

EQUITABLE ACCESS TO CONTENT

The extent to which classroom activities invite and support the meaningful engagement with core content by all students. Finding ways to support the diverse range of learners in engaging meaningfully is the key to an equitable classroom.

Each student...

- Contributes to collective sense making in any of a number of different ways (e.g., proposing ideas, asking questions, creating diagrams...)
- Actively listens to other students and builds on their ideas
- Supports other students' developing understandings
- Explains, interprets, applies and reflects on important ideas
- Participates meaningfully in the disciplinary work of the class

Teachers...

- Create safe environments
- Use tasks and activities that provide multiple entry points and support multiple approaches to the content
- Provide opportunities for students to see themselves, and their personal and community interests, reflected in the curriculum
- Validate different ways of making contributions
- Build and maintain norms that support every student's participation in group work and whole class activities
- Support particular needs, such as those of language learners, for full participation
- Expect and support meaningful disciplinary engagement, from all students, helping them contribute and build on contributions from others

- Other focal points for observation:

In what ways does each student engage in the work of the class? How can more opportunities for every student to participate in meaningful ways be created?

Goal: All students are supported in access to central content, and participate actively in the work of the class. Diverse strengths and needs are built on through the use of an extensive repertoire of strategies, resources, and technologies that enable all students to participate meaningfully.

AGENCY, OWNERSHIP, AND IDENTITY

The extent to which every student has opportunities to explore, conjecture, reason, explain, and build on emerging ideas, contributing to the development of agency (the willingness to engage academically) and ownership over the content, resulting in positive disciplinary identities.

Each student...

- Takes ownership of the learning process in planning, monitoring, and reflecting on individual and/or collective work
- Asks questions and makes suggestions that support analyzing, evaluating, applying and synthesizing ideas
- Builds on the contributions of others and help others see or make connections
- Holds classmates and themselves accountable for justifying their positions, through the use of evidence and/or elaborating on their reasoning

Teachers...

- Provide time for students to develop and express their ideas
- Work to make sure all students have opportunities to have their voices heard
- Encourage student-to-student discussions and promote productive exchanges
- Assign tasks and pose questions that call for marshaling, analyzing and synthesizing evidence, and for students to explain their reasoning
- Employ a range of techniques that attribute ideas to students, to build student ownership and identity

- Other focal points for observation:

What opportunities do all students have to see themselves and others as proficient disciplinary thinkers, to grapple with challenges and construct new understandings, to build on others' ideas, and demonstrate their understandings? How can more of these opportunities be created?

Goal: All students build productive disciplinary identities through taking advantage of opportunities to engage meaningfully with the discipline and share and refine their developing ideas.