EQUITABLE CLASSROOM PRACTICES

1. Welcomes students by name as they enter the classroom
   - Correctly pronounces students' names

2. Uses eye contact with high and low achieving students

3. Uses proximity with high and low achieving students equitably

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important
   - Smiles
   - Nods head in affirmation
   - Leans toward the student

5. Arranges the classroom to accommodate discussion
   - Teacher to student
   - Student(s) to student(s)

6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by MCPS students

7. Uses a variety of visual aids and props to support student learning

8. Learns, uses, and displays some words in students' heritage language
   - Posts some content words or phrases in students' heritage languages

9. Models use of graphic organizers
   - Venn diagram
   - Anticipation guide
   - Flow chart
   - Concept ladder

10. Uses class-building and teambuilding activities to promote peer support for academic achievement
    - Uncommon commonalities
    - Round-the-clock buddies
    - Four corners
    - Line-up
    - People searches or treasure hunts

11. Uses random response strategies
- Numbered heads
- Color-coded cards
- Equity sticks or calling sticks

12. Uses cooperative learning structures, e.g.
- Think-Pair-Share
- Teammates consult
- Jigsaw
- Pairs check
- Partner A and B
- Boggle
- Last word

13. Structures heterogeneous and cooperative groups for learning

14. Uses probing and clarifying techniques to assist students to answer
- Restates the question
- Breaks down the question into smaller ones
- Asks a related question
- Gives the student a hint, clue, or prompt

15. Acknowledges all students' comments, responses, questions, and contribution by
- Affirming
- Correcting
- Probing

16. Seeks multiple perspectives
   a) "That's one idea, does anyone else have another?"
   b) "That was one way to solve the problem, who did it another way?"

EQUITABLE CLASSROOM PRACTICES

17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content

- Thumbs up
- Unison response
- One question quiz
- Envelope please

18. Identifies students' current knowledge before instruction

- Word splash
- K-W-L
- What do you think when you hear the word?
- Evidence of pre-assessment

19. Uses students' real life experiences to connect school learning to students' lives

- Asks students to reflect upon and discuss the following questions at the start and throughout a unit of study
  - "What events or situations occur in your family or neighborhood that requires some knowledge of _____?
  - How does knowing about __benefit your interactions in your family, neighborhood, or school?
  - How does not knowing about__impede your interactions in your family, neighborhood, or school?"

20. Uses wait time 1 and 2

- Wait Time 1: Teacher silently waits at least 3-5 seconds for a student response after posing a question
- Wait Time 2: Teacher silently pauses at least 3 seconds to consider the students' response before affirming, correcting, or probing
- Pauses silently following a students' response to allow other students to consider their reactions, responses and extensions
- Structures silent think time before expecting students to respond

EQUITABLE CLASSROOM PRACTICES

21. Asks students for feedback on the effectiveness of instruction
    - Asks students to indicate the learning activities that are effective in helping them to learn
    - Uses the plus/delta quality tool to discern what instructional practices help students learn
    - Uses interviews, surveys, and questionnaires to gather feedback from students
    - Uses exits cards

22. Provides students with the criteria and standards for successful task completion
    - Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)

23. Provides effective feedback
    - Give students specific oral and written feedback that prompts improved performance

24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard

25. Models positive self-talk
    - Uses think-aloud
    - Consistently gives students four key messages
    - Shares stories of overcoming obstacles through effort
    - Recognizes students' use of effective effort

26. Asks higher-order questions equitably of high and low achieving students
    - Analysis questions
    - Synthesis questions
    - Evaluation questions

27. Provides individual help to high and low achieving students