

Awareness

Support Educators in becoming more culturally aware of the students and the community they serve, and how that awareness supports culturally conscious schools and classroom instruction

- ***Connection and personal relationships***
 - Create opportunities to know the community and culture of your students
 - Intentionally seek out students in need
 - Explore student interests and determine what matters to them
 - Make deposits into the relationship account
 - Understand the antecedent of a student's attitude and don't personalize
 - Earn respect. It is not a given
 - Understand that a positive tone enables achievement
- ***Develop Positive Racial Identity***
 - Include culturally sensitive student materials that are ongoing, intentional, deliberate and purposeful
 - Be color conscious not color blind and deliberately provide opportunities for students to reflect on their own identity beyond the contribution level of Black History and Hispanic Month
- ***Lessons are relevant***
 - Use student experiences and culture in anticipatory set and throughout the lesson
 - Connect meaningful content to their lives
 - Demonstrate genuine interest and create high energy around topic

Attitude

Enhance the high expectations of educators for all students to reach their maximum potential which will transform the educators' attitude into positive behaviors and practice

- **Beliefs**
 - Believe that all students can achieve proficient or advanced on grade level standards
 - Believe that you have the ability to get them to proficient or advanced on grade level standards

- **Promote High Expectations**
 - State lesson focus clearly and often
 - Focus on student engagement in order to maximize learning
 - Use techniques to ensure communication of high expectations
 - Identify target students
 - Call on them frequently
 - Ask high level questions including follow up questions
 - Allow student collaboration
 - Provide specific and frequent feedback

- **Provide Rigor**
 - Expose all students to the same level of difficulty
 - Provide interventions and assistance to students who need additional support to achieve at the same high level
 - Differentiate delivery of instruction not the content standards
 - Set “stretch goals”; when students have achieved, take them to the next level

Analysis

Provide in-depth analysis (quantitatively and qualitatively) of policies, procedures, practices, and pedagogies that enhance the level of equity-based decision making in the districts, school sites, and classrooms to meet the needs of every student. Deep analysis of one's personal racial identity development and his/her students will connect instructional practice with student empowerment.

- ***Analyze data according to strengths and needs***
 - Include summative, formative, behavioral and demographic
 - Ensure analysis is frequent and on-going
 - Develop guiding questions: what is working, what is not, next steps
 - Adjust instruction
 - Monitor outcomes

- ***Personal Analysis***
 - Define your strengths
 - Define your needs
 - Evaluate beliefs
 - Determine how your beliefs impact instruction
 - Decide if change is needed

- ***Student Analysis***
 - Understand strengths
 - Recognize needs
 - Understand student's self perception

Action

Take action by implementing equity-based and culturally conscious instructional strategies and support structures that are data driven to ensure that equality in reaching grade level standards is achieved for all students

- **Implement Culturally Conscious Strategies**
 - Fortify relationships with students
 - Provide empower text or assignments that enhance racial identity of the student
 - Understand the learning preferences of students and allow them to demonstrate their knowledge in multiple context while preparing the students to be successful in testing environment
 - Implement routines and procedures to create a positive classroom environment
 - Provide clear and explicit rationales for learning the desired task(s)
 - Insist students use academic vocabulary through formal and informal instructional conversations
 - Include movement
 - Ask higher level questions
 - Provide specific and frequent feedback

Accountability

Implement and restore accountability systems and measures to ensure all educators and community stakeholders are held accountable and are actively involved in creating equity-based environments for all students to exceed achievement and performance targets.

Develop tight system of accountability (implement, sustain, monitor, assess and evaluate)

- Un-cover the institutional inequities
- Determine what is mediocre performance in the system and address it
- Hold self accountable through data analysis, grade level/department meetings, lesson design, and on-going assessments
- Monitor thoughts, words and actions
- Initiate courageous conversations around race, culture and student achievement and its impact on the system and instruction
- Commit to the moral imperative of creating a culturally conscious educational system



Culturally Conscious Instructional Strategies

Edequity, Inc.



CCI are researched based strategies that have been recorded to engage students with classroom instruction. CCI strategies are not additional strategies but it is an approach that will enhance the instructional repertoire and mind-set of the teacher. Teachers will learn how to directly integrate affective domain (relational) strategies with the academic/achievement strategies.

In a direct coaching support model, teacher(s) will be provided with modeling of the key CCI strategies that have increased student engagement and increased student achievement. Student learning styles, culture and home language will be key components of the teacher's training.

The following strategies (Gay 2004) will be included in the support model for teachers:

Strategy #1

Use a variety of instructional strategies and learning activities. Offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes. In addition, the variety helps them develop and strengthen other approaches to learning.

Strategy #2

Consider students' cultures and language skills when developing learning objectives and instructional activities. Facilitate comparable learning opportunities for students with differing characteristics. For example, consider opportunities for students who differ in appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.

Strategy #3

Incorporate objectives for affective and personal development. Provide increased opportunities for high- and low-achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents. Such opportunities can enhance students' motivation to learn and achieve.

Strategy #4

Communicate expectations. Let the students know the "classroom rules" about talking, verbal participation in lessons, and moving about the room. Tell them how long a task will take to complete or how long it will take to learn a skill or strategy, and when appropriate, give them information on their ability to master a certain skill or complete a task. For example, it may be necessary to encourage students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery, but must work through the difficulty.



Strategy #5

Provide rationales. Explain the benefits of learning a concept, skill, or task. Ask students to tell you the rationale for learning and explain how the concept or skill applies to their lives at school, home, and work.

Strategy #6

Use advance and post-organizers. At the beginning of lessons, give the students an overview and tell them the purpose or goal of the activity. If applicable, tell them the order that the lesson will follow and relate it to previous lessons. At the end of the lesson, summarize its main points.

Strategy #7

Provide frequent reviews of the content learned. For example, check with the students to see if they remember the different concepts or skill(s) being taught. Provide a brief review of the previous concept(s)/skill(s) before continuing on to a new and related lesson.

Strategy #8

Facilitate independence in thinking and action. There are many ways to facilitate students' independence. For example, when students begin their work without specific instruction from the teacher, they are displaying independence. When students ask questions, the teacher can encourage independence by responding in a way that lets the student know how to find the answer for him or herself. When teachers ask students to evaluate their own work or progress, they are facilitating independence, and asking students to perform for the class (e.g., by reciting or role-playing) also promotes independence.

Strategy #9

Promote student on-task behavior. Keeping students on-task maintains a high level of intensity of instruction. By starting lessons promptly and minimizing transition time between lessons, teachers can help students stay on-task. Shifting smoothly (no halts) and efficiently (no wasted effort) from one lesson to another and being business like about housekeeping tasks such as handing out papers and setting up audiovisual equipment helps to maintain their attention. Keeping students actively involved in the lessons-for example, by asking questions that require students to recall information-also helps them to stay focused and increases the intensity of instruction.

Strategy #10

Monitor students' academic progress during lessons and independent work. Check with students during seatwork to see if they need assistance before they have to ask for help. Ask if they have any questions about what they are doing and if they understand what they are doing. Also make the students aware of the various situations in which a skill or strategy can be used as well as adaptations that will broaden its applicability to additional situations.



Strategy #11

Provide positive descriptive frequent feedback. Feedback at multiple levels is preferred. For example, acknowledging a correct response is a form of brief feedback, while prompting a student who has given an incorrect answer by providing clues or repeating or rephrasing the question is another level. The teacher may also give positive descriptive feedback by stating the appropriate aspects of a student's performance. Finally, the teacher may give positive corrective feedback by making students aware of specific aspects of their performance that need work, reviewing concepts and asking questions, making suggestions for improvement, and having the students correct their work.

Strategy #12

Require mastery. Require students to master one task before going on to the next. When tasks are assigned, tell the students the criteria that define mastery and the different ways mastery can be obtained. When mastery is achieved on one aspect or portion of the task, give students corrective feedback to let them know what aspects they have mastered and what aspects still need more work. When the task is complete, let the students know that mastery was reached.

Equity PLC Teacher Collaboration

Grade level/Department _____

Date _____

Collaboration Norms:

- | | |
|---|---|
| <i>Start on time and be prepared</i> | <i>It's not about you or me; it's about the kids!</i> |
| <i>Respect the opinions of others</i> | <i>There is more than one right answer</i> |
| <i>Willingness to talk about the real issues</i> | <i>Collaboration not competition</i> |
| <i>Focus; keep the vision in focus; stay on topic</i> | |

Collaboration objective(s):

Attendees:

Materials for this meeting:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Formative Data | <input type="checkbox"/> Lesson plans |
| <input type="checkbox"/> Summative Data | Other _____ |
| <input type="checkbox"/> Pacing Calendar | _____ |
| <input type="checkbox"/> Student Work | _____ |

Materials for the next meeting:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Formative Data | <input type="checkbox"/> Lesson plans |
| <input type="checkbox"/> Summative Data | Other _____ |
| <input type="checkbox"/> Pacing Calendar | _____ |
| <input type="checkbox"/> Student Work | _____ |

Key Tenets of Equity Professional Learning Communities

Adapted from Professional Learning Communities

What skills from the standards do we want students know and be able to demonstrate? (CURRICULUM)

How will we know they are learning? (ASSESSMENT & DATA)

What will we do if our students are not learning? (STRATEGIES & INTERVENTION)

How do we explicitly develop positive racial identity development in students through our teaching? (EQUITY)



Grade Level/Department Instructional Action Plan

Date: From _____ To _____

Instructional Action	Timeline	Data/evidence to be collected (measure effectiveness)
1.0		
2.0		
3.0		
4.0		
5.0		

Did we meet our collaboration objective(s) Yes No

Next meeting: _____ Location: _____

Grade Level/Department Chair: _____ Date _____

Copies to:

Grade level/ Department Chair

Principal

