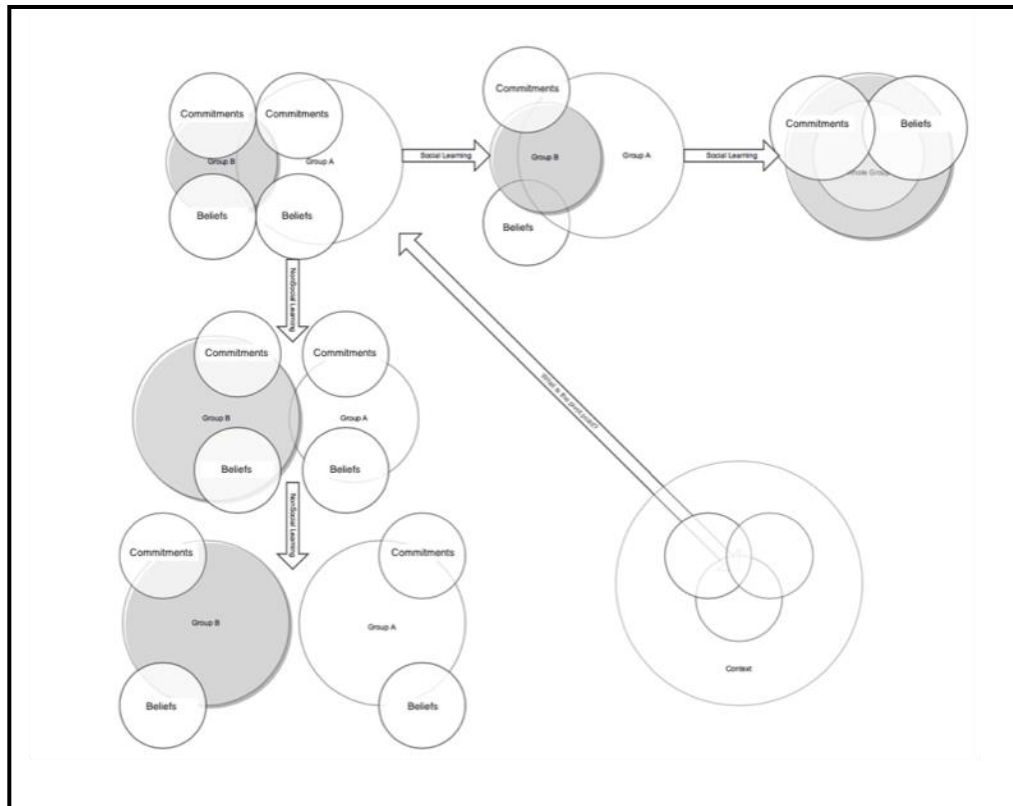


A Social Learning Framework for Equitable Policy and Instructional Decision-Making



These reflective questions should be considered as pivot points during collaborative decision-making efforts to invoke instructional practices that benefit underrepresented students:

- 1) Is student access to equitable learning opportunities determined by our decisions about practice?
- 2) How might our decisions increase student access to equitable learning opportunities?
- 3) What assumptions about our students and their learning do we bring to our decision-making processes?
- 4) What beliefs about our students and their learning do we bring to our decision-making processes?
- 5) How do our assumptions and beliefs about students and their learning influence our commitment(s) to making practice decisions that are designed to increase student access to equitable learning opportunities?
- 6) Are our stated beliefs and values about providing students access to equitable learning opportunities in line with our actions and decisions about practice?

- 7) How might our beliefs, values, assumptions, commitments and behaviors that influence our decisions about practice interact with the beliefs, values, assumptions, commitments and behaviors of others?

Hardesty, J. M. (2018). *Participatory Action Research: An Examination of Equity for the Underrepresented Student during Response to Intervention Implementation* (Doctoral dissertation, Washington State University).