Equity Walks

The purpose of equity walks is to sharpen & focus the instructional leadership lens and allow the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the building(s). Equity walks support ongoing monitoring of implementation. The observational data remains tacit unless there is specific collegial feedback to staff to engage them in reflecting on instruction and assessment.

The "To promote learning conversations" section would be the area in which you write your comments during your observations and then dialogue with the teacher about furthering his/her learning.

Equity Component	Question	Evidence In schools and classrooms you see …	To promote learning conversations ….
Public Space	What evidence of equity is demonstrated in the school's public spaces? Is there evidence of inclusion? What leadership opportunities are available for students? How does the resource rooms/library demonstrate equity?	• Key Messages • Pictures/Posters • Significant events/celebrations • Warm & welcoming to parents and community – benches, plants, information • Events supported by the school	

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Classrooms as Learning Environments	What can you discern from "walking the walls"? How is the learning environment inclusive and reflective of individual learning profiles? What evidence is there of a culture of high expectations? What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning? Is the student work visible? Is it some students' work or all students' work? What technology is available for teaching and learning in the classroom environment? Is there evidence of differentiated instruction? Is the learning environment	- Cuing systems - Anchor charts - Exemplars - Rubrics - All students' work represented - Pictures reflect classroom diversity - Seating Arrangements	

Equity Component	Question	Evidence In schools and classrooms you see …	To promote learning conversations ….
	intellectually challenging and stimulating for all learners? How does the learning environment help students develop awareness, understanding and acceptance of oneself and others?		

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Classroom Resources	Who is represented and whose voices are heard within the resources? Are the resources aligned to promote mastery of literacy and numeracy and to narrow the achievement gap? What resources have been provided to support equity? Which ones have been provided to support equity and inclusion? Are the resources aligned to promote cross-curricular higher level thinking? Are there appropriate resources (computers, Smart Boards, appropriate software) to support students learning with assistive technology? Are resources being used to determine author's message and to develop enduring understanding? How do the resources recognize and value different learning styles?	• Library resources, computers, access to gym, science labs, purposeful timetabling • Targeted resources- assistive and adaptive technology, culturally diverse and sensitive resources • Supplementary resources for low SES students • Levelled books & resources • Resources reflecting differing interests and learning styles • Support for a variety of languages and themes	

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Instructional Core (teacher/student/curriculum)	What values and beliefs about inclusion does the language of the classroom reflect? Is there evidence of students' backgrounds being integrated into the lesson? What is the ratio of student talk to teacher talk? How is oral language supported? How is cooperative group learning supported? Is there evidence of read alouds, shared, guided and independent reading/writing? What is the explicit evidence of direct connections between intended teaching and intended learning targeting the idea/concept level? What evidence is there of students engaged in active dialogue to promote the synthesis and analysis of ideas? Is there an inquiry-based, in-depth approach to teaching?	Listen to the language of the classroom • Vocabulary, examples used to illustrate points, critical thinking, and think alouds – is it scaffolded and are the students represented? Is the teaching explicit? • Student conversations with one another are respectful • Less teacher talk and more student talk • Extend wait time for questioning 7-10 seconds • Fewer but more complex questions – respond using cooperative learning structures as well as by individual students • Students and teachers collaborate on instruction and assessment Remember • For ELL it will take 3-8 years to reach mastery • Evidence of a lot of oral language and cooperative group work	

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	What evidence is there of teachers being adept at asking higher order thinking questions and encouraging students to think and question? Are there uninterrupted scheduled time blocks for learning? How does the language of the classrooms reflect the cognitive ability and intellectual curiosity of the students? How is technology used as an integrated learning tool? Is there clear evidence of high expectations for all that align closely with the delivery of the curriculum? How is content being related to broad-based issues, problems or themes?	• All students are represented • Look at student work, desk arrangements, resources in the classroom and libraries • Evidence of space to facilitate whole group, small pairings and individual work • Evidence of thoughtful access to computers beyond remedial software and rewards for finishing early • Feedback is specific and supportive and specifically helps students understand how to improve • Posted work is used as cuing systems • Students know both what is being taught and why	

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Differentiated Instruction	How is *Learning for All* being implemented? What evidence is there that teaching practice is data-driven? How are underachieving students/cohorts being identified? What evidence is there that IEPs are living documents? Are there gender-specific strategies or interventions used? What instructional strategies are being implemented to meet the needs of students who have additional exceptionalities? Is there evidence of higher order thinking skills being promoted through the use of multiple intelligences? How is technology being used to address diverse students' needs? How are differentiated opportunities provided for	• Use of a variety of instructional strategies – whole class, small group, independent • Use of think alouds – explicit instruction moving along the continuum of instruction from moderated through shared, guided and independent • Evidence of scaffolding - from whole class instruction, through shared, guided and interdependent and independent • Early and appropriate interventions scaffold learning when students do not demonstrate progress • Incorporate students' backgrounds into the curriculum in terms of choice of resources, examples and illustrations • Students whose language/culture differs from the dominant one have opportunities to	

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	open-ended inquiry and the development of higher level questioning skills?	develop and consolidate ideas in their own languages - multiliteracies • Evidence of the use of project-based approaches • Evidence of coherent use of accommodations • Purposeful use of modifications • Flexible seating arrangements • Flexible learning groups - use student data to group students both heterogeneously and homogeneously • Evidence of purposeful and coherent use of results-based instructional strategies (Marzano) • Use of purposeful non-fiction reading and writing	

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Differentiated Assessment & Evaluation	What are the guidelines on assessment and evaluation used in this school/school system? How do you assess if they are fair? What is the student input into assessment and evaluation? Is there evidence of assessment for learning and assessment as learning and how is this used to drive instruction? What is the ratio of formative to summative assessment? What are the homework policies and how are they personalized to address diverse learning styles? Is there evidence of students being able to use differing learning styles to submit work? What evidence of a variety of rubrics, anchor charts, exemplars, checklists are evident to enable students to take ownership of their own learning?	• Formative assessment of students is current and directs the planning for differentiated instruction • Ratio of formative to summative assessment is 65 to 35 of assessments • Teachers use a variety of assessment strategies – observational, pen and paper, raps, models • Involve students in the design of the assessments and creation of rubrics, anchor charts and other cuing systems – accountable talk • Develop student portfolios and other examples of self-reflective practices to identify personal goals for growth • Support authentic learning to meet the needs of the skill/concept and to engage students • Offer some student choice in the product • Use tracking sheets and tracking boards/e-products to record and	

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	How are rubrics being used for self, peer and teacher assessment? What is the evidence that regular and relevant descriptive feedback is being given to improve student learning? How is moderated marking used to collaboratively assess student work and then to set learning targets?	monitor each student's progress and the collective progress of the class • Look for patterns and trends • Use student data to identify underserved students/ cohorts • Use student data to form cooperative groups • Focused interventions • Involvement in moderating marking	

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Parent & Community Involvement	What are the ways parents are informed about their children's learning? Who serves on the School Council and what is the representation from the school, the diverse groups that comprise the school population and the community? What structures are in place to give the community a voice in the development of school goals? Does the school have an Action Team for Partnerships and if so, how are the actions of parents and community aligned with the School Improvement Plan? What are the ways parents are both informed and engaged in their children's development as learners? How are parents and community members welcomed and involved? What partnerships have been formed in the community to support the school and the learner?	- Posted messages to parents/care-givers (in different languages for ELL) – respectful and inclusive - Regular communication home –newsletters, brochures - Inviting web site with relevant links to community services - Knowledge of local context - School is knowledgeable about community agencies and needed access for parents - Surveying of parents on key issues - Involved parent council	

Equity Component	Question	Evidence In schools and classrooms you see …	To promote learning conversations ….
	How has the teacher made use of community resources - human, material and technological? How do school programs demonstrate responsiveness to the voiced priorities of students, parents and community? Other than through official reporting periods, how is student progress being communicated to families? In addition to official student reporting periods, how is student progress being communicated to families?		

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Building Capacity: Professional Learning Teams	How is it determined who participates on the learning teams? Does the focus of the teams support equity? In what ways? What structures are in place to build & promote collaboration and collective responsibility for equitable learning? What evidence is there of planning that is more strategic, interdisciplinary (integrated) and targeting among the teachers? How is student work used by the various learning teams to promote best practices and further equity? What evidence is there of co-planning and co-teaching to foster collaboration and better outcomes for learners?	• Staff share a good understanding of equality and equity and the difference between – evident in the discussions and work accomplished • Professional learning teams use student work and evidence-based strategies to target closing identified gaps • Use Ministry resources/guidelines that promote equity – *Learning for All , Many Roots, Many Voices, Me Read? No Way!, Think Literacy* series, webinars	

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Improvement Plan	What is the involvement of students, parents and community in the School Improvement Plan (SIP)? How do the measurable goals support equity? What process do you use? How are the resources and professional learning aligned to the implementation of the measurable goals? How is implementation being monitored and assessed? How is staff engaged in review and revision of the SIP?	- Evidence of consultation of partners - Surveys of parents - Teachers share decision-making including: goals, targets, resource allocation, and timetable - Students, parents and staff can articulate the equity priorities of the school – know what they are and why they are in place	

Equity Component	Question	Evidence In schools and classrooms you see …	To promote learning conversations ….
Co-instructional Activities	Are all students given opportunities to participate? What are the barriers and enablers? Do the activities reflect students' cultural backgrounds/interests? If Socio Economic Status (SES) is an issue, what are the compensatory interventions? What is the balance between competitive activities (skill & merit) and inclusive participatory activities (Special Education)	• Leadership participation is reflective of the student body - School Council, grade and school leaders • Team participation is reflective of the student body • There are targeted activities outside of the school day – breakfast programs, remediation activities	

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Additional Factors			