A key indicator of a transformed school is one with a rigorous instructional program where the gender, race, language, class, and sexual orientation of a student does not predict his or her level of academic success. In order to create the thriving classroom environment we envision, change agents actively seek to disrupt patterns of inequity by cultivating mindsets, practices, systems and structures that work effectively to close persistent achievement gaps. To do this work change agents:

- Commit to self-reflection and personal growth around issues of identity, race, class, culture, and power
- Shift the equity conversation from theory to practice to confront and disrupt inequitable outcomes
- Understand the history of systemic oppression and how oppression plays out today
- Demonstrate deep knowledge of and respect for students, families, and their community
- Successfully build cultural bridges with individuals from different racial and cultural backgrounds and act in solidarity with historically oppressed people

**A Continuum**

Our work is never done. The arrows within the graphic represent a continuum. The more time we spend listening to one another’s experiences, reflecting on our own beliefs and actions, and learning together, the more we grow. With support from our colleagues we must take inventory of our personal and professional development as it relates to each aspect of the graphic. The racism scale ([https://racismscale.weebly.com/](https://racismscale.weebly.com/)) provides an example of how equity work is not binary (e.g. you are either a racist or not) but instead exists along a spectrum.