Transparent Equitable Learning Readiness Assessment for Teachers

This framework can help you review your learning expectations and how you'll communicate them to students at the beginning of an upcoming class meeting. It may help to identify and address inequitable conditions for learning, so that all students can have the same readiness for learning before the lesson begins. (Provide students with the Transparent Equitable Learning Framework for Students at the beginning of class as a framework for the conversation.)

PURPOSE:
Knowledge:
- How will you define the specific pieces of content knowledge that students will gain from the upcoming class meeting?
- How will you link this portion of course content knowledge to the larger context of:
  - recent topics of class sessions?
  - this unit of the course?
  - the whole course?
  - the major? the discipline?
  - your institution's main learning outcomes?
- How will you demonstrate the relevance and/or usefulness of the knowledge from this class meeting to the students' lives:
  - beyond the course? beyond the major? beyond college?
Skills:
- If students will practice a specific skill during the upcoming class meeting, how will you define that skill?
- How will you choose the way(s) that students will practice the skill in class? (See Weiman and Gilbert 2014, Tanner 2012, Tate 2012, for suggestions.)
- How will you link that particular skill to examples/contexts where this skill is important in the context of:
  - recent class sessions?
  - this part of the course?
  - the whole course?
  - the major? the discipline?
  - your institution's main learning outcomes?
- How will you demonstrate the relevance and/or usefulness of this skill to the students' lives: beyond the course? beyond the major? beyond college
- Will the knowledge that students gain and the skills students practice in the upcoming class meeting benefit from segmentation into several in-class lessons and activities, each one focused on a discrete piece that can ensure students' successful acquisition of the next piece in the sequence? (See Anderson and Krathwohl 2000 for a suggested sequence.)

TASKS:
- How will you describe the actions and behaviors you expect students to engage in during the upcoming class meeting?
  - Does your description identify a sequence of actions?
  - Does your description help students to avoid wasting their time on unnecessary or unhelpful behaviors?
  - Does your description help students to focus their in-class time efficiently on understanding and applying what they are learning?
- Can you suggest ways for students to indicate during class when they first notice any confusion, to help you clarify and explain in real time so that students can learn effectively during class?

CRITERIA:
- Can you offer students some useful criteria for their in-class understanding and in-class learning behaviors so they can know during class whether they are learning effectively? (See Nilson 2013 and Singer-Freeman et al. 2019 for suggestions.)
- Can you provide opportunities and guidelines for students to check their understanding with each other during class?
- What is your own standard for students' achievement during class?
- How well must all students understand and apply the lesson in the class meeting for you to succeed in teaching them the content and skills in this class meeting?

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