

EQUITY IN CONTEXT

How might dimensions of the school context support or limit educators' classroom-based efforts for instructional equity? Results from teachers' inquiry cycles can help leaders identify which dimensions need a closer look and inform the focus of leaders' own reflection and action.

	Dimensions
Domain 1: Culture and climate supports	1A: Schoolwide expectations and agreements
	1B: Ownership, engagement, and collegiality
	1C: Physical, emotional, and intellectual safety
Domain 2: Teaching supports	2A: Curriculum
	2B: Instruction
	2C: Assessment, grading, and feedback
Domain 3: Learning supports	3A: Student supports and interventions
	3B: Extended learning opportunities
	3C: Student-teacher relationships
Domain 4: Structural supports	4A: Facilities
	4B: School schedule and programming
	4C: School partnerships
Domain 5: Professional capacity	5A: Professional learning resources
	5B: Hiring/personnel processes
	5C: Teacher collaboration
Domain 6: Leadership supports	6A: Principal leadership
	6B: Governance/school-level decision-making structure
	6C: Influence of family and community voice

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