

SF-CESS

Equity Walk-Through

Overview

An Equity Walk-Through is an activity that takes place with a school leader (positional, instructional, teacher) and an SF-CESS coach not only to “take the pulse” (gather observational data) of their school or a component of their school (department, house, etc.), but also to provoke equity conversations based on patterns within these observations. The Observation Team may consider patterns within, between or amongst all classrooms and school spaces. Additionally, an Equity Walk is NOT a classroom (or peer) observation meant to serve as an evaluation tool for teachers, but rather a tool for leaders and their communities to consider their school context and reflect on implications for their leadership.

Pre Walk-Through

Prior to the Walk-Through, the Team informs teachers/ staff when the Walk-Through will take place. The Team will meet ahead to discuss current context and concerns, and from this, the Team will collectively decide on a Focus Area and/ or an Equity Emphasis for their walk-through. (Advanced schools may engage all staff and use DBI to determine an annual equity and achievement focus/ Essential Question.)

Examples of Focus Areas: discipline, student engagement, questions, BBC, seating arrangements, interactions outside class, curricular activities, pedagogical practices, professional teaching standards, checking for student understanding, student-to-teacher ratio, discourse patterns, etc.

Examples of Equity Emphases: patterns of participation, engagement/ involvement, by race, gender, and/or grade-level; culturally competent strategies/ practices, culturally relevant curriculum, etc. The Team may elect to choose a very specific Equity Emphasis and remain open to related Focus Areas that arise.

Once the purpose is determined, each Team member predicts what s/he will see in the Equity Walk-Through. This step is important as it surfaces the assumptions that will be checked against the snapshot of data that is collected.

The Walk-Through (General Guidelines)

- The Team visits every classroom/ room – together.
- Each visit lasts at least 3 minutes.
- Visits are not classroom observations of any specific teacher, but rather an observation/ picture of the school or program as a whole.
- While the Team conducts the Walk-Through together, Team members maintain individual notes related to the agreed upon Focus Area and Equity Emphasis. (*Consider what you see, hear & wonder; observations, quotes & questions; tallies, quick interviews, etc.*)

Post Walk-Through

After the Walk-Through is complete:

1. The Team debriefs by sharing, discussing and compiling individual findings. (Additionally, the Team should reflect on actual observations compared to predictions/ assumptions.)
2. Positional, instructional and/ or teacher leaders reflect on the findings and the related implications for their leadership.
3. Positional, instructional and/ or teacher leaders compose a plan for sharing Walk-Through data with the larger school/ program (to include selected Focus Area and Equity Emphasis as well as reasons these were chosen, compiled Walk-Through data, and instructional leadership reflection).

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Quick Pict

Date: _____

Observer: _____

Role: _____

Focus Area: _____

Celebrations:

Observations and Quotes:

Probing Questions:

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More Celebrations, Observations, Quotes and Questions

SF-CESS Equity Walk-Through

The National Board for Professional Teaching Standards' Five Core Propositions

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing individual differences that distinguish one student from another & taking account of these differences in their practice. They adjust their practice based on observation & knowledge of students' interests, abilities, skills, knowledge, family circumstances & peer relationships.

Accomplished teachers understand how students develop & learn, and incorporate prevailing theories of cognition & intelligence in their practice. They are aware of the influence of context & culture on behavior. They develop students' cognitive capacity & their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility & their respect for individual, cultural, religious & racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach & appreciate how knowledge in their subject is created, organized, linked to other disciplines & applied to real-world settings. While faithfully representing the collective wisdom of our culture & upholding the value of disciplinary knowledge, they also develop the critical & analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey & reveal subject matter to students. They are aware of the preconceptions & background knowledge that students typically bring to each subject & of strategies & instructional materials that can be of assistance. They understand where difficulties are likely to arise & modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, & they are adept at teaching students how to pose & solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain & alter instructional settings to capture & sustain the interest of their students & to make the most effective use of time. They also are adept at engaging students & adults to assist their teaching & at enlisting their colleagues' knowledge & expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate & can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, & how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students & between students & teachers. They understand how to motivate students to learn & how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess progress of individual students as well as the class as a whole. They employ multiple methods to measure student growth & understanding & can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity & appreciation of cultural differences - & the capacities that are prerequisites for intellectual growth: the ability to reason & take multiple perspectives to be creative & take risks, & to adopt an experimental & problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter & instruction, & their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment & adapt their teaching to new findings, ideas & theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development & staff development. They can evaluate school progress & the allocation of school resources in light of their understanding of state & local educational objectives. They are knowledgeable about specialized school & community resources that can be engaged for their students' benefit, & are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively & creatively with parents, engaging them productively in the work of the school.

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1. Teachers are committed to students and their learning.

<u>Evidence:</u>	<u>Questions:</u>
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2. Teachers know the subjects they teach and how to teach those subjects to students.

<u>Evidence:</u>	<u>Questions:</u>
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3. Teachers are responsible for managing and monitoring student learning.

<u>Evidence:</u>	<u>Questions:</u>
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4. Teachers think systematically about their practice and learn from experience.

<u>Evidence:</u>	<u>Questions:</u>
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5. Teachers are members of learning communities.

<u>Evidence:</u>	<u>Questions:</u>
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Suggested Agenda

(minimum 2 hours, maximum 4 hours)

Equity Emphasis:

Guiding Essential Question:

(Example: What does our school expect from and for our students – especially our African American male students?)

Suggested Goals: We will...

1. continue to develop and foster an equity-centered professional learning community by collectively engaging in equity-focused inquiry.
2. share responsibility to explore a data-informed, equity gap by seeking, noting and sharing evidence.

When	What (Who): Content	How/ Why: Logistics/ Notes
20 - 30' ~10' ~10	<u>Optional PREP</u> <i>ID Focus</i> <ul style="list-style-type: none"> ○ Data – Dilemma - EQ ○ Reflection - Debrief <i>ID Materials</i> <ul style="list-style-type: none"> ○ Materials - Tools 	<i>(may take place prior to day of Equity WalkThrough)</i> <i>What is the hunch or data from which you are working? What is your EQ – how can this focus the WalkThrough?</i> <i>“What do you fear you will see during your visit? What do you hope? ... Why?”</i> <ul style="list-style-type: none"> • Data • School Fact Sheet • Bell Schedule • Rooms Map • ... <i>“What tools would you like observers to use?”</i>
20 - 30' ~8' ~5' ~2 ~5'	<u>INTO</u> <ul style="list-style-type: none"> ○ Walk-Through Overview (agenda, tools, etc.) ○ Equity Focus ○ Predictions ○ Brainstorm 	<i>ID teams, review note taking and other roles, assign sections</i> <i>Written Reflection: “What do you predict you will see during your visit? Why?”</i> <i>What might you look for as evidence to inform the EQ/ dilemma? (i.e. • Student Apathy • Adult: Student Interaction • walls and boards)</i>
60 - 75'	<u>Walk-THROUGH</u>	<ul style="list-style-type: none"> ○ Groups separate to visit assigned rooms <i>At the start, groups may elect to check in after each classroom visit to calibrate what they are seeing.</i>
30 - 45' ~10' ~20'	<u>BEYOND</u> <ul style="list-style-type: none"> ▪ Working Break ▪ Report Out 	<ul style="list-style-type: none"> ○ To organize notes and prepare for concise Report Out ○ Rounds by group (<i>through identified spokesperson</i>); Facilitator keeps notes for Report Out Summary.
60 - 75' ~10' ~50'	<u>Optional POST</u> <ul style="list-style-type: none"> ▪ Break ▪ Equity Based Consultancy 	<ul style="list-style-type: none"> ○ Towards exploring next steps and possible solutions (See Consultancy)

Notes: