# ALLIANCE
## College-Ready Public Schools
### Where **Exceptional** is the **Rule**

May 17, 2019

To Whom It May Concern:

Alliance College Ready Public Schools is pleased to provide a 5-year grant of $730,000 to Claremont Graduate University for the project The Claremont Fellows Program as outlined in the application to the U.S. Department of Education's Teacher Quality Partnership (TQP) program. These funds can be used only toward project activities as proposed in the TQP application.

The grant commitment of $730,000 will be disbursed in installments over a 5-year period, as outlined in the following payment schedule. The funds will be disbursed annually to your organization with the first payment being made within 30 days of the signed grant agreement.

| Project Year | Award Amount |
|---|---|
| 1 | $15,000 |
| 2 | $85,000 |
| 3 | $160,000 |
| 4 | $235,000 |
| 5 | $235,000 |
| Total | $730,000 |

We are confident that this program will have a sustained impact on the student population being served, and look forward to reviewing the evaluation results and program reports, consistent with the application requirements and the grant agreement.

Sincerely,

Chief Business Officer

# CGU Social Justice Teaching Competencies Matrices

I. *Classroom Ecology & Teacher Presence* to Promote Productive, Inclusive, & Empowering Learning Environments

II. *Content Knowledge* to Promote Access, Learning, & Achievement

III. *Instructional Practices* to Promote Learning & Engagement

IV. *Assessment* to Inform Instruction & Promote Learning

V. *Social Justice Dispositions* to Promote Access, Learning, Achievement, and Future Opportunity, & Success

| Level | I. Classroom Ecology & Teacher Presence to Create Productive, Inclusive, and Empowering Learning Environments | Score |
|---|---|---|
| | 1. Establish Baseline of Respect for Students & Their Learning | |
| Emerging | 1.1 Speak clearly and audibly | |
| Emerging | 1.2 Use students' names | |
| Emerging | 1.3 Dress professionally and appropriately | |
| Emerging | 1.4 Communicate with students in developmentally appropriate ways | |
| Emerging | 1.5 Seek feedback and/or support from colleagues, mentors, and community members | |
| Developing | 1.6 Establish routines that facilitate students' success | |
| Refining | 1.7 Demonstrate awareness of what's happening in the classroom | |
| | 2. Set & Demonstrate Expectations: | |
| Emerging | 2.1 Provide clear, explicit, accessible expectations | |
| Developing | 2.2 Provide rationale for expectations | |
| Developing | 2.3 Use personal tone to deliberately set classroom tone | |
| Developing | 2.4 Maintain supportive and safe classroom culture | |
| Refining | 2.5 Demonstrate consistency in reinforcing expectations | |
| | 3. Support Productive Learning with Culturally Sustaining Practices | |
| Emerging | 3.1 Identify and reinforce positive behavior | |
| Emerging | 3.2 Show and tell students that/ how they can be successful in each lesson | |
| Developing | 3.3 Focus students' attention in culturally responsive ways | |
| Developing | 3.4 Provide multiple opportunities for students to be successful | |
| Refining | 3.5 Anticipate and implement support for productive behavior | |

| | | |
|---|---|---|
| *Refining* | 3.6 Provide meaningful opportunities for students to contribute/participate | |
| *Refining* | 3.7 Validate and incorporate students' experiences and skills into your class | |
| *Refining* | 3.8 Show and tell students they have unlimited potential in school and life | |
| *Refining* | 3.9 Manage behaviors with supportive relationships | |
| | **4. Use Knowledge of Students to Anticipate & Limit Unproductive Behavior** | |
| *Emerging* | 4.1 Use proximity strategically and appropriately | |
| *Developing* | 4.2 Organize physical space in safe and productive manner | |
| *Developing* | 4.3 Manage and designate time to maximize engagement in learning | |
| *Refining* | 4.4 Implement appropriate consequences | |
| | **5. Harness Instructional Cohesion & Intensity** | |
| *Emerging* | 5.1 Use appropriate body language and facial expressions to demonstrate engagement with content and students | |
| *Emerging* | 5.2 Develop meaningful and measurable content objectives | |
| *Developing* | 5.3 Develop meaningful and measurable language objectives | |
| *Developing* | 5.4 Create a language-rich environment | |
| *Developing* | 5.5 Give students the chance to make decisions and/or have choice | |
| *Refining* | 5.6 Plan cohesive units | |
| *Refining* | 5.7 Provide opportunities for students to be experts and/or teachers | |
| *Refining* | 5.8 Manage with instructional intensity & enthusiasm | |

| Level | II. Content Knowledge to Promote Access, Learning, & Achievement | Score |
|---|---|---|
| | 1. Develop Facility with the Curriculum: | |
| Emerging | 1.1 Use reliable resources to grow content area expertise | |
| Developing | 1.2 Sequence content instruction to support and build students' fluency | |
| Developing | 1.3 Select developmentally appropriate curriculum (or approaches to it) and instructional practices based on knowledge of and relationships with students | |
| Refining | 1.4 Design and implement disciplinary and cross-disciplinary learning sequences | |
| | 2. Align Curriculum & Instruction with Measurable Goals: | |
| Emerging | 2.1 Align curriculum and instruction with state standards | |
| Emerging | 2.2 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all learners | |
| Developing | 2.3 Align curriculum and practices with individual student goals | |

| Level | III. Instructional Practices to Promote Learning & Engagement | Score |
|---|---|---|
| | 1. Make Productive Learning Accessible: | |
| Emerging | 1. 1 Provide clear, explicit, accessible instructions | |
| Emerging | 1. 2 Introduce lesson by tapping prior knowledge | |
| Developing | 1.3 Provide rationale for instructions | |
| Developing | 1.4 Introduce lesson by connecting to students' experiences/knowledge | |
| Developing | 1.5 Provide closure with discussion | |
| Developing | 1.6 Differentiate for English learners | |
| Developing | 1.7 Differentiate for students with special needs | |
| Refining | 1.8 Differentiate to support struggling and advanced learners | |
| Refining | 1.9 Facilitate students' use technology to support learning | |
| | 2. Use Instructional Practices to Grow Students' Knowledge, Skills, & Understanding | |
| Emerging | 2.1 Provide scaffolded, cohesive direct instruction | |

| Level | | | Score |
|---|---|---|---|
| *Emerging* | 2.2 | Provide meaningful guided practice | |
| *Emerging* | 2.3 | Provide meaningful independent practice | |
| *Emerging* | 2.4 | Implement structured pair shares and/or grouping strategies | |
| *Developing* | 2.5 | Model | |
| *Developing* | 2.6 | Think aloud | |
| *Developing* | 2.7 | Pose probing questions | |
| *Developing* | 2.8 | Implement structured group work | |
| *Developing* | 2.9 | Align with assessment | |
| *Developing* | 2.10 | Align with objectives | |
| *Refining* | 2.11 | Provide students with multiple ways to access content | |
| *Refining* | 2.12 | Link abstract concepts with concrete representations | |
| *Refining* | 2.13 | Alternate solved and unsolved problems | |
| *Refining* | 2.14 | Acknowledge when instruction has been ineffective and adjust it | |
| *Refining* | 2.15 | Anticipate and plan for potential challenges | |
| *Refining* | 2.16 | Demonstrate appropriate and increasing rigor | |

| *Level* | IV. Assessment to Inform Instruction & Promote Learning | | *Score* |
|---|---|---|---|
| | 1.Identify & Meet Students Where They Are: | | |
| *Emerging* | 1.1 | Employ diverse checks for understanding and informal formative assessments | |
| *Emerging* | 1.2 | Use "Exit Tickets" and/or assessment to provide closure | |
| *Developing* | 1.3 | Implement meaningful formal, summative assessment | |
| *Refining* | 1.4 | Help students develop meaningful and productive self-assessment strategies | |
| | 2. Use Assessments Strategically: | | |
| *Emerging* | 2.1 | Provide constructive global feedback | |
| *Developing* | 2.2 | Provide constructive individual feedback | |
| *Developing* | 2.3 | Align assessments with objectives | |
| *Refining* | 2.4 | Design assessment to inform instruction | |

| Refining | 2.5 | Distribute practice strategically over time | |
|---|---|---|---|
| Refining | 2.6 | Use assessment to boost retention | |

| Level | V. Social Justice Dispositions to Promote Access, Learning, Achievement, and Future Opportunity & Success | Score |
|---|---|---|
| | 1. Grow Self-Awareness | |
| Emerging | 1.1 Identify own social identities, cultural influences, and implicit biases | |
| Developing | 1.2 Maintain awareness of your socio-emotional development in stages of teaching | |
| Developing | 1.3 Seek feedback and insight from parents/guardians and community members | |
| Refining | 1.4 Develop empathic accuracy | |
| | 2. Raise Consciousness | |
| Emerging | 2.1 Avoid making assumptions about students' motivation and experiences | |
| Emerging | 2.2 Assume that all parents/guardians care and want their children to learn | |
| Emerging | 2.3 Demonstrate a strength-based perspective of students, households, and communities | |
| Developing | 2.4 Understand students' specific assets and needs | |
| Developing | 2.5 Learn about students as people beyond the classroom and their communities | |
| Refining | 2.6 Make hidden curriculum explicit to students and households | |
| | 3. Share Power & Tools | |
| Emerging | 3.1 Learn about interpersonal, cultural, institutional, and systemic/structural forms of oppression | |
| Emerging | 3.2 Develop appreciation of others' ways of thinking, being, and doing | |
| Developing | 3.3 Maintain a socio-emotionally appropriate and empowering classroom culture | |
| Refining | 3.4 Prepare students to be successful in light of the forms of oppression they might encounter | |

## CGU Social Justice Teaching Lesson Plan Template

| Name: | Date: | Subject: | Grade: |
|---|---|---|---|

**Unit** Topic (+ big ideas, essential question(s), and/or goals):

At what point in the unit is this lesson?

How long (minutes) is this lesson?

### Objectives & Standards

**Lesson** Topic (+ big ideas, essential question(s), and/or goals):

| Content Objective(s): | __Measurable?<br>__Manageable?<br>__Meaningful to you and/or students?<br>__Important?<br>__Academically *rigorous*?<br>__Socio-emotionally appropriate?<br>*Ideally, should strive to check all boxes* |
|---|---|

Content Standard(s):

| Language Objective(s), (including relevant academic vocabulary): | __Measurable?<br>__Manageable?<br>__Meaningful to you and/or students?<br>__Important?<br>__Academically *rigorous*?<br>__Socio-emotionally appropriate?<br>*Ideally, should strive to check all boxes* |
|---|---|

ELD Standard(s):

How will you know if students met the above content and language objectives *by the end of the lesson*?
*Note for each objective*

Social Justice Objective(s):

*(Optional)* CCSS Literacy Standard(s):

### Beginning of the Lesson

**How will you begin/introduce the lesson? Describe teacher and student activities.**
***right click and add rows as needed***

| Time: | *Teacher will:* | *Students will:* |
|---|---|---|
| | | |
| | | |
| | | |

Given your objectives and what you know about your students, why is this a good way to start?

Does this intro: *Ideally, should strive to check all boxes*
__Include an engaging and student-relevant hook?
__Check for students' existing understanding?
__Tap prior knowledge?
__Connect to past/future learning?

__Introduce necessary academic language and concepts?
__Introduce the objectives?
__Provide rationale for the objectives?
__Provide rationale for the lesson plan?

## Middle of the Lesson

### What do you have planned for the middle of the lesson? Describe teacher and student activities.
*right click and add rows as needed*

| Time: | Teacher will: | Students will: |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Given your objectives and what you know about your students, why is this a good plan for this lesson?

Does the middle of your lesson include: *Ideally, should strive to check ~8 boxes*

__Direct instruction?
__Guided practice/inquiry?
__Modeling?
__Thinking aloud?
__Independent practice?
__Pair shares?
__Structured group work?
__Choral responses?
__Cold calling?

__Multiple opportunities for students to participate/contribute meaningfully?
__Diverse opportunities for students to participate/contribute meaningfully?
__Multiple and diverse ways for students to access the content?

__Rigorous work for students to complete and/or consider?
__Formative assessment?
__Checks for understanding?
__Clear instructions?
__Clear expectations?

### End of the Lesson

### How will you provide closure for this lesson? Describe teacher and student activities.
*right click and add rows as needed*

| Time: | Teacher will: | Students will: |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Given your objectives and what you know about your students, why is this a good way to end this lesson?

Does the end of your lesson include: *Ideally, should strive to check ~4 boxes*

__Review?
__Checks for understanding?
__Formative assessment?
__Exit ticket?

__Reflection on what was learned/done?
__Connections to past/future learning?
__Explanation/discussion of why the lesson matters?

### Things to Consider

Which of your students' strengths and needs will you need to consider to ensure students can be successful meeting your objectives? Why?

How does your plan address those strengths and needs?

What of *your* strengths and needs as a developing new teacher will you need to consider to ensure you are successful helping your students meet your objectives? Why?

How does your plan build from your strengths and provide scaffolding for your needs?

**Read through your whole lesson plan again and make sure all components are in alignment!**

## CGU Teacher Education Program

# <u>Shared Language</u>

## for Critical Social Justice Teaching & Learning

## Core Ideas

| | | |
|---|---|---|
| 1 | Critical Social Justice | By **recognizing society is stratified** along social group lines, inequality is deeply and structurally embedded, and schools are not neutral sites, then **actively seeking** to **change** this *(Sensoy & DiAngelo, 2017),* teachers can both empower students (households, and communities) with the resources they need to navigate an unjust world with empathy and savvy, and chip away at injustice. |
| 2 | Planning | When viewed as an **iterative, critical,** and **reflective** process **informed by relationships** to students and to self, as well as feedback and data from prior instruction, planning can facilitate strong links between instructional practices, students' learning, and teachers' learning to teach more effectively *(Nilsson, 2009).* |
| 3 | Classroom Ecology | All **interactions between teachers, students, curriculum, and the classroom environment** contribute to students' learning experiences. When teachers are mindful of how their presence and classroom culture, climate, physical layout, routines, norms, expectations, etc. support students, they can limit the need for discipline policies. |
| 4 | Pedagogical Knowledge | When teachers understand **dispositions, strategies,** and **instructional practices** that **enhance students' learning**, including discipline specific and developmentally appropriate pedagogy, they can cultivate safe and productive classrooms. |
| 5 | Content Knowledge | When teachers understand **disciplinary thinking**, as well as **content** and how to best **sequence** and **scaffold** it, they can better support students' successful learning and understanding. |

## Lesson Plan Template
*The lesson plan template is designed to be completed from the top down*

| | | |
|---|---|---|
| 6 | Big Ideas | Concepts or principles central to a lesson/unit; they **anchor** or connect all of the smaller ideas in a lesson/unit. |
| 7 | Goals | **Aims** and **aspirations** for what students will take away from a lesson/unit; may or may not be measurable. |
| 8 | Essential Questions | **Core, generative questions** that allow students to probe for deeper meaning, make connections, and relate to content; they are questions students should ask as they explore the main ideas in each lesson/unit. |
| 9 | Content Objective | What **students should know** (facts, formulas, processes, concepts, etc.) and/or **be able to do** (skills, application, etc.) by the end of the lesson or unit.<br><br>Strong objectives are clear, discrete, and: measurable, manageable, meaningful, rigorous, and socio-emotionally appropriate. |

| 10 | Content Standards | **Learning goals** and **frames of reference** for what students for what students should know and be able to do at each grade level. Standards (and frameworks) are *not* curriculum and they are *not* standardized tests *(CCSSI, 2015);* should be **aligned with content objectives**.<br><br>Can be drawn from: Common Core ELA & Mathematics Standards, Next Generation Science Standards, 2016 History-Social Science Framework, California Arts Framework, 2016 Science Framework for California Public Schools |
|----|-------------------|-------------|
| 11 | Language Objective | What students should **know** and **be able to do** regarding their **processing** and **production** of **English language**; will sometimes overlap with content objectives; should be aligned with ELD Standards.<br><br>Recommended format: Students will (active verb phrase) using (language target) *(Kinsella & Ward Singer, 2011)*. |
| 12 | ELD Standards | California English Language Development Standards<br><br>*Consider using estandards to help you align ELD and content standards: estandards.scoecurriculum.net |
| 13 | Measurable Objectives | Objectives that **can be** (fairly) **objectively assessed**; typically include concrete verbs (example: define; *non*-example: appreciate). |
| 14 | Manageable Objectives | Objectives that **can reasonably be met within** the period of **time allotted**. |
| 15 | Meaningful/Important Objectives | Objectives that are **relevant** or **essential** because of their significance to **students' current or future lives** and/or **success**. |
| 16 | Academically Rigorous | Objectives that **challenge** all students to **increase** their **knowledge**, **understanding**, and **capability** relative to where they are.<br><br>*Consider Googling Webb's Depth of Knowledge for guidance with verbs that reflect different levels of rigor. |
| 17 | Socio-Emotionally & Developmentally Appropriate Objectives | Objectives that are **considerate of students' age, developmental stage(s)**, and ability/need to: understand and **manage emotions**, set and achieve **positive goals**, feel and show **empathy** for others, establish and maintain **positive relationships**, and make **responsible decisions**. *(Collaborative for Academic, Social, and Emotional Learning, CASEL)* |
| 18 | Social Justice Objective | Objectives students and/or teachers **can meet** within the context of one lesson or unit to help students **recognize society is stratified** along social group lines, inequality is deeply and structurally embedded, and/or **actively seek** to **disrupt** inequality.<br><br>*Consider using the social justice *standards* provided by Teaching Tolerance as a resource: tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf |
| 19 | CCSS Literacy Standards | The Common Core State Standards include anchor literacy standards that apply across all grade levels and disciplines. |
| 20 | Engaging Hook | Introducing a new unit or lesson **based on knowledge of students'** experiences, interests, strengths, and goals leads to their buy-in. |

| 21 | Check for Existing Understanding | **Determining what students know** and/or remember about a particular topic ensure teachers can **validate and build from students' knowledge** and **expertise.** |
|---|---|---|
| 22 | Tap Prior Knowledge | Using what students already know and understand to introduce and teach new material validates their knowledge and gives them **meaningful ways to participate and contribute** to class. |
| 23 | Connect to Past/Future Learning | **Making explicit** how what students are learning and doing relates to their past and future experiences helps students see their **learning experiences as cohesive and meaningful** rather than disconnected and random. |
| 24 | Introduce Academic Language & Concepts | **Frontloading** new content and concepts helps students **anticipate** and **prepare** for what they will be doing during a lesson/unit. |
| 25 | Rationale for Objectives | **Explicitly communicating reasons** for selecting objectives pushes teachers to consider those reasons, and provides students with **context for understanding** their value and application. |
| 26 | Rationale for Lesson Plan | Explicitly communicating reasons for the design of lesson plans pushes teachers to consider the reasons, **makes transparent teachers' thinking**, and **facilitates students' productive participation** in the plan. |
| 27 | Direct Instruction | **Telling students what they need to know** and **showing** them **what they need to be able to do on their own** *(Killian, 2015)*.<br><br>Scaffolded, explicit introduction of new material, including: vocabulary, rules, formulas, processes, how to learn/think/apply/create/produce, etc. |
| 28 | Guided Practice | **Leading** students through **practice** by **modeling procedures** and providing **structured opportunities** for students to practice them with feedback, guidance, and increasingly less support. |
| 29 | Modeling | **Showing** students how to do something; can include showing them a finished product, or a model, but should also include modeling of the **process** to arrive at the finished product so students can see how they too can develop such a **product**. |
| 30 | Thinking Aloud | Thinking aloud while approaching a task or problem to **make visible** to students the ways teachers **think, trouble-shoot, access resources, correct errors, etc**. |
| 31 | Independent Practice | Providing students with **opportunities to practice** what they have learned without the direct support of a teacher. Whenever possible, it is best to avoid letting students practice bad habits, and to **allow opportunities for revision.** |
| 32 | Pair Shares | Providing students with the chance to **speak with a partner**. This strategy can be used as a **formal** think-pair-share, where students are first given a chance to think about their ideas and then share them with a partner (and perhaps develop them further). It can also be an **informal** pair share to give all students a chance to **be heard** or start getting their **ideas flowing**. |
| 33 | Structured Group Work | Developing **specific** and **appropriate structures** for group work to **support** students' **successful collaborative learning** and ensure all students have a **clear role**, **understanding** of the **tasks**, and **opportunities to contribute** and **learn**. |

| 34 | Choral Responses | Asking **all students** to reply to a question to get a **general sense of** students' **understanding**, to give students supports to stay **engaged**, and/or to **scaffold** students' access to content. Choral responses are not an adequate representation of each students' understanding. |
|---|---|---|
| 35 | Cold Calling | Asking **non-volunteers** to respond to a question. This strategy can be used with or without giving students advanced warning they will be called on. When teachers have established a supportive and safe classroom ecology, cold calling can help **keep** all **students engaged** since they might be called on at any moment.<br><br>*Note this strategy is best used to improve students' learning and engagement, not to punish them. |
| 36 | Multiple Opportunities to Participate/Contribute Meaningfully | Ensuring all students with diverse strengths and abilities have **many chances** to **participate** and **contribute** their **knowledge** and/or **expertise** in classroom activities and assignments, so they know they are each important members of the class. |
| 37 | Diverse Opportunities to Participate/Contribute Meaningfully | Ensuring all students with diverse strengths and abilities have may **different ways to participate** and **contribute** their knowledge and/or expertise in classroom activities and assignments, so they can all **best show what they know** and find success. |
| 38 | Multiple and Diverse Ways to Access Content | Providing students with **many and varied ways to access content** to ensure all students with diverse strengths and abilities **learn** and **achieve success**. |
| 39 | Rigorous Work to Complete and/or Consider | Introducing **increasingly challenging** ideas and concepts, and regularly providing students with **opportunities to scale up** their knowledge and ability. |
| 40 | Formative (informal) Assessment | **Checking** for students' **understanding** and ability as they are learning to **inform additional instruction** in the moment or in the future. |
| 41 | Checks for Understanding | **Collecting data** on students' understanding (relative to the objective) to **inform current and future instruction** and reteaching, and **prepare all students** to be successful. |
| 42 | Clear Instructions | Providing students with **explicit and detailed instructions** for **what to do** during direction instruction, guided and independent practice, group work, homework, etc. |
| 43 | Clear Expectations | Providing students with **clear information** regarding **how they should work/participate/engage**, including how much time they have/should need, how they will be assessed, **how they can be successful**, etc. |
| 44 | Exit Ticket | Administering a **short assessment** that can be submitted at the end of class to **determine students' understanding** and **inform future instruction.** |
| 44 | Reflection on what was learned/done | Guiding students to **ask and answer questions** about what they learned, how they learned, and how it relates to other areas of their **experience** and **knowledge**. |

| 45 | Explanation/discussion of why the lesson matters | **Making connections** between content and/or skills and life **explicit** for students to ensure they understand the **relevance** of what they are learning. |

## Competencies

**I. Classroom Ecology & Teacher Presence to Create Productive, Inclusive, and Empowering Learning Environments**

| 46 | Establish Baseline of Respect for Students & Their Learning | Before students will feel **safe** and **prepared for productive learning**, they must know their **teacher shows up prepared**, **sees them**, has **control of the classroom**, and is **committed** to creating a classroom **culture organized around learning**. |
|---|---|---|
| 47 | Set & Demonstrate Expectations: | Students need to **know how to be successful**, know **why** certain behaviors will contribute to their success, and **see teachers** and other students **model** those behaviors to be successful. |
| 48 | Support Productive Learning with Culturally Sustaining Practices | When teachers **invest time in knowing and seeing** their **students** beyond what is readily visible, and **developing meaningful relationships** with them, they can **provide effective supports** and **explicit instructions** that help all students be successful. |
| 49 | Use Knowledge of Students to Anticipate & Limit Unproductive Behavior | When teachers know all of their **students as individuals** and **believe** *all* **students can succeed**, they can **anticipate challenges**, **provide interventions** and **supports**, and **mitigate the need for disciplinary action.** |
| 50 | Harness Instructional Cohesion & Intensity | When teachers design and implement **dynamic**, **cohesive curriculum** and **instruction**, and provide students with **meaningful** opportunities to **participate** and **contribute** their **expertise**, students stay engaged, learn, and achieve. |

**II. Content Knowledge to Promote Access, Learning, & Achievement**

| 51 | Develop Facility with the Curriculum: | Teachers must **invest in growing** their own **content knowledge** through reliable sources so they can **organize** and **sequence** that **content** for the specific novice learners in their classroom, and expand those students' understanding of key concepts and ideas. |
|---|---|---|
| 52 | Align Curriculum & Instruction with Measurable Goals: | Teachers should **align** their **practices** with state, language development, and student goals to ensure **relevant reference points**, **hold themselves accountable**, and **prepare students for success**. |

**III. Instructional Practices to Promote Learning & Engagement**

| 53 | Make Productive Learning Accessible: | Provide **clear**, **cohesive**, **differentiated instruction of content, process,** and **product** to support all students' productive and empowering learning. |
|---|---|---|
| 54 | Use Instructional Practices to Grow Students' Knowledge, Skills, & Understanding | **Make content accessible** to students by **breaking it down**, providing **multiple and diverse opportunities to practice** and **respond to feedback**, and multiple opportunities to meet learning objectives. |

**IV. Assessment to Inform Instruction & Promote Learning**

| 55 | Identify & Meet Students Where They Are: | **Identify students' knowledge, skills, and expertise** so you can help them **grow** all areas. |
|----|----|----|
| 56 | Use Assessments Strategically: | Teachers should **design and use assessments** to **improve students' retention** and **understanding**, and to **inform** their own **instruction**. |

**V. Social Justice Dispositions to Promote Access, Learning, Achievement, and Future Opportunity & Success**

| 57 | Grow Self-Awareness | To best include and support all students, teachers must first **identify and acknowledge their own biases**, **influences**, and **limitations**, and seek insight from others to **develop empathic accuracy**. |
|----|----|----|
| 58 | Raise Consciousness | After better understanding themselves, teachers are prepared to **check their assumptions** about students, households, and communities, and instead **take strength based views** that allow them to learn from and **grow students' strengths, insights, and experiences.** |
| 59 | Share Power & Tools | As teachers grow increasingly aware of **interpersonal, cultural, institutional, and systemic/structural forms of oppression**, they can empower students with the tools they need to **identify, navigate**, and **dismantle** that **oppression**. |

## Additional Vocabulary

| Appropriate | Conducting conversations, practices, activities, oneself, etc. in ways that **enhance rather than undermine or distract from learning**, remaining mindful of students' **developmental stages**, showing appreciation for **others' cultural values and norms**, and recognizing that teachers are looked to **as role models.** |
|----|----|
| Differentiation | Providing **multiple and diverse ways** for students to **take in information** (content), **make sense of ideas** (process), & **express what they learn** (product) *(Tomlinson, 2017)* gives students with varied strengths and abilities more opportunities to learn and be successful. |
| Funds of Knowledge | Important **knowledge, activities,** and **strategies** that individuals have acquired through household practices, ideologies, and labor history; social networks and exchanges, which **teachers can recognize and utilize** to help students learn and achieve (Gonzalez, Moll, & Amanti, 2005; Vélez-Ibañez &Greenberg, 1992). |
| Hidden curriculum | **Unwritten, unvoiced, unofficial** (and often unintended) lessons students learn in school about the **knowledge, behaviors, values, and perspectives** that are or are not valid and privileged, typically as **determined by dominant, hegemonic culture**. (Delpit 2006; McLaren, 2006) |
| Instructional Intensity | Managing time to **maximize** students' meaningful and rigorous **engagement, practice**, and **learning**; providing cohesive, coherent curriculum and instruction. |
| Positionality | "The concept that gender, race, class, and other aspects of our identities are **markers of relational positions** [in society, to dominance, in context, etc.] rather than essential qualities" (Tetreault, 1993, p.118). Student learning opportunities may be hindered when teachers fail to consider their own and their students' racial and cultural positionality in their P–12 work and instead adopt color- and culture-blind beliefs, ideologies, and practices (Johnson, 2002; A. E. Lewis, 2001; Milner, 2007a). |