

Supervising for improvement of equitable instruction

This practice describes the support your leadership team gives to staff in improving equitable instruction. That could mean support for culturally responsive teaching, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, English learner instructional strategies, or anything else designed to increase educational equity at your school. An exemplary rating in this practice means your leadership team provides feedback to staff during classroom observations, facilitates ongoing opportunities for educator collaboration and improvement, and holds staff members accountable for providing equitable access to content and meeting the learning needs of each student.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> Leadership has not examined whether staff provides equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, emerging bilingual instructional strategies). Leadership provides limited individualized feedback or professional development to teachers or staff on instructional practices for equity. 	<ul style="list-style-type: none"> Leadership examines teacher and staff use of equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community knowledge, emerging bilingual instructional strategies). Leadership begins to monitor and distinguish between didactic, basic skills-focused, low-press, teacher-driven instruction and equitable practices. Leadership encourages educator collaboration to engage in collective learning and improvement. 	<ul style="list-style-type: none"> Leadership builds teacher and staff capacity to utilize equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community knowledge, emerging bilingual instructional strategies). Leadership consistently monitors and provides individualized feedback on instruction with an equity lens. Leadership facilitates ongoing opportunities and professional development for educator collaboration to engage in collective learning and improvement for equity. Leadership holds staff accountable for utilizing equitable instruction, providing equitable access to content, and meeting the learning needs of each child. 	<ul style="list-style-type: none"> Leadership collaborates with teachers, staff, students, families, and community members to provide equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, emerging bilingual instructional strategies). Equitable instruction and equitable student access to content are deeply embedded organizational practices. Teachers and staff continuously monitor, provide feedback, and hold each other accountable for providing equitable instruction. Leadership has evidence that teachers and staff consistently utilize equitable instruction, provide equitable access to content, and meet the learning needs of each child.