



MUST-READ RESOURCES ABOUT EQUITY FOR YOUR SUMMER READING LIST

For many district administrators, the slower pace of the summer offers a few precious weeks in which to enrich their thinking before the school year to come. Because we know that for you, serving all students well is of vital importance, you may be especially excited to learn about educational equity. As your school year wraps up and you look forward to a little downtime this summer, consider these resources recommended by your colleagues in the Schoolzilla community.

Books

[What a Coach Can Teach a Teacher: Lessons Urban Schools Can Learn from a Successful Sports Program](#), Dr. Jeff Duncan-Andrade. This book rejects the up-by-your-bootstraps theory of success, offering in its place a set of concrete strategies for teachers and educational leaders who are committed to fundamentally rethinking the business-as-usual approach which continues to fail urban school children.

[Failing at School: Lessons for Redesigning Urban High Schools](#), Camille Farrington. “Camille Farrington details how high schools trap students along developmental trajectories distorted by structural factors—resources, values and practices—beyond their control. Grounded firmly in research, she describes a better way forward. This book is an important contribution to the re-visioning of American high schools.” - Ronald F. Ferguson

[Helping Students Succeed: What Works and Why](#), Paul Tough. Tough takes on a new set of pressing questions: What does growing up in poverty do to children’s mental and physical development? How does adversity at home affect their success in the classroom, from preschool to high school? And what practical steps can the adults who are responsible for them—from parents and teachers to policy makers and philanthropists—take to improve their chances for a positive future?

[Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#), Zaretta Hammond. An educator-directed exploration of culturally-responsive instruction from a neurological angle.

[Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do](#), Claude M. Steele. Steele, a social psychology researcher at UC Berkeley renowned for his work on stereotype threat. *Whistling Vivaldi* walks the reader through his and his colleagues’ research, both illuminating the findings themselves and retelling the experience of discovering them.

[This is Not a Test: A New Narrative on Race, Class and Education](#), Jose Vilson. An evocative series of essays about race, class, and education told by a middle school math teacher.



[Promoting Racial Literacy in Schools: Differences That Make a Difference](#), Howard C. Stevenson. Stevenson discusses strategies schools can use to improve their ability to read, recast, and resolve racially stressful encounters when they happen.

[The Blind Advantage](#). Bill Henderson writes about how being blind made him a stronger principal.

Videos

Select New York Times Op-Docs:

[“A Conversation about Growing Up Black”](#)

[“A Conversation with Black Women on Race”](#)

[“A Conversation with White People on Race”](#)

[“A Conversation with Latinos on Race”](#)

[“A Conversation with Asians on Race”](#)

[“A Conversation with Police on Race”](#)

[“A Conversation with My Black Son on Race”](#)

Joe Brewster and Perri Peltz, are New York-based filmmakers. Mr. Brewster’s previous Op-Doc is “An Education in Equality.” Following “A Conversation With my Black Son,” this is a series of videos that foster discussions about the state of race relations in America.

Podcasts

[“This American Life: The Problem We All Live with,”](#) Nikole Hannah-Jones. National Public Radio’s This American Life explores school desegregation as an approach that evidence shows creates more equitable outcomes for kids.

[“Putting Race on the Table: Implicit Bias”](#), [“Structural Racism”](#), [“White Privilege”](#) In 2016, Washington Regional Association of Grantmakers (WRAG) launched Putting Racism on the Table Podcast Series for philanthropic executives and government officials to learn from experts on the many aspects of racism, including structural racism, white privilege, implicit bias, mass incarceration, and the racial mosaic of this country.

[“Kids Can’t Learn When They Don’t Trust”](#) and [“Culturally Responsive Teaching”](#), Interviews with Zoretta Hammond on how to be culturally responsive in your teaching and leading.

[“Is this Working?”](#) This This American Life episode features stories on how schools address behavior issues.

Publications

[“Choosing a School for My Daughter in a Segregated City”](#), Nikole Hannah-Jones. In The New York Times Magazine, Hannah-Jones explores school segregation through the lens of choosing a school for her daughter in Brooklyn, NY.

[“School discipline data indicators: A guide for districts and schools”](#), Vicki Nishioka with Sho Shigeoka and Erin Lolich. A guide designed to help educators select and analyze data to determine whether racial/ethnic disproportionality exists in a school or district’s discipline practices.



[“You Can’t Fix What You Don’t Look At: Acknowledging Race in Addressing Racial Discipline Disparities”](#), Prudence Carter, Russell Skiba, Mariella Arredondo, and Mica Pollock. A report from the Center for Evaluation and Education Policy at Indiana University that discusses how silence on race helps perpetuate school discipline disparities. Spoiler: data is key!

[“How You Can Ensure ESSA Implementation Helps You Build More Equitable Schools”](#), Ellen Buchman, Liz King, Tyler Lewis, Jeff Miller, Anjali Thakur-Mittal, and Jheanelle Wilkins. ESSA is here, but equity for our students isn’t yet. A guide from the Leadership Conference Education Fund for advocating for an ESSA implementation that furthers equity in your district.

[“Teaching Adolescents To Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literatures Review”](#), Camille A Farrington et al. A literature review of studies documenting how noncognitive factors impact school performance.

[“Designing for Access,”](#) Allison Arieff. In this article from the New York Times, disability advocates use design and technology to make the world more accessible.