

Equity Walk Tool

The primary purpose of equity walks is to develop and sharpen the equity leadership lens and allow the gathering of low inference observational data to confirm or challenge assumptions regarding the focus on closing equity gaps for target student groups. The focus of the walks are centered around the existence and impact of cultural identity, relationships, relevance, and rigor in the classrooms and throughout the school. Research shows that these 4 equity indicators correlate with increased student achievement. While the tool is originally designed to guide professional learning space for educational leaders, it can be used as a tool to assess the overall progress towards equity and cultural proficiency. Ultimately, Equity walks support ongoing monitoring of implementation of equity action plans but require additional data points to obtain conclusive findings and measure the impact of equitable practices (I.e. surveys, interviews, etc.)

Equity Indicator 1: Cultural Identity	Evidence of Equitable Practices (Check Indicates Strong Evidence Observed)	Evidence you see in the school and classrooms.
<p>Student’s cultural identity and stories are acknowledged, valued, and represented in of all teaching and learning</p>	<ul style="list-style-type: none"> ○ The learning environment is inclusive and reflective of individual learning profiles ○ Imagery reflects class diversity ○ Teachers respond effectively and manage cultural conflict when Issues of stereotypes, microaggressions, bias, and race arise in the classroom ○ Cultural identity, differences, traditions, and “Hxstory”* are celebrated and valued in lesson text, activities, and discussions ○ Messaging is reflective of the value of student voice ○ The learning environment helps students develop awareness, understanding and acceptance of oneself and others ○ Classroom library and resources are representative of the community and address the differently-abled, diverse cultural and racial groups; that are inclusive of different sexual orientations; that address the needs of recent immigrants including dual language books ○ Students are empowered with hope through articulating “personal” learning goals, identifying cultural identity and interests, and reflecting upon the learning process itself to improve learning outcomes. <p>*We hold the “x” as a way to acknowledge our untold hxstories and collectively push forward to reclaim the lost.-S.E.A.R.CH. (SouthEast Asian Retention through creating Hxstory</p>	

Nicole Anderson Consulting 2018 (updated Dec. 2019)

Inspired by or adapted from/for the work of Des Moines Public Schools, Maslow’s Hierarchy of Needs, Dr. Jeff Duncan Andrade, Community Responsive Education/Teaching Excellence Network, The Power Lenses Learning Model (Ann Milne), Stages of Cultural Identity (Banks), AVID Framework, ISTE Student Standards, Core, UnboundEd, Chris Argyris, Dr. Randall B. Lindsey)

Low Inference Note Taking

Context/Lesson Outcomes/Location	Teacher Actions/Response	Student Actions/Response

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Equity Indicator 2: Relationships	Evidence of Equitable Practices (Check Indicates Strong Evidence Observed)	Evidence you see in the school and classrooms.
<p>Authentic student-teacher relationships are established and cultivated as a core focus of teaching and learning.</p>	<ul style="list-style-type: none"> ○ Positive student-teacher relationships are genuinely established ○ Student stories are learned and celebrated regularly ○ Teacher properly pronounces and demonstrates a genuine value of student names ○ School/classroom spaces communicate and value students' cultural profiles ○ Messages are reflective of the value of student voice ○ Teacher uses culturally responsive body language, positive tones, and demonstrates respectful responses during teacher-student interactions ○ Elements of care, love, and esteem are demonstrated during teacher-student and student-student interactions ○ All students are acknowledged by and connected to the teacher ○ One-one-one time is utilized by teacher as a strategy to resolve conflict or distractions ○ Positive interactions and communication with students' families are ongoing 	

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Equity Indicator 3: Relevance	Evidence of Equitable Practices (Check Indicates Strong Evidence Observed)	Evidence you see in the school and classrooms.
Teaching and learning experiences are engaging and are centered around students' diverse needs, interests, and learning styles.	<ul style="list-style-type: none"> ○ Students' diverse backgrounds and interests are integrated into all lesson activities ○ Students are empowered to facilitate learning experiences ○ Assigned readings expose students to the various life experiences of different cultures and ethnic groups ○ Instructed readings and assignments are reflective of the different cultures, ethnic groups, and interests of students ○ A process or procedure exists to address positive student behavior expectations through explicitly teaching rules and reward expected behaviors through a cultural lens ○ All student work is visible and reflects diverse learning styles, cultures, and levels of success ○ Teacher employs multiple strategies to assess student mastery of content based on diverse learning styles ○ Students access and use digital tools and other relevant resources to connect with other learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding, and further develop learning around their own cultural identity ○ Students build knowledge by actively exploring real-world issues and problems through digital tools, developing ideas and theories while pursuing answers and solutions. 	

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Equity Indicator 4: Rigor	Evidence of Equitable Practices (Check Indicates Strong Evidence Observed)	Evidence you see in the school and classrooms.
High Expectations and deep belief system that all students can learn and reach their full potential	<ul style="list-style-type: none"> ○ Instructional strategies are being used to encourage critical thinking and questioning with a respect for difference perspectives ○ Lesson objectives are standards-based, clearly articulated, and culturally relevant ○ Lesson objectives are clearly articulated, connected, and measured throughout the lesson ○ Assigned tasks are academically, intellectually, and personally challenging ○ Ratio of student talk to teacher talk is balanced through a variety of interactive activities and checks for understanding ○ Oral and academic language production is supported and expected ○ Teacher has high expectations for all students to achieve their full potential and does not accept failure as an option ○ Teacher is adept at asking higher order thinking and culturally relevant text-dependent questions ○ The learning environment intellectually engaging and challenging for all learners ○ Teachers allow students to struggle using wait time while providing meaningful, frequent, and timely feedback 	

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Debriefing Notes

List 3 Emerging Themes	List 2 Equity Successes	List 1 Opportunity for Growth

Equity Action Plan Implications

Goal/Focus Area	Target Student Group	Actions/Strategies	Measurement	Timeline	Persons Responsible