

Facilitating Transformation



A Framework for Culturally Responsive Cognitive Coaching in Schools



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Purpose

This coaching framework provides the intent, structure, and processes for providing coaching support to participating NIUSI-LeadScape principals. NIUSI-LeadScape is a federally-funded grant project to support the transformative work of inclusive schools. This project works to provide school leaders with the tools, professional learning, and ongoing dialogue necessary to transform school practices so that all students have full access to educational opportunities. The NIUSI-LeadScape coaching process is designed to support principals in deepening their understanding and implementation of inclusive educational practices. The work of principals is complex and far-ranging, and the NIUSI-LeadScape project provides a range of processes, structures, and tools to support our principals. Ongoing, culturally responsive coaching is an important component of NIUSI-LeadScape; it is designed to be a mediating structure to help principals stay focused and goal-oriented during the process of transforming school practices. The intent of the NIUSI-LeadScape coaching process is two-fold: 1) to help principals to design systems for change that are specifically tailored to their schools' unique identities, and 2) to respond to principals' specific dilemmas of practice. District personnel who support NIUSI-LeadScape principals should use this framework to ground your coaching conversations in the principles and goals of inclusive practices.



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Introduction

NIUSI-*LeadScape* principals understand that creating inclusive schools is not only an equity imperative, but also the most effective way to allow every student the opportunity to be successful in school. Principals who are deeply engaged in the work of transforming school practices know that a major stumbling block is *developing shared understandings of what inclusive education is*. Teachers who may seem resistant to inclusive practices are not opposed to doing what’s best for kids; the vast majority of educators are committed to helping kids in any way that they can. What creates differences is the variation in teachers’ past experiences, beliefs, and understandings of what is “best” for all students. For example, teachers who are uncomfortable with serving heterogeneous groups of students in the general education classroom may express these types of concerns to their peers:

- ✿ *Those kids need more help – they shouldn’t be dumped in a big class with kids who are learning more complex concepts.*
- ✿ *I don’t have a background in special education – I don’t know how to teach those kids.*
- ✿ *How can we expect them to learn more content with less support? They need pull-out time.*

Top down mandates from principals or districts, or professional learning about the benefits of inclusive practices will not alleviate this deeper level of concern. Such deeper issues about educational equity require a paradigm shift – a new understanding of what is “best” for students. This won’t happen in a faculty meeting, a team planning session, or informally in the staff workrooms; it requires focused, intentional cognitive coaching to build educators’ capacity to reflect critically on their beliefs and practices in order to engage in more equitable, effective daily practices.

To meet this need, NIUSI-*LeadScape* has developed this framework for cognitive, culturally responsive coaching to support principals in implementing inclusive practices. In our model, the concept of coaching has been refined to utilize the practice of cognitive coaching through a *culturally responsive* lens in order to achieve the desired outcome of *inclusive schools*. We know that coaching is integral to effecting substantive, transformative change, and we want to support principals as they coach their teachers and staff members to create a school culture that serves all students.

What is Cognitive Coaching?

Cognitive coaching (Costa & Garmston, 1994) is a way of working with teachers and other practitioners to help them develop the mental schemas and frameworks they need to guide their decision making and practices in the classroom. Through a focused dialogue process, an instructional coach and a teacher work through specific practice situations and develop internal scripts that teachers can use as they make choices in their classroom to manage behavior, shift activities from one subject to another, develop a variety of questioning techniques, engage students in leading peer-to-peer conversations, or any of the numerous strategies that teachers use to engage, support, and lead academic and social learning in the classroom. Coaches who practice cognitive coaching are seeking not only to help teachers hone their teaching practices but develop an internal dialogue that helps them make effective choices among the tools they have at their disposal. Focusing on the decision making process and the scripts that teachers use to make decisions is a great step towards helping teachers reflect about their practice but scripts alone are not sufficient since they keep the teaching dialogue focused on what to do or the *technical* aspects of teaching. Great teachers are not only concerned with the proficiency with which they perform a particular set of teaching skills but they are interested in the contexts in which these skills are practiced and clear understandings of what is being taught

and why. This is why the *Equity Alliance at ASU* has developed an approach to coaching called Culturally Responsive Cognitive Coaching.

In order to support transformative work toward inclusive schooling, it is essential that we are conscious of the variety of cultural influences that impact states, districts, schools, classrooms, and the practitioners, students and families involved in this change. “Culture” is a broadly used term that describes the paradigms that communities develop to make sense of physical, emotional, and social environments and to create norms for operating within these environments. Often, school personnel operate under the assumption that there is a single established culture to which all members of the school community must subscribe – the dominant culture. The dominant culture is the one that is correlated with the power structures in a society – in the U.S.; this has been European-American cultural practices. Students come from cultural backgrounds that are different from European American cultures are sometimes considered to have “cultural deficits” and have been treated as problems in schools.

In the NIUSI-*LeadScape* model of coaching, we recognize that “culture” is not a static collection of characteristics tied to specific racial, ethnic, or national identities, but rather an ongoing interaction



between individuals and activities. We draw from sociocultural-historical theory in which “the efforts of individuals are not separate from the kinds of activities in which they engage and the kinds of institutions of which they are a part”. As we work to transform the daily practices of schools to be inclusive and accessible for all of the students that they serve, we start with an understanding that the notion of culture is a complex, fluid process that includes the influences and perspectives of *all* of the individuals in the school community. Schools are, in this way, engaged in cultural practice. That means that students, paraprofessionals, teachers, administrators, family, and community members are negotiating cultures constantly, translating what is happening in the moment through cultural lens and then, acting on those translations. So each person is making a series of decisions about what they will offer that comes from what they already know, what they believe the expectations of the culture in which they are participating and the effect of these decisions and actions creates something that is neither purely one perspective or another. So culture is NEGOTIATED as different issues and perspectives intersect. School communities are made up of at least three different cultural “models” that shape daily interactions:

- ✿ One of the cultural spheres encompasses the many cultural experiences and practices that students and educational professionals bring with them from their prior knowledge and lived experiences (represented by the blue oval in Figure 1, next page). These include the ways of learning that both staff members and students have encountered through interactions with family members, neighbors, and community institutions such as churches and day care centers. Examples include cultural practices related to communication, eating and drinking, hygiene, and other daily activities that occur both at home and school;
- ✿ A second cultural sphere includes school-specific cultural processes such as recess, homework, turn-taking, sitting at desks, and so on, that are a function of the educational institution (represented by the green oval in Figure 1). These processes are grounded in the school’s dominant culture. For the past century, the dominant culture of schools has been a culture of efficiency that views educational communities as “factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life” (Cubberley) This metaphor of schools as factories to produce efficient and effective adults has resulted in school practices that treat students who differ from the dominant culture as defective materials that must be “fixed” to fit the accepted mold;

✿ Finally, the practices and expectations that school leaders, teachers, staff, and students establish together to develop unique school and classroom cultures is the third cultural sphere in our model. Barbara Rogoff calls this a “community of learners” (1998, p. 396) and asserts that engaging active learners and skilled guidance partners creates a collaborative, participatory learning culture (represented by the red oval in Figure 1).



Figure 1: Cultures of Schools and Classrooms (Artiles, 2008)

School cultures that are inclusive and provide equitable access for all students must lie within systems that support inclusive practices. Culturally responsive educational systems are based in the belief that *all* students can learn when their cultures, languages, and experiences are valued and used to facilitate their

learning and development, *and* they are provided access to high quality teachers, programs, and resources (Gay, 2000; Nieto, 1999; Valenzuela, 1999).

NIUSI-LeadScape Coaching is Culturally Responsive

Our coaching model draws on the principles outlined in Lindsey, Martinez, and Lindsey’s (2007) Culturally Proficient Coaching model. In this model, the frame of reference of each individual is considered crucial. The coach facilitates the reflective practice of the person being coached by engaging in thoughtful, focused dialogue. Practices of Culturally Responsive Coaching (Lindsey, Martinez, & Lindsey, 2007) include the need to examine the cultural assumptions and conflicts that are present in any community of practice in order to facilitate effective change within a school’s context. NIUSI-LeadScape coaching goes beyond examination of the existing culture to bring the organization and individuals work together to consciously build culture that supports all students’ learning.

NIUSI-LeadScape coaching is a practice of engaging in ongoing dialogues that examine and build understandings of culture and practice. In the coaching dialogue, the principal and the coach acknowledge and respect one another’s differing perspectives and use those perspectives to create a mutual agreement, known as 3rd Space (Barrera & Kramer, 2005).



Figure 2: 3rd Space Model

The 3rd Space concept focuses on the complementary aspects of two differing viewpoints. Using 3rd Space, the coach invites the principal to shift from an “either/or” perspective to an inclusive perspective that focuses on the common goals and complementary contributions of both participants in the conversation. This creates opportunities to leverage the existing strengths of both participants in order to develop new approaches to challenges or dilemmas.

For example, one principal may have experiences that are grounded in a particular Hispanic culture that emphasizes cooperation and group identity, and the coach’s experiences may be focused on integrating students into general education classrooms from self-contained programs. Using 3rd Space, these two can work together to establish a shared goal of increased access to rich learning opportunities. Once

that shared goal is determined, they can leverage the principal’s skill with managing groups to develop a team to plan for the successful integration of students from the self-contained program into general education classrooms. When coaches and principals work together to establish mutual understandings that respect both participants’ perspectives, the results are *additive* choices that draw from the strengths of both, rather than an either/or decision that devalues the contributions of one of the participants. It’s important that both members of the coaching partnership are empowered as they work together so that transformative ideas for equitable school practices emerge.

Finally, we target our coaching efforts on the need to *transform* our schools to meet the needs of all students and their families. It is insufficient to continue using reforms such as reducing non-academic content and implementing test preparation programs, because these reforms fail to resolve pervasive educational problems. Instead, schools must engage in activities that will change the *assumptions, practices, and relationships* within schools in ways that will lead to improved student learning outcomes. The NIUSI-*LeadScape* coaching model explicitly targets the desired outcome of inclusive school practices. *So, in effect, the broad concept of coaching has been refined to utilize the practice of cognitive coaching through a culturally responsive lens in order to achieve the desired outcome of inclusive schools.*



Coaching to Support School Leaders

Principals are involved in a variety of learning and collaborative activities: district trainings, principals' meetings, professional associations, and building level professional learning activities, to name just a few. In fact, it may seem at times that principals are overloaded with professional learning activities. What is missing from many of these activities, yet crucial to effective leadership, is a structured process for reflecting on what's being learned and how it applies to the *specific environment* of the principal's school.

NIUSI-*LeadScape* coaching is primarily targeted toward supporting school principals in the complex work they do to transform school practices. With carefully planned coaching sessions, principals are able to delve beyond the day-to-day problems of practice with which they deal and examine the factors that shape those practices. Coaching can be used to address **technical** aspects of schools (i.e., how to structure school schedules to maximize co-planning time, effective models for integrating students with severe disabilities). Coaching can also help to reflect on **contextual** factors that may be shaping teachers' practices (i.e., the Science teachers have all agreed to use a lab report format that contradicts the English teachers' grammatical requirements, so that students are unsure which sentence structure is correct). Coaching may also be

a principal's best opportunity to engage in a **critical** examination of her own practices – “What messages have I been sending to the staff about the importance of treating students with respect and dignity?”

As a school leader, the principal holds primary responsibility for both the administrative and the operational aspects of running a school. The principal is the chief “problem solver” of the school, and can often so get caught up in responding to immediate needs that systemic, long-term planning and reflection activities are left unattended. When a principal is coaching a teacher, often the teacher's immediate classroom management needs preclude spending time on exploring the teacher's identity and teaching philosophy. Similarly, a NIUSI-*LeadScape* coach can easily get drawn into technical problem-solving conversations with a principal and put off the deeper critical reflection that is crucial to an effective coaching relationship. The coach's responsibility is to ensure that the principal has an opportunity to reflect on the implementation of inclusive practices and how the school is working to effectively include all students in all aspects of the school's activities.

In order to help facilitate the change that is necessary to create inclusive schools, principals need to be supported in maintaining a “big picture” perspective on school practices. School improvement is a long-term, complex process, and ongoing reflection is an important activity for the principal to be



able to review progress, identify new areas of focus, and ensure that efforts are strategic and purposeful. Administrative demands don't often allow time and support structures to support this type of reflection; the NIUSI-*LeadScape* coach's role is to ensure that the principal is supported and encouraged in ongoing reflection about inclusive practices.

Coaching is a way for principals to have individual support that focuses on the application of multifaceted solutions in ways that focus the conversation on the critical and therefore cultural aspects of continuous improvement. Coaching provides a designated time and space to synthesize learning and to strategize the most effective ways to implement learning to achieve the principal's individual desired outcomes.

The Coaching Process

Grounding Principles

The NIUSI-*LeadScape* coaching model is based on the shared goal of transforming systemic practices to create inclusive schools. This type of transformative work requires ongoing dialogue about what happens in schools, goal-setting and planning, and an ongoing self-assessment of progress by school principals. This work *must* come from a foundation of trust and openness to change, both on the part of the principal and the coach.

It's important to maintain a focus on facilitating change for equity. Principals must address a wide range of bureaucratic and operational problems, and it is the coach's responsibility to keep coaching sessions focused on the journey toward inclusive practices. Coaching sessions should be designed to address the individual beliefs and goals of the principal, the context of the school, and ways in which the school's policies and practices are designed to be equitable for all students.

Over time, the coach should be sure to have conversations with each principal about:

- ✿ How the principal's own identity shapes her practice,
- ✿ Areas for personal growth that the principal would like to work on,
- ✿ Defining outcome variables related to the context of the individual school,
- ✿ Reflection on equity in the school's curriculum,
- ✿ Reflection on equity in the school's procedures, and
- ✿ Reflection on equity in the school's discipline program.



Step One: Initial Self-Assessment

The first step in any change process is to determine where you're starting *from*. In a coaching relationship, the coachee should evaluate her own knowledge and performance, supported in coaching sessions by the coach to facilitate reflection. The NIUSI-*LeadScape* Inclusive Schooling Self-Assessment Tool (Appendix B) is designed to target the elements of systemic change that are most relevant to the principal's role in the school improvement process. Coaches should utilize this tool both at the beginning of the coaching relationship and periodically (twice a year) to assess progress.

Step Two: Setting Goals

The next step in coaching an individual is to set a long term goal for the coaching – what the principal would like the school's practices to look like in one year. A good tool for starting this conversation is the Systemic Change Framework (Appendix E).

This framework identifies key components of educational practice at the state, district, school, and practitioner level. In order to build inclusive practices within schools, principals must identify and address opportunities and barriers at the district, state, and federal levels, as well as with community partnerships. For example, school improvement agendas are closely tied to district professional learning

initiatives in response to state and federal mandates. The principal and the coach should be keenly aware of the requirements and agendas of the school's district and state in order to ensure that the activities and initiatives that they design to improve inclusive practices will be support and can be sustained within the larger system.

When setting goals for systemic change, the coach should engage the principal in ongoing inquiry around school and practitioner arenas. It is important to work at multiple levels in order to address both school leadership and practices and ways in which the principal supports teachers in providing strategies and support.




Step Three: Facilitating Reflection and Learning

In the NIUSI-*LeadScape* coaching process, our goal is to support principals in maintaining a focus on the transformation of their schools to inclusive educational environments. The coaching sessions are designed to be opportunities for critical dialogue about examining how equity is being infused into everyday practice in the school. The coach's role is to guide the conversation with well-crafted questions that provide an invitation to engage and think. Coaches also provide a topic to think about (e.g., co-teaching partnerships, the school's culture around





professional learning, goals for partnering with families), and to help create a 3rd Space to integrate different perspectives into a larger, more holistic perspective. The cognitive focus provided by a NIUSI-*LeadScape* coach should always be anchored in our common goal to *improve educational access for ALL students*.

During a focused dialogue, the coach responds in a reflective manner, summarizing or paraphrasing the principal's points, then probes for deeper understanding or to provide a shift in perspective. The coach should balance her probes to engage the principal at increasingly complex levels of analysis: technical, contextual, and critical.


Some examples of these kinds of probes would be:


-  *I heard you say that your language arts teachers seem a little resistant to engaging in co-teaching with your special education staff. What do you think could be causing that resistance? (technical)*
-  *You have identified some ongoing tensions between veteran staff members and your curriculum coaches. What are some of the local norms and practices that may be contributing to this tension? (contextual)*
-  *How effective have your efforts to build and inclusive school culture been? (critical)*


For example, in one session a coach may help a principal work through some difficulties in effectively supporting co-teaching practices. Here are some specific prompts and responses that may be a part of that exchange:

-  **Principal:** *I'm still having some difficulty with my 7th grade math co-teaching partners. They're no longer actively in conflict, but there's no real co-planning going on, and the special education teacher still hovers near the students with IEPs rather than engaging as an instructional partner for all students.*
-  **Coach:** *You're noticing that this particular team has been slow to develop shared responsibilities for instruction. What kinds of professional learning opportunities have these two teachers had access to with regard to co-teaching? (technical)*
-  **Principal:** *Well, they've both attended the district co-teaching training sessions all year, and we've done two staff development days with the whole faculty on co-teaching. I've also given each teacher our co-teaching handbook with tools and planning guides. It's just not clicking with these two (technical).*
-  **Coach:** *So the knowledge has been provided, but you're not seeing this particular team working together to implement it. What do you know about the backgrounds of these two teachers that might shed some light on this problem? (shift to contextual)*



 **Principal:** *Ms. Walters, the general education teacher, is a veteran educator who has won several awards for her innovative curricular units. She is really sharp, and has been a strong mentor to some of our new teachers. This is actually going to be her last year with us; she's retiring next summer. Mr. Garcia, the special education teacher, is new to our school. He was in a neighboring district for the past four years. That district is a lot less inclusive in their practices, so he has been working hard to get up to speed on our inclusive philosophy and expectations. Now that I think about it, he may be feeling over powered by Ms. Walters' experience and skill set. Maybe that's contributing to an unequal partnership between them (contextual).*





 **Coach:** *In what ways do your teachers understand why they are co-teaching and how engaging in that practice might improve equity outcomes for their students? If they understood this, how might it change their teaching dialogues for planning, implementing and evaluating their practice? (extend to critical)*

 **Principal:** *Hmm. Now that I think about it, neither of these two teachers has been engaged in our faculty discussions about what it really means to teach for equity. Mr. Garcia started late, and may have missed some of those conversations, and Ms. Walters was really reticent in those meetings. It's possible that neither one of them has a real understanding of what we're working toward! If that's the case, then it's no wonder they're having difficulty. I'd like to spend some extra time with them both individually and as a team to evaluate their understandings and coach them so that they can integrate their perspectives with our inclusive perspective in a Thirdspace. That should really help them to "own" the inclusive practices in their classroom (critical back to technical).*

When coaching principals, NIUSI-*LeadScape* coaches strive to increase cultural responsiveness by increasing awareness of behaviors and attitudes that may be unconscious. In the above example, the coach provided an opportunity for critical analysis of the teachers' participation in discussions about equity, which helped this principal to identify Mr. Garcia and Ms. Walters' reticence and possible lack of engagement or understanding. This effort requires the coach to have (a) contextual knowledge of the school environment, (b) intentional listening, and (c) thoughtful responses that identify areas of need. The coach's role is to identify moments of potential "paradigm shifts" in thinking, that is, to find the "aha!" moment where the principal can choose to change patterns of thinking.

Step Four: Monitoring Progress

As with any ongoing learning or change process, it is important that the coach develop processes and systems to monitor progress. Some ways to do this include:

-  keeping notes on your conversations and goals.
-  following up on coaching sessions with email.
-  sending articles and ideas that may be helpful, and
-  remaining open to feedback from the principals you're coaching.

Tool	Type	Purpose
Appendix A: Systemic Change Framework Rubrics Assessment Handbook	Rubric	Assess elements of systemic change framework for whole school.
Appendix B: LeadScape Principal's Self-Assessment	Rubric	Identify strengths and areas for improvement
Appendix C: Coaching Focus Tool	Chart	Identify goals for systems, practitioners, families, and students
Appendix D: Coaching Notes Tool	Spreadsheet	Maintain notes on conversations, progress on goals, resources shared, and follow-up plans

Ongoing assessment is an important component of progress monitoring. A good starting point for identifying a principal's strengths and areas for improvement is the NIUSI-*LeadScape Principal's Self-Assessment* instrument (Appendix B). A NIUSI-*LeadScape* coach can use this tool in conversations with a principal to identify how they are currently performing in relation to the elements of school change identified in NIUSI's Systemic Change Framework (Appendix E).

Another tool for establishing goals and monitoring progress is the Coaching Focus Tool (Appendix C), which provides prompts for identifying goals in four areas of focus: systems, practitioners, families, and students.

It is important to maintain documentation of conversations and interactions with principals. One way to organize notes is the Coaching Notes Tool (Appendix D), which can be used to organize coaching notes and document progress on different individual goals.



Tools to Share with Principals

To facilitate effective coaching, it is important to have a variety of verbal, written, and graphic tools available to help structure and reframe information and impressions. When a coach and principal together restructure data, ideas, and impressions, the principal is able to see the information in a different way, and may gain valuable insight. Below is a table of available tools:

Tool	Type	Purpose
Appendix E: Systemic Change Framework	Graphic	Contextualize issue within the multiple facets of school improvement
Appendix F: School Cultures model	Graphic	Identify effects of student, classroom, and school cultures on issue
Appendix G: Work Plan Tool	Written	Backward planning for school change
Appendix H: ITEMS Decision Making Tool	Written	Framework for improving instruction
Appendix I: Mississippi Cultural Responsivity Matrix	Written	Assessing instructional practice for CR
Appendix J: Prioritizing Issues Questions	Written	Guide for analyzing and prioritizing school issues

Conclusion

This coaching plan includes a framework for ongoing coaching to address school-level change processes within district-, state-, and federal-level regulatory and support systems. The role of the NIUSI-LeadScape coach is to assist principals in developing and maintaining a long-term focus on developing a sustained, systemic commitment to inclusive learning environments. Within this plan are specific tools, prompts, and sample scenarios that assist the NIUSI-LeadScape coach in responding to principals' individual needs. Additional tools are available on www.niusileadscape.org.

He who cannot change the very fabric of his thought will never be able to change reality, and will, therefore, never make any progress.

– Anwar Sadat



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Also visit us at www.equityallianceatasu.org.



Systemic Change Framework Rubrics Assessment Handbook

Rubrics for Urban Schools: Assessing Education for All

The rubrics in this publication have been designed to help your inclusive schools network assess their current status and identify specific goals for the coming year. Based on the systemic change framework and vignettes from the National Institute for Urban School Improvement's (NIUSI) network of schools, these rubrics provide a yardstick for measuring your improvement efforts.



A Framework for School Systems

We need a common framework for understanding the change work that we do. The framework must be grounded in the system that we seek to change: public education. For the last seven years, NIUSI has used the Systemic Change Framework to guide its practice in schools (see Figure 1). It helps our district, school, family and practitioner partners understand what part of the system a particular strategy may target. It reminds us all that the core of our work must be successful learning results for students. The framework reminds us that school systems are products of the communities and the families that live there. In the framework, family and community involvement are embedded actions at the district, school and professional levels.

Each element of the framework defines the arenas in which leadership needs to emerge at that level. For instance, districts need to ensure that policies are developed and implemented that help individual schools make the best use of all the resources in a particular building. Schools need to be organized in ways that create space for teachers to have time to plan and learn together. Professionals need to understand and implement robust processes for assessing and teaching their students. Different types of activities and different roles people are highlighted in each of the levels of the framework. Such complex contexts require that strategies are differentiated, complementary, and coherent in order to leverage continuous change and improvement.

The Inclusive Schools Rubrics: Assessing Improvement

INTRODUCTION The following rubrics have been designed to help your inclusive schools network assess their current status and identify specific goals for the coming year using the systemic change framework as the criterion of measurement. Application of the framework through the rubrics provides a yardstick for measuring your improvement efforts.

ORGANIZATION The rubrics are aligned with each section of the Systemic Change Framework (SCF). The ratings

level spectrum range from Beginning ↔ Developing ↔ At Standard ↔ Leading. Benchmarks were established based upon evidence from NIUSI's network of schools. The Benchmarks provide a yardstick for measuring your improvement efforts.

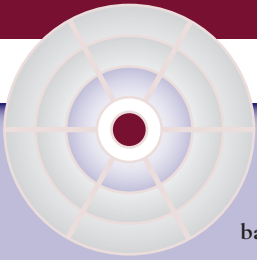
<i>SCF Section</i>	<i>Intended Users</i>
PROFESSIONAL EFFORT RUBRIC	Teachers, Para-Professionals and other professionals who engage in student learning.
SCHOOL EFFORT RUBRIC	School administrators, teachers, parents, community members and other professionals who provide support to the organizational structure of schools.
DISTRICT EFFORT RUBRIC	District administrators, school administrator and, Building Leadership Team Members.

ASSESSMENT Each rubric provides a tool for assessing your work according to the standards established in the Systemic Change Framework. When assessing your progress according to the SCF, use concrete examples as specific evidence that chronicles the work that you have accomplished.

RATING SYSTEM The ultimate goal is to move your school into a Leading Learning Community. Align the work that you have done to the criterion set in each rubric to determine where your efforts fall along the spectrum. The ratings include the following range: Beginning ★; Developing ★ ★; At Standard ★ ★ ★; and Leading ★ ★ ★ ★.

Appendices

APPENDIX A: VIGNETTES This section provides a set of vignettes that illustrates specific examples at standard.

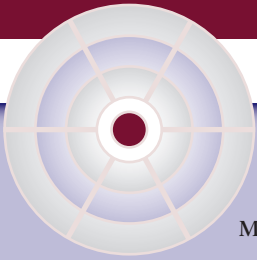


PROFESSIONAL EFFORT RUBRICS The first set of rubrics helps assess the work of teachers and other professionals (social workers, psychologist, therapist, etc.) who engage student learning. Make sure that you back up each rating with specific, concrete evidence.

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
LEARNING STANDARDS	<ul style="list-style-type: none"> • No collaborative planning; goals set in isolation. • School recognizes that academic goals should be linked to school outcomes and to developing the necessary social and personal skills to accomplish goals with students and adults. 	<ul style="list-style-type: none"> • Instructional staff uses dialogue to collaboratively set goals that are targeted towards results for student success. • School community recognizes the need to use student data to set goals but is unsure about how to use data to set new goals. 	<ul style="list-style-type: none"> • Some grade level teams are working collaboratively to meet school goals. • Intermediate timelines to review progress on school goals are set. • Peers engage each other in reflective conversations about improving practice that are grounded in student work and outcomes. 	<ul style="list-style-type: none"> • The whole school community annually examines comprehensive data and sets learning goals and standards together. Learning goals and standards address the whole person and support post-graduation success. Professional development is embedded in the daily life of the school and supports ongoing improvement of practice tied to the targeted learning goals and standards of both students and adults.
LEARNING ASSESSMENT	<ul style="list-style-type: none"> • Assessment comes at the end of the instructional cycle and is primarily used to determine student progress. • Data about student performance is documented, but not gathered in a systematic way. 	<ul style="list-style-type: none"> • Assessment is viewed as important to ongoing monitoring of student progress; practitioners use a variety of tools for informing their practice. • Student performance data is available for practitioner use and organized in a systemic and accessible manner 	<ul style="list-style-type: none"> • Practitioners use assessments as a means to inform their own learning about individual and group needs. A variety of achievement and performance tasks provide ongoing information about student learning. • Student performance data across grades and levels are used consistently by practitioners to improve instruction; students and teachers work collaboratively to assess learning. 	<ul style="list-style-type: none"> • Assessments are designed and developed in an equitable and fair manner that eliminates sources of bias or distortion and support personalized instruction for all learners. Students and teacher conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. A continuum of learning is evident and no student fails to achieve.
TEACHING DESIGN AND PRACTICE	<ul style="list-style-type: none"> • Teachers use different approaches to teaching based on their own preferences. • Teachers determine academic needs/learning approaches based on intuition and judgment. • Teachers' practices reflect gaps and differences in their culture competence. • Teaching practices target short-term results. 	<ul style="list-style-type: none"> • Teachers discuss learning needs of students and recognize variation in learning needs. • Reflection begins about how to track and analyze student needs, learning approaches, and achievement trends. • Cultural competence is understood to mean more than recognition of student diversity. 	<ul style="list-style-type: none"> • Some lesson design and implementation reflects the variation in student learning needs and approaches. • Practitioners begin to work collaboratively to align instruction with standards and assessment with objective indicators of quality student achievement. • Teaching practices reflect a coherent understanding of diversity; differentiated instruction supports individual and group learning. 	<ul style="list-style-type: none"> • Practitioners continuously assess, reflect and improve their practices in response to student and community needs both individually and collectively. • Good to excellent achievement is evident with each and every student. • Practitioners' teaching designs and activities are differentiated, and include multiple measures of student performance based on both individual and collaborative processes.

PROFESSIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
GROUP PRACTICE AND PROFESSIONAL LEARNING	<ul style="list-style-type: none"> Practitioners rely primarily on outside experts for professional development that is set by the district or school administration. Professional development is selected by individual teachers and not necessarily tied to the school goals. Classroom practices are developed primarily in isolation. 	<ul style="list-style-type: none"> Conversations about in-school expertise are conducted. The school community discusses moving from episodic to job embedded professional development. Instructional strengths and needs are identified and tied to student learning standards. Grade level teams collaborate to study their practice and investigate co-teaching models. 	<ul style="list-style-type: none"> Supports are in place for fostering a variety of professional development opportunities within the school. Practitioners identify needs based on group inquiry. Practitioners consistently use a variety of embedded professional development processes, including study groups, inquiry teams, and team teaching. Risk-taking is encouraged. Improved student learning is the primary focus of any professional development conversation. 	<ul style="list-style-type: none"> Collaborative networks are in place that support and create a coherent and seamless instructional program for students. Professional development programs for staff focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the goals for improvement. A “teaching as inquiry” stance is evident across the school and community wide conversations focus on student and learning.



SCHOOL ORGANIZATIONAL EFFORT RUBRICS The next set of rubrics helps assess the work of the school to support teacher and other practitioner efforts. Make sure that you back up ratings with specific, concrete evidence.

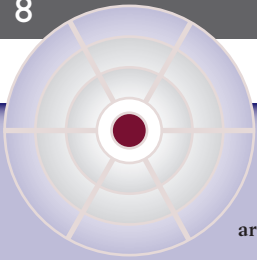
	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
SCHOOL /COMMUNITY RELATIONS	<ul style="list-style-type: none"> • School climate is not inclusive of individual staff, family, and student experiences. • Students tend to gather in similar peer groups. • The school community primarily relies on punitive discipline strategies. • Rules and policies are created and enforced by school staff. School/community relationships are tenuous and strained. 	<ul style="list-style-type: none"> • Adults begin to include student needs in planning and define student centered learning communities. • Students participate in focus groups and other vehicles for understanding student perspective on the school climate. • The school community begins to gather information on its current approach to supporting positive behavior of all students. • The school begins to evaluate its role in the community and discuss ways to improve this relationship. 	<ul style="list-style-type: none"> • The school community selects and begins implementation of strategies to support student participation and collaboration in decision-making. • Some adults take on student mentoring roles. • Some students assume roles for mentoring, supporting and sanctioning each other's conduct. • The school has provided a variety of ways for community and parents to input into school functions. 	<ul style="list-style-type: none"> • Every student is accepted, has a valued role, and is seen as a contributor to the learning culture. • Students and adults assume responsibility for mentoring, supporting, and sanctioning conduct. • School and community work seamlessly together to create a supportive learning community for all students and adults. • The school extends the school community through collaborative networks of supports for student learning. • Previously non-achieving students enjoy learning with excellent achievement. • Community businesses and homes become common places for student learning, while school becomes a place where parents come for further education.
RESOURCE DEVELOPMENT AND ALLOCATION	<ul style="list-style-type: none"> • School is a closed, isolated system; partnerships exist primarily for money and materials. • School identifies high turnover of staff as a critical issue related to student achievement. • Resources are allocated categorically; principal makes budgetary decisions based on funding sources and individual teacher requests. 	<ul style="list-style-type: none"> • School has knowledge of importance of partnerships beyond a source of fiscal support. • Leadership team gathers data from teachers that identify issues related to teacher retention and attrition. • Allocation of resources is equitable but not targeted strategically. Leadership team studies budgetary processes from other successful models and develops a plan that aligns resources with school goals. 	<ul style="list-style-type: none"> • School seeks effective win-win business and community partnerships and parent involvement to implement the vision. Some adults take on student mentoring roles. • Desired outcomes are clearly identified. A solid plan for partnership development exists. • Plan for improved leveraging of resources is implemented; feedback loops are used to assess the effectiveness of the plan. 	<ul style="list-style-type: none"> • Community, parent, and business partnerships become integrated across all student groupings. All knows the benefits of outside involvement. Parent and business involvement in student learning is refined. Student learning regularly takes place beyond the school walls. • Resources are stewarded in such a way that they support the work of schools and practitioners, and are effectively leveraged to support student learning. • Staff turnover is low.

SCHOOL ORGANIZATIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
STRUCTURE AND USE OF TIME	<ul style="list-style-type: none"> • The school is organized around traditional structures; schedule and assignments make collaboration within the school day difficult. • Support services maintain their traditional roles as providers of a particular service, with little integration into classroom instruction. • Traditional policies exist that maintain isolation among teachers during the workday. 	<ul style="list-style-type: none"> • Grade level planning time is incorporated into the school day and processes for effective use of this time are developed. • Leadership team develops a plan for integrating support services into classroom instruction time; study groups meet outside of the workday to assess current use of support services. • Leadership team studies existing policies related to structure and use of time to assess how they might better facilitate improved student learning. 	<ul style="list-style-type: none"> • Organization of the school day provides time for collaboration within and across grade levels. • Processes for effective use of time are honed and revised, with input from all staff. • School implements the plan for integration of support services staff into the classroom; study groups meet within the workday to assess the effectiveness of the implementation. • Leadership team develops policies that support flexible use of schedules and assignments. • Leadership team support implementation of non-traditional schedules (extended day or year round school) as needed. 	<ul style="list-style-type: none"> • The school is effectively organized to maximize teacher collaboration across grade levels and feeder schools. Planning and reflection time are incorporated into the workday and focus on the improvement of student and adult learning. • All support services staff are an integral part of the planning process among teams and their expertise is honored and valued. • Policies document the school's belief that schedules and assignments must be flexible to ensure effective use of school personnel and time in order to maximize student learning.
GOVERNANCE AND LEADERSHIP	<ul style="list-style-type: none"> • A shared decision making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive. • School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed. • A structure for studying approaches to achieving student learning standards is established. 	<ul style="list-style-type: none"> • Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study team by making time provisions for their work. • Leadership team is active on student teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed. • Some data are collected on student background and trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified. 	<ul style="list-style-type: none"> • Leadership team represents a true shared-decision making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan. • Decisions about budget and implementation of the vision are made within teams, by the principal, by the leadership team, and by the full staff as appropriate. All decisions are communicated to the leadership team and to the full staff. • There is a systematic reliance on hard data (including data for subgroups) as a basis for decision-making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of student and teachers. 	<ul style="list-style-type: none"> • A comprehensive, effective, continuous improvement structure exists that supports participation from all sectors of the school, district, and community, enduring strong communication, flexibility, and refinement of approach and beliefs. • The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. • Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction. • School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.

SCHOOL ORGANIZATIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
PHYSICAL ENVIRONMENT AND FACILITIES	<ul style="list-style-type: none"> • Desks in rows or chairs all facing forward • Bare walls or only commercial posters • List of consequences for misbehavior or rules created by an adult • Student work does not appear authentic • Frequent and extended periods of silence and/or teachers' voice most often heard • Teacher typically front and center • Teacher voice controlling, condescending, or too sweet 	<ul style="list-style-type: none"> • Building upkeep is done sporadically and on an as needed basis, but the leadership team begins to address this issue. • Safety policies are discussed only after a crisis or event occurs. . 	<ul style="list-style-type: none"> • Building upkeep and physical environment are thoughtfully planned for over a period of years and involve the whole staff. • Safety policies are discussed and reviewed annually to meet the changing needs of the school community. 	<ul style="list-style-type: none"> • A safe atmosphere exists within the school, in terms of both physical structures and personal safety. • This safe atmosphere is protected and evaluated continuously as a necessary component of improving the school. • School pride is evident among staff, students, and community, who work together to maintain physical cleanliness and school attractiveness. • Authentic examples of student work are appropriately displayed on a regular basis.
CULTURE OF CHANGE AND IMPROVEMENT	<ul style="list-style-type: none"> • Professional development is episodic and not linked to explicit instructional improvement goals. • School climate is based on individual on individual experiences. • Summative but not formative evaluation occurs.. 	<ul style="list-style-type: none"> • The school plan and student needs are used to target appropriate professional development for all employees. Staff receives training relevant to instructional and leadership strategies. • Leadership team and study groups study and define the meaning of student-centered learning communities. • Study groups assess the effectiveness of evaluation processes and make recommendations for ongoing, constructive feedback for staff. 	<ul style="list-style-type: none"> • Professional development and data-gathering methods are used by all teachers and are directed toward the goals of continuous improvement. Teachers have ongoing conversations about student achievement research. • Data from a variety of sources informs the leadership team and staff about the school climate; action plans are created to support conditions that result in productive change and continuous. • Teachers support one another with peer coaching and inquiry focused on processes that lead to increased student learning. 	<ul style="list-style-type: none"> • Leadership and staff continuously improve all aspects of the school structure through an innovative and comprehensive continuous improvement process that prevents student failures. Professional development is appropriate for the implementing the vision, supportive, collegial, effective, systemic, and ongoing. Traditional teacher evaluations are replaced by collegial coaching and inquiry focused on student learning standards. • A climate exists in which students and adults feel valued, belong to the school community and are able to take both academic and social risks. • School and community work seamlessly together to endure that the needs of each and every student are met.



DISTRICT EFFORT RUBRICS The next set of rubrics helps assess the work of the district to support its schools. Make sure that ratings are backed up with specific, concrete evidence.

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
INFRASTRUCTURE AND ORGANIZATIONAL SUPPORTS	<ul style="list-style-type: none"> • The district is organized bureaucratically and rigidly. Supports are difficult and cumbersome. • The district solicits community feedback about issues that it targets as important. This feedback may or may not be used in decision-making. 	<ul style="list-style-type: none"> • The district is organized with some cross-departmental roles and relationships occurring. • A district level administrator is responsible for a set of schools and primarily services as an evaluator. • The district's mission and vision are developed, but the system does not fully operate around a common purpose and shared understanding. • The community identifies issues around which they provide feedback to the district. Feedback loops are established that serve to keep all stakeholders informed. 	<ul style="list-style-type: none"> • The district is organized in such a way that the roles, relationships, and rules are articulated and integrated across departmental boundaries. Data systems provide timely feedback to stakeholders. • A district level administrator is responsible to a school feeder pattern to provide coherent support and assistance. • The district's mission and vision are developed with a variety of participants, which serves as a set of "guiding principles" for decisions and planning across the system. • The district and community consistently collaborate around issues and challenges identified jointly. 	<ul style="list-style-type: none"> • The district has replaced a compartmentalized, rule-driven culture with a culture that is cross functional in decision sharing, working arrangements, flexible teams, and individual and collective reflection on effective practices. • Each building has a district level administrator who mentors the building to coordinate and support technical assistance and professional development. • The district's mission and vision are context-based, compelling and operate so that the following are evident across the system: <ul style="list-style-type: none"> • The purpose of schools. • The role of the family and community in relation to students and schools. • The kind of society for which students are being prepared is evident in the district. • The obligation of the system to employees and the role of the system in encouraging and supporting innovation.
RESOURCE DEVELOPMENT AND ALLOCATION	<ul style="list-style-type: none"> • The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance. • Resources to schools are provided uniformly. • Retention of dual certified teachers is viewed as the purview of the school. • Unions and district maintain separate agendas. 	<ul style="list-style-type: none"> • Internal and external resources are identified by district for the purpose of improved alignment of funding. • Equitable funding for schools is identified as important for achieving high outcomes for all students; the district develops a plan for leveraging available resources. • The district seeks out the unions for input on teacher retention, attrition, and other issues. 	<ul style="list-style-type: none"> • Technical assistance and professional development opportunities and funds are made available based on need for improvement on a school-by-school basis • The district brokers resources from a variety of sources to support school improvement plans and efforts. • The district actively collaborates with union personnel for the purpose of retaining quality staff. 	<ul style="list-style-type: none"> • The district is service-oriented, serving to reach all students in the district--public, charter, and magnet. The district uses student achievement and placement data to develop resources allocation plans, considering internal & external resources, resulting in equitable distribution of resources for all schools. • Staffing resources are allocated to increase the number of high quality teachers assigned to struggling schools. • Resources from externally funded projects and initiatives are leveraged with other resources. • Ongoing collaboration among district, schools, unions, and community provides for strong policies and procedures for retaining quality staff and removing unsatisfactory staff.

DISTRICT EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
STUDENT SERVICES	<ul style="list-style-type: none"> • Student services are organized vertically by function, i.e. special education, English as a second language, mental health, school safety w/little or no functional collective service coordination, delivery, technical assistance, or professional learning. 	<ul style="list-style-type: none"> • District personnel gather data that identifies organizational needs for improving services to schools. A plan is developed for implementation. • Services to students are provided through periodic collaboration across departments. More defined, integrate services to schools are discussed. • Schools are required to staff and deliver student services in specific, mandated ways. 	<ul style="list-style-type: none"> • A system is in place for supporting the renewal and improvement of schools that is coherent and proactive. • Student services are organized across functions and delivered to age groups . i.e., preschool, elementary. Schools develop service delivery plans based on need. • Special education resources are delivered directly to schools, and resources used across the school. 	<ul style="list-style-type: none"> • A coherent system supports and promotes school renewal and improvement through: a primary focus on student needs with student services allocated accordingly, proactive rather than reactive response to schools; in time responses to changing school needs. • Seamless services to schools are provided through horizontal and cross-departmental teaming of all specialists, including special education and related services, language and literacy services, athletics, and the arts as well as the curriculum and instruction professionals. • The district has developed and implemented efficient, effective strategies for supporting and sustaining the requests of schools for services.
DISTRICT/COMMUNITY RELATIONSHIPS	<ul style="list-style-type: none"> • Some partnerships exist; these are viewed as external to the district and serve to augment programs and building needs. 	<ul style="list-style-type: none"> • The district operates on the assumption that partnerships with local universities & colleges, businesses and families, enhance access to resources improve, professional learning & practice, and create additional opportunities to learn. • The district has an organizational structure in place to attract & develop partnerships. 	<ul style="list-style-type: none"> • The district establishes strategic partnerships and sustains them overtime using a continuous improvement process. • Partnerships that demonstrate impact on student learning are fostered and nurtured. 	<ul style="list-style-type: none"> • The community engages in an ongoing assets mapping process that involves the faith, business, education, commerce, and non-profit communities resulting in productive and sustainable partnerships that are inspired and sustained from with in and outside of the LEA.

DISTRICT EFFORT RUBRICS

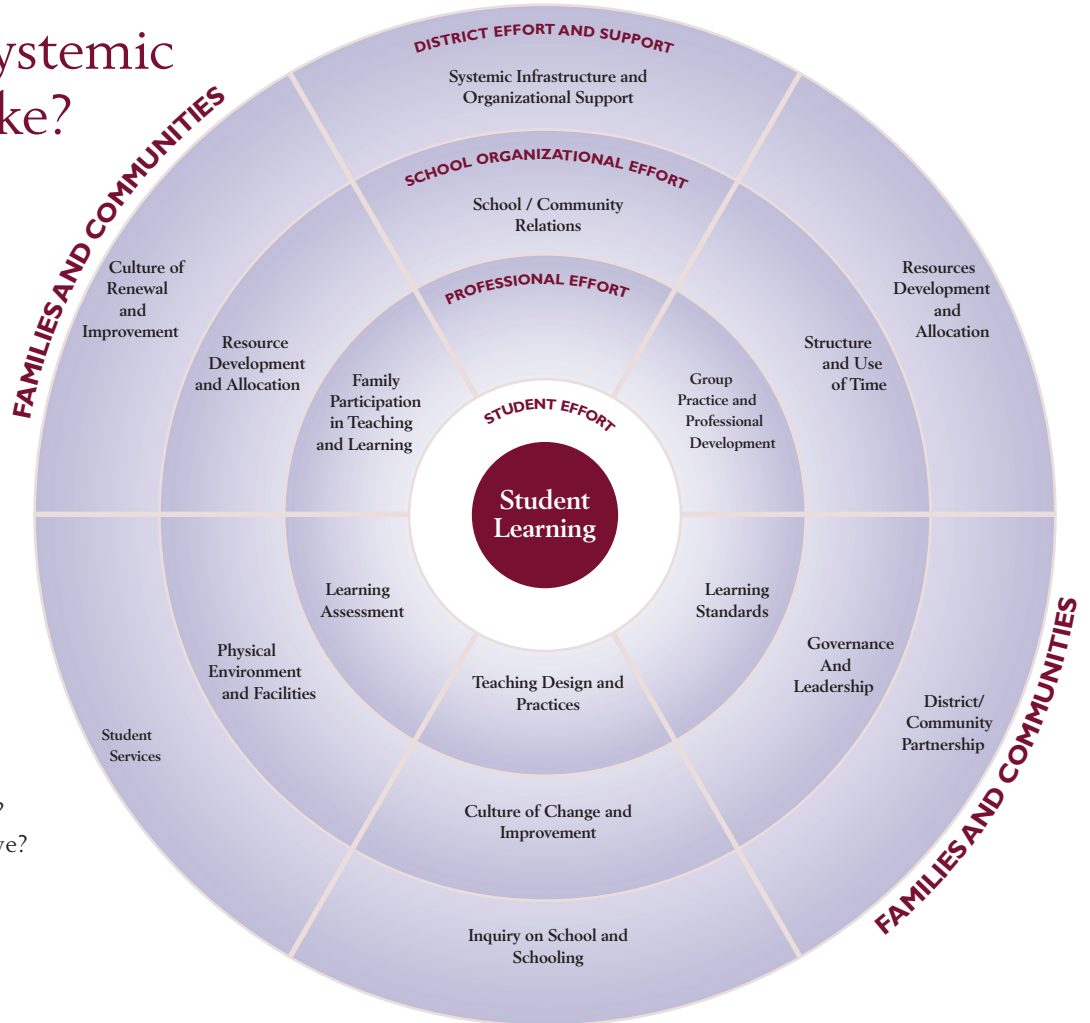
	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
CULTURE OF RENEWAL AND IMPROVEMENTS	<ul style="list-style-type: none"> Some partnerships exist; these are viewed as external to the district and serve to augment programs and building needs. 	<ul style="list-style-type: none"> Professional development is fragmented and menu driven. School improvement is tied to adoption of school reform models and specific programs; adult and student learning needs emanate from these models and programs. Networking among schools occurs sporadically and on an as needed basis. 	<ul style="list-style-type: none"> Professional development is recognized as job-embedded, and district structures and processes support schools so that the decisions about adult learning occur at the building level. Learning standards for adults and students provide the framework for school improvement. The district, schools, and community jointly identify programs and models that align with these standards. Networking among professionals occurs regularly with the school day and provides multiple opportunities for learning. 	<ul style="list-style-type: none"> A culture exists that supports growth and development personally, professionally, and organizationally across the system. Risk-taking and failure are seen as opportunities for growth. A pervasive, relentless focus on student learning and student outcomes drive the commitment to the fact that improving student learning depends on the continual investment in and improvement of adult learning, including district personnel and families. Teaching is a public enterprise that thrives on the continuous networking of professionals and community for the purpose of improving the outcomes for each and every student.
INQUIRY ON SCHOOL AND SCHOOLING	<ul style="list-style-type: none"> Inquiry on schools exists to identify successful schools and support schools in distress. Identification of underachieving schools occurs at a point in time before the end of the school year so that improvement strategies can be planned and implemented. Data on student learning are collected and shared with schools through traditional venues; feedback loops are variable and access to information is problematic. 	<ul style="list-style-type: none"> A variety of inquiry projects are developed that occur across the school year for the purpose of providing schools with timely data. Practitioners are encouraged to engage in inquiry projects that examine practices for diverse learners. District personnel develop a plan for improved feedback loops to schools that improves access to a variety of data. The community is surveyed about their perceptions of schools and schooling. 	<ul style="list-style-type: none"> District personnel are involved in a variety of ongoing projects that involve promising practices, policy analysis, and support of practice-based inquiry. Data on student achievement are received in a timely manner by building so that leadership teams can target school improvement goals and professional development efforts for the next year. The needs and satisfactions of parents and other community members are regularly assessed; generated data is used by schools to identify and act on issues. 	<ul style="list-style-type: none"> The District website houses a set of inquiry and data collection tools as well as longitudinal data that are available to buildings for inquiry purposes. Schools are recognized for tracking and using data on student climate, family involvement, student achievement, et. to make thoughtful, systemic and programmatic improvement to their work, resulting in improved outcomes for each and every student. A shared understanding exists among all stakeholders about the nature of schooling; diversity is valued for its contributions to the school environment, culture, and teaching practices.

What does your systemic framework look like?

- Use a green highlighter to indicate elements that you are at or above standard
- Use a yellow highlighter to indicate elements that you are developing
- Use a red highlighter to indicate elements that you are beginning

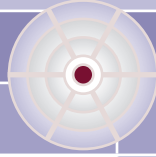
ONCE YOU COLOR YOUR SYSTEMIC FRAMEWORK, CONSIDER THESE QUESTIONS:

- 1 How robust are efforts at all levels of the system?
- 2 Is there a particular level that seems noticeably stronger than others?
- 3 Are there areas that seem critical to continued growth?
- 4 What kinds of assets currently exist?
- 5 What assets will you need to improve?



OVERVIEW OF YOUR RESULTS

DISTRICT



ELEMENT

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Resources Development & Allocation

District/Community Partnership

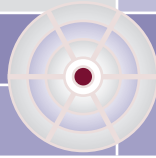
Inquiry on School & Schooling

Student Services

Cultural Renewal & Improvement

Systemic Infrastructure & Organizational Support

SCHOOL



ELEMENT

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School/Community Relations

Structure & Use of Time

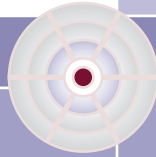
Governance & Leadership

Culture of Change and Improvement

Physical Environment & Facilities

Resource Development & Allocation

PROFESSIONAL



ELEMENT

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Learning Standards

Learning Assessment

Teaching Design & Practices

Group Practice & Professional Development

Family Participation in Teaching & Learning

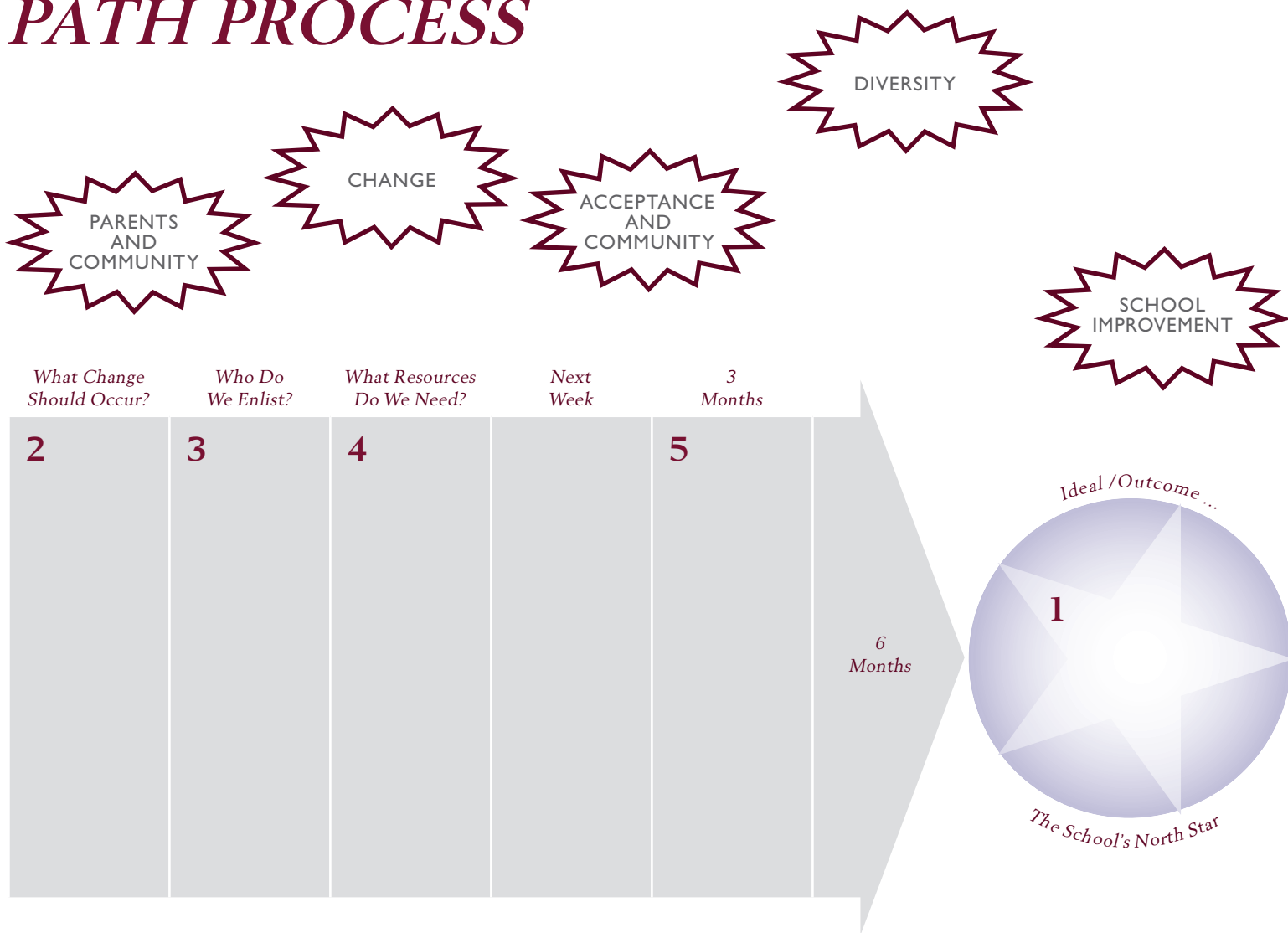
Your Path

Reflect on your data by answering the following questions. Make sure that you give everyone a chance to offer their perspectives as you discuss your answers. Use the picture above to map your path.

- What other contexts are important for understanding where you are and where you want to be?
- Who benefits by the way things are?

- Who is disadvantaged by the way that things are?
- Who should be present as you make plans for the future?
- Where do you want your school to be in three years?
- Where do you want to be in two years?
- Where do you want to be by this time next year?
- What steps do you need to take in the next three months to reach your goals?
- Who do you need to enlist?

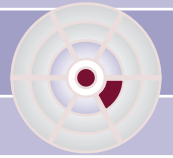
PATH PROCESS



Appendix A

PROFESSIONAL EFFORT

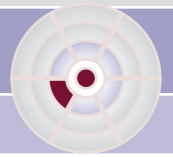
LEARNING STANDARDS Learning Standards are critical to the learning environment and support student effort in providing students with the knowledge of “what it is we need to know and be able to do” in the classroom and in schools.”



AT STANDARD ★ ★ ★

Primary Grades	Every class focuses on higher order thinking skills through reciprocal teaching approach. Teachers revise report cards to address new standards.
Grades 3-5	Every literacy standard is matched to a set of approaches to literacy teaching that are adopted and universally used across grades.
Grades 6-9	Learning standards are posted in every classroom. Students complete quarterly evaluations of their teachers in relationship to accomplishing specific literacy standards.
Grades 10-12	Teams meet to work out the requirements of graduation i.e. academic vs. non academic diploma

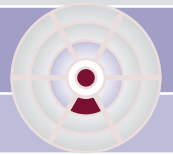
LEARNING ASSESSMENT Learning assessment helps teachers understand the knowledge and skills of each student while defining goals for learning.



AT STANDARD ★ ★ ★

Primary Grades	Teachers meet to devise accommodations for state testing materials Teachers use running records to assess literacy and math progress on a student by student basis.
Grades 3-5	Teachers meet to assess student work products on a weekly basis Teachers use assessment to inform instruction
Grades 6-9	Departments develop accommodations and adaptations to standards tests Assessment is formative, embedded and summative
Grades 10-12	Students' grades are earned by standard, not by course A variety of assessment formats are used to meet the needs of learners

TEACHING DESIGN & PRACTICE Practitioners thrive and are better able to innovate, support student effort and outcomes when their organization supports and encourages their creativity and professionalism.

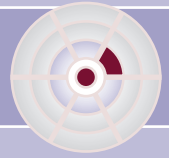


AT STANDARD ★ ★ ★

Primary Grades	Classrooms focus on the writing process 1/3 of the day spent in small group activities 1/3 of the day spent in large group activities 1/3 spent in active learning activities Cross-age tutoring Thematic Units Use of co-teaching models for inclusion
Grades 3-5	Coaching used to follow-up differentiated instruction inservice Co-teaching and scheduling are used to foster inclusive practices
Grades 6-9	The language teacher handed out the rubric for performance standards so that students could pre-assess their competencies before direct teaching began. Students determined what they already knew and what they had to learn to receive the highest performance grade
Grades 10-12	Vertical teaming to share practices Interdisciplinary teams are used to connect student learning

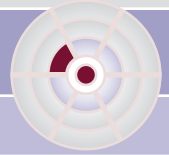
PROFESSIONAL EFFORT

GROUP PRACTICE & PROFESSIONAL DEVELOPMENT The literature on effective and inclusive schools, in addition to identifying specific educator practices, also highlights the need for collaboration among and between general and special educators. School professionals need support, training, and coaching in order to implement high quality, inclusionary practices effectively.

**AT STANDARD ★★ ★**

Primary Grades	Staff study of learning styles and how they affect children. Self-study on student motivation to learn. A group of 2nd grade teachers met regularly to coach and support their work.
Grades 3-5	Vertical teaming to align instruction and teaching. Grade level teams collaboratively develop into learning communities
Grades 6-9	The speech language teacher teaches language lessons to the whole class using the content of whatever the teacher is teaching that day i.e., medieval history might be a vocabulary matching game played in cooperative groups. Teachers teamed with TCs to use inquiry to understand gender equity issues.
Grades 10-12	House teams integrate curricula across content areas of English, social studies, math and science. Students with disabilities meet with core teachers to identify specific accommodations and modifications that need to be used to accomplish each quarter's standards.

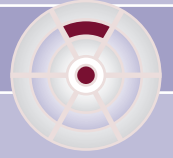
FAMILY PARTICIPATION IN TEACHING & LEARNING Practitioners Urban schools need families not only to support school efforts outside of school, but more importantly, to contribute to the ongoing mission and operations of the school.

**AT STANDARD ★★ ★**

Primary Grades	Parents are invited to actively participate in student learning in and out of school. Teachers meet to devise accommodations for state testing materials Teachers use running records to assess literacy and math progress on a student by student basis.
Grades 3-5	Teachers meet to assess student work products on a weekly basis Teachers provide parents with strategies to facilitate home learning.
Grades 6-9	Parents are apprised of state and district requirements for academic progress. Parents are actively involved in school improvement planning process. Departments develop accommodations and adaptations to standards tests
Grades 3-5	Students' grades are earned by standard, not by course

SCHOOL ORGANIZATIONAL EFFORT

SCHOOL/COMMUNITY RELATIONSHIPS Close school/community relationships are at the heart of successful, comprehensive, and inclusive urban schools



AT STANDARD ★ ★ ★

Primary Grades	PTA organized services night. Brought in community services people.
Grades 3-5	Partnership established with local businesses
Grades 6-9	Transition days in the spring of each year for 5th graders and 8th graders. After school tutoring and activity program
Grades 10-12	Family nights with food prepared by high school students for each house each quarter.

RESOURCE DEVELOPMENT & ALLOCATION In a transformed, inclusive school learning and other educational supports are organized to meet the needs of all students rather than historical conventions or the way the rooms are arranged in the building.



AT STANDARD ★ ★ ★

Primary All Grades	Reallocation of textbook money to purchase trade books for teachers. The hiring team states it inclusion philosophy and asks candidates to discuss their approach to inclusion of students with disabilities. Pay for performance. On-going professional development is available to keep staff abreast of strategies for more inclusive instruction.
Grades 3-5	Aligned with school improvement plan to support goals. Principal releases teachers for coaching.
Grades 6-9	Separate administrators for each house. Teacher candidates in this partner school release teachers for planning and coaching time
Grades 10-12	Separate administrators and special services teams for each house. Involvement of counselors in class-based self-determination groups. Active recruitment of teacher candidates from local partner schools

STRUCTURE & USE OF TIME Without time during the work day to meet, discuss, and challenge one another's ideas and activities, it is difficult to imagine many educators achieving the quality of dialogue and inquiry necessary for sustained, whole school improvement.



AT STANDARD ★ ★ ★

Primary Grades	Use of parent volunteers to host reader's and writer's workshops. All students in the general education classroom. Each grade level has a support person who works directly in the classroom. This person may be the speech/language therapist, the special educator, the Title 1 specialist or the child advocate.
Grades 3-5	Early release day once a week. All students in the general education classroom. Special educators serve as in-class technical assistance support and co-teachers.
Grades 6-9	Common prep time. All students assigned to home room in general education. Each team has a learning specialist who teaches a fourth class--the learning specialist supports a full class load of diverse learners like all the other classes.
Grades 10-12	Common prep and governance time for each house. Common advising time for all students.

SCHOOL ORGANIZATIONAL EFFORT

GOVERNANCE & LEADERSHIP The most challenging students require the combined expertise of many individuals including administrators, teachers, mental health personnel, community advocates, and students themselves. The use of building-level leadership teams creates the opportunity for shared decision-making resulting in important benefits to students with and without disabilities.



AT STANDARD ★ ★ ★

Primary Grades	Staff involvement in inquiry group professional development focused on school-centered making. School improvement plan is a working document that is used by all teachers to guide work.
Grades 3-5	BLT targeted improved CSAP--developed plan that supports timely use of assessments.
Grades 6-9	Three grade-level houses. BLT developed plan for improved communication and feedback loops across the building.
Grades 10-12	School within a school vertical cohorts of students. House-based leadership teams.

PHYSICAL ENVIRONMENT & FACILITIES By using the space and equipment thoughtfully, school professionals can reduce the amount of talking they do to manage the group and increase the time students spend learning the explicit curriculum.



AT STANDARD ★ ★ ★

Primary Grades	Classrooms have a variety of age appropriate tables, chairs, desks, floor mats. Students art work is displayed throughout building.
Grades 3-5	Science classes develop projects that target beautifying the school grounds.
Grades 6-9	Classrooms located in the same area of the school. All students are engaged in service projects to enhance the building's appearance.
Grades 3-5	Computer, science and math classrooms include appropriate furniture.

CULTURE OF CHANGE & IMPROVEMENT A school must provide the intellectual and emotional climate to support sustained improvement of practice. Teachers and other practitioners must use the information that students provide about their learning progress to inform curriculum and teaching decisions.



AT STANDARD ★ ★ ★

Primary Grades	Professional development in the form of coaching, inquiry teams, visitations to other schools.
Grades 3-5	Practitioners use grade level planning and co-teaching to enhance student learning.
Grades 6-9	Practitioners host team reflective work group meeting.
Grades 3-5	Use of portraiture to examine strengths and barriers.

DISTRICT EFFORT & SUPPORT

INFRASTRUCTURE & ORGANIZATIONAL SUPPORTS The functions of central administration must be organized in such a way that efficiency and individualization are accommodated. Thoughtful supports provide coherent, continuous opportunities for improved practices.

**AT STANDARD ★★ ★**

Primary Grades	Literacy and math coaches assigned to each school as a part of staff. Monthly meetings of literacy and math coaches to disseminate information and instructional strategies to be used in schools.
Grades 3-5	Literacy and math coaches assigned to each school as a part of staff. Monthly meetings of literacy and math coaches to disseminate information and strategies to be used in schools.
Grades 6-9	Content area team leaders selected by school administrator to act as team leaders. District supported monthly meetings to disseminate information and instructional strategies to be used in schools.
Grades 10-12	Content area team leaders selected by school administrator to act as team leaders. District supported monthly meetings to disseminate information and instructional strategies to be used in schools.
All Grades Levels	<ul style="list-style-type: none"> • Professional development at the district is driven by school improvement targets; building teams are networked; a focus is placed on the development of skill at the building level. • Each building has a district level administrator who is assigned to the building to coordinate and support technical assistance and professional development. • All schools are linked via email and the Web. <p>JUST IN TIME FEEDBACK CYCLES</p> <ul style="list-style-type: none"> • Data on student achievement are received by building in May so that leadership teams can target school improvement goals and professional development efforts for the next year. • The District web-site houses a set of inquiry and data collection tools that are available to buildings for inquiry purposes. • District personnel provide rapid turn around for data analysis.

RESOURCE DEVELOPMENT & ALLOCATION Districts strategically and flexibly develop and allocate resources to support the work of schools.

**AT STANDARD ★★ ★**

All Grades Levels	<p>SCALING UP & DOWN TO MAXIMIZE RESOURCES</p> <ul style="list-style-type: none"> • Technical assistance and professional development opportunities are made available on the basis of need for improvement on a school by school basis. • Schools are rewarded for tracking and using data on student climate, family involvement, student achievement to make thoughtful, systemic and programmatic improvements to their work. <p>INVESTING IN SCHOOL-INDIVIDUALIZED ONGOING PROFESSIONAL DEVELOPMENT</p> <p>Resources for professional development are focused on school improvement strategies and target professional development delivery models that have demonstrated high levels of practitioner change such as classroom coaching, peer coaching, and practice-based inquiry.</p>
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STUDENT SERVICES A range of services are available to students and families that involve practitioners other than teachers that are designed to realize all students' potential.

**AT STANDARD ★★ ★**

All Grades Levels	<ul style="list-style-type: none"> • Services to students are organized by preschool, elementary, middle and secondary teams that include special education and related services, language and literacy services, athletics and the arts as well as the curriculum and instruction experts.
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DISTRICT EFFORT & SUPPORT

DISTRICT/COMMUNITY PARTNERSHIP For many of the same reasons individual schools need to partner with families and communities, districts need to partner with their local judicial, social, recreational, health and government agencies to ensure that students are able to attend school ready to learn.



AT STANDARD ★ ★ ★

All Grades Levels

- The district engages in an ongoing assets mapping process that involves the faith, business, education, commerce, and nonprofit communities.

CULTURE OF RENEWAL & IMPROVEMENTS Through professional development schools, the research values of teacher educators are combined with the primary concern of schools to find solutions to practical problems. Risk-taking and failure are seen as opportunities for growth.



AT STANDARD ★ ★ ★

All Grades Levels

- Every school leadership team has an opportunity to showcase its school improvement process, identify the risks that it is taking for improving learning outcomes for all students and receive feedback from critical friends.
- An annual inquiry conference is hosted by local school districts.
- District leadership sets clear, annual goals that target the improvement of services and learning outcomes for student at the margins.
- Families have regular opportunities to provide input about school services.

INQUIRY ON SCHOOLS & SCHOOLING Educators, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.



AT STANDARD ★ ★ ★

All Grades Levels

- District personnel are involved in a variety of inquiry projects that involve promising practices, policy analysis, and support of Practice-Based inquiry.

GREAT URBAN SCHOOLS:

❖
Produce high achieving students.

❖
Construct education for
social justice, access and equity.

❖
Expand students' life opportunities,
available choices and community contributions.

❖
Build on the extraordinary resources that
urban communities provide for life-long learning.

❖
Use the valuable knowledge and experience that
children and their families bring to school learning.

❖
Need individuals, family organizations and communities to
work together to create future generations of possibility.

❖
Practice scholarship by creating partnerships
for action-based research and inquiry.

❖
Shape their practice based on evidence of what
results in successful learning of each student.

❖
Foster relationships based on care,
respect and responsibility.

❖
Understand that people learn in different
ways throughout their lives.

❖
Respond with learning
opportunities that work.



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Great Urban Schools: Learning Together Builds Strong Communities

Inclusive Schooling Self-Assessment Tool



Directions

We've designed this self-assessment to focus on school and professional effort, based on our [systemic change framework](#)¹. Remember that the following key elements produce improved learning outcomes for each and every student:

- Cohesion between levels of the system (classroom, school, and district);
- Clarity in a focused agenda on equity, access, and inclusiveness; and
- Support for ongoing professional learning that engages practitioners in examining the impact of their effort on students who are marginalized for a variety of reasons.

Please reflect on the current practices of your school by responding to the prompts on the next four pages – what you want to do is engage in reflection about your school's current practices to identify leverage points as well as areas to increase your school's overall impact on student opportunities to learn. How widespread is the evidence that you're using to respond to these questions? List the evidence on which you base your score for that element.

Once you've completed your evidence, select one, two, three or four stars, depending on where you think your school's current level of development is for each item on the rubric that follows. Consider the evidence and criteria carefully; this is a way of monitoring progress over time.

To guide your decision making, a rubric that provides examples of what you might expect to see as evidence of each element begins on page 6.

¹ Ferguson, D., Kozleski, E. & Smith, A. (2003). *On... Transformed, Inclusive Schools: A Framework to Guide Fundamental Change in Urban Schools*. Tempe, AZ: The National Institute for Urban School Improvement.

School Name _____

Date of Assessment _____

School Organizational Effort

To what extent are your governance and decision making practices structured to ensure the participation and representation of all parties (departments, grade levels, special areas, students, families, and community members)?

★ ★★ ★★★ ★★★★

To what extent does your school ensure that students with a range of abilities participate in all school resources with peers not identified as disabled, i.e., computer lab, music, art, gym, library, study halls, recess, lunch, and extracurricular activities?

★ ★★ ★★★ ★★★★

How do teachers feel about innovation and change? Is there a culture in your building that encourages and promotes innovation, action research, and collaborative initiatives?

★ ★★ ★★★ ★★★★

School Organizational Effort

How does your building approach scheduling classes, specials, and professional learning to maximize student participation and inclusiveness?

★ ★★ ★★ ★★
★ ★★

In what ways do school personnel encourage and use student feedback and ideas to improve the school climate?

★ ★★ ★★ ★★
★ ★★

How have you cultivated community partnerships to link with social, spiritual, financial or mentoring resources?

★ ★★ ★★ ★★
★ ★★

Professional Effort

In what ways do teachers ensure that learning goals for all students are challenging enough to prepare students for their next learning environment?

★ ★★ ★★ ★★

To what extent do teachers design and implement their lessons, units, and themes using culturally responsive universal design principles?

★ ★★ ★★ ★★

How do teachers work collaboratively to understand, assess, reflect, and implement more culturally responsive teaching practices?

★ ★★ ★★ ★★

Appendix B: Self Assessment Tool

Organizational Effort	★ Beginning	★★ Developing	★★★ At Standard	★★★★ Leading
<p><u>Governance and decision making practices</u> are structured to ensure the participation and representation of all parties.</p>	<p>Administration attends grade level, parent, and work group teams to gather information before making decisions.</p>	<p>Building leadership team is in place that seeks input from all groups (parents, students, gen. ed., special ed., bilingual ed.) for decision making.</p>	<p>Building decisions are made by the leadership team as a whole using a consensus model.</p>	<p>Leadership decisions are co-owned by all members of the learning community.</p>
<p>The school ensures that <u>students with a range of abilities participate in all school resources</u> with non-disabled peers (specials, recess, lunch, extracurriculars).</p>	<p>Students with severe disabilities are included in non-academic activities (lunch, recess, etc.).</p>	<p>Students with severe disabilities are included in at least one general education learning activity per day.</p>	<p>All students are placed in a general education classroom as their home classroom.</p>	<p>Students with severe disabilities receive most of their services in the general education classroom.</p>
<p>There is a <u>culture</u> that encourages and promotes <u>innovation, action research, and collaborative initiatives</u>.</p>	<p>Financial and/or academic incentives are in place for ongoing professional learning.</p>	<p>Professional learning is provided and addresses research-based practices for improving instruction.</p>	<p>Professional learning communities are established and engage in ongoing learning and collaboration.</p>	<p>Practitioners are self-directed and initiate improvements in policies and practices to improve student learning.</p>
<p><u>Scheduling of classes, specials, and professional learning maximizes student participation and inclusiveness</u>.</p>	<p>The whole-school schedule is written to consider time for co-planning and inclusion.</p>	<p>Planning for collaboration and inclusion is done first when writing the school schedule.</p>	<p>Instructional teams have common planning time and professional learning opportunities based on current needs.</p>	<p>A comprehensive professional learning plan is in place and teachers work in teams to collaborate for participation and inclusiveness.</p>
<p>School personnel <u>encourage and use student feedback</u> and ideas to improve the school climate.</p>	<p>Student ideas are considered by teachers and administrators.</p>	<p>Procedures are in place to elicit student feedback and ideas (i.e. class meetings, student surveys).</p>	<p>Students are represented on decision-making teams and are valued as equal members.</p>	<p>A culture of collaboration between students, teachers, and administration is in place.</p>
<p><u>Community partnerships</u> are in place to link with social, spiritual, financial, or mentoring resources.</p>	<p>School leaders are in contact with local churches, businesses, and organizations.</p>	<p>At least one ongoing partnership is in place with a local organization (i.e., Boys' & Girls' Club).</p>	<p>Several partnerships are in place with local organizations at both the building and classroom level.</p>	<p>A culture of community partnership is established with long-term relationships that benefit the school and community.</p>

Appendix B: Self Assessment Tool



Professional Effort	★ Beginning	★★ Developing	★★★ At Standard	★★★★ Leading
Practitioners ensure that <u>learning goals for ALL students are challenging enough</u> to prepare students for their next learning environment.	Classroom lesson plans are written based on state standards.	Lesson plans include benchmarks for different ability levels working toward state standards.	Goals and objectives for all students, including those with disabilities, are based on state standards.	All assessments, including alternate assessments, are based on state standards.
Practitioners design and implement lessons, units, and themes <u>using culturally responsive universal design principles</u> .	Curriculum units and lessons are designed for broad appeal and include examples of students of different ethnicities.	Curriculum units and lessons are designed with a variety of access points for students of varying abilities.	Curriculum units and lessons include a variety of perspectives and allow for different ways to demonstrate mastery of the content.	Curriculum units and lessons include student input in order to ensure relevance and accessibility for all class members.
Practitioners work collaboratively to understand, assess, reflect, and implement <u>culturally responsive teaching practices</u> .	Professional learning addressing culture is in place.	Practitioners are engaged in ongoing reflection about culture and learning.	Teachers and staff engage in ongoing dialogue about students' responses to teaching practices and ways to improve.	A culture of inquiry and growth is in place that fosters ongoing learning about ways to engage students of all backgrounds.
<u>Classrooms are composed of a variety of students</u> who represent the complete diversity of students who attend the school.	Planning for class makeup is done with some thought to diversity.	Planning for class makeup includes a conversation about diversity.	Planning for class makeup is done by a team with members of all teams and diversity a priority.	There is a culture of expectation of diversity in classroom makeup.
Practitioners understand and <u>create supportive, safe, inclusive environments for all students</u> .	Most practitioners feel comfortable including students with all levels of ability in instruction.	Most practitioners consciously engage students of all ability levels and cultural backgrounds in instruction.	All practitioners consciously build environments to welcome all abilities and backgrounds.	A culture of acceptance and inclusiveness is evident in interpersonal interactions throughout the school.
Practitioners seek out, engage, and work with parents and families to understand and support each other's efforts to educate students.	Regularly scheduled family nights and conferences provide engaging activities for parents.	Family engagement includes opportunities for parent input into classroom activities and lessons.	Practitioners contact families frequently for feedback and ideas about classroom activities.	Parents and families are active partners in choosing curricular units and activities.

Appendix C: Coaching Focus Tool

Practitioners

What do you want your teachers and staff to be able to do?

Systems

What systems do you want to implement or improve?



What do you want your home/school interaction to look like?

How do you want your students' daily experiences to change?

Families

Students

Practitioners

What professional learning is occurring?

Systems

What procedures need to be changed to provide educational access for all?



Who needs to be involved in supporting this change?

Where are the students doing their learning?

Families

Students

LeadScape Institute Wish List

**Date of next
Institute:**

Potential Topics



LeadScape
lead. learn. liberate.



Appendix D: Coaching Notes Tool

Coach		Date		Coachee		School	
Items Discussed				Status/Progress			Next Steps
Hot Topic:							
Focus topic:							
Prompts (Plan questions to lead dialogue):					Access Points (Circle one):		
					Critical:		
					Identify issue		Probe for reflection
					Expand awareness		Identify goal
					Plan moves		Establish progress
					Contextual:		
					Identify context		Find patterns
					Surface values		Identify goal
					Plan moves		Establish progress
					Technical:		
					Identify practice		Evaluate effectiveness
					Determine need		Identify role
					Plan moves		Establish progress
					Critical:		
					Identify issue		Probe for reflection
					Expand awareness		Identify goal
					Plan moves		Establish progress
					Contextual:		
					Identify context		Find patterns
					Surface values		Identify goal
					Plan moves		Establish progress
					Technical:		
					Identify practice		Evaluate effectiveness
					Determine need		Identify role
					Plan moves		Establish progress
					Critical:		
					Identify issue		Probe for reflection
					Expand awareness		Identify goal
					Plan moves		Establish progress
					Contextual:		
					Identify context		Find patterns
					Surface values		Identify goal
					Plan moves		Establish progress
					Technical:		
					Identify practice		Evaluate effectiveness
					Determine need		Identify role
					Plan moves		Establish progress



Appendix D: Coaching Notes Tool

After Coaching: Please take some time to reflect on the following items in order to track progress and plan for future sessions.

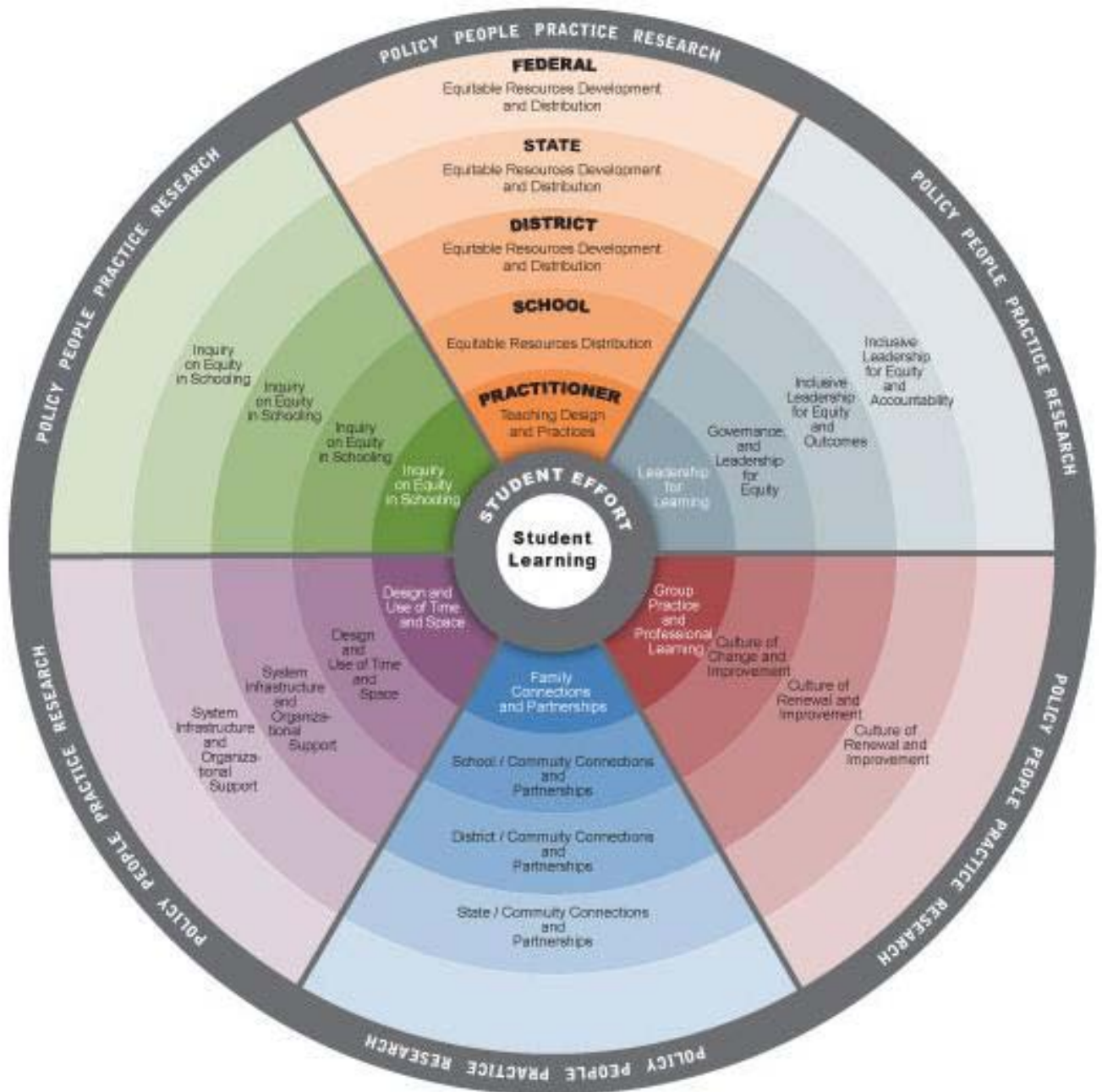
1) The development of inclusive practices in this school:

2) Progress toward establishing a shared ThirdSpace:

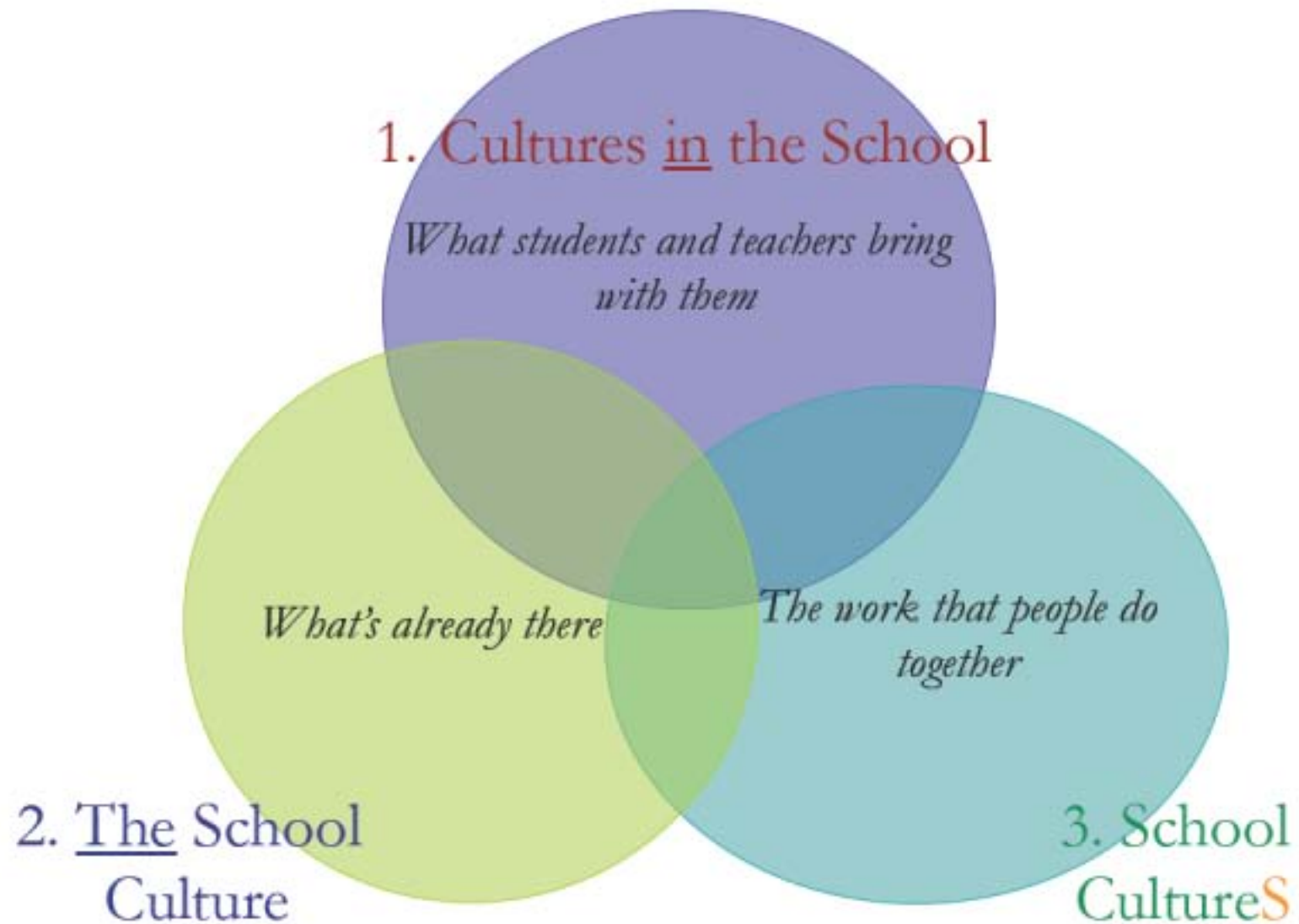
3) The development of the coachee's understanding of inclusive practices:

Next Steps:

Appendix E: Systemic Change Framework



Appendix F: School Cultures Model





NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT

Appendix G

Work Plan

Participants:

Date Developed:

Process

- Step 1:** Start with the End in Mind
- Step 2:** What will be different for Students and Families, Teachers, Schools?
- Step 3:** What do teachers and schools need to know and be able to do to make this happen?
- Step 4:** Map Backward to the Present
- Step 5:** Progress Monitoring & Tuning
- Step 6:** What do you need from others?
- Step 7:** Calendar



Great Urban Schools: Learning Together Builds Strong Communities

Process

Please make sure that you have distributed relevant district and school data to the members of your group so that you are familiar with the data available. Use your background knowledge to help build a rich and evidence-grounded picture of where your district/ school is now in terms of success with All its students.

Factors to consider as you set your Education for All vision for next year:

- (1) To what extent are the district and the schools successful in creating access, opportunities to learn and academic success for All its students?*
- (2) To what extent are the schools realizing the vision of Great Schools?*
- (3) What professional learning, policies and partnerships are needed to move forward?*
- (4) How can the vision be shared and embraced at throughout the system (think students, families, practitioners, administrators, support personnel)?*

Before you start working through this document, pick a member of your team to be your recorder to document the work plan process.

Great Urban Schools

- Produce high achieving students.
- Construct education for social justice, access and equity.
- Expand students' life opportunities, available choices and community contributions.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Use the valuable knowledge and experience that children and their families bring to school learning.
- Need individuals, family organizations and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect and responsibility.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.

➔ **Step 1: Start with the End in Mind:** *Where do you want to be by the end of the academic year?*
Think systemically! Scale, Sustainability, Systems for continuous improvement

Where do you want to be?	Who needs to be on board?	What systems need to be in place?	What outcomes do you want to achieve?

Step 2: What will be different for Students and Families, Teachers, Schools?

What will change for students with disabilities and their families? *Think access, participation, connection, community, and academic success.*

What will change for teachers and other practitioners? *Think job-embedded professional knowledge, skills, collaboration, assessment, inclusive, culturally responsive practice*

What does school leadership need to learn and be able to do? *Think distributed leadership, continuous improvement cycles, team planning, learning and the use of data for decision-making...*

Step 3: What do teachers and schools need to know and be able to do to make this happen?

Teachers	Schools

Step 4: Map Backward to the Present

System Levels	What do you want to accomplish by the end of the year?	6 Months?	3 Months?	Tomorrow?
District Level				
School Level				
Practitioner Level				

Step 5: Progress Monitoring & Tuning

System Levels	What is the goal?	What evidence will you collect?	How often will you check progress?
District Level			
School Level			
Practitioner Level			

Step 7: Calendar

2008

January 2008						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2008						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2008						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2008						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2008						
M	T	W	T	F	S	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2008						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2008						
M	T	W	T	F	S	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2008						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2008						
M	T	W	T	F	S	S
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8	9	10	11	12	13	14
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March	
April	
May	
June	

2008

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July 2008						
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August 2008						
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September 2008						
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October 2008						
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November 2008						
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December 2008						
M	T	W	T	F	S	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
August	
September	
October	
November	
December	

ITEMS: A Decision-Making Framework for Instruction



nstruction

Examine the structure of the instruction.



asks

Examine the demands & evaluation criteria of the tasks.



nvironment

Examine the learning environment.



aterials

Examine the learning materials used.



upport

Examine the support structures.



nstruction

Examine the structure of the instruction.

Can participation by all students occur without modifications?

Differentiate instruction to meet the needs of all learners

Can participation increase by changing instructional arrangement?

change traditional arrangement to:

- cooperative groups
- small groups
- peer partners
- peer / cross-age tutor

Can participation be increased by changing the lesson format?

- interdisciplinary/thematic units
- activity based lessons, games, simulations, role plays
- group investigations or discovery learning
- experiential lessons
- community-referenced lessons
- technology-based lessons

Can participation be increased by changing instructional delivery or teaching style?

- using graphic organizer
- using concept attainment methods
- teacher cues, prompts
- questioning procedures
- sequence of instruction
- checks for understanding



Tasks

Examine the demands & evaluation criteria of the tasks.

Can all students complete the tasks?

Differentiate processes to meet the needs of all learners.

Can participation increase by changing instructional task?

- adjust performance standards
- adjust pacing
- same content but scaffolds used for specific learners
- Pre/post and embedded assessments aligned to specific learners outcomes
- Vary task and rubric for specific learner outcomes
- interdisciplinary/thematic units
- activity based lessons, games, simulations, role plays
- group investigations or discovery learning
- experiential lessons
- community-referenced lessons
- technology-based lessons



Environment

Examine the learning environment

Can participation increase by changing learning environment?

Differentiate the learning environment

- Vary physical layout of classroom
- Develop learning centers
- Develop expeditionary learning trips
- Invite guest speakers
- Use simulations
- Conduct classes in other settings: the library, computer lab, science lab



aterials

Examine the learning materials used.

Can participation increase by changing instructional materials?

Differentiate instructional materials to meet the needs of all learners.

- vary texts to include different perspectives of content
- Use interactive games and puzzles
- Incorporate computerized instructional materials
- Hands-on math manipulatives; tangrams, geo-tiles, base-ten blocks
- Include multi-media presentations; powerpoint, music
- Provide calculators and laboratory equipment



Support

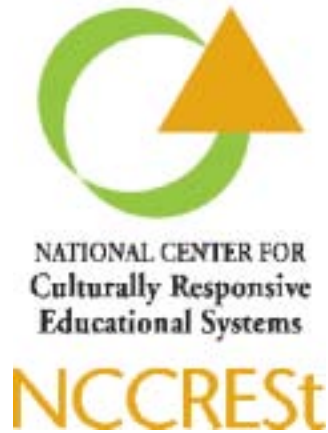
Examine the support structures.

Differentiate staffing assignments to meet the needs of all learners.

Can participation increase by providing supports for students?

- Coordinate schedules to avail students of support staff; librarian, technology instructor, ESL Instructors, etc.
- Coordinate schedules to allow for collaborative teaching
- Engage Para-professionals with all students

Appendix I: Mississippi Cultural Responsivity Matrix



The Mississippi Cultural Responsivity Matrix

*A Teachers' Self-study Guide for
Culturally Responsive Practices in
Grades K-6*

Reading and Mathematics

Prepared for the State of Mississippi

By

*The National Center for Culturally
Responsive Educational Systems*

Revised July, 2009

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Story content 12

Recommended Activities: 12

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THE MISSISSIPPI CULTURAL RESPONSIVITY MATRIX: BACKGROUND AND DEFINITIONS

This tool is based on the work of James Banks and Cherry McGee-Banks¹ with further support from the work of Christine Sleeter and Carl Grant². It is designed to assist teachers and administrators in assessing the degree to which mandated curricular guides in mathematics and reading curricula and strategies are responsive to the socio-cultural experiences and backgrounds of their students. Many aspects of curriculum and pedagogy affect the learning success of students in mathematics and reading. In addition to careful assessment of each student's knowledge and skills in the core content areas of mathematics and reading so that teachers can adjust the introduction and pacing of skill development, teachers must also anchor the constructs and skills they teach to familiar experiences and vocabulary to build on the knowledge and skills that students bring to school.

CONCEPTUAL FRAMEWORK

Using two perspectives described by Banks and McGee-Banks, we have developed a tool to examine the degree to which text books that represent the core curriculum used to instruct in reading and mathematics are themselves culturally responsive. Of interest is the way in which core concepts are represented as well as the way that activities and examples are used to support concept and skills development. Further, the tool encourages teachers to reflect on the people studied, the issues/story lines presented, the language used, and the pictorial representations of the story content (Sleeter & Grant, 2003).

The material categorized in each of these areas are analyzed to determine whether the content, and the approach to teaching that content, represents a “contributions” approach, an “additive” approach, a “transformational” approach, or a “social action” approach. Each approach, respectively, indicates whether key dimensions of diversity are presented as the contributions of ethnic/cultural groups to the mainstream, an add-on to mainstream knowledge, a transformative learning experience that leads to an understanding of the impact of perspectives and biases upon the content of a field, or an incentive to social action. These dimensions and approaches/levels are explained below. First, however, we clarify our understanding of curriculum and specify the scope and limits of this matrix.

¹ James A. Banks & Cherry A. Banks (2005). *Multicultural Education: Issues and Perspectives*. Hoboken, NJ: John Wiley and Sons.

² Sleeter, Christine E. and Grant, Carl A. (2003). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. N.Y.: John Wiley & Sons.

EXAMINING THE STATED AND ENACTED CURRICULUM

We make a distinction between the stated curriculum as it appears in textual material, and the enacted curriculum, which constitutes the implicit and explicit messages conveyed by the instructional approaches to that material. Thus, the textual materials represent the stated curriculum, while the learning activities in which students and teachers engage represent the enacted curriculum. Further, a complete understanding of the enacted curriculum would include consideration of the overall social and academic structure and culture of the school, such as how classes are tracked, how students and teachers are selected for different tracks, the representation of various ethnic and/or social class groups in these tracks, and many other structural issues.

While this matrix is designed to examine all these dimensions of students' learning, it is conceivable that the dimension of school structure/culture could be excluded, to the extent that individual teachers can determine the learning within their own classrooms. However, we believe that even the narrowest definition of curriculum cannot treat textual material as separate from the instructional methods and activities used to convey that material. In doing so, it will be necessary to examine both the textual materials and the recommended instructional activities included in Teacher's Editions of text books.

DIMENSIONS OF THE CULTURALLY RESPONSIVE MATRIX

LEVELS OF KNOWLEDGE CONSTRUCTION

This perspective conceptualizes knowledge construction as occurring on a continuum from factual and peripheral to transformative and active.

I: CONTRIBUTIONS

Do the texts and instructional activities represent diversity in terms of everyday, real life activities of various groups, and are these groups and issues seen as integral to the society?

The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations.

Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.

II: ADDITIVE

Are the texts and instructional activities integral to the curriculum or is it structured as an add-on to an essentially monocultural curriculum?

Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.

In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.

Teachers consciously and explicitly alter the conditions for learning such as access to learning materials, opportunities to questions, study, and collaborate. Teachers discuss changes with their students explaining how changes in classroom procedures are designed to ensure that all students have access to learn and opportunities to lead.

III: TRANSFORMATIONAL

Do the texts and instructional activities promote or provoke critical questions about the societal status quo? Do they present alternative points of view as equally worth considering?

Teachers consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups.

The curricula, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.

Teachers involve students in making decisions about their classroom culture, ensuring that decisions are made with attention to the consequences for all students. Students study and reflect on the practice of an equity pedagogy, assist in collecting and examining the impact of classroom practice on students in the class and work to ensure equity for all students.

Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.

IV: SOCIAL ACTION

Do the texts and instructional activities lead to students' exploration of ways that they can affect social change or contribute to social causes? Does it result in such engagement?

In addition to experiences included in the first three boxes, the curriculum at each level anchors curricular units to understanding, identifying, and reducing prejudice within their peer groups and across the school.

Teachers enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Teachers assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy for prejudice reduction and discrimination.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.

The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.

On pages 8 through 12, a sample analysis of curriculum materials using these constructs is provided.

On pages 13 and 14, the process for using this tool with teachers is described and the elements of the tool follow. Please be in touch with nccrest@asu.edu to tell us how this tool supported your learning around culturally responsive practices.

CULTURAL RESPONSIVITY MATRIX: SAMPLE ANALYSIS

Houghton-Mifflin, (2003). *Reading Florida: Expeditions* (5th grade). Theme 4: Person to Person Florida Teachers Edition and Accelerated Reader

Stated Objectives are linked to Florida’s Sunshine State Standards and are predominantly skill focused: reading strategies, comprehension, decoding, vocabulary, spelling, grammar, writing, listening/speaking/writing and information and study skills. The latter, the only objective that includes content vs. skills, reads: note taking; paraphrasing/synthesizing; evaluating information for accuracy and bias; interviewing.

The theme opener introduces the concept of “person to person” in terms of relationships and roles people play in relation to one another (coach-athlete; teacher-student; friends...).

For each story, the teachers manual includes “challenges” for students who are “on level,” “extra support” for those who are “below level,” and activities/instructional approaches for “ELL” students at varying levels of proficiency (beginning/pre-production, early production and speech emergence, intermediate and advanced).

Examples are given below.

STORY 1. MARIAH KEEPS COOL







Mariah plans a birthday party for her sister, Lynn, with the help of her half-sister, Denise, and several friends. Lynn’s favorite activities are reading and helping out a local homeless shelter. She says she does not want any special attention to her birthday and, probably suspecting that something’s up, announces that she’s staying in bed all day. The story recounts her sisters’, mother’s, and friends’ efforts to keep the party a surprise and make it meaningful for Lynn. The party includes dancing, eating, and bringing contributions to the homeless shelter where Lynn helps out. It turns out well - Lynn is pleased, and Mariah comes to appreciate her half-sister, Denise, more through their shared efforts for Lynn.

STORY CONTENT

Topics/Issues:	The story theme is positive family and friendship relationships, team work, and problem solving.
Language:	Again, counters stereotypical African American vernacular speech. Speakers use standard English with occasional shifts of register such as “ya’ll” and “what you doing here?”
People Studied:	The family is African American and the story apparently seeks to counter common stereotypes of African American family structure, SES and lifestyle. Most of the group of friends participate in a swimming club and are preparing for a

	competition. The friend who is the swim coach has a swimming pool at his home. Lynn does not participate in the swim club but is an avid reader with a social conscience.
Miscellaneous (Pictures):	All the characters in all the pictures in the story are African Americans. Would seem to support notion of in-group friendships rather than cross-group. Does not challenge traditional societal prejudices regarding relationships.

RECOMMENDED INSTRUCTIONAL ACTIVITIES

-  **Group work.** Always recommended to include students of “mixed abilities.”
-  **Students who are English Language Learners.** Beginning: Look at the illustration and describe what happened.
-  **Early production:** Look at the pictures and match them to parts of the narrative.
-  **Intermediate/advanced fluency:** Explanations of idiomatic phrases like “you saved the day”, “give them a hand”, “let’s party”; a swim “meet.”
-  **Extra support (below level).** Previews of information; predicting, vocabulary.
-  **Challenge (above level).** Related crafts and writing activities.

SAMPLE RATING FROM NCCREST TEACHER’S SELF STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES

Topics/Issues	Language	People Studied
<input type="checkbox"/> Contributions	<input checked="" type="checkbox"/> <i>Contributions</i>	<input type="checkbox"/> Contributions
<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input type="checkbox"/> Diversity Additive	<input checked="" type="checkbox"/> <i>Diversity Additive</i>
<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational
<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action

STORY 2. ONE PAIR OF SHOES

A report from a school in New York City where one boy’s concern about a homeless man who had no shoes in the winter resulted in his class engaging in a drive to collect, clean, and polish old shoes and donate them to homeless shelters.

STORY CONTENT.

Topics/Issues:	Theme of helping those less fortunate.
People Studied:	Focus is on people who are poor and homeless. No particular ethnic group represented.
Miscellaneous (Pictures):	Are all of different types of shoes, the polish and brushes used to clean them, and new laces.

RECOMMENDED ACTIVITIES

- Students use print or electronic sources to find out about homeless shelters in their community and local volunteer efforts, call a local shelter, organize an effort.

SAMPLE RATING FROM NCCREST TEACHER'S SELF STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES

Topics/Issues	People Studied	Miscellaneous
<input type="checkbox"/> Contributions	<input type="checkbox"/> Contributions	<input type="checkbox"/> Contributions
<input type="checkbox"/> Diversity Additive	<input type="checkbox"/> Diversity Additive	<input type="checkbox"/> Diversity Additive
<input checked="" type="checkbox"/> Transformational	<input checked="" type="checkbox"/> <i>Transformational</i>	<input type="checkbox"/> Transformational
<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action	<input checked="" type="checkbox"/> Social Action

STORY 3. MOM'S BEST FRIEND

A girl tells of her family's adaptation while her Mom is away at program that trains her new guide dog. The focus is on the family members missing her and accepting that she is enjoying her month getting to know other blind people as well as her new dog. Further focus on family members getting to know and love the dog when Mom returns.

STORY CONTENT

Topics/Issues:	Mom's disability is treated as normal to the family. What's not normal is her being away from home and the family having to get accustomed to a new dog. Promotes disability awareness without any sense of pity. Also promotes interest in the dog's needs and abilities.
People Studied:	As above: Blind person portrayed no differently than others except for point that she does have experiences in common with other blind people that helps create a bond between them. Ethnicity, class etc not relevant, except implicitly in the family's ability to afford this dog and its training.
Miscellaneous (Pictures):	Ethnicity White. Does not seem relevant or problematic.

RECOMMENDED ACTIVITIES

- Students who are English Language Learners:** Vocabulary development re homonyms (watch, show).
- Extra support:** Basic vocabulary list.
- Science and math connections:** Study how sounds are absorbed by environment, make a map for mom and dog's route.

SAMPLE RATING FROM NCCREST TEACHER’S SELF STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES

Topics/Issues	People Studied	Miscellaneous
<input type="checkbox"/> Contributions	<input type="checkbox"/> Contributions	<input checked="" type="checkbox"/> <i>Contributions</i>
<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input type="checkbox"/> Diversity Additive
<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational
<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action




STORY 4. YANG THE SECOND AND HER SECRET ADMIRERS

Children of a Chinese (apparently recently immigrated) family differ in their attitudes to acculturation. Yang, Second Sister, clings to her Chinese heritage and refuses to make friends. The narrator (a sister) expresses many questions about what Second Sister means when she refers to her “heritage”, pointing to the nuances of being “Chinese” or “American” in preferring types of music, clothing, etc. Yang is disdainful of a Chinese-American boy who seems to her to be too American. Her brother and sister trick her into relaxing her attitude by creating “conversations” that she and the boy overhear about them liking each other. Their trick works and the boy decides to ask the sister out on a date.

STORY CONTENT

Topics/Issues:	Acculturation. Valuing aspects of both cultures. References to traditional Chinese traditions, names.
People Studied:	As above
Miscellaneous (Pictures):	Chinese children, but they do have one white friend.

RECOMMENDED ACTIVITIES

-  **Below level:** Audiotape, read a different reading in the Reader’s library collection while others read another segment of the Yang story, include in teacher’s read aloud; preview text.
-  **Students who are English Language Learners:** Vocabulary; unfamiliar concepts, language, explained by Chinese students in the class; “two word verbs” – “make happen, hurried over, ran back”; look at pictures; who, what, where questions.
-  **“Multicultural information”:** Chinese characters for words like “author” and “illustrator” to be explained.

Follow up reading to this story focuses on crafts from different heritages, as indicated by pictures: origami, quilts, and basket weaving from South Carolinian Black heritage.

SAMPLE RATING FROM NCCREST TEACHER’S SELF STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES

Topics/Issues	People Studied	Miscellaneous
<input type="checkbox"/> Contributions	<input type="checkbox"/> Contributions	<input checked="" type="checkbox"/> <i>Contributions</i>
<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input type="checkbox"/> Diversity Additive
<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational
<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action


STORY 5. DEAR MR. HENSHAW

A boy's diary: divorced parents; references to Dad being a good Dad; Dad is a long distance truck driver; worry about his Dad' having a new girlfriend; problem at school with his lunch being stolen; makes a friendship that crosses over SES barrier (boy wonders if new friend will like coming to his house, which is much smaller, but there's no problem; plans to participate in a writing contest.

STORY CONTENT

Topics/Issues:	Acceptance of different family structures, SES levels; Father's role in sending support payments and maintaining relationship with his son; child's mixed feelings about his parent's divorce; competition regarding writing, acceptance of different standards of good writing.
Language:	Informal, child expressions (mad, pretty dumb...)
People Studied:	Children of different SES levels and social experience (e.g., some kids didn't know what a salad bar was and thought they'd be getting a second course of meat etc); working class parents;
Miscellaneous (Pictures):	Photos include children of different colors.

RECOMMENDED ACTIVITIES:

 Focus on child's feelings about family, about writing.

SAMPLE RATING FROM NCCREST TEACHER'S SELF STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES

Topics/Issues	People Studied	Miscellaneous
<input type="checkbox"/> Contributions	<input type="checkbox"/> Contributions	<input checked="" type="checkbox"/> <i>Contributions</i>
<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input checked="" type="checkbox"/> <i>Diversity Additive</i>	<input type="checkbox"/> Diversity Additive
<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational	<input type="checkbox"/> Transformational
<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action	<input type="checkbox"/> Social Action

Appendix I: Mississippi Cultural Responsivity Matrix

A TEACHERS' SELF-STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES IN GRADES K-6: READING AND MATHEMATICS

Time: Schedule at least 2.5 hours for this activity. Three hours is better. Teachers should be encouraged to show up on time with appropriate materials.

Pre-meeting work: Teachers participating in this activity should have read the accompanying article by James Banks and colleagues³ and participated in a study group around that article prior to engaging this activity. Teachers should have also read this document prior to attending this professional learning session.

Facilitator: A facilitator, typically a teacher from another grade, is designated to lead the group through this activity. Facilitators must have attended professional development focused on cultural responsivity (see <http://www.nccrest.org/professional.html> for downloadable leadership modules on culture and cultural responsivity). Facilitators are skilled at keeping a group on task, supporting teachers through difficult conversations, and ensuring that participants are able to voice their perspectives.

Outcomes: By the end of this session, teachers should understand the following:

- (1) Curriculum conveys covert messages to students about who and what is valued in school, including expectations about behavior, learning, and social interaction.
- (2) Pictures that depict diversity are not sufficient to support access and participation in reading and math for students from diverse cultural and linguistic backgrounds.
- (3) Teachers must take an active role in expanding the images and ideas that curriculum portrays so that students can find a way to anchor themselves and their own experiences to the learning goals in each unit.
- (4) Teachers need to be conscious about the values they bring to their teaching and how they may or may not encourage and support learning for students whose experiences, backgrounds, and values are different.

³ James A. Banks, Peter Cookson, Geneva Gay, Willis D. Hawley, Jacqueline Jordan Irvine, Sonia Nieto, Janet Ward Schofield, Walter G. Stephan (2001). *Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. Seattle: Center for Multicultural Education.

(5) Teachers should leave this session with additional strategies for connecting the curriculum to the life experiences of their students.

Process: Teachers gather together by grade levels. Teachers bring their reading or math series teacher's guide to the group. Each teacher selects an instructional unit to review. These units may be the same or different. Teachers complete each page of the following matrix.

- (1) Welcome the teachers and, if needed, have them introduce themselves to the group (5 minutes).
- (2) Review the outcomes for reviewing their curriculum (5 minutes).
- (3) Review the five stories presented in this document (pages 8-12) to ensure that teachers understand how to think about their curriculum (15 minutes).
- (4) Introduce the teachers to the 6 key curriculum areas listed below (5 minutes).
- (5) Review the definitions in Table 2, page 16, that explore these four ways of coding the cultural responsiveness of curriculum: (1) Contributions; (2) Diversity Additive; (3) Transformational; or (4) Social Action (10 minutes).
- (6) Ask teachers to complete page one of the curriculum matrix themselves. Make sure that they include a brief description of the information they used to make their rating. Once all the teachers have completed the first page independently, ask them to share their ratings.

Questions to ask include:

- ☞ Show us where you found that evidence. How would the rest of you interpret that part of the curriculum? Are there assumptions that are being made in the way that the curriculum is organized? What kinds of mediation could you provide to explore those ideas?
- ☞ Does the discussion change your own rating? Tell us more about why you think you might want to change (or maintain) your rating? What kinds of assumptions do you think your example is promoting?

This should take about 15 minutes for rating and 20 minutes for the first discussion, subsequent discussions will be briefer as your teachers become more skilled in critiquing their curriculum (total time = 2 hours)

The pattern is repeated until each of the 6 areas below is reviewed and rated individually by participating teachers and then, discussed together so that teachers can change their ratings as a result of discussion.

TABLE 1: CURRICULAR ELEMENTS

Topics/Issues:	Do the topics/issues studied resonate with your students? To what extent does the teacher's guide provide time to anchor instruction to the students' current knowledge and background?
Activities:	What kinds of activities are students expected to complete, with whom, and where (at home, in the classroom, in the library)?
Language (form, content, usage):	What kind of vocabulary is introduced and emphasized? How is language used to convey a sense of time and place? How are students encouraged to actively use new concepts?
People Studied:	Is there a variety of racial, ethnic, and abilities represented in the unit? What kinds of socio-economic backgrounds are assumed? Does the teacher's guide encourage discussion and understanding about the people represented?
Grading:	Are guidelines provided for assessing student progress in this unit? If so, will the suggested process assist you in providing timely, accurate, and support feedback to your students?
Miscellaneous:	As you study the unit, are there other assumptions being made that may make this unit of study difficult for your students to grasp as they focus on mastery of the core concepts? To what extent will you need to adapt or provide additional supports to your students so that they can be successful in this unit?

TABLE 2. MULTI-CULTURAL DIMENSIONS OF CURRICULUM

CONTRIBUTIONS ONLY	The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations. Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.
DIVERSITY ADDED	<p>Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.</p> <p>In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.</p>
TRANSFORMATIONAL	<p>Teachers consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups. The curriculum, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives.</p> <p>Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes. Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.</p>
SOCIAL ACTION	<p>Teachers enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Teachers assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy.</p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others. The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.</p>

TOPICS/ISSUES

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p style="text-align: center;"><u>Contributions</u></p>	<p style="text-align: center;"><u>Diversity Additive</u></p>	<p style="text-align: center;"><u>Transformational</u></p>	<p style="text-align: center;"><u>Social Action</u></p>
	<p style="text-align: center;">Evidence</p> <p>Describe the evidence you compiled to assess your performance on this dimension.</p>	<p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>

ACTIVITIES

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p style="text-align: center;">Contributions</p> <p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p style="text-align: center;">Diversity Additive</p> <p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p style="text-align: center;">Transformational</p> <p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p style="text-align: center;">Social Action</p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p style="text-align: center;">Evidence</p> <p>Describe the evidence you compiled to assess your performance on this dimension.</p>				

LANGUAGE

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p style="text-align: center;"><u>Contributions</u></p>	<p style="text-align: center;"><u>Diversity Additive</u></p>	<p style="text-align: center;"><u>Transformational</u></p>	<p style="text-align: center;"><u>Social Action</u></p>
	<p style="text-align: center;">Evidence</p> <p>Describe the evidence you compiled to assess your performance on this dimension.</p>	<p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>

PEOPLE STUDIED

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p style="text-align: center;"><u>Contributions</u></p> <p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p style="text-align: center;"><u>Diversity Additive</u></p> <p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p style="text-align: center;"><u>Transformational</u></p> <p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p style="text-align: center;"><u>Social Action</u></p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p style="text-align: center;"><u>Evidence</u></p> <p>Describe the evidence you compiled to assess your performance on this dimension.</p>				

GRADING/ASSESSMENT

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p style="text-align: center;"><u>Contributions</u></p> <p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p style="text-align: center;"><u>Diversity Additive</u></p> <p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p style="text-align: center;"><u>Transformational</u></p> <p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p style="text-align: center;"><u>Social Action</u></p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p style="text-align: center;"><u>Evidence</u></p> <p>Describe the evidence you compiled to assess your performance on this dimension.</p>				

MISCELLANEOUS

<p><i>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformation, or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</i></p>	<p>Contributions</p> <p>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p>Diversity Additive</p> <p>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p>Transformational</p> <p>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p>Social Action</p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence</p> <p><i>Describe the evidence you compiled to assess your performance on this dimension.</i></p>				

CURRICULAR PROFILE

Content Area:

Teachers:

	Contributions	Diversity Additive	Transformational	Social Action
Topics/Issues				
Activities				
Language (form, content, usage)				
People Studied				
Grading/Assessment				
Miscellaneous				

NEXT STEPS

What do I plan to do to move my curriculum from contributions to transformational?

What do I need to move my curriculum from contributions to transformational?

How will I evaluate changes in my students over time?