Equity

Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

In order to help every student meet new and more rigorous performance expectations, educators must understand the challenges and opportunities each student faces in achieving them. When educators have access to quality professional learning, they gain new knowledge and skills to extend their own experiences related to different equity perspectives, including race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status, on learning. Quality professional learning supports educators in examining their personal attitudes and biases and understanding their roles in creating equitable student learning and performance outcomes. Together, educators learn about and practice how to apply theories and principles of equity that can contribute to equitable access, opportunities, and outcomes for all students. When educators use an equity lens to address teaching, learning, student discipline, school culture, family involvement, and other programmatic areas, they increase their impact on schooling for all students, especially those who are vulnerable or historically underserved.

Element A: Academic Equity

Quality professional learning increases educators' capacity to improve learning outcomes for all students, focusing on those with special needs; those with cultural, racial, and linguistic differences; those from disadvantaged socioeconomic backgrounds; and those in foster care.

INDICATORS

Quality professional learning:

1. Uses summative and formative achievement and perception data, disaggregated by gender, race, language, special needs, foster youth, and poverty indicators, to identify critical student needs that require improved instruction and support.

2. Enables educators to plan and implement evidence-based instructional strategies that are responsive to students' diverse backgrounds and needs.

3. Helps educators understand that building on students' abilities, perspectives, and potential contributes to increased student learning.

Element B: Systemic Equity

Quality professional learning helps educators develop equitable and inclusive policies and align them with implemented practices.

INDICATORS

Quality professional learning:

1. Ensures that all educators have equitable access to effective professional learning and support.

2. Highlights school and district policies that lead to systemic inequities for students, and addresses how to change those policies.

3. Identifies educational programs in which students are overrepresented or underrepresented in proportion to their percentage of a district or school's entire population, and helps educators deal with those inequities.

Element C: Climate Equity

Quality professional learning facilitates safe, fair, and respectful school environments for all students and improves educators' understanding of the cultural, intellectual, social, emotional, and physical needs of each learner.

INDICATORS

Quality professional learning:

1. Demonstrates what a strong, positive school culture looks like and how it can maximize oppor-tunities for students to learn.

2. Supports educators to build trusting relationships with students, their families, communi-ties, and one another; provide messages of high expectations; and create opportunities for meaningful participation.

3. Develops educators' repertoires of approaches to support the cultural, intellectual, social, emotional, and physical development of each learner.