



Cedar Rapids Community School Diversity Committee Equity Walk Protocol

Rationale: The advent of Common Core Standards has driven districts, schools and classrooms to transform its educational efforts to meet the needs of all students. The educational, business and local communities will need to work in alignment to ensure cultural, racial and linguistic inclusiveness to close the opportunity gaps that continue to exist. Identifying and responding to the diversity of the school districts must be in forefront of educational leaders and policy-makers. Therefore implementing and evaluating successful methodologies must be attained to meet the requirements of the districts' strategic plan for student academic success.

Purpose: One effort to operationalize the diversity committee's action plan for closing the opportunity gap for targeted student population (Latino, African American, LGBTQ and low income students), the design and implementation of the Diversity Equity Walk protocol will provide key data to the district and site leaders. The Equity Walk protocol will lead district community members to visit schools to provide feedback on positive culture and effective classroom learning environments to improve student achievement.

Goal: The intended goal is to highlight positive practice(s) across the campus. In addition, the visitation can serve as a means to observing students. The intent is ***not*** to evaluate the school and/or teachers or pass judgment of what occurred during the visit.

Structure: The protocol provide the community members, district and school personnel to "walk the campus" throughout the year to observe identified "look fors" that will contribute to positive school culture and effective learning environment for student success. Lead by the district's Equity Directors, prior to walking the school site each community members will undergo a training session(s) to ensure calibration of the specified "look fors" and the group will be shown specific techniques to collect data as a means to monitor the Diversity/Equity Action Plan goals and objectives.



Over the course of the 2 hour schools visit, the Equity Walk team will engage the following:

1. Calibration for specific “look fors”
2. Pre-walk conversation with the site administrator
3. Library tour
4. Classroom visitation
5. Group de-brief
6. Analysis of collected data
7. Data feedback process
8. De-briefing with site administrator
9. Calendar next school visitation

Outcomes: Upon the collection of data from the visits, the team will review the data collection tools. The tool will be designed by the district, site leadership teacher association and objectives from the Diversity action plan. The outcome(s) of the Equity walk is to support the district and site to use data to improve the school culture and learning environments for ALL students.

Quarterly reports will be conducted to the Board of Education of the Diversity Action Plan and the Equity Walk will one means to monitor the improvement efforts identified in the district strategic plan.

Collegial trust and transparency will be the foundation of the process!

Equity Walk Detailed Structure

Note: the details of the steps will be designed by the key stakeholders to ensure transparency of the process!

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Collecting Objective and Subjective Data

Definition of Objective and Subjective

Objective is a statement that is completely unbiased. It is not touched by the speaker's previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations.

Subjective: is a statement that has been colored by the character of the speaker or writer. It often has a basis in reality, but reflects the perspective through with the speaker views reality. It cannot be verified **using concrete facts and figures.**

Example statements:

Objective statements (school culture); The front office assistant addressed the parent in a positive way by saying, “good morning, how can I help you today!”

Subjective statement (school culture); all of the school personnel care for all of the parents and their students.

Objective statement (effective learning environment); The classroom teacher called on 85% of the students in the class we visited.

Subjective statement (effective learning environment); The English learner students tend to like school more than any other student group in the class we visited.