

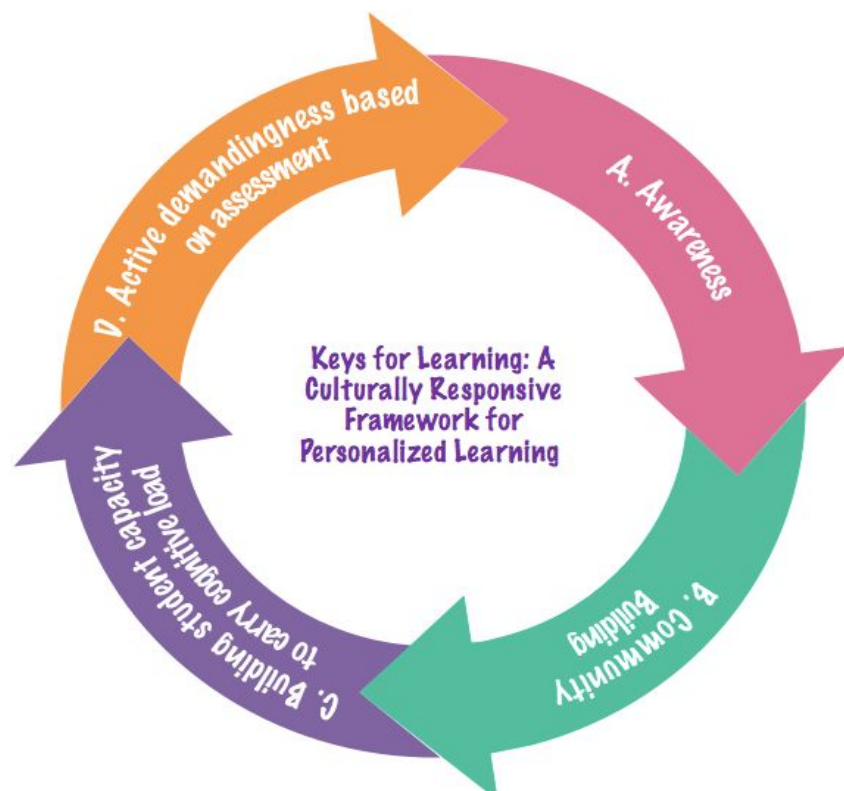
Culturally Responsive and Sustaining Education Teacher Framework (CR-T)

PPSD Definition Culturally Responsive Teaching:

The Providence Public School System defines Culturally Responsive Teaching as providing learners with **rigorous grade level appropriate; standards-based learning opportunities (TNTP, 2016)** that expand the learning and promote educational equity and empowerment for ALL learners. Such opportunities include: setting high standards and expectations for ALL learners; developing and maintaining a culture of inclusion in the classroom based on mutual trust; being responsive to knowledge of individual learners, diverse cultures, and the community context; and providing learners with opportunities to understand how knowledge is created and influenced by cultural assumptions, perspectives and bias to create prejudice reduction.

PPSD Culturally Responsive and Sustaining Education

PPSD's Culturally Responsive Framework is a vision for our future together created by facilitators and learners. It *will be* embedded in the **Culturally Responsive and Sustaining Education** vision for PPSD that spans across students, families, teachers, leaders and community members.



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Culturally Responsive and Sustaining Education Teacher Framework (CR-T)

There are four **criteria** for Culturally Responsive teaching and learning: Awareness, Community Building, Building learner Capacity to Carry the Cognitive Load, and Active Demandingness Based on Assessment. These criteria are broken down into a framework to support our movement from being facilitator centered to learner centered, standards aligned, high acceleration instructional practices. These criteria are further broken down into elements on a continuum with **facilitator practices** and **learner practices**. Finally, **strategies** are provided that are based upon research that is aligned to best instructional practices to make this district wide shift towards learner driven instruction.

Criteria A - Awareness

- **Element A1**-What's the present ad
- **Element A1** - Socio-cultural/ Self Awareness

Criteria B - Community Building

- **Element B1** - Understanding Learners Individually and Collectively
- **Element B2** - Belonging and Trust
- **Element B3** - An Equitable and Just Community

Criteria C - Building Learner Capacity to Carry Cognitive Load

Key #1 - Setting the Purpose for Language and Learning

- **Element C1.1** - Setting the Objective
- **Element C1.2** - Understanding the Purpose

Key #2: Customizing Knowledge for Learning

- **Element C2.1** - Customization of Learning Experiences
- **Element C2.2** - Accessibility of Learning Experiences

Key #3: Promoting Authentic Collaboration

- **Element C3.1** - Development of Groups
- **Element C3.2** - Application of Knowledge
- **Element C3.3** - Collaborative Discussions (Discourse)

Key #4: Deepening Critical Thinking

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- **Element C4.1** - Cognitively Demanding Learning Experiences
- **Element C4.2** - Cognitive Lift and Higher Order Thinking
- **Element C4.3** - Perseverance/Growth Mindset

Criteria D - Active Demandingness Based on Assessment

- **Element D5.1** - Demonstration of Learning
- **Element D5.2** - Feedback
- **Element D5.2** - Goal Orientation

PPSD Culturally Responsive Teaching Framework Research Base

The Keys for Learning: A Culturally Responsive Framework for Personalized Learning was developed through PPSD facilitator and learner action research aligned to the [Nellie Mae Educator Competencies for Personalized Learner Centered Teaching](#) supported through a Nellie Mae grant. In addition, the Culturally Responsive focus was developed through a partnership with Highlander Institute and Zaretta Hammond (see her blog [here](#)) through a grant with the Rhode Island Foundation. Finally, the Summit Instructional Strategies, most specifically the Learner Actions utilized in the learner driven portion of the framework were developed by Summit in partnership with Columbia University and the California Consortium for the Development and Dissemination of Personalized Learning. The Summit Learning Instructional Strategies are informed by the work of many well-known experts in the field of education such as Jim Knight, Doug Lemov and John Saphier. Finally, this framework aligns to the [CASEL Framework for social emotional learning](#).

CRITERIA A: AWARENESS



Explanation: Pre-supposition -- Inequity by design under-develops information processing skills (competence) and then undermines learners' natural confidence; therefore, we understand that our goal is to help learners increase their competence.

Elements: Facilitators need to understand learners are capable of carrying the cognitive load, but need more enabling skills and need to adjust their internal self-talk.

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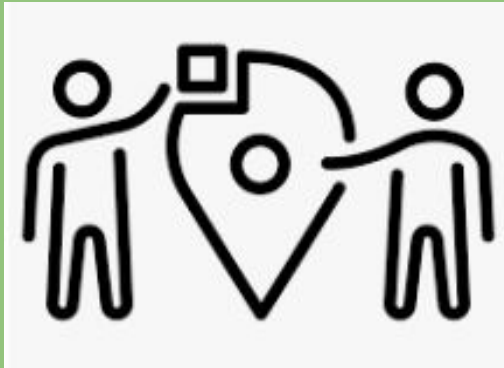
ELEMENTS	Facilitator Practices
<p>A1. Sociocultural/ Self Awareness</p>	<ul style="list-style-type: none"> ● Facilitators examine their own sociocultural awareness and acknowledge that the experiences, concepts, and language that learners bring can be built upon and expanded to help them and others learn even more (constructivist approach). ● Facilitators work to avoid practices that mainly advantage dominant groups by affirming and welcoming different cultural expressions and ways of learning. ● Facilitators demonstrate critical consciousness by using awareness to critique sources, systems, and practices. ● Facilitators believe and communicate that learners bring knowledge from their personal, academic, and cultural backgrounds and uses these as a basis upon which to construct new learning AND that he/she believes that ALL learners can and will be successful. ● Facilitators communicate that learners are expected to engage in productive struggle, and that he/she believes that ALL learners can and will be successful. ● Facilitators do a gap analysis of learners’ levels of dependent learning to strengthen enabling skills: cognitive routines, thinking dispositions, academic talk.
	<p style="text-align: center;">Learner Practices</p>
	<ul style="list-style-type: none"> ● Learners examine own identity and sociocultural awareness and acknowledges that the experiences, concepts, and languages they bring can be built upon and expanded, to deepen and drive their learning (constructivist approach). ● Learners believe and communicate that their personal, academic, and cultural backgrounds help them and others to construct new learning. Learners internalize the facilitator’s high expectations and affirming beliefs, and see their skills and abilities through an asset based lens. ● Learners and facilitators share and articulate high expectations of engagement in productive struggle and affirming beliefs in their individual and collective skills and abilities to be successful. ● Learners demonstrate critical consciousness by using awareness to critique sources, systems, and practices.
<p>A2. Carrying the Cognitive Load</p>	<ul style="list-style-type: none"> ● Facilitators can articulate how much of the cognitive load ALL of the learners are carrying. ● Facilitators track learners’ movement toward independent learning (based on learners’ use of enabling skills³: thinking routines, thinking dispositions, academic talk).
	<p style="text-align: center;">Learner Practices</p>
	<ul style="list-style-type: none"> ● ALL learners from all subgroups are self-aware about the extent to which each is carrying the cognitive load and are able to articulate areas of growth as learners. ● Learners identify and demonstrate qualities of independent learners who set ambitious goals for learning and mastery. ● Learners articulate strong self-efficacy around mastery of standards.

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Criteria A: Awareness

- [Strategy One: Introducing Identity: “My Fullest Name”](#)
- [Strategy Two: “Cross the Line If... / Step to the Line If...”](#)
- [Strategy Three: Encouraging a Growth Mindset](#)

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CRITERIA B: COMMUNITY BUILDING

Explanation:

Community building is essential for managing the emotional tenor in class. Neuroscience research shows the following: the brain has to be ready to engage in the learning challenge. If learners are experiencing too much stress, the brain is not ready to engage in productive struggle. As a result, educators need to develop a trusting community.

Elements: In order to create ideal Community Building elements, nearly all of the practices are shared by Facilitator and Learner. It is important to have an understanding of collectivism as this cultural dimension pertains to learning and to be able to balance cultural orientations.

ELEMENTS	Facilitator Practices
B1. Understanding Learners Individually and Collectively	<ul style="list-style-type: none"> ● Facilitators gather information about learners' individual and collective identities to co-construct classroom norms and expectations as well as to build learning experiences: <ul style="list-style-type: none"> ○ Interests, personalities, triggers, beliefs ○ Identities, communities, aspects of deep culture ● Facilitators demonstrate affirming views of learners of all backgrounds and communities and use that knowledge to design curricula and learning experiences. Facilitator may surface any under-represented identities that may be invisible in order to include all learners and families. elements may include: <ul style="list-style-type: none"> ○ Interactions that are positive, affirming, respectful, and productive ○ Learning experiences that integrate families and community members ○ Different worldviews, cultural displays and perspectives
	<p style="text-align: center;">Learner Practices</p> <ul style="list-style-type: none"> ● Learners Learn and share about aspects of one another's identities and interests in affirming ways ● Learners take ownership of feedback systems to co-construct future learning experiences
B2. Belonging and Trust	<p style="text-align: center;">Facilitator Practices</p> <ul style="list-style-type: none"> ● Facilitators purposefully read the emotional tenor of the classroom and select structures and routines/rituals to increase a sense of belonging and trust. ● Facilitators have strong rapport and relationships with all learners.

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	<ul style="list-style-type: none"> ● Facilitators create and incorporate opportunities for learners and facilitators to connect both socially and emotionally as a prerequisite to learning experiences. ● Facilitators utilize engagement strategies that help all learners build positive associations with learning.
	Learner Practices
	<ul style="list-style-type: none"> ● Learners notice, name, and regulate their emotions and behaviors. ● Learners Interactions among peers and facilitators are positive, respectful, and productive. ● Learners construct knowledge from individual and collective thinking and do not view the facilitator as the single or most important source of knowledge in the classroom.
B3. An Equitable and Just Community	Facilitator Practices
	<ul style="list-style-type: none"> ● Facilitators and learners collaboratively develop classroom norms and expectations as part of community building. ● Facilitators create opportunities for learners to voice ideas and perspectives freely and equitably, ensuring each individual is an active contributor to the development of the community.
	Learner Practices
	<ul style="list-style-type: none"> ● Learners co-construct, abide by, and hold each other accountable to classroom norms and expectations. ● Learners articulate feeling part of a positive learning community and have trusting relationships with facilitator and with one another. ● Learners create opportunities for all members of the community to voice ideas and perspectives freely and equitably, ensuring each individual is an active contributor to the development of the community.
Criteria B: Community Building	
<ul style="list-style-type: none"> ● Strategy One: Daily Greeting ● Strategy Two: Circles ● Strategy Three: Establishing Norms, Expectations, Systems for Accountability 	

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CRITERIA C - BUILDING LEARNER CAPACITY TO CARRY COGNITIVE LOAD



Explanation:

Inequity by design undermines learners’ information processing skills. By empowering and engaging learners to use thinking routines, their competence improves and they carry more of the cognitive load* themselves.

Instructional design is how we get learners to productive struggle. Lessons must construct learning that builds and leverages learners’ thinking capacity so that learning feels easier and they can experience competence. To do this, the facilitator must provide structures and processes to help learners to process information. In order to get learners to carry more of the cognitive load, the facilitator makes sure learning moves are taught, tested, and constantly reinforced.

Elements: “Only the learner learns.” The facilitator is a coach who can utilize instructional strategies that are based in the science of learning as well as common cultural learning tools in their context.

- **Key #1: Setting the Purpose for Language and Learning** Setting the Purpose for Language and Learning involves supporting ALL learners in understanding both what they are learning that day, how it connects to their learning the previous day, how it connects to future learning, why it is relevant to them, and when applicable, how it will support their language acquisition. For example, the learning and language objectives are specific, measurable and aligned to standards and the overall focus of a unit, allowing ALL learners to understand and articulate the importance of the learning and language objectives.

ELEMENTS	FACILITATOR CENTERED	LEARNER CENTERED	LEARNER DRIVEN
C1.1 Setting the Objective (Language and Learning)	Facilitators set the learning and language objectives in learner friendly language for the whole class aligned to grade level standards.	Facilitators utilize available data to set appropriate language and learning objectives for multiple learners.	Facilitators provide support for learners to set objectives that are relevant to learners’ academic and social emotional intelligence.
	Learners can explain the learning and language objectives in context of what they are working on.	Learners can explain the learning and language objectives in context of what they are working on.	Learners set personal short and long term objectives: language, content, 21st century skills.

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C1.2 Understanding the Purpose	<p>Facilitators set the language and learning objectives based upon the sequence within a larger unit of study by making connections to previous and/or upcoming learning.</p>	<p>Facilitators develop units of study and learning opportunities aligned to how the content is utilized in real life, such as high demand high wage fields.</p>	<p>Facilitators provide support for learners' understanding of how their goals are connected to future learning and real world applications such as high demand high wage fields.</p> <p>Facilitators utilize feedback from learners to develop the focus of the larger unit of study based upon learner needs, goals, and interest.</p>
	<p>Learners can articulate how the learning for that day fits into a larger unit of study.</p>	<p>Learners can articulate how the learning for the day fits into how the content is utilized in high demand, high wage fields.</p>	<p>Learners provide feedback into the focus of the larger unit of study based upon their own needs, goals, and interests.</p> <p>Learners process the "why" and make connections to their individual interests or short- and long-term goals and provide feedback to facilitators on that "why".</p>

Key #1: Setting the Purpose for Language and Learning Strategies

- Strategy #1: [Writing Measurable Learning Objective](#)
- Strategy #2:
- Strategy #3:

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CRITERIA C - BUILDING LEARNER CAPACITY TO CARRY COGNITIVE LOAD

- **Key #2: Customizing Knowledge for Learning** Customizing Knowledge for Learning means to customize the learning experience for ALL learners by creating learning experiences that make the full depth of grade level standards accessible and meaningful. ALL learners can access complex concepts through the use of smart scaffolding, gradual release of responsibility, and multiple tools to ensure academic success.

ELEMENTS	FACILITATOR CENTERED	LEARNER CENTERED	LEARNER DRIVEN
<p>C2.1 Customization of Learning Experiences</p>	<p>Facilitators present content-based concepts through a variety of perspectives (learning styles) in order to engage learners.</p>	<p>Facilitators tailor learning experiences based on their learners’ needs. (i.e. provides multiple versions of activities for differentiation).</p>	<p>Facilitators create systems and structures of support for learners to direct and achieve their learning aligned to their developmental level (Zone of Proximal Development) to stretch learners just beyond their comfort level.</p>
	<p>Learners use resources and scaffolded supports to demonstrate learning.</p>	<p>Learners work towards completion of differentiated activities provided by facilitator based on data.</p>	<p>Learners select and apply the necessary tools, resources, and strategies to master the standards as set by their personal content and language goals.</p> <p>Learners progress along their learning pathways at their own pace to allow them to meet their objectives. Learners engage with appropriately challenging activities that meet them at their developmental level (Zone of Proximal Development), stretching them just beyond their comfort level.</p>
<p>C2.2 Accessibility of Learning Experiences</p>	<p>Facilitators provide equitable access for all through:</p> <ul style="list-style-type: none"> ● Scaffolding, gradual release, adequate supports and/or interventions that meet the full depth of grade level standards 	<p>Facilitators provide equitable access for all through rich open tasks that allow for multiple entry points through:</p> <ul style="list-style-type: none"> ● Scaffolding, gradual release, adequate supports and/or interventions that 	<p>Facilitators provide opportunities for learners to use voice and choice over the resources/modalities to access, engage and demonstrate learning of the content.</p>

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	<p>and beyond</p> <ul style="list-style-type: none"> Supporting particular needs, such as those of language learners, for full participation Identifying learners' misconceptions and redirecting their learning. 	<p>meet the full depth of grade level standards and beyond</p> <ul style="list-style-type: none"> Supporting particular needs, such as those of language learners, for full participation Identifying learners' misconceptions and redirecting their learning. 	
	<p>Learners seek support and guidance from facilitators.</p>	<p>Learners seek support and guidance from facilitators by recognizing their misconceptions.</p> <p>Learners access the full depth of grade level standards through scaffolding resources as needed, and demonstrate their evolving knowledge, skills, and habits through a variety of modes.</p>	<p>Learners use voice and choice over the resources/modalities to access, engage and demonstrate learning of the content. Learners reflect and capture misconceptions and seek clarification.</p> <p>Learners engage in learning activities tailored to their unique profile of defined learning needs and preferences (e.g., IEP)</p>

Key #2: Customizing Knowledge for Learning Strategies

[PPSD Keys for Learning Open Ed Resource Site Key #2](#)

- [Strategy One: Playlists](#)
- [Strategy Two: Scaffolding for Reading](#)
- [Strategy Three: The Expert and the Novice](#)

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CRITERIA C - BUILDING LEARNER CAPACITY TO CARRY COGNITIVE LOAD

- **Key #3: Promoting Authentic Collaboration** Promoting Authentic Collaboration occurs when learners are applying knowledge or skills to solve a problem, jointly analyzing or evaluating each other’s work, or creating a product. Collaborative discussions are characterized by learners exchanging points of view, persisting to question each other and understand versus acquiescing, contributing original ideas while knowing their ideas are valued by their peers, extending learning, and completing assignments that reflect the thinking and ownership of all discussants.

ELEMENTS	FACILITATOR CENTERED	LEARNER CENTERED	LEARNER DRIVEN
<p>C3.1 Development of Groups</p>	<p>Facilitators plan purposefully constructed groups, and assign learners roles, so that learners from culturally and linguistically diverse backgrounds can make meaningful contributions to the group work.</p>	<p>Facilitators purposefully construct groups by designing activities that support and challenge all learners, and provides learners with a group monitoring tool.</p>	<p>Facilitators support the learners in using collaborative norms and specific roles to manage their own groups. Facilitators support learner reflection on group work.</p>
	<p>Learners work in assigned groups and all learners have a specific role to engage in the assigned task.</p>	<p>Learners utilize collaborative norms and specific roles to engage in meaningful tasks to make progress toward a shared goal. Learners utilize a group monitoring tool to reflect on their own and peer’s role.</p>	<p>Learners support each other by using collaborative norms and specific roles to effectively work collaboratively. Learners reflect on group work, describe group member actions that were helpful and unhelpful to maintaining effective working relationships and achieving goals, and make logical decisions about what to continue or change.</p>
<p>C3.2 Application of Knowledge</p>	<p>Facilitators provide explanation and strategies for application (the “why”). Facilitators alone give feedback to learner(s).</p>	<p>Facilitators encourage learner responsibility to understand the content ideas of others by fostering peer to peer feedback.</p>	<p>Facilitators support learners as they help one another sort out misconceptions and follow up when needed.</p>
	<p>Learners explain their thinking during whole class or group discussions as they generate solutions to problems presented by facilitators.</p>	<p>Learners apply facilitators’ model for probing peer to peer work. All voices are heard and equally valued by peers through observed habits of discourse.</p>	<p>Learners initiate clarifying questions of peer work and ideas during discussions. Learners build off of one another’s thinking to deepen engagement with the activities and enhance understanding of the related content and skills. Learners working in groups engage fully in learning activities and do not rely on others to</p>

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			do the hard work for them ensuring everyone individually achieves learning and language objectives.
C3.3 Collaborative Discussions (Discourse)	Facilitators provide learners opportunities for effective communication by assigning tasks and/or posing questions that call for learners to explain their reasoning, question each other's thinking, and apply their thinking to other's ideas.	Facilitators provide learners opportunities to build on the contributions of others and help others see or make connections during peer-to-peer discussions.	Facilitators guide the learners' ability to communicate clearly, listen well, negotiate conflict constructively, and seek and offer help when needed.
	Learners engage in purposeful, grade level dialogue with peers and facilitators as needed. They ask questions and make suggestions that support clarifying, comparing, and/or synthesizing ideas.	Learners build on and make connections to others ideas during peer-to-peer discussion. Learners persist to question each other and understand versus acquiescing, contributing original ideas while knowing their ideas are valued by their peers.	Learners working in groups deploy the social awareness and interpersonal skills needed to successfully collaborate, including the abilities to empathize, listen actively, relate across lines of difference, communicate respectfully and clearly, resolve conflicts, and both seek and offer help when appropriate.
<p>Key #3: Promoting Authentic Collaboration</p> <ul style="list-style-type: none"> ● Strategy #1: Intervention Tasks ● Strategy #2: Accountable Talk ● Strategy #3: Flexible Grouping as a Differentiated Instructional Strategy 			

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CRITERIA C - BUILDING LEARNER CAPACITY TO CARRY COGNITIVE LOAD

- **Key #4: Deepening Critical Thinking** Deepening Critical Thinking involves rigorous learning experiences that facilitate intellectual engagement through purposeful assignments and a range of higher order questions ([Hess' Cognitive Rigor Matrices](#)). Learners hypothesize, argue about, and justify points of view during instruction. Assignments are not simply difficult, but challenging, which will encourage ALL learners to question assumptions and to think deeply.

ELEMENTS	FACILITATOR CENTERED	LEARNER CENTERED	LEARNER DRIVEN
C4.1 Cognitively Demanding Learning Experiences	<p>Facilitators plan cognitively demanding learning experiences aligned to grade level standards including purposeful assignments designed for critical thinking.</p>	<p>Facilitators plan cognitively demanding learning experiences aligned to grade level standards including purposeful assignments that allow for multiple entry points. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all learners.</p>	<p>Facilitators support learner facilitated learning experiences aligned to grade level standards for learners based upon complex and challenging facts and concepts that build a meaningful foundation of knowledge.</p>
	<p>Learners use different methods/approaches as they work towards mastery of standards.</p>	<p>Learners use different methods/approaches as they work towards mastery of standards through purposeful assignments that allow for multiple entry points.</p>	<p>Learners plan and execute their learning experiences based on the grade level standards they need to master and beyond. Learners engage deeply with complex and challenging facts and concepts that build a meaningful foundation of knowledge.</p>
C4.2 Cognitive Lift and Higher Order Thinking	<p>Facilitators explicitly model critical thinking strategies by doing the majority of the cognitive lift and asking higher-order questions.</p>	<p>Facilitators ask higher order questions to promote and guide discussions to get at deeper learning.</p>	<p>Facilitators monitor learners engagement in rigorous thinking during high-impact processing opportunities, intentionally stepping back to allow learners to step up.</p>

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	Learners use higher order thinking strategies to participate in discussions.	Learners use higher order thinking strategies with each other as they participate and/or facilitate in discussions in order to understand versus acquiesce.	Learners model critical thinking explicitly by doing the majority of the cognitive lift during discourse and written work and asking higher-order questions. Learners employ higher-order thinking skills such as applying, analyzing, evaluating, and creating to complete learning activities.
C4.3 Perseverance/ Growth Mindset	Facilitators encourage perseverance by facilitating productive struggle during whole and/or small group discussions within the Learning Zone.	Facilitators provide learners rigorous learning experiences that facilitate intellectual engagement to persevere and explore within the Learning Zone.	Facilitators provide learners with rigorous learning opportunities that promote intellectual engagement to reason, make decisions and problem solve.
	Learners persevere to hypothesize, argue, justify and question assumptions as they move between the Learning Zone and Performance Zone.	Learners challenge each other to struggle productively by holding classmates and themselves accountable to justify their position, through the use of evidence and/or elaborating on their reasoning.	Learners persevere to facilitate their own intellectual engagement within the Learning Zone by self assessing and redirect their learning as needed.
<p>Key #4: Deepening Critical Thinking:</p> <ul style="list-style-type: none"> ● Strategy One: Ask Three Then Me ● Strategy Two: Adapts and Creates New Strategies for Unique Learner Needs and Situations ● Strategy Three: Fishbowl Conversation 			

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CRITERIA D - ACTIVE DEMANDINGNESS BASED ON ASSESSMENT

Explanation:



The implementation of a continuous improvement approach [data inquiry cycle] focused on instructional improvement requires the use of data by both the facilitator and learner. Both qualitative and quantitative data should be used to inform learner, classroom and school-wide decisions and goal setting. Overlaid with this approach is the desire to have learners experiencing ownership of their learning by using formative and summative assessment information with necessary support from facilitators and peers to monitor and reflect on their own progress. Learners are able to be more strategic in how they apply new concepts they learn, think critically to solve problems, and analyze information.

Elements: For learning to sink in and for the learner to make meaning, the student needs to reflect on their learning and understand how to adjust, track, and articulate learning moves through shared learning targets and criterion for success, feedback, and goal orientation.

ELEMENTS	FACILITATOR CENTERED	LEARNER CENTERED	LEARNER DRIVEN
<p>D5.1 Shared Learning Targets and Criteria for Success</p>	<p>Facilitators determine learning targets for learners and communicate to learners how they will demonstrate their mastery based on criteria for</p>	<p>Facilitators guide learners through a process to identify learning targets associated with standards and criteria for success and provide exemplars for learners</p>	<p>Facilitators support learners as they identify for themselves, learning targets associated with standards and leverage the learner’s determination of how they will demonstrate</p>

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	<p>success aligned to standards.</p>	<p>to analyze and learn from.</p>	<p>mastery and their criteria for success. Facilitators support learners in the contribution to and development of exemplars that are fully aligned to the depth of standards.</p>
	<p>Learners utilize learning targets as provided by the facilitator and demonstrate learning in the prescribed format communicated by the facilitator.</p>	<p>Learners can articulate the learning targets for their grade level and demonstrate their learning through various opportunities [AM1] utilizing facilitator-provided exemplars for support.</p>	<p>Learners can articulate the learning targets for their grade level and determine how they will demonstrate their mastery of those targets. Learners add to bank of exemplars to support future learners.</p> <p>Learners can also articulate how mastering the learning target will lead/allow them to make progress towards other learning targets or standards mastery.</p>
<p>D5.2 Feedback</p>	<p>Facilitators provide corrective feedback with evidence and direction to learner.</p>	<p>Facilitators provides informative feedback with an expectation that the learner will revise and improve their work when the next opportunity arises to demonstrate learning.</p> <p>Facilitators design and engage in feedback protocols, such as facilitator led conferencing, to reflect with learners and support movement toward independent learning.</p>	<p>Facilitators provide timely, frequent, specific and descriptive feedback on learning to support learners in understanding their thinking development and learning progression towards mastery.</p> <p>Facilitators support learner led feedback protocols, such as peer conferencing, and give learners options to select their own protocols to refer to as they reflect on their own work or with their peers.</p>

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	<p>Learners are active listeners and recipients of feedback from the facilitator.</p>	<p>Learners engage in conferences with their facilitator to obtain feedback to revise their work.</p> <p>Learners can talk meta-cognitively about themselves as learners.</p>	<p>Learners are conferencing with facilitators and peers to obtain feedback and then utilize that feedback to deepen learning.</p> <p>Learners can talk meta-cognitively about themselves as learners and can explain the specific ways in which they can improve and how.</p>
<p>D5.3 Goal Oriented</p>	<p>Facilitators set goals for learners.</p>	<p>Facilitators guide learners in the development of specific and measurable goals.</p> <p>Facilitators work with learners to use evidence of progress toward goal attainment to adjust facilitator instruction and strategies for learning.</p>	<p>Facilitators support learners in the development of short- term goals to build toward long term goals with the learner driving how and why these goals are being prioritized.</p> <p>Facilitators ensure that self and peer assessment are a regular process within the learning environment.</p>
	<p>Learners articulate goals that have been set for them and reflect a learning target and generate evidence of progress toward the goal.</p>	<p>Learners with assistance from facilitator clearly articulate goals that are specific and measurable, the learning strategies to master the content, and use evidence of progress toward goal attainment to adjust learning strategies.</p>	<p>Learners develop their own meaningful short and long-term goals; can articulate why they are prioritizing these goals; and what would be considered evidence of success at each stage.</p>

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			<p>Learners are aware of their current progress toward goals by way of self-assessment and frequent peer and educator feedback through a cycle of continuous goal setting, reflection, and growth along a continuum.</p>
<ul style="list-style-type: none"> ● Review RTTT formative assessment sessions by amplify ed ● Resources - popham, other literature ● Warm Demander article 			

Reference

	Concept	Explanations
1	Cognitive load	<p>For clarification on Carrying the Cognitive Load this article may be helpful. We can improve learners' capacity to carry more cognitive load by teaching and tracking learners' enabling skills, namely:</p> <ul style="list-style-type: none"> ● Academic talk ● Thinking routines ● Thinking dispositions
2	Collectivism vs. Individualism	<p>Generalized traits of learners from collectivist and individualistic cultures</p>
3	Enabling Skills	<p>There are three main skills that allow learners to carry more of the cognitive load:</p> <ul style="list-style-type: none"> ● Thinking dispositions - Regardless of ability, in order to engage in thinking routines (or any activity), learners need to feel motivated and inclined to engage. Thinking dispositions are habits of mind that are employed as patterns of activity. So they need to be developed like any habit until they become routine. Linked here are some examples of patterns of thinking we might train learners to develop. To have the disposition to engage in learning, learners need to be conscious of and develop their academic mindsets. ● Thinking routines - Routines to structure and promote learners' thinking. Educators at Project Zero have spent twenty

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		<p>years studying and implementing routines in classrooms around the world. Linked here are routines they have identified that allow learners to make their thinking visible. Zaretta Hammond has also worked to consolidate thinking routines (she calls them cognitive routines) into steps that learners can use as they approach tasks.</p> <ul style="list-style-type: none"> • Academic talk (instructional conversations) - Many learners from collectivist backgrounds tend to use talk as a way to learn, and all learners can benefit from engaging in academic talk. Talking is a way to process and share learning as well as an important part of formative assessment for facilitators to understand where learners might have gaps in learning.
4	Learning Zone:	Learn more the Learning Challenge on James Nottingham's website here
5	Sociocultural Awareness & Self-Awareness	<p>Sociocultural awareness is a deep understanding of one's own worldview and the recognition that it is not universal. As culturally responsive facilitators, we recognize that our cultures & experiences inform our worldviews and those of our learners. And we acknowledge that the experiences, concepts, and language they bring can be built upon and expanded to help them learn even more (constructivist approach). Thus, we work to avoid practices that mainly advantage dominant groups by affirming and welcoming different cultural expressions and ways of learning.</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> • How do our experiences and tendencies inform how we teach children from diverse backgrounds? • Are we cognizant of microaggressions in school? • How are we thinking about the ways in which power and privilege play out in the classroom?
6	Warm demander	See article, " Cultural Responsiveness Starts with Real Caring " by Zaretta Hammond