

Equity Visits – Problem of Practice Example

Equity visits are a variation on instructional rounds. Using the instructional round structure of problem of practice, observations, and decisions/actions, district leader equity visits focus on a specific equity goal as the problem of practice. The New Jersey Network of Superintendents developed equity visits during a 10-year journey. Over time, the superintendents created problems of practice and look-fors that were specific to instructional improvement and equity. An example of a problem of practice and look-fors is:

Problem of practice: Do we have effective practices to support equity and access to learning goals and increased achievement of every student? Are our coteaching classes (heterogeneous classes with one special education teacher and one content area teacher) effective?

Look-fors:

- What types of coteaching models are teachers using?
- How are both teachers differentiating instruction for individuals or small groups?
- What does it mean to effectively coinstruct in coteaching classrooms?
- To what extent do both teachers have an established role and contribute to instruction, management, assessments, and planning?
- To what extent do student respect each teacher's role in the classroom? (Roegman et al., 2019, *Equity Visits: A New Approach to Supporting Equity-focused School and District Leadership*, p. 25, Corwin).

Source: As described in *Equity Warriors: Creating Schools That Students Deserve*, by George S. Perry, Jr. (Corwin, 2022), pp. 50-51. All rights reserved. For more information, see www.equity-warriors.com.