



EF+Math Example Dissemination Guidelines

Description

This resource is provided as an example of the Inclusive Research Key Action, “Implement frequent opportunities to pause and reflect on equity practices in research.”

EF+Math reviewed R&D team awardees’ external publications of work conducted within the program. As part of this review, the EF+Math program team provided guidance to support writing efforts in alignment with our program’s “equity guiding principles.” The team used this guidance to review publication drafts and provide additional support and feedback as to how a team may strengthen or clarify their messaging to avoid deficit narratives and center on student brilliance. In addition to reviews during the program, the EF+Math team also shared guidance with the teams for use after the close of formal program operations, to support their continued external publication efforts.

We have created an edited version of this guidance for use by the broader research community. The questions and prompts identify opportunities to pause and reflect on descriptions of students, data, and insights or interpretations within a written document. See our guidance below, including the framing included in the full document shared with our awardees.

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EF+Math program awardees have previously been required to provide the EF+Math team opportunity to review disseminations in alignment with the “Pre-Publication Approval” section of awardee contracts. As awardee contracts come to a close in Fall 2025, this document provides some guidelines for your continued dissemination of work conducted as part of or in relation to the EF+Math Program.

Suggested Lens for Equity Review

We encourage your team to conduct a specific review of any final drafts prior to sharing externally, to ensure the dissemination includes only equitable, asset-based language. Some guiding questions that you could consider using include:

- How are students and teachers described? Check to ensure students are not being described from a deficit perspective regarding who they are, or how they engage in learning or perform on assessments.
- How is data contextualized? Are demographics presented explicitly for all data, with disaggregated findings where possible?
- Are there places where language is used that may suggest characteristics of Whiteness are the norm, standard, or goal?

We also recommend reviewing your disseminations, as appropriate, for key messaging around the importance of inclusive, equity-centered work:

- Do you explicitly name inequitable structures, systems, and practices in the field, relevant to the dissemination topic?
- Do you include a specific articulation of how your insights advance the field’s ability to engage in more equitable, culturally relevant work work?
- You may also reference this messaging guidance document* from early in the EF+Math Program for additional support.

**For these purposes, we have removed external links, but have retained the reference to illustrate that such guidance has existed in earlier stages of the EF+Math program.*