



Core Practices of Equitable Teaching

The 8 Core Practices were originally developed by the STR Design Team comprised of all 4 partners using U-ACT's Core Practices. They stem from the values of our program to describe what the work of teaching looks like. The Core Practices are what we DO as teachers, the actions we take, that make the vision and values real and tangible. To that end, the STR Instructional Team uses these Core Practices to plan coursework and makes these practices transparent within their own instruction. In addition, the Core Practices are grounded in the coaching model. Residents are expected to identify core practices in planning for their own instruction and will be evaluated throughout the year with a framework that incorporates these elements.

Establish a Community of Learners

- Classroom norms and expectations are collaboratively established, maintained and revised when needed.
- Teacher/student and student/student relationships are built and nurtured.
- Expectations for participation are clear, high, reasonable, equitable, and inclusive.
- Classroom discussion is common with norms that support students listening to, building on and responding to each other's ideas.

Teach Towards Instructional Goals

- Learning goals are set that are developmentally appropriate and fit along a trajectory that is standards-based
- Thoroughly planned lessons are intentionally created that set students up to meet the learning goal(s), reflect instruction, and are fully aligned to standards and assessments.
- Modifications are indicated in planning and made during instruction to support students in meeting the learning goals.

Position Students as Competent Sense Makers

- Instruction includes academically rigorous tasks and content.
- Access to strategies, tools & resources are provided to students to support meeting learning goals.
- Tools to express ideas/arguments and ask questions are provided so that students have ownership of ideas.
- Student thinking is the center of academic work where teachers and students validate each other's thinking.

Teach with Each Student in Mind

- Students' ideas, lived experiences, cultures, languages, and diverse beliefs and understandings are integrated into all classroom experiences.
- Planning includes differentiation for all students, addressing potential biases in curriculum.

- A flexible and responsive learning environment is established, attending to students' needs in the moment.
- Student responses and misconceptions are anticipated and planned for.
- Provide guidance and instruction around social-emotional learning to identify, embrace and manage emotions.

Orient Students to the Content

- Support is provided for students to articulate their understandings of what they are learning *and* why.
- Student thinking is represented to facilitate connections to/with the content.
- Big ideas – what's important to learn and why – are highlighted.
- Students are supported to make sense of and use academic language to discuss content.

Assess Student Understanding to Guide Instruction

- Formative and summative assessment data are analyzed and used to plan for data-driven instruction.
- A variety of formal and informal assessments are utilized to monitor student progress.
- Instructional goal criteria are communicated and students know how and by what criteria (e.g., rubrics) they will be assessed.
- Students are positioned as active participants in a continuous feedback loop using both formative and summative assessment.
- Students use assessment criteria to engage in self- and peer assessment.

Invest in the School Community to Support Student Learning

- Authentic partnerships are built with families and communities through ongoing communication to support student learning both in and out of the classroom.
- Participation in professional learning opportunities is sought after and ongoing.
- Active engagement and participatory roles are taken on (by teachers) in different levels of community (classroom, professional, broader community).

Reflect on Teaching Practice Independently and in Collaboration with Colleagues

- Reflection on teaching practice is continuous (lessons taught, conversations with students, transitions, etc.) through video and/or written reflection to identify strengths, successful strategies, and areas for growth.
- Feedback from peers, mentors and others is invited to improve teaching practice and team collaboration.
- Self-assessment is part of the assessment/instruction cycle.
- New methods and strategies are sought to improve teaching practice based on feedback and self-assessment.
- Improvement in teaching practice is observable based on feedback provided.