better understanding between all parties. Since most of the RETs are majority white teachers they are less likely to talk explicitly about race. This means these RETs must be especially cognizant about how they discuss their work to avoid race-mute exchanges. This might mean having a specific person on the team listening and asking clarifying questions, requesting detailed examples, or suggesting that staff reference students explicitly, rather than generally. Also, since these biases are inherent in these exchanges training teams about the existence of a tendency not to talk explicitly about race could be helpful and how to avoid color-mute exchanges.

Article Citation	King, M. B., & Bouchard, K. (2011). The capacity to build organizational capacity in schools. *Journal of Educational Administration*, *49*(6), 653-669. Link to Article https://drive.google.com/open?id=12W3EqwET1gQs4zlQlCC6zQc8FaE9p4QO
Summary	King and Bouchard examine at the interconnectedness of five components (teachers' knowledge, skills, and dispositions, professional community, technical resources, program coherence and principal/distributed leadership).) of school capacity. Next, they discuss organizational barriers to building school capacity. Lastly, they position the Wisconsin Idea Leadership Academy (WILA) as a positive outlier in addressing how to build school capacity
Evaluation	This is a research study about how to build school capacity. The article argues that the five components of school capacity must be working in tandem to improve student achievement. This is mostly hindered by the bureaucracy of US school systems, however bureaucracy is not bad in itself and professional learning on the instructional core has to be at the center of improvements. Schools should instead utilize a "hybrid" model where elements of both the bureaucracy and the professional learning community are reflected. The authors used WILA as an example of a hybrid because they are increasing school capacity, have shown powerful change in instruction, assessment, and curriculum design, and they have a focus on equity and excellence. The authors did an ethnographic study where they did interviews of administrators, did observations of meetings and classrooms, and examined other documents and artifacts.
Reflection	This research paper does not profoundly reshape our thinking on the topics that we are examining. It however augments and deepens our understanding about effective ways to build school capacity. The authors highlight how capacity can be built in improving the coaches of schools which would be helpful for us as we think about how to make sure the RET partners or DREA coordinators work well with RETs. In addition to UW interactions with the codesign team to help push there thinking on topics or design a setting that conducive to high quality professional learning.

Article Citation	Kose, B. W., & Lim, E. (2011). Transformative professional learning within schools: Relationship to teachers' beliefs, expertise and teaching. *The Urban Review*, *43*(2), 196-216. Link to Article https://drive.google.com/open?id=1UbBmqOC0zYaOVJKveS4oAbv5P29YDSd9
Summary	The authors examine how professional learning predicts elementary teacher's beliefs, expertise, and practices when teaching for social justice. Specifically, the authors addressed the efficacy of Professional Learning Processes (PLP) and Transformative Professional Learning (TPL) as models to increase professional learning.
Evaluation	This a quantitative research study where the authors try to understand the relationship between professional learning and transformative teaching. After reviewing the data the researchers make three claims (1) practitioners should design professional development that intentionally promotes and assesses specific transformative beliefs and practices. This means just because you have covered a topic does not mean people's beliefs or practices will change. (2) practitioners might integrate different types of professional learning content as well as processes. This means differentiate content and styles of content delivery. (3) practitioners likely want to embed teaching for social justice in professional learning as it has a consistently positive association with transformative teaching. The authors use multiple regression analysis to test the correlation of their studied IVs with their DV.
Reflection	This article provides us a model through which to think about the design of professional development for teacher teams in both Saturday institutes and co-design. the results suggested that spending more time on professional learning processes or activities had little to no association with transformative teaching. What did show some result were training based in collaborative efforts staff members. In addition to moving away from "sit and get" workshops. What showed promise was differentiated professional development session where teams get the opportunity to discuss student work, co-planning, sharing teaching practices, and observing teaching. Furthermore, the authors highlighted a system for increasing survey rate, which included surveys being sent directly to teachers' email addresses, convenient survey delivery times, troubleshooting happened by the research team, principals were asked to explain the purposes and benefits of taking the survey, encourage its completion, and if possible, provide time for taking it.

Article Citation	Lachat, M. A., & Smith, S. (2005). Practices that support data use in urban high schools. *Journal of Education for Students Placed at Risk*, *10*(3), 333-349. Link to article https://drive.google.com/open?id=1AUb-nVD7dSmuwwI9UryJomlPUXGPNnaW
Summary	This article examines how data can be used toward equity in educational environments. More specifically, the article examined (1) the ways in which disaggregated data can be used to examine progress and guide improvement in the process of restructuring urban, low-performing high schools; (2) factors and conditions that either promote or act as barriers to data use; and (3) the policy and practice implications of achieving effective data use in a high school reform process.
Evaluation	This is a case study of five urban high school that utilized school design and data teams. Lachat and Smith cite from the literature that issues with data usage range

	from school not having timely data and it being too complex/confusing to use. Another problem is that many school use indirect measures of learning that do not target the model they are trying to understand. The literature cites data use is most effective when there is a districtwide culture that supports the use of data for continuous improvement, a structure for supporting and training teachers to use data, a close accounting of every student's performance on academic standards, and a well-defined, data-driven school improvement process. The case study found four key factors that impacted data use. (1) Data quality and data access – This impacted data use because the district/schools struggled to keep to data systems updated because it was a rigorous process with constant changes in dropouts or other movement by students. Once the district was able to more properly update their record they were better able to utilize data. Furthermore, timely access to data was an issue because school-site personnel had to go through district data-personnel to access the information, which caused data to not be used in a timely way. A data access plan was necessary for school sites to access data in a timely way (2) Data Disaggregation – Schools having access to disaggregated data that is about their school was essential to effective data use. (3) Collaborative Inquiry – Having a clearly focused question to discuss and a schoolwide culture of inquiry around that question with modeling by administrators and teachers lead to increase motivation of school personnel. (4) Leadership Structures that Support Data Use – Data use was strongly influenced by shared leadership roles of the admin and teacher leaders. Additionally, important was transition/instructional coaches providing follow up assistance with how data can be used.
Reflection	Since this article is a little older, it appears SPS has some strategies and mechanisms in place that create ease of access to data, the ability to disaggregate data by school, use of data teams to build a school wide use of data. However, there remains a question of how effective teachers at SPS are in using data towards purposes of equity, few of the RETs appear to be using data toward this purpose. This article reiterates the necessity of the RETs building their social networking skills so a culture of data use for equity can become more commonplace. Furthermore, only one training has been done so far about using data for equity purposes it seems necessary that more support and training in this area will be necessary to create teacher leaders capable of using data toward that purpose.

Article Citation	Lipman, P. (1997). Restructuring in Context: A Case Study of Teacher Participation and the Dynamics of Ideology, Race, and Power. American Educational Research Journal, 34(1), 3. doi:10.2307/1163341" Link to Article https://drive.google.com/open?id=1536VFi1v0knXrFZ2yuMn8aU_0o6fmYfP
Summary	The author examines how implications of societal economic, political, ideological, and cultural influences teacher teams as they participate in collective school change. Since collective change is neither neutral or insulated from larger social forces it is imperative that schools address beliefs, values, and institutional norms. Furthermore, those teacher leaders must have substantive political power, influence, and resources to create collective change.
Evaluation	This is a qualitative ethnographic research study where the authors examined the town of Riverton and studied five junior high schools. The author's major claim is that the teachers in Riverton's

	junior high schools utilized deficit concepts as they planned collective change for their students. These deficit conceptions were formed because of political, ideological, organizational, and social structures instead of looking more closely at oppressive structure and school culture. When teacher teams would meet they would focus on the following four topics including (a) focus on individual "problem" students, (b) competitions and extrinsic rewards for achievement and good behavior, (c) social control, (d) nurturing and a double standard of success. For example in claim b teams would focus on rewards that upheld white upper middle class values and things that might be considered having African American values were not rewarded. Also, the rationale for teacher participation was to re-energize schools, unleash teachers' initiative and creativity, and "get them to buy in" to the restructuring agenda. Thus, one could probably characterize teachers' roles as contrived collaboration (Hargreaves, 1991).
Reflection	This article reiterates many of the conclusions that our research design has stated in earlier grant proposals. In that there is a need to address issues of inequity on multiple levels ex. (school, district, etc…) along with examining beliefs of the teachers and administrators that enact that change. Furthermore, we must be thinking closely about how the partnership group and participants during codesign discuss the issues they are trying to address. It might be positive to proactively help teams understand what a deficit conception is and how to avoid these during the codesign process. In addition to considering how these situations will be handled when they arrive.

Article Citation	Park, V. (2018). Leading Data Conversation Moves: Toward Data-Informed Leadership for Equity and Learning. Educational Administration Quarterly, 0013161X18769050. Link to Article https://drive.google.com/open?id=1bxIiovRgmMnmcyrDQHvZHr3_tlbku3TP
Summary	The purpose of this article is to examine how a teacher team uses data to inform their practice toward more equitable instruction. The author examines how teacher conversations during professional learning community meetings lead to a shift in their thinking. The author discusses five keys aspects (triangulating, reframing deficit thinking to building on student learning assets, pedagogical linking and student-centered positioning, and extending) of the conversations that emerged from the PLC meetings.
Evaluation	This is a research study of multiple grade level teacher teams and their usage of conversation to inform their practice toward equity. The main issue that the author sees is that not enough attention has been paid to how data use is facilitated during data conversations and other professional learning settings. The author claims that five data conversation routines and frames emerged from the teacher teams studied. First was agenda-setting and broad framing of data use being a strong feature of leadership practice at Billings. The agenda setting normalizing time to discuss collected data and as part of conversations there was routine discussion about what data counted to the leaders. The second move was triangulation because it confirms or disconfirms assumptions, findings, and conclusions. Reframing deficits narratives to building on student strengths was another conversation move. It is redirecting to discussion about student learning strengths but changed the conversation away from focusing on generalized learning ability to one of specific skills and domains of the content standards. Pedagogical linking and student-centered positioning was the third move, which is using, formative assessments as a launching pad to discuss students' thinking processes—their understandings and misunderstandings— around a focal content standard, skill, or domain. Extending moves was the fourth move which involve requests for elaboration on how an individual or team arrived at their conclusions and build on previous ideas or data shared within the conversation. The goal is not to simply clarify and create shared understanding, although that is part of the purpose; the use of this move also leads toward specifying and revising the meaning of student learning data and scope of instructional

	needs. To discuss these ideas the authors uses examples of different actions and routines in conversation of the team.
Reflection	As we think about the work we will do in the future in both the partnership meetings and codesign we must be thought that structures and routines can constrain or enable thoughtful data use for inquiry. Teachers and administrators may need to strengthen their data literacy skills and develop the ability to engage in systematic inquiry. This article offers a chance to think about how to thoughtfully engage in systematic routines that can lead to productive discussions. We might use some of the routines as part of how we structure our meetings with co-design teams and have this become part of how RETs think about engaging in conversation about data usage. Furthermore, for future Saturday institutes this offers the chance to think about how to skill build with teams around how they engage in data use for equity initiatives.

Article Citation	Park, V., Daly, A. J., & Guerra, A. W. (2013). Strategic framing: How leaders craft the meaning of data use for equity and learning. *Educational Policy*, *27*(4), 645-675. Link to Article https://drive.google.com/open?id=1FAzZ2g_ypheVzd5c5K9xFgZETH23Yx0Q
Summary	This article argues that frame analysis is an important aspect with which to analyze data-driven decision making. Frame analysis suggests that the degree to which people buy in to the credibility and salience of a movement is dependent on the extent to which three core framing tasks are articulated and shared (Benford & Snow, 2000). The three core tasks are (1) diagnostic framing, (2) prognostic framing, and (3) motivating framing. The authors use a single case study to analyze this assumption. Ultimately, the authors determine that school leaders have a strong voice in shaping policy messages and how leaders frame DDDM influences the type of culture around it's use.
Evaluation	This exploratory case study collected data via semistructured interviews and focus groups with 4 teacher teams. The study showed how leaders at both district and school levels create sensemaking frameworks that influence how staff use data for decision making. When leaders create frames these have the ability to simultaneously, mutually reinforce, create interdependence, and dynamically build on one another. The diagnostic frames tried to confront the student achievement/opportunity gap. That framing consisted of redefining the concept of caring for all students and ensuring academic achievement. The motivating frames focused on presenting systemwide and student learning improvements as shared collective responsibility. This required that DDDM be framed in ways that supported shifts in beliefs about who owns data and how it should be shared. Lastly, the prognostic frames centered on making incremental change to sustain reform efforts and developing common goals to monitor student progress.
Reflection	A main goal of this partnership is to create ways for the district to better utilize data for continuous school improvement. How the partnership group, DREA, and SEA discuss data usage with school level teams and co-design teams will impact how those leaders take up using the data. This article gives the partnership a model through which to construct how they will frame delivery of data usage to district level teams. For example, Saturday Institutes are mportant time to talk about to use data and since the message is being delivered by DREA it acts a pivotal lever the sensemaking and adoption of data usage for school improvement.

Article Citation	Scanlan, M. (2013). A learning architecture: How school leaders can design for learning social justice. *Educational Administration Quarterly*, *49*(2), 348-391.
Summary	In this case study Scanlan, discusses how communities of practice create learning architectures. These learning architectures are important because it can help create the conditions of more effective social justice praxis.

Evaluation	This case study focuses on St. Malachy an urban catholic school that serves 370 students. The author conducted semi-structed interviews, created field notes from site visits, and reviewed archival documents. Scanlan positions that social learning theory can guide pursuing social justice. Marks and Printy (2003) find that by integrating the qualities of transformational and shared instructional leadership, leaders more effectively "mobiliz[e] collective action of individuals to produce high-quality teaching and learning" (p. 388). The literature on social justice praxis trends toward normative claims from educators of the utility of equity by increasing opportunity, professional capacity, instructional guidance, better learning climates, and cultivating parent-school-community relations. However, research has not been able to create theories of action that lead to better equity for students. For example, the necessary learning processes within and among school communities has scant definitions. Furthermore, research on equity audits or support have underexamined the mechanisms by which educators themselves *learn* to enact these changes and what supports teachers learning to use these mechanisms. For teachers to gain this learning Scanlan points to participating in communities of practice or groups that share common purpose through mutual engagement, joint enterprise and shared repertoire. These communities of practice use learning architecture or the process and product of designing for learning. The goal is to reform the culture of school community through norms and accountability to other teachers instead of departmental leaders or administrators. The point of communities of practice is not *what* is learned but rather *how* learning occurs: with and from others and that learning can come in manifold directions from educators at various experience and job function. The learning architecture has four dualities. First, learning within communities of practice involves interplay of participation and reification. Thus, this duality holds that we learn through what we do (participation) and the structures that shape and accompany this (reifications). Second, learning emerges in response to design. This duality emphasizes that practices are at once stable (designed) and malleable (emergent). designed is reified, and that which emerges is participatory. Third, learning within communities of practice involves both proximate (local) and distant (global) influences. Fourth, learning involves a duality of identification and negotiability. In other words, \ identification with a role is not static, but involves negotiating competing claims on what this role signifies. Findings Scanlan found that the nature of the educator position affected which, community of practice they participated in. Some educators in St. Malachy operate primarily in a single, discrete community of practice with a relatively closed web of relationships, whereas others cross boundaries readily, interacting to greater or lesser degrees in several communities of practice. Educators learned to enact the mission within their particular communities of practice. For instance, in the case study the author found that establishing the position of a bilingual resource specialist that helps other educator does not ensure changes in practice. Whether or not educators actually collaborate with this person is what is important. School leaders must attend to the interplay of participation and reification that allow facilitators and barriers to educators' learning. When the learning is too dependent on participation, it may need more reification to provide form. Furthermore, the author determined that school leaders must think about the interconnection of the four dualities of learning architecture. This can direct educator learning to move toward the school leader goal by asking questions of how an initiative might move educators regarding the four dualities. Lastly, the findings suggest being attune to the learning architecture can lead to deeper learning. Learning architecture helps leaders think about why learning may or may not have occurred. This in turn can help educators intentionally design for multiple types of learning.
Reflection	This research has two important meanings for the partnership's work going forward. First, is in the intentional design of learning opportunities for co-design teams and RET in events like the Saturday institute. The learning architecture could provide a model about how to create effective initiatives around teacher professional development sessions and use of data to improve learning. Second this article points to the need of educator teams and leaders to increase their communities of practice. The RET's can be a powerful conduit for social justice, however if these teachers leaders are not able to increase their community of practice they will not be able to change the

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culture of the school. This means that teams need to increase their capacity in the area of social networking with other educators in their school.

Article Citation	Scribner, J. P., Sawyer, R. K., Watson, S. T., & Myers, V. L. (2007). Teacher teams and distributed leadership: A study of group discourse and collaboration. *Educational Administration Quarterly*, *43*(1), 67-100.
Summary	This article examines how distributed leadership effected to two teacher teams. The collaborative interaction of the team is shaped by the purpose it was formed with, how much autonomy they have, and the patterns of the team's discourse.
Evaluation	In case study of two teacher teams the authors collected audiotape and videotape of team discourse. Additionally, field notes and digital recordings were taken at team meeting over the course of a semester. This article asserts that successful educational leadership is not just a function of administrative leadership at the school or district level. Educational leadership is shaped by the practices of multiple individuals and occurs through the complex network of relationships and interactions among the entire staff of the school (e.g., Crow, Hausman, & Scribner, 2002; Spillane, Halverson, & Diamond, 2001). When decisions are not made by a single individual; rather, decisions emerge from collaborative dialogues between many individuals, engaged in mutually dependent activities. These collaborative dialogues are a key component of what Spillane et al. have defined as the social distribution of leadership. Scholarship on professional learning communities (e.g., Louis, Marks, & Kruse, 1996; Preskill & Torres, 1999) indicates that change is more likely to be effective and enduring when those responsible for its implementation are included in a shared decision-making process. Studies such as these suggest that in schools where teachers work in self-managing teams to develop goals, curricula, instructional strategies, budgets, and staff development programs, students often achieve at higher levels. Many influential organizational theorists have elaborated on this idea, emphasizing that such teams are more creative and improvisational than traditional hierarchical leadership structures are (Crossan & Sorrenti, 1997; Kao, 1996; Moorman & Miner, 1998; Weick, 2001). However, these teacher teams have the potential for the cultivation of groupthink (Janis, 1982) and unduly convergent thinking (Weick, 2001). In fact, some scholars fear that these outcomes can become a natural, and intended, consequence of the contemporary organizational landscape (Ball, 1993; Barker, 1999; Bottery, 1996). Leadership can be viewed as an emergent activity because the primary mode of interaction is conversation; which can be structured and improvisational in nature (Sawyer, 2006). Since this is the nature of conversation team members may not be aware of many of the subtle signals and patterns that are most critical for an effective team to result (Sawyer, 2001). For example, certain interaction patterns are associated with certain unintended outcomes, such as early lock-in on a solution that may not be optimal, versus leaving the discussion open and therefore allowing consideration of more options. Teams are often not hierarchically structured; rather, group meetings are free-flowing—akin to a brainstorming session, in which the loose structure enables creative solutions to emerge. Leadership research has found that self-managing teams are more effective at problem solving in rapidly changing environments and that the superior creativity of the self-managed team results from the interactional process of the group (Sawyer, 2003a; Schein, 1992). In self-managed teams, "multiple leaders emerge and a dynamic pattern of shared team leadership evolves" (Belasen, 2000, p. 259) and "this collaborative action is informal, emergent, and dynamic" (p. 262). This research has also shown that more improvisational teams are a common source of innovation (Belasen, 2000; Eisenhardt & Tabrizi, 1995; Lanzara, 1983; Moorman & Miner, 1998; Weick, 2001). Eisenhardt and Tabrizi (1995) found that improvisational team processes shortened the product development cycle and that advance planning actually retarded product development.

The authors found that formed teacher teams fall into one of two categories (1) problem solving and (2) *discovered-problem finding* (problem finding; Sawyer, 2006). Problem solving involves approaching a problem that everyone knows about and applying well-known procedures and |

	techniques to resolve the problem. In contrast, problem finding is required when no one is quite sure exactly how to frame the problem, or what procedures would be involved in its solution. The effectiveness of these teams is based on (1) purpose, (2) autonomy, and (3) patterns of discourse. Purpose relates back to whether the team is problem solving or problem finding. Autonomy deals with the capacity to make decisions that lead to change in action. When autonomy is matched with purpose, it is referred to as *enabling* autonomy—enabling in terms of the organizational purpose of the team. The organization has granted the autonomy they need to accomplish the well-understood problem-solving task. When the proper autonomy is not present it becomes a constraining factor that inhibits creative decision making and subvert the team's potential. Creative solutions do not emerge, and the participants themselves express sentiments of futility. Lastly, there were two patterns of discourse examined which are passive and active. Autonomy in part determined the pattern of discourse. In passive discourse information is communicated to enhance the general knowledge of fellow team members, which is generally a static representation of reality from either a group or individual perspective. The only action that is initiated is understanding or an expansion of general knowledge. Sharing knowledge is a critical function of the collaborative process because it leads to common understanding. A great deal of time and energy is spent on problem identification and reidentification. Active speech leads to actionable choices, which can be performed at the time or initiated for the immediate future. Products were created, decisions were made, and behaviors were directed. Team members performed commissive and declarative speech acts that committed them to action and signified a specific change in the state of affairs.
Reflection	This research in relation to the RET project sheds better insight on why teacher teams are effective and gives a route to better shape team interactions. Teachers teams have the ability to come up with creative solutions to undefined problems. When we consider the purpose of the RET's they fall into both of categories well defined in that inequity has been defined and redefined over the years; however the way to solve its issues are going to take creative solutions because the procedures and techniques have not occurred. Furthermore, the level of autonomy for these teams vary based on which school they are in. There are many localized factors that effect autonomy and patterns of discourse. As we move forward, some things to consider how the scope and nature of a team's challenge and charge can influence team functioning within the group and in relation to the greater organization. Second, the nature of teams in shared governance structures— the fact that teams can organize to find problems or solve problems—has important implications for the creative and leadership capacity of individual teams. Being aware of these problem orientations is an important first step to fostering actual leadership qualities throughout organizations. However, problem-finding teams cannot be treated the same as problem-solving teams. This case study suggests that the performance of a problem-finding team might be enhanced if granted more autonomy or, at a minimum, provided clear parameters of what autonomy the team does have. Finally, the structures and social dynamics of distributed leadership must be attended to continuously and not taken for granted. It is not fully clear that they are supposed to be building a social network and how they might go about doing that. In terms of time is it clear and they have to go through so many channels to make a choice about how to proceed.

Article Citation	Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly, 40*(1), 133-161.
Summary	The purpose of this article, therefore, is to increase the likelihood of equity-positive leadership responses within the context of increasingly high-stakes accountability policy systems by proposing a new tool, a reconceptualized form of *equity audits*,

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	2 for school leaders to use in their equity-focused work.
Evaluation	This conceptual paper examines how equity audits can be reconceptualized to meet the needs of increasing accountability reforms. The authors reviewed how equity and accountability have become linked because of No Child Left Behind (NCLB). NCLB forced the disaggregation of data to look at various subgroups to increase test achievement scores. This lead to a reductively polarization and simplification of how equity issues are conceptualized because of accountability policies. In the literature the authors noted that the key to positively appropriating the equity potential of such policy mandates often lies in the specific contextual responses of school leaders and the particular uses to which they put the achievement data derived from accountability systems (Donmoyer & Garcia Wagstaff, 1990; Hall, 2002; Nolly, 1997; Skrla & Scheurich, 2001). Moreover, district and school leaders are important in filtering and implementing accountability policies, which characterizing them as "street-level bureaucrats" because they are making decision about how the policy will be enacted (Cohen & Hill, 2000; Lipsky, 1980). The author suggest that equity audits might be a tool that school leaders can use to link accountability policies to equity outcomes in local contexts. Equity audits could be a tool used to create systematic equity, which is defined by Scott (2001) as the transformed ways in which systems and individuals habitually operate to ensure that every learner—in whatever learning environment that learner is found—has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life. (p. 6) A current critique of equity audit is that they produce enormous amounts of data, which overwhelm decision making efforts. A second issue with using the data is that educators routinely avoid overt discussions of race as a factor in inequitable school outcomes. Finally, educators cite factors external to schooling as the cause, often blaming children's parents, their home lives, their communities, and even their genetics (McKenzie, 2001, 2002; Valencia, 1997), with the result that the educators can say that they have no responsibility for the inequitable achievement gaps. The authors suggest a reconceptualization that targets 12 indicators within three categories will help facilitate better insights and discussions for educators surrounding equity. The three categories are teacher quality equity, programmatic equity, and achievement equity. The indicators within teacher quality are experience, teacher education, and teacher mobility. The indicators within programmatic equity surround selection for (a) special education, (b) gifted and talented education (G/T), (c) progress of student served through bilingual education, and (d) student discipline. The last category is achievement equity characterized by (a) state achievement test results, (b) dropout rates, (c) high school graduation tracks, and (d) SAT/ACT/AP results. Lastly, the authors suggested an equity audit might be best conducted through the following steps (1): Create a committee of relevant stakeholders. (2) Present the data to the committee and have everyone graph the data. (3) Discuss the meaning of the data, possible use of experts, led by a facilitator. (4) Discuss potential solutions, possible use of experts, led by a facilitator. (5) Implement solution(s). (6) Monitor and evaluate results. (7) Celebrate if successful; if not successful, return to step 3 and repeat the process.
Reflection	These equity audit could provide a key tool in understanding systematic inequity in Seattle Public Schools. However, the indicated areas in this article might already be tracked by the districts office. What indicators for an equity audit would matter to us on a given project. How might we measure these and ultimately change practice to cause that change? How do we disaggregate this information not just by district, but by within school characteristics and other specializations.

| Article Citation | Young, V. M. (2006). Teachers' Use of Data: Loose Coupling, Agenda Setting, and Team Norms. American Journal Of Education, 112(4), 521-548

Link to Article
https://drive.google.com/open?id=1y836toWQ1pfF8AcdMto-AVYwlnqZMiAj |

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Summary	This article examines grade-level team norms and how agenda setting facilitates or hinder teachers' efforts to infuse data analysis into their instructional practices. Norms are influenced by How leadership articulates data usage rationale, setting expectations, and structuring time and teachers' learning about data. These norms in turn help teachers constitute what counts as data and how organizational conditions shape use of specific data.
Evaluation	This a research study of one grade level team at four different schools across two districts. Data collection consisted of 90 repeated interviews with district administrators, school principals, teachers, and reform and literacy coaches and 73 observations of grade-level team meetings, staff meetings, and school- and districtwide professional development sessions. The author posited three major claims. First, multiple levels in school organizations influence teacher data usage. Agenda setting affects teachers' impetus for using data and correspondingly loosens or tightens the connections between data-driven rhetoric and teachers data practices. This leadership function encompasses articulating the rationale for and expectations of how teachers use forms of data, modeling data use, planning and scaffolding teachers' learning about using data, and structuring time to allow teachers to do so collaboratively. Grade-level norms of interaction act to facilitate or deter teachers' collaborative uses of data. These norms included levels of autonomy, assumptions about joint work, willingness to learn from shared instructional practice, student work, and performance data. Lastly, there is a need to build the capacity of teams in increasing their instructional uses of data. alleviating time-consuming and frustrating data inputting and downloading, interpreting data and teaching teachers about data, increasing accessing to professional development to improve data analyses. Purposefully moving teachers' discussions toward implications for instruction and concrete instructional plans that address problems revealed in data analyses and following up with teachers on responses to data analyses.
Reflection	This article can help inform the research team about the role that setting a clear agenda about how to use data, what types of data are important to consider, disrupting unproductive norms, and building team capacity in understanding how to use data in a systematic way is important. Additionally, examine the evolving nature of norms that teams create and be critical about how they are playing out in team interactions. As codesign is occurring and structing RET improvements it may be helpful to incorporate these because they could lead to better conversations about data usage.

Additional articles for further reading:

Braaten, M., Bradford, C., Kirchgasler, K. L., & Barocas, S. F. (2017). How data use for accountability undermines equitable science education. *Journal of Educational Administration*, *55*(4), 427-446.

Coburn, C. E., & Turner, E. O. (2011). Research on data use: A framework and analysis. *Measurement: Interdisciplinary Research & Perspective*, *9*(4), 173-206.

Cosner, Shelby (2014). Cultivating collaborative data practices as a school wide improvement strategy. *Journal of School Leadership*, *24*(4), 691-724

Garner, B., Thorne, J. K., & Horn, I. S. (2017). Teachers interpreting data for instructional decisions: where does equity come in?. *Journal of Educational Administration*, *55*(4), 407-426.

Garcia, S. B., & Guerra, P. L. (2004). Deconstructing deficit thinking: Working with educators to create more equitable learning environments. *Education and urban society*, *36*(2), 150-168.

Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: Implications for school improvement efforts. *Educational Administration Quarterly*, *50*(1), 67-95.

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Search Terms

This literature review utilized a search methodology seeking to identify articles that will bring better clarity to the practices and conditions that lead to effective educator teams and organizational development for racial equity. These articles were searched on Google, Google Scholar, and scholarly search engines Education Source, ERIC (EBSCO), JSTOR PsycINFO. Additionally, specific educational research journal search engines were used, which included Urban Education, AERJ, Educational Researcher, and American Journal of Education, Education Administration Quarterly. A cross reference was done with selected faculty members and graduate assistants at the University of Washington College of Education to see if any additional literature could be generated. The years of the search spanned the previous 30 years from 1988 to 2018, we found 18 peer-reviewed journal articles, one journal article currently under review and one book chapter. Many of these articles were published after 2013.

This research started with a general search of singular term inputs including diversity, professional development, professional learning, organizational learning, professional development, equity, educational leadership, teacher teams, racial equity, organizational behavior, academic achievement, training teachers, professional learning. Additionally, combinations and permutations of search terms occurred which included teacher team and racial equity, professional learning community, professional development and racial equity this yielded six works. Secondly, a more specific search was done to include research interested in data usage. Singular search terms data-informed leadership for equity, data-driven decision making, data conversation moves, data use, data analysis, data-based decision making. This lead to the additional of seven articles. These terms were also used in combination with the more general search terms. Lastly, throughout the process of this literature

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review a cross reference was done with researchers at the University of Washington College of Education to target additional articles that may not have been considered, this included using the search term school improvement and equity audit, yielded seven additional articles.

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