

Analysis of Evidence You Can Gather in an Observation for Equitable / Inequitable Teaching Practices

Racial equity exists when race is no longer a predictor of outcomes for students. Equity is not a strategy; it is the outcome.

- Equitable – fair and impartial: *an equitable balance of power.*
- Equity – the quality of being fair and impartial: *equity of treatment.*
- Equal – being the same in quantity, size, degree or value.

Inequitable Questioning and Discussion Practice	Equitable Questioning and Discussion Practice – Basic Adapting on the fly – teacher inconsistently addresses when they see it.	Equitable Questioning and Discussion Practice – Proficient Teacher has systems and structures in place.	Equitable Questioning and Discussion Practice – Distinguished Students seek and maintain equal power structures.
<ol style="list-style-type: none"> 1. Teacher calls on students of color at a less frequent rate than white students. 2. Teacher leaves students of color out of teacher-led group discussions. 3. Teacher does not notice when white students leave students of color out of group discussion. 4. Teacher ignores suggestions or questions from students of color. 5. Teacher does not notice when white students ignore suggestions or questions from students of color. 6. Teacher asks recall questions of students of color and more complex questions of other students. 7. Teacher only calls upon the same small group of white students. 8. Teacher gives less wait time to students of color. 	<ol style="list-style-type: none"> 1. Teacher calls on students of color at the same rate as white students. 2. Teacher includes students of color in teacher-led group discussion at the same rate as white students. 3. Teacher notices when white students leave students of color out of group discussion. 4. Teacher responds to suggestions or questions from students of color. 5. Teacher notices when white students ignore suggestions or questions from students of color. 6. Teacher asks recall and complex questions of students of color and white students at the same frequency. 7. Teacher calls upon the same small group of white students and infrequently calls upon a student of color. 8. Teacher gives equal wait time to all students. 	<ol style="list-style-type: none"> 1. Teacher calls on students of color with equitable frequency. 2. Teacher includes students of color in teacher-led group discussion with equitable frequency. 3. Teacher does not allow white students to leave students of color out of group discussion. 4. Teacher responds to and builds upon suggestions or questions from students of color. 5. Teacher does not allow white students to ignore suggestions or questions from students of color. 6. Teacher asks recall and complex questions of students of color and white students with equitable frequency. 7. Teacher uses one or more strategies to ensure that all voices are heard. 8. Teacher gives wait time based on student learning needs. 	<ol style="list-style-type: none"> 1. Teacher and students call on students of color with equitable frequency. 2. Teacher and students include students of color in teacher-led group discussions with equitable frequency. 3. Students do not allow white students to leave students of color out of group discussion. 4. Teacher and students respond and build upon suggestions or questions from students of color. 5. Teacher and students do not allow white students to ignore suggestions or questions from students of color. 6. Teacher and students ask recall and complex questions of students of color and white students with equitable frequency. 7. Teacher and students use multiple strategies to ensure that all voices are heard. 8. Teacher and students give wait time based on student learning needs.