

Racial Equity Walkthrough: Sample Feedback

School	ES/MS/HS
Teacher(s)	2022-2023
Date	July 26, 2023
Observer(s)	Bunton, Moore Rodriguez, Klein, Cook

Content Integration - May see the following:

- *Aspects of the lesson reflect diverse cultures (windows) and affirm student racial identities (mirrors)*
- *Lesson validates underrepresented groups (LGBTBQ, individuals with disabilities/special needs, various racial/ethnic groups, etc.)*

A.R.E Tool Connections & Considerations:

Connections:

- Texts/resources/materials contain authentic representations of diverse cultures, identities, experiences, etc
- Hallways feature student writing that indicates that they are learning about relevant, engaging topics and individuals

Considerations:

- How might class materials be vetted for bias, stereotype, or surface-level representations of people and events?
- What diverse texts can you encourage teachers to utilize in Tier I instruction to make content connections that are more relevant to students? What diverse texts can be paired with EL to supplement mentor texts utilized in instruction?
 - How might your AIC support this integration?
- How can we audit our physical space to ensure all students can easily and readily access physical literacy materials?
 - While some classroom libraries were organized and accessible, most could benefit from a refresh or an audit to bring in more diverse perspectives, characters, and experiences (windows, mirrors, and sliding glass doors). Consider [Reading Diversity Lite](#) as a starting place and the [Multicultural Book List](#).

Knowledge Construction - May see the following:

- *Teacher provides students with background/historical context (political, social, economic setting for an idea or event)*
- *Lesson materials are representative of student racial identity*
- *The lesson's materials and tasks develop students' academic and practical skill sets*

- *Students access, critique, & discuss underlying assumptions in lesson materials (ex: An assumption may be that the Women's Suffrage Movement was about rights for all women.)*

A.R.E Tool Connections & Considerations:

Connections:

- Students are encouraged to share their funds of knowledge when learning new concepts, discussing topics, and explaining their thinking when working through tasks
- Teacher ensures that students understand the context and background information surrounding an event, individual, or topic of discussion before engaging in discussion
- How might students be guided in identifying biases and stereotypes in materials that teachers may not have a choice in using?

Considerations:

- How might we position students' cultures and histories within our daily curriculum to provide more regular access to curricular Windows and Mirrors?
- Bookshelf contains texts heavily influenced by Eurocentric authors, perspectives, and experiences. Consider conducting a bookshelf audit to infuse more [diverse authors](#) and characters. The Scholastic representative for JCPS is Mr. [Brent Porter](#), and he can assist with this process as well.

ARE through Assessment - May see the following:

- *Teacher providing real time feedback and coaching*
- *Students choosing how they want to be assessed*
- *Rubrics that are co-created*
- *Questions asked that are valid & reliable indicators of prior skills taught*
- *Performance assessments*

A.R.E Tool Connections & Considerations:

Connections:

- Teacher observed providing specific feedback on student work/progress/product
- Teacher provides clarity and specifics regarding expectations for task completion and success criteria
- Students are offered choice in how they demonstrate mastery

Considerations:

- How might teachers be coached to provide feedback that is meaningful and actionable (not, "good job" "needs improvement", or "excellent work")?
- How can we encourage more teachers to circulate while students work independently to give active feedback and mitigate confusion?

Prejudice Elimination - May see the following:

- *Students fostering cultural humility (acknowledging/awareness that one's beliefs, values, etc. are not the only "normal" ones)*
- *Teachers acknowledging their own biases*
- *Teachers demonstrating an awareness of cultural humility through selection of content*
- *Students learning about cultures of diverse backgrounds*
- *Students discussing their own culture, as well as others*

A.R.E Tool Connections & Considerations:

Connections:

- Educator openly responds to student inquiries about bias/racism/oppression with necessary context and background.
- Educator encourages and models student perspective taking during their lesson.
- Educator utilizes historically respectful language that encourages cultural awareness and humility (i.e., enslaved > slave).

Considerations:

- What bias checking have staff participated in this year? What EPD can and/or will be offered to allow classroom educators to analyze and unpack their own implicit biases and how they show up in their classrooms?
 - In Mr./Ms. ___'s classroom, a Black student was seated away from the group. Without adequate context, we cannot assume why this is the case. What active bias checking is in place when considering seating arrangements and use of physical space?
 - In several classrooms observed there were students sleeping; more often than not these students were Black. When will those children sleeping be able to obtain the core instruction that was missed? How can we encourage educators to check biases around high expectations?
 - Many classrooms featured behavior charts. How are these being used in affirming ways? How is bias being mitigated in the use of these? What opportunities do students have to be celebrated and acknowledged for positive behavior?
 - Class Dojo was being used across many rooms. How are teachers held accountable for ensuring that their use of this platform is unbiased? What would a Racial Equity Analysis Protocol reveal about the use of Class Dojo?
- How might class materials be vetted for bias, stereotype, or surface-level representations of people and events?

Equitable Pedagogy - May see the following:

- *Collaborative & inclusive community*
- *Students working cooperatively on a shared task*
- *Teacher monitoring progress & responding to trends in a timely manner*
- *Teachers seeking feedback from students on their comfort with the instructional setting*

- *Communication with students about successes & challenges*
- *Teacher and student using language that embraces failure as an opportunity for learning*
- *Teachers providing feedback that is specific & allows for revisions that uplift students rather than shame*
- *Feedback placed on skills needed to achieve success*

A.R.E Tool Connections & Considerations:

Connections:

- Learning targets posted; tasks and assessments reflect grade-level work
- Mr.Ms' ____ classroom had a designated space for core content learning targets and relevant anchor charts. This clean, predictable space has the potential to facilitate routines and consistency for students.
- Students sharing their thinking and engaging in dialogue

Considerations:

- Students need consistent access to culturally responsive, grade-appropriate instruction that will help them master grade-level standards and practices. As student behaviors were not observed to be a hindrance or disruption to learning in any classroom, how can a more purposeful sense of urgency be applied to the "instructional clock"?
- Students seated in rows; how can the space be better arranged to allow for collaborative learning to occur?
- When do students have the opportunity to write across their instructional day?
- What might be provided for students who finish their work early? Across several classrooms students were sitting and waiting after finishing their work, not doing anything instructional.
- Learning Targets were inconsistently posted across observed rooms; perhaps they are being displayed on the screen at the beginning of instruction. What is the expectation for how and where teachers post these? What is the expectation for how they are utilized with students?
- How might classroom educators with exemplary pedagogical skills be given situational leadership to share their knowledge? How might their knowledge be shared regularly through EPD in the coming school year as the administrative team begins drafting next year's PD Plan?
- What opportunities do students have to independently read appropriate books (non-computer based) that are easy, just right, and a little challenging in order to build [oral reading fluency](#)? The National Council of Teachers of English says, "Independent reading leads to an increased volume of reading. The more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads, the more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex

texts. The more one reads, the more one learns about the people and happenings of our world. This increased volume of reading is essential (Allington, 2014).”

- How can we encourage teachers to differentiate student work so that students are not using chromebooks for extended periods of time and so that students have the opportunity to write and discuss their learning with peers?

Empowering Classroom Culture - May see the following:

- *Classroom management systems that address bias, exclusion, disrespect, prejudice that are visibly and audibly communicated*
- *Student voice & choice in learning*
- *Teacher asking students to be involved in norm setting or providing explanation of expectations for learning during the lesson*
- *Open & honest dialogue among students and between teacher students*
- *Students voicing their opinion*
- *Teaching of social/emotional skill, as well as community building activities*
- *Teacher utilizing services of community stakeholders (parents/guardians, volunteers, community partners, etc.)*

A.R.E Tool Connections & Considerations:

Connections:

- Positive messaging, growth mindset, and inclusive language featured in posters and decor
- Decor that reflects authentic human diversity in its various forms; displays notable and prominent contributors to content areas from all backgrounds
- Ms./Mr. ___ made a personal connection to the text they were reading about names, and made the comment that it hurts when someone mispronounces their name, which has happened throughout their life. They asked students if this has ever happened to them and how they responded. They assured them that everyone deserves to have their name be said in the correct way.

Considerations:

- Human diversity is reflected in wall decor, but is limited to cartoon images. How might more realistic depictions of diverse individuals be incorporated into classroom decor?
 - Have staff conduct a “halls and walls” audit with some specific guidance as to what to look for, notice, and make note of. This may help some staff realize that they need more representation of human diversity on their walls, or to see ways in which to best use wall space to encourage critical thinking and engagement. Teachers could think about centering student work and the standard that is being addressed.
- What expectations can be set around the utilization of bulletin boards to ensure we are showcasing both students and their work? If student work is showcased, how can it be explicitly connected to grade level standards?
- Where/when do students have choice across their instructional day?

- Are students able to voice concerns or alternating opinions without fear of reprimand?

Post Walkthrough Resources

- [ARE Across the Content Areas](#)
- [SIMPLE Pantry](#)
 - [User's Guide](#)
- [BETI lessons](#)
- [TOTE lessons](#)
- [Multicultural Book List](#)
- [Topic-Specific Resources and Culturally Responsive Teaching Lesson Exemplars](#)
- [Diversity and Equity Definitions](#)
- [Racial Equity Analysis Protocol \(REAP\)](#)
- [Diversity, Equity and Poverty Resources](#)
- [The Everyday Projects](#)
- [Posters Celebrating Women Role Models in Science, Technology & Math](#)
- [One World Posters | Learning for Justice](#)
- [Responsiveness Assessment for Classroom Environments \(RACE\)](#)