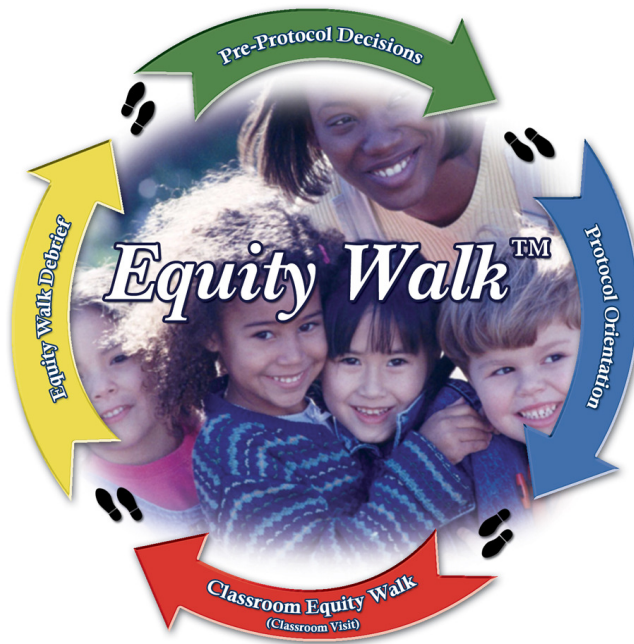


Equity Walk™ Protocol



Culturally Conscious Coaching

Student Observation Model

The *Equity Walk*TM Protocol is a specifically designed process for classroom observation focusing on student engagement, data collection and debriefing dialogues with the teacher with the intent to eliminate the achievement gap.

The four steps in the protocol are:

- Pre Protocol Decision - 6 to 8 mins
- Protocol Orientation - 6 to 8 mins
- Classroom Equity Walk (observation) -15 mins
- Equity Walk Debrief – 20 mins



Prior to engaging this process, the principal should provide an overview of the goals of the equity walk protocol to the entire staff. The principal should emphasize that the protocol is a coaching model for helping teachers with student engage the teaching and learning process and is not an evaluation tool. Clear communication will promote trust and an understanding of the process.

Pre-protocol Decision:

In this stage of the protocol, the principal and/or coach meet with the teacher to establish a trusting relationship and to determine the focus of the observation. The teacher determines what behaviors are to be observed and recorded. Both the principal and teacher agree on the procedures of the observation, date and time for the observation, and the time for the post conference schedule.

Protocol Orientation:

In the orientation stage, the coach and teacher determine which data collection tool to use for the identified behavior. Once the tool is identified, they review how the data will be recorded. The teacher selects the student(s) to be observed and a seating chart is provided so that the identified student can be easily located in the class.

Classroom Equity Walk

The coach observes the identified student(s) in the classroom, using the appropriate observation tool and records the information.

The observation tools that may be used in this protocol are:

- ⇒ **At Task:** This tool was developed by Frank McGaw at Stanford University. With this tool, the coach observes the student and uses a specific code to collect the data to determine if the student is on or off task for a specific period of time.
- ⇒ **Verbal Flow:** This tool records the verbal interactions between the teacher and the student(s). Very specific verbal interactions are recorded to determine levels of instructional rigor and student responses to questioning.
- ⇒ **Physical Movement/Proximity:** This tool helps determine the nature of the proximity and teacher movement patterns as it relates to student attentiveness or engagement.
- ⇒ **Selective Verbatim:** Unlike verbal flow, this tool records the actual content of the communication, especially teacher questions.

Data Analysis of the Observation:

The coach analyzes the collected and recorded data to determine the results. The coach looks for patterns in the data and generates a data display to showcase the pattern. Summary statements can also be generated about the recorded data.

Equity Walk De-brief

During this stage of the protocol the coach and teacher discuss the results of the observation, study the data, and determine the next step strategies. The coach uses a variety of “cueing” strategies or questions to promote the teacher reflection and to solicit teacher empowerment to find solutions to the concern. The strategies should be teacher generated.

Equity Walk™ Curriculum

Before Equity Walks: Developing a Culture for Coaching

OUTCOMES:

- To identify pre-requisite steps necessary for the planning and implementation of Equity Walks™.

1. Needs Analysis:

- Determine, and if necessary administer, baseline data. It may include State Assessment Data, Houghton Mifflin or other publisher assessments, Running Record, etc. Quality evidence is important. It should also be consistent across the grade levels so as to allow for school wide analysis and articulation.
- Determine what students can do. Using data identify student strengths within an area that they are struggling find pre-requisite skills that are mastered.
 - Example: If student is reading below grade level determine what skills they do have. Can they decode? Are they fluent?
- Determine what else students need and why this need exists.
- The goal is not to “fix” students. We need to build upon successes and create conditions for success.

2. Determine instructional focus

- What patterns exist among focal students?
- Of their skill gaps, which is a fundamental need? Analysis of standards and CST blueprints will help clarify which standards are critical to each grade level.
- Choose one instructional focus. Discussions of equity will determine cultural strategies to deepen instructional focus and improve student learning.

3. Keep process student centered

- Equity Walks are about improving student learning. By focusing on the students teachers will also learn. However, if you focus on just a strategy you may or may not get to the specific needs of the students that are not succeeding.

4. Logistics

- Calendar staff development days including one or two days prior to Equity Walks.
- Repeat needs analysis and discussion of instructional focus with staff and or leadership team.

Facilitator Notes:

- When preparing data, be sure to have information disaggregated by race, sex, and language designation. Also, having data over the last couple of years will also allow you to analyze patterns and needs.
- It is important to keep the conversations focused on the student. It is only natural for teachers to begin problem solving by suggesting strategies. If you start with the data and allow it to create a picture of the students' needs, strategies will become clear.
- Charting or recording findings from data will provide a visual reminder and record of previous discussions.
- When facilitating a discussion about possible focal strategies consider charting all possible needs then circling the fundamental needs. Charting can be done in grade level teams and then a school wide decision can be made.