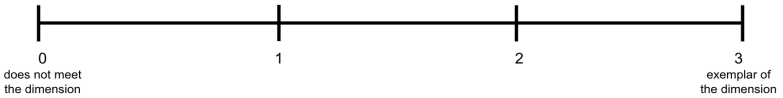
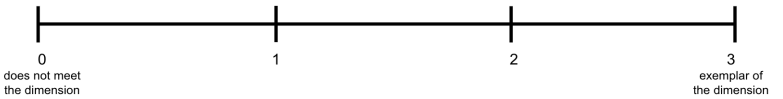
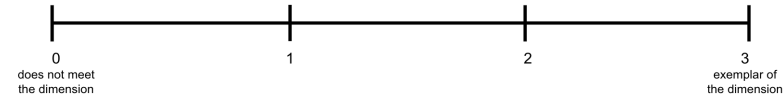
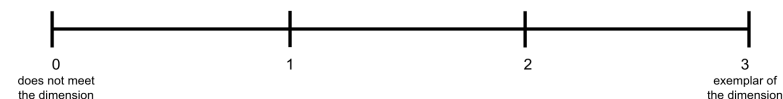
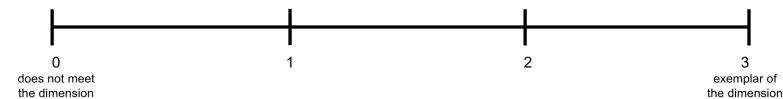


## Equity-center Transformative Technology (EQTech) Lesson Analysis Tool

<i>Transformative Digital Technology for Equity</i>	Question Prompts to Center <u>Equitable Teaching</u>	How well does the learning technology meet the dimension?
<p><b>Dimension 1: Access to Inquiry-based Learning-</b> Provide access to dynamic tools to support inquiry, discovery, and deep mathematical sense-making (Hammond, 2018; NCTM, 2020; Aguirre et al., 2013; NCTM 2020; Dick &amp; Hollebrands, 2011).</p>	<p>In what way does the choice of technology give students equitable access to mathematical inquiry, discovery, conjectures, and foster sense-making?</p>	 <p>Notes:</p>
<p><b>Dimension 2: Math Identity through Authorship and Agency-</b> Promote equitable structures and participation to affirm math identity (Aguirre et al., 2013; Korbett &amp; Karp, 2019; Berry, 2002, Martin, 2009; Aguirre et al., 2013; Schoenfeld and the TRU Project, 2016)</p>	<p>In what way does the digital tool allow student ownership and authorship to create, represent and share their mathematical thinking to build positive mathematical identities?</p>	 <p>Notes:</p>
<p><b>Dimension 3: Formative Assessment &amp; Differentiation-</b> Differentiate instruction with real-time feedback (Hackenberg et al., 2020) using teacher dashboards and/or ease of scanning student work to provide scaffolding</p>	<p>In what way does the digital tool used in the lesson allow for formative assessment and differentiation to meet learners' needs?</p>	 <p>Notes:</p>
<p><b>Dimension 4: Empowerment Through Collective Thinking-</b> Collaboration, communication, and connection for social interaction and distributes authority by honoring all student ideas (Cohen &amp; Logan, Horn; Aguirre et al., 2013; Cohen &amp; Lotan, 1995; 2014; Cohen &amp; Lotan, 1995; 2014; Gresalfi et al., 2009)</p>	<p>In what way does the use of the digital tool allow for students to collaborate, communicate and build collective knowledge among their peers and provide opportunities to affirm multiple ideas and empower students' ideas?</p>	 <p>Notes:</p>
<p><b>Dimension 5: Amplification of Mathematical and Cognitive Processes</b> Technology mediated features that amplify the mathematics process with fidelity (Zbiek et al., 2007)</p>	<p>In what way does the features of the digital tool make mathematics concepts visible and amplify cognitive processes?</p>	 <p>Notes:</p>