Questions for Proactive and Equitable Educational Implementation

The questions below are intended as self-reflection opportunities for the identified stakeholders addressing key issues of access, capacity, opportunity, and outcomes for the success of all students. Over the coming months, the COVID-19 Education Coalition Centering Equity working group will release more detailed sets of self-reflection questions for equity for each of the stakeholder groups: [1]

Stakeholder	Questions to Consider for Equity
Chief State School Officers	**For Access:** How have we helped deliver on scaling connectivity across our state, particularly in low-income, rural, and/or remote areas? **For Capacity:** What parts of the state are facing the greatest staffing shortages (e.g. counselors, teachers, librarians, nurses, etc.), and what is our plan to address these gaps and provide holistic support within and beyond the classroom? **For Opportunity:** What instructional resources and supports are we recommending, funding, and providing to ensure that educators are prepared to deliver online learning, and are these resources available for all students? **For Outcomes:** Have opportunity gaps in our state narrowed, widened, or remained the same in light of COVID-19, and what does this call us as an agency and state to do?
District Superintendents	**For Access:** What partnerships have we developed to ensure that students who lack access to technology and resources are able to access the same educational opportunities as those who do? **For Capacity:** How have we leveraged opportunities to enhance personnel capacity to expand support services and resources such as instructional aid, counseling, school psychology, etc. to meet the needs of all students? **For Opportunity:** To what extent have we created and communicated a plan to provide academic and accessibility services and resources for educators of our most vulnerable students, including low-income students, students of color, English language learners, and students with disabilities? **For Outcomes:** Have opportunity gaps in our district narrowed, widened, or remained the same in light of COVID-19, and what does this call us as a district to do?

---

[1] The coalition is using the following definitions for access, capacity, opportunity, and outcomes:
- **Access** - Students have the resources to meet their foundational needs (i.e. physiological needs, safety, etc.) that precede content learning, broadband and technological tools to engage in learning, and instruction and tools that meet the needs of the broadest diversity of students..
- **Capacity** - Educators have the ability and a set of effective strategies to provide support and resources needed to address varying student learning needs in the current situation from different stakeholder perspectives.
- **Opportunity** - All students, regardless of background or zip code, have equitable access to rigorous and supportive educational opportunities, especially in light of school closures and distance learning.
- **Outcomes** - Student opportunity gaps are closing even in light of COVID-19.

School-Level Administrators	**For Access:** Which of my students lack access to necessary technology and resources (devices, hotspots, etc.) to continue learning? How can I go about collecting that data? Who can I work with to ensure that those students can access this technology?
	For Capacity: What are the professional development needs for staff to serve our most traditionally marginalized populations effectively in light of COVID-19?
	For Opportunity: How can I ensure that students have access to high-quality instructional materials and that my educators have the skills and supports to effectively identify and deliver those materials? Additionally, are we providing quality resources for parents to support their learners?
	For Outcomes: Have opportunity gaps in our school narrowed, widened, or remained the same in light of COVID-19, and what does this call us as a school to do?
Teachers	**For Access:** Which of my students are experiencing the greatest barriers to learning (connectivity, inaccessible content, etc.)? What can I do to ensure that those students are connected with and equitably served?
	For Capacity: How have I developed and implemented a self-care plan to ensure healthy and sustainable balance during distance learning, including professional boundaries, to ensure that I am in an appropriate frame of mind to equitably serve my students?
	For Opportunity: What actions can my team take to ensure that we have the necessary resources to serve the variety of learning needs in my classroom?
	For Outcomes: Have opportunity gaps in my classroom narrowed, widened, or remained the same in light of COVID-19, and what does this call me as a teacher to do?

Read, 66 Years after Brown v. Board of Education, the Work Is More Urgent Than Ever, to read about the COVID-19 Education Coalition's challenge to educators, school and district leaders, and state policymakers to raise the difficult conversations and take tangible and essential steps to support every learner. The COVID-19 Education Coalition Centering Equity working group members include the National Center for Learning Disabilities, National Education Association, Center for Black Educator Development, Learning Ally, Learning Forward, National Council for Teachers of English, Understood, and Quality Matters.

⚠ COVID-19
EDUCATION COALITION
member
LearningKeepsGoing.org