

EQUITY CHAT: CHECKLIST 1 FOR SCHOOLS

In less than a 10-day period, schools throughout the country went from providing assessment, curriculum, instruction, and learning opportunities in a familiar space, to home-based learning. Since this shift, educators have been adjusting to the evolving dynamics of how to make assessment, curriculum, social emotional development, instruction and learning happen for all students, and to ensure these elements are based on equitable access and opportunity. This week's *Equity Chat* provides a checklist for employing an equity lens (i.e., providing access to resources and opportunity in the form of quality in teaching and practice free of bias-based beliefs about ability).

VIRTUAL LEARNING REQUIRES INDEPENDENT LEARNING CAPACITY

- Use questioning to scaffold independent learning over the course of several weeks. Assignments should move from recall, comprehension, application, analysis, evaluation, and creation. Consider using a diet approach in which recall and comprehension are 20%, application and analysis are 40%, and evaluation and creation is 40%.
- Encourage peer group feedback via virtual platforms such as Flipgrid and Microsoft teams or other platforms that lend themselves for reviewing others' work and leaving several points of feedback.
- Encourage students to identify learning goals for the week. For example, reading two chapters in a week; participating in a math study group; or creating an SAT "word wall" on a surface or an electronic device.

DEVELOP SOCIAL EMOTIONAL OPPORTUNITIES TO CONNECT.

- Establish a routine for virtual social connection.
- Virtual "get-togethers" that are similar to after-school clubs, such as virtual [kahoot](#) quiz game on topics familiar to age group.
- Collaborate on a virtual puzzle game or board game such as Jeopardy, Wheel of Fortune, Family Feud, etc.
- Develop biweekly videos that provide motivation for students

VIRTUAL INSTRUCTION ACTIONS

- Virtual teaching and learning involves students utilizing technology to demonstrate their acquisition of standard skills. Virtual learning is not placing our "brick and mortar" lesson planning approach on a digital platform for students to access.
- Virtual lesson planning should involve the following components:
 - Mixing up of asynchronous and synchronous mini-lessons.
 - Creating bite-size video-based content for students to consume at their leisure.
 - Offering weekly voluntary office hours for learning feedback.
 - Offering biweekly office hours for social emotional "how are you doing" conversations.
 - Starting each synchronous meeting with an online do now.
 - Video lessons that include instruction, modeling, and scaffolding.
 - Providing assignments that allow students to connect with their surroundings and larger society.
 - Developing signature assignments that allow students to demonstrate grade level standards.
 - Use a rhythm of virtual learning planning: new content (mini-lessons and videos); reinforcing sessions (individual and small group); feedback sessions (individual and small group); signature assignment with multiple components demonstrating skill (writing, video/oral presentation, digital examples/collages); assessments that consider all components of signature assignment.