

## Critical Components of Establishing a Foundation for Equity-Focused Teaching Resource Guide

Use the following resources to strengthen student comprehension of the text and to expand on their knowledge of the topic:

### Relevant Research and Resources

#### Researchers

[Tia C. Madkins, Ph.D.](#) is an assistant professor in STEM Education and Department of Curriculum and Instruction in the College of Education and a faculty research affiliate with the Population Research Center and the Center for the Study of Race and Democracy at The University of Texas at Austin. Her research focuses on supporting teachers to design inclusive STEAM + computing classrooms and engage equity-focused pedagogies with minoritized students, especially Black girls.

[Nicol R. Howard, Ph.D.](#) is an assistant professor and co-director of the Race in Education Analytics Learning Lab, REAL Lab, in the School of Education at the University of Redlands where her research foci are STEM and computer science equity and parent involvement. Dr Howard's concern for equity in education has led to publications such as Terms of engagement: Redefining parental involvement and STEM Identity for Black girls and a recent co-authored book entitled Coding+Math: Strengthen K-5 Math Skills with Computer Science.

As Director of Equity and Strategic Engagement for the Bellevue School District, [Shomari Jones](#), is charged with leading staff in thoughtful exploration of institutionalized racism and its impact on student learning. Through providing professional learning experiences and strategic support, educators in Bellevue develop the will, skill, knowledge, and capacity to eliminate racial disparities and achieve system-wide equity and excellence for kids and their families.

<b>Resources</b>	Howard (2019): Ed Tech Leaders' Beliefs:  <a href="https://link.springer.com/article/10.1007/s10758-018-9371-2">https://link.springer.com/article/10.1007/s10758-018-9371-2</a>
	Coding + Math: Strategies for K-5 by N. R. Howard and K. E.Howard (2020)  <a href="https://www.k12stemequity.com/">https://www.k12stemequity.com/</a>
	Madkins Howard & Freed (2020): Open access article available at:  <a href="https://inspire.redlands.edu/jcsi/vol3/iss2/1/">https://inspire.redlands.edu/jcsi/vol3/iss2/1/</a>
	Madkins et al. 2019 ( <a href="https://ieeexplore.ieee.org/abstract/document/8985773">https://ieeexplore.ieee.org/abstract/document/8985773</a> )
	Madkins et al. 2020 ( <a href="#">CS in K-12: An A to Z Handbook on Teaching Programming</a> )
	Resources for understanding structural racism ( <a href="#">Comprehensive List Curated by Tia C. Madkins, Ph.D.</a> )
	<a href="#">Toolkit</a> for making connections between secondary CS content and social justice issues
	<a href="#">AI, Ain't I a Woman?</a> By Joy Buolamwini
	<a href="#">Computer Science Teacher Association</a> (CSTA) <a href="#">Equity Fellowship</a>
	<a href="#">CSforAll</a> : Equity <a href="#">CS District Learning Cohort</a>
	<a href="#">Design to Disrupt: Making Space for Every Student in CS</a> by Dr. Nicki Washington
	For US-based educators, consider having secondary students in targeted areas apply for the <a href="#">SMASH Academy</a> or other <a href="#">SMASH Programs</a> sponsored by the <a href="#">Kapor Center</a>
	<a href="#">Race to Technology: Abolitionist Tools for the New Jim Code</a> by Dr. Ruha Benjamin
	<a href="#">We Are Data</a> by Dr. John Cheney-Lippold



