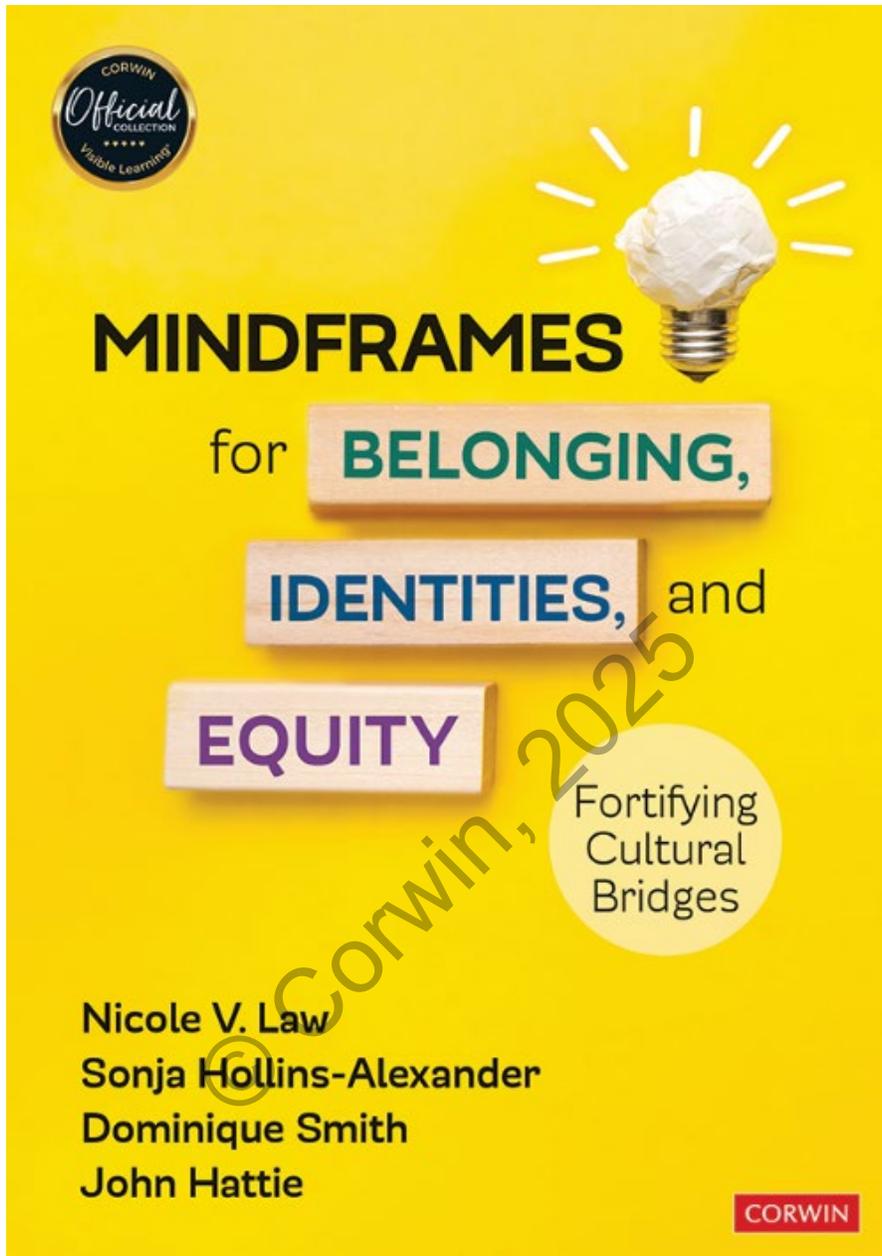


Thank you

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Please enjoy this complimentary excerpt from
Mindframes for Belonging, Identities, and Equity.

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Mindframes for Belonging, Identities, and Equity

Study Guide

Google Education Leadership Program

Dear Leaders,

We are so excited to share this book and study guide with all of you!

As part of our ongoing commitment to fortifying our school cultures and accelerating student learning, we will be launching a book study focused on *Mindframes for Belonging, Identities, and Equity*. This study will explore how our underlying beliefs and attitudes — our Mindframes — serve as powerful drivers for creating environments where every student feels a deep sense of belonging, their identities are honored, and equitable learning opportunities are consistently provided.

Throughout our study, we will:

- Examine the critical role of Mindframes in shaping perceptions, decisions, and actions in our schools.
- Connect Visible Learning influences on the acceleration (or hijacking) of learning and belonging.
- Reflect on how our personal and collective Mindframes support or challenge our efforts toward educational equity.
- Identify practical strategies to fortify Mindframes that promote strong, inclusive, and thriving learning communities.

Attached you will find the study guide that outlines the structure, learning outcomes, and reflection questions that will guide our conversations. Our goal is to move from reflection to action — ensuring that our Mindframes are intentionally aligned to our mission of seeing, valuing, and accelerating every learner.

Thank you for your commitment to continuous growth and leadership. We look forward to learning and growing together through this important work!

With gratitude and excitement,

Nicole Law, PhD and Sonja Hollins-Alexander, EdD

Mindframes for Belonging, Identities and Equity: Building Cultural Bridges

Purpose of the Book Study

This book study explores how educators' Mindframes serve as powerful drivers for creating fortifying school cultures that accelerate student learning, foster a profound sense of belonging, honor diverse identities, and promote educational equity.

Participants will examine the Visible Learning influences that either accelerate or hijack thinking and learning, particularly as they relate to belonging, identity affirmation, and equitable practices within school and classroom communities.

Success Criteria:

By the end of this study, participants will be able to:

- Define and recognize Mindframes as foundational to shaping school culture and instructional practices.
- Identify the key **Visible Learning influences** that impact belonging, identities, and equity.
- Analyze how specific Mindframes either support or hinder a culture of belonging, identities, and equity.
- Apply strategies that fortify positive Mindframes to enhance student engagement, achievement, and agency.
- Reflect on your personal beliefs and actions and how they contribute to or detract from a culture of fortification.

Week 1

Reading Guide:

- Setting the Scene: xiii – xxviii

Questions for Setting the Scene:

- What are Mindframes and why are they critical to creating a culture of belonging?
- How do our beliefs and attitudes influence student learning, identities, and feelings of inclusion?
- In what ways can Mindframes be intentionally strengthened to accelerate learning for all students?
- What actions can I take to fortify a school culture where every learner feels seen, valued, and challenged?

Week 2

Reading Guide:

- Part I: Belonging - pages 3 - 61
- Mindframes 1, 2, and 3

TABLE 3

NO.	LABEL	SHORT DESCRIPTION	MINDFRAME
	Belonging		
1	Invite all to learn	We strive to invite all to learn.	We actively strive to ensure all students feel invited to learn in this school.
2	Value student engagement in learning	We value engagement in learning for all.	We strive to eliminate exclusion by creating a learning community that values student voice and engagement in learning.
3	Collaborate to learn and thrive	We collaborate to learn and thrive.	We collaborate with students, colleagues, families, and community members to learn and thrive in this school.

(Continued)

Questions for Part I:

- What are some specific actions you take (or could take) to create an environment where every student feels genuinely invited to participate, ask questions and explore new ideas?
- How does a student's sense of belonging and invitation to learn connect to their engagement and motivation in the classroom?
- How is *student voice about learning* different from simply having students participate in councils, committees, or events?
- How can we make collaborative processes more **genuine** and **actionable** rather than simply performative?

Key Messages for Part I:

- A sense of belonging is developed by a student experiencing positive engagement with all learning community members in the school environment, including front office staff, cafeteria personnel, and other resource staff. In this environment,

students know that they are welcomed, respected, and there is intentionality in their ability to learn, progress, and achieve.

- When the collective focuses on eliminating exclusive practices in schools, environments are created where students feel valued, validated, and positioned for learning. This student-centered approach opens the door to productive levels of cognitive, emotional, and behavioral engagement and an elevation of student voice. And students are empowered to create a path of academic success.
- School climate and culture are enhanced when students are encouraged to elevate their voices, teachers and students are given the tools to engage in collaborative learning structures that accelerate learning, and leaders disrupt “silo mentality” with invitational practices designed for the engagement of all members in the learning community.

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Week 3

Reading Guide:

- Part II: Identities – pages 63 - 147
- Mindframes 4, 5, 6, and 7

NO.	LABEL	SHORT DESCRIPTION	MINDFRAME
	Identities		
4	Ensure equitable opportunities to learn	We create equitable opportunities and eliminate barriers to opportunities.	We are relentless in providing equitable opportunities for all students, particularly to eliminate injustices that can continue as barriers to educational access and opportunities for all students.
5	Create sustaining environments	We cultivate fortifying and sustaining environments for all identities.	We cultivate fortifying and sustaining environments for all students to express diversity in their multiple dimensions of identity.
6	Affirm identities	We acknowledge, affirm, and embrace the identities of all our students.	We provide opportunities to acknowledge, affirm, and embrace the identities of all our students.
7	Remove identity barriers	We remove barriers to students learning, including barriers related to identities.	We are collectively responsible for removing barriers to students' learning, including barriers related to identities.

Questions for Part II:

- What actions can schools and teachers take to ensure that *all* students — regardless of identity — feel valued, validated, heard, and engaged?
- The TNTP *Opportunity Myth* identified four missing critical resources: grade-level assignments, strong instruction, deep engagement, and high expectations.
 - Which of these four do you believe is most urgently lacking in your setting, and what might be a first step toward addressing it?

- In your own words, what does it mean to *cultivate a fortifying and sustaining environment* for all students?
- What is one actionable step you can take to more consistently acknowledge, affirm, and respect the identities of all students in your learning community?

Key Messages for Part II:

- Expectations are generated from an educator's belief in a student's capabilities as well as their own belief in their ability to impact a student's learning. When educators have low expectations for students, they tend to demonstrate complacency in their instructional practices, which diminishes a culture of learning. Teachers with high expectations develop students' skills and ensure all students learn.
- Educators take action in cultivating fortifying and sustaining environments for all students to express diversity in their multiple dimensions of identity by fostering student-centered classrooms that create a sense of belonging. Teaching today requires us to intentionally design instruction that engages students cognitively, academically, and behaviorally through the institution of practices that build cultural bridges.
- Identity-affirming schools acknowledge and embrace the identities of all students promoting welcoming classroom environments where learners demonstrate curiosity for other cultures. An identity-safe classroom elevates diversity, minimizing stereotype threat and increasing positive self-concept.
- Motivation is affected by a student's identity as a learner. It does not always come because of achievement from a task but more often it is generated by students gaining an understanding and knowledge on a particular topic and their interest in a topic as a learner. Motivation is also driven by a student's emotion related to efficacy, task value (is it appropriately challenging), and expectations.

Week 4

Reading Guide:

- Part III: Equity – pages 63 - 147
- Mindframes 8, 9, and 10

	Equity		
8	Correct inequities	We discover, correct, and disrupt inequities.	We are in a constant process of discovering, addressing, disrupting, and correcting the systemic inequities impacting our students.
9	Respect diversity	We embrace diverse cultures and identities.	We acknowledge, affirm, and seek to embrace the diverse cultures and identities of our students, communities, and colleagues.
10	Disrupt bias	We recognize and disrupt negative biases.	We recognize and then seek to disrupt our unconscious biases toward our students, families, staff, and community.

Questions for Part III:

- Why must removing barriers be seen as a *collective* effort rather than just the responsibility of individual teachers or counselors?
- What structures (e.g., professional learning, student voice panels, data reviews) can support continuous discovery and correction of inequities?
- What role does cultural humility (an openness to learning from others' experiences and perspectives) play in truly embracing diversity?
- Why is it important to extend this work beyond students to also include families, staff, and the wider community?

Key Messages for Part III:

- Students worldwide are walking into schools and classrooms where they experience invalidations and do not find themselves reflected in the curriculum, instruction, or adult practices that elevate who they are as individuals. Conversations can address inequalities, but inequities can't change without actions.

- Addressing and disrupting implicit biases and mental models about students and families are a catalyst to providing learning experiences where students can flourish and expand their academic potential. By exposure, access, and opportunity to academic rigor and relevant experiences, educators unlock students' talents, interests, and abilities, bridging unnecessary gaps to deep learning between themselves and the students they serve.
- Negative beliefs, mental models, and biases are transparent to students in the learning environment. Educators must engage with students where they demonstrate a sincere effort and commitment to knowing them and respecting who they are in the fullness of their dimensions of identities. In order to disrupt the barriers created by biases, students need to receive communication from educators that demonstrate a belief in their potential for success.

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