

Culturally Responsive Teaching and Equitable Practices

Developed by the Arlington Public Schools Office of Diversity, Equity and Inclusion.

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Arlington Public Schools (APS) is committed to ensuring that all students have ready access to educators (teachers, school counselors, and administrators) who recognize that each student brings a unique cultural background to the classroom. These cultural differences are not obstacles but valuable assets that enrich the learning environment. By appreciating and incorporating diverse perspectives, teachers, school counselors, and administrators create a more inclusive and dynamic classroom experience.

We believe that educators must acknowledge and validate the various inequities that affect their students. Whether these inequities stem from socioeconomic status, ethnicity, or other factors, recognizing them is the first step towards addressing and mitigating their impact on students' academic and personal lives.

Building strong, positive relationships with students extends beyond the confines of the classroom. These relationships should be grounded in affirmation, mutual respect, and validation. By showing genuine interest in students' lives, educators can foster a supportive and trusting environment that encourages students to thrive.

APS espouses a fundamental belief that all students can succeed. It is essential that educators consistently communicate high expectations for all students, ensuring that every learner feels capable and motivated to achieve their best. This belief fosters a growth mindset, empowering students to overcome challenges and reach their full potential.

In furtherance of these expectations, educators must continually engage in self-reflection regarding their beliefs, behaviors, and practices. This reflective process helps them identify and address any biases or assumptions that may affect their teaching, counseling, or leadership. By doing so, they can better align their practices with the goal of providing equitable and effective education for all students.

Incorporating students' cultural backgrounds into the learning process makes education more relevant and engaging. Educators can use cultural references, traditions, and experiences as tools to enhance understanding and retention of academic content, making learning more meaningful and connected to students' lives.

Educators play a critical role in challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance and oppression. By actively addressing these issues within the school, teachers, school counselors, and administrators create a safe space for all students and promote a culture of acceptance and respect.

Finally, APS educators must be aware of and actively mediate power imbalances based on ethnicity, culture, gender, and class within the school. By doing so, we create an equitable learning environment where every student feels valued and empowered to contribute.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

To ensure that all APS students have access to culturally relevant and empowering learning experiences, the teacher evaluation rubric has incorporated a standard that speaks to this goal. Standard 6 states that, “The teacher/school counselor demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.”

The DEI office has developed indicators that can help a teacher and evaluator to recognize when Standard 6 is implemented with fidelity. This document provides instructional strategies that can ensure successful implementation of each of these indicators.

Throughout this document, there is a mention of *student groups and identities*. These include ethnicity, culture, home language, religion, gender, sexuality, neurodiversity, socioeconomic status, as well as other relevant factors. Some of these, such as home language or gender identity, may be easily known by teachers. Others, such as socioeconomic status or religion, will require a deeper relationship between teachers and their students.

Indicator #1: Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identities and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

Instructional Strategies

Teacher Behaviors	
Data Analysis and Differentiation	<ul style="list-style-type: none"> ● Teachers actively collect and analyze various types of student data (such as assessment scores, engagement levels, behavior incidents, and attendance records). ● Teachers disaggregate this data by different student groups and identities, such as ethnicity, language, socioeconomic status, and other relevant factors.
Implementation of Differentiated Strategies	<ul style="list-style-type: none"> ● Based on the data analysis, teachers develop and implement differentiated instructional strategies that are tailored to the specific learning needs and cultural backgrounds of students, especially those identified within gap groups. ● Strategies might include differentiating content, process, product, and learning environment based on students’ readiness levels, interests, and learning profiles.
Culturally Responsive Practices	<ul style="list-style-type: none"> ● Teachers integrate culturally relevant materials and perspectives into lessons to make learning more relatable and inclusive. ● Teachers employ teaching methods that validate and reflect the diversity of students’ background.
Continuous Professional Development	<ul style="list-style-type: none"> ● Teachers engage in professional development to improve their skills in culturally responsive pedagogy, data analysis, and differentiated instruction. ● Collaboration with colleagues to share best practices and data insights is also prevalent.

Student Behaviors	
Engagement and Participation	<ul style="list-style-type: none"> • Students demonstrate increased engagement and participation in learning activities that are culturally relevant and appropriately challenging. • Students genuinely feel comfortable and validated in an environment that acknowledges and respects their backgrounds.
Feedback and Self-Advocacy	<ul style="list-style-type: none"> • Students actively provide feedback about their learning experiences and advocate for their own educational needs. • Students participate in setting their own learning goals based on their self-assessment and teacher feedback.
Collaborative Learning	<ul style="list-style-type: none"> • Students work collaboratively in diverse groups, learning to appreciate different perspectives and building interpersonal skills across various cultural contexts.

Classroom Strategies

PreK (Ages 4-5) - Early Literacy and Numeracy		
	Strategy	Example
Assessment	Teachers use observational assessments and simple literacy/numeracy tests to evaluate students' baseline skills.	Results are disaggregated by gender, ethnicity, and socioeconomic status.
Engagement	Interactive storytelling and hands-on activities are used to encourage students.	Monitor participation rates across different student groups.

Behavioral	Positive behavior charts to encourage sharing and cooperation.	Track behavior incidents by student demographics.
Attendance	Daily attendance is monitored.	Attendance rates are reviewed by student groups.
Gap Group Focus	Extra literacy support for EL students, additional math games for students needing numeracy reinforcement,	Small group sessions focusing on phonics for EL students using visual aids and gestures from diverse cultural backgrounds.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Assessment	Regular quizzes, standardized tests, and project-based assessments.	Analyze scores by ethnicity, special education status, and EL status.
Engagement	Use technology (interactive whiteboards and educational apps).	Evaluate engagement metrics (e.g., app usage, participation in discussions, etc.) by student demographics.
Behavioral	Implement a behavior intervention plan for students needing support.	Monitor and analyze referral and suspension rates.
Attendance	Weekly attendance tracing and parent communication for absenteeism.	Identify patterns in absenteeism by student groups.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Assessment	Midterms, finals, and project-based assessments.	Scores are broken down by ethnicity, gender, and socioeconomic status.
Engagement	Group projects and Socratic seminars to encourage deeper engagement.	Measure participation in group activities by student demographics.
Behavioral	Implement restorative justice practices	Track disciplinary actions by demographics.
Attendance	Monthly attendance reports and targeted interventions for chronic absenteeism.	Analyze attendance trends across different student groups.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Assessment	AP and IB exams, SAT/ACT, SOL exams, DE course enrollment and success, and industry certification exams.	Performance data reviewed by ethnicity, gender, and socioeconomic status.
Engagement	Extracurricular activities, internships, and mentorship programs.	Participation rates in extracurricular and internships by student groups.
Behavioral	School-wide positive behavior supports and counseling services.	Monitor and analyze behavioral referrals and outcomes by demographics.
Attendance	Daily tracking and intervention programs for truancy.	Review attendance data by student demographics to identify trends.

Gap Group Focus	College preparatory workshops for first-generation college students.	Provide SAT/ACT prep courses targeted at underrepresented student cohorts.
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General Strategies Across Grade Levels		
	Strategy	Example
Disaggregating Data and Identifying Trends	Use data management tools to break down assessment, engagement, behavioral, and attendance data by student demographics such as race/ethnicity, gender, EL status, special education status, and socioeconomic status.	<p>Use student information systems to track attendance and engagement by demographic group.</p> <p>Review discipline data (office referrals, in-school and out-of-school suspensions, etc.) by gender, ethnicity, ability, and EL to identify if certain groups are disproportionately disciplined, and adjust classroom management strategies accordingly.</p> <p>Disaggregate standardized test scores by demographic categories and use this data to inform instructional approaches.</p>
Targeted Interventions Based on Assessment Data	Use differentiated instruction strategies to address the specific needs identified through data analysis.	<p>Use formative assessments data to identify students who are below grade level in reading.</p> <p>Based on math assessment data, create leveled math groups where students in need of extra support, particularly ELs or students with disabilities, can receive individualized attention through differentiated assignments or hands-on activities.</p>

		Analyze performance data in core subjects to identify students at risk of failing. Offer after-school tutoring or credit recovery programs tailored specifically to students in gap groups, ensuring that sessions are differentiated to meet the individual needs of students.
Addressing Behavioral Data with Restorative Practices and Tier 1 SEL instruction	Apply restorative practices and social-emotional learning (SEL) to address behavioral issues, especially for students that may be disproportionately affected by disciplinary measures.	<p>Implement classroom restorative circles to address behavioral incidents.</p> <p>Use SEL curricula to help students develop self-regulation and conflict resolution skills.</p> <p>Incorporate peer mediation programs where students can resolve conflicts with the help of trained student mediators.</p>
Improving Engagement Through Culturally Relevant Instruction	Apply culturally relevant teaching strategies to engage students from diverse backgrounds and lived experiences more effectively in the learning process.	<p>If engagement data shows that EL students are less engaged in classroom discussions, incorporate more visual aids, multilingual resources, and culturally relevant materials to make lessons more accessible and relatable.</p> <p>Use project-based learning (PBL) to improve engagement.</p> <p>Address disengagement among students from gap groups by offering elective courses or extracurricular activities aligned with their interests, identities, and lived experiences.</p>
Differentiating Attendance Interventions	Use attendance data to identify patterns of absenteeism and develop interventions targeted at student groups that are chronically absent.	Collaborate with the school's social worker and attendance specialist to identify and address potential barriers such as transportation issues, food insecurity, or health concerns. If the student has an IEP or a 504 Plan,

		<p>the school should determine if the attendance concerns are due to a potential impact from the student’s disability. If so, the 504 or IEP team should convene a meeting and determine if any additional goals, revised goals or accommodations are needed.</p> <p>Work with parents and IEP teams for students with disabilities who have frequent absences to develop personalized attendance plans that accommodate medical or therapeutic needs while ensuring that they stay engaged with their education.</p> <p>Create targeted attendance interventions for students at risk of dropping out, especially those in gap groups.</p>
Using Technology for Personalized Learning	Implement technology to provide learning experiences that address the specific needs of students within gap groups.	Use adaptive learning software that adjusts to each student’s level, ensuring that EL students or students with disabilities receive appropriate content.
Collaborating with Stakeholders for Comprehensive Support	Work collaboratively with families, counselors, and community organizations to address the academic, behavioral, and social needs of students in gap groups.	<p>Hold regular parent/caregiver conferences to discuss individual student data and progress, particularly for students in gap groups. Create action plans with parents/caregivers that include home-based support strategies for attendance, engagement, and behavior.</p> <p>Partner with community organizations that offer after-school programs or tutoring services to provide additional academic support to students in gap groups.</p> <p>Collaborate with school counselors to create individualized academic plans for students in gap groups</p>

		<p>who are struggling academically. These plans should be developed in partnership with parents/caregivers and should include measurable goals, interventions, and supports.</p>
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Indicator # 2: Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, ethnicity, English Learners, and students with disabilities.

Instructional Strategies

Teacher Behaviors	
<p>Inclusive Curriculum Design</p>	<ul style="list-style-type: none"> ● Teachers develop and implement curricula that integrate diverse cultural perspectives and histories, ensuring that all students see their backgrounds reflected and valued in the content they learn. (This may include seeking out specific reading materials or other resources that are not included in the regular curriculum or adding learning activities to assigned curriculum to allow for cross-cultural sharing.) ● The curriculum included materials and examples that are relatable to students from diverse gender, ethnic backgrounds, including English Learners (ELs) and students with disabilities.
<p>Affirmative Interaction</p>	<ul style="list-style-type: none"> ● Teachers actively use language and adopt practices that affirm and respect the diverse identities of their students. This includes proper pronunciation of names, gender-neutral language, and accessibility considerations in communication. ● Teachers create a classroom culture where all students are encouraged to

	<p>share their experiences and perspectives, contributing to a richer learning environment</p> <ul style="list-style-type: none"> ● Student collaboration groups and pairings reflect a mix of different ethnic, culture, gender and language groups. ● Classroom learning activities encourage sharing between students of different backgrounds.
Advocacy and Support	<ul style="list-style-type: none"> ● Teachers advocate for policies and practices within the school that support diversity, equity, and inclusion. This may include adaptations in assessment methods, classroom layouts, and participation strategies to accommodate diverse learning needs. Final grades are reflective of these equitable practices. ● Teachers provide specific support for ELs and students with disabilities, such as using appropriate technology, visual aids, and alternative assessment strategies that align with students' learning needs.
Professional Development	<ul style="list-style-type: none"> ● Continual learning about cultural competence, anti-bias education, and inclusive teaching strategies is a priority. Teachers engage in training and workshops to better understand and implement equitable practices.

Student Behaviors	
Active Participation and Engagement	<ul style="list-style-type: none"> ● Students participate actively in an inclusive environment where they feel safe and respected. This includes engaging in discussions that relate to their own cultural contexts and those of their peers. ● Students are encouraged to express themselves and explore identities within a supportive setting. The classroom is a space for deep sharing.
Collaboration and Respectful Interactions	<ul style="list-style-type: none"> ● Students learn to work effectively in diverse groups, showing respect and openness to different perspectives and experiences. This fosters empathy and intercultural understanding.

	<ul style="list-style-type: none"> Peer-to-peer support is emphasized, with students helping each other overcome language barriers or accessibility issues.
Self-Advocacy	<ul style="list-style-type: none"> Encouraged by their supportive environment, students will become advocates for themselves and others. They learn to express their needs and preferences in ways that respect their identities and those of others around them.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy and Numeracy		
	Strategy	Example
Creating Inclusive Environments	Teachers include books and materials that reflect diverse cultures and languages.	Incorporate storybooks that feature characters from various backgrounds, ensuring representation of the students' cultures.
Valuing Diversity	Celebrate cultural holidays and traditions.	Host a multicultural day where parents and students can share their traditions, foods, and stories.
Supporting English Learners (EL)	Use visual aids and multilingual resources.	Label classroom items in multiple languages and use picture schedules to help EL students understand the daily routine.
Inclusive Play	Ensure all children can participate in play activities.	Provide adaptive toys and play equipment for students with disabilities.

Elementary - Core Subjects (Reading, Mathematics, Science, Social Studies)		
	Strategy	Example
Culturally Responsive Teaching	Integrate cultural contexts into lessons.	Use examples from different cultures with teaching math concepts, such as counting objects related to cultural festivals.
Affirming Student Identity	Students create projects about their family heritage.	Assign a “Heritage Day” project where students research and present about their family’s background, including language, customs, rituals, and traditions.
Differentiated Instruction	Use flexible grouping based on students’ needs and backgrounds.	Group students for reading activities based on their language proficiency and provide texts that reflect their cultural backgrounds.
Inclusive Classroom Environment	Classroom displays include diverse role models.	Decorate the classroom with posters and artwork that showcase influential figures from various cultures, genders, and abilities.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Strategy	Example
Promoting Cultural Awareness	Include cultural studies in the curriculum.	Incorporate units on world regions, cultures, and histories in social studies classes.
Valuing Student Voice	Hold classroom discussions on social justice topics.	Facilitate Socratic seminars where students discuss current events and historical issues related to diversity and equity.

Supporting Diverse Learners	Implementing Universal Design for Learning (UDL) principles.	Provide multiple means of representation, engagement, and expression in assignments, such as using graphic organizers for writing assignments and allowing students to present projects in various formats (videos, posters, essay, etc.).
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High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)		
	Strategy	Example
Inclusive Curriculum	Offer elective courses that explore diverse perspectives.	Provide courses such as African American Studies, Latinx History, Gender studies, and courses on other cultural and social groups.
Student Advocacy	Support student-led clubs and organizations.	Encourage and provide resources for clubs like the Gay-Straight Alliance, Black Student Union, Muslim Student Association, Jewish Student Association, and other affinity groups that promote diversity and inclusion.
Culturally Relevant Pedagogy	Connect curriculum content to students' lives and communities.	Assign projects that allow students to explore and address issues within their own communities, such as a research project on local social issues.
Access to Advanced Programs	Ensure underrepresented students have access to AP, IB, DE, and honors courses.	Implement outreach programs to identify and support underrepresented students in advanced coursework, providing tutoring and mentoring as needed.
College and Career	Provide college prep workshops tailored for first-generation college students and industry	Offer workshops that focus on navigating the college application process, securing financial aid, and

Readiness	certificate holders.	succeeding in higher education, specifically targeting underrepresented student groups.
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General Strategies Across Grade Levels		
	Strategy	Example
Culturally Responsive Teaching	Incorporate students' culture and experiences into the curriculum and instruction.	Use literature that features characters from diverse backgrounds and lived experiences. Integrate history lessons that focus on the contributions of diverse groups of society. Design assessments that allow students to explore and present on issues relevant to their cultural background, lived experiences, and community.
Differentiated Instruction	Tailor instruction to meet the diverse needs of learners, including English Learners (ELs) and students with disabilities.	Use visual aids and manipulatives to support instruction for ELs and students with learning disabilities. Provide flexible grouping opportunities where students can work in small groups based on their learning needs, including peer-supported groups for ELs and students with disabilities. Offer alternative ways for students to demonstrate learning.
Inclusive Curriculum	Ensure that the curriculum reflects a wide range of perspectives, including gender diversity, ethnicity, and experiences of students with disabilities.	Introduce themes of diversity and inclusion through storytelling and classroom discussions. Embed discussions of gender and diversity into science and social studies curricula.

		Include diverse perspectives in subject areas such as literature, history, and social studies.
Creating Safe Spaces	Foster classroom environments where students feel safe and valued, allowing them to express their identities and experiences.	Establish classroom norms that promote respect and inclusion, such as “everyone's voice matters” and “we respect each other’s differences.” Develop a classroom community through structured discussions on respect and acceptance. Create student-led diversity clubs or committees where students can actively engage in creating a more inclusive school environment.
Family and Community Engagement	Actively involve families and the community in the learning process to build connections that support students’ cultural backgrounds, identities, and lived experiences.	Host family cultural days throughout the school year where parents/caregivers can share traditions, food, and stories from their cultural backgrounds with the class. Organize community-based projects where students work with local cultural organizations or community leaders. Involve parents/caregivers and community members as guest speakers to discuss diversity-related topics in career fields or personal experiences.
Professional Development	Engage in ongoing professional development focused on diversity, equity, and inclusion in the classroom.	Attend workshops on culturally responsive teaching, bias awareness (Phase II), and strategies for supporting students with disabilities. Collaborate with colleagues to share best practices and develop lessons that address diversity and inclusion across subjects.
Use of Technology and Assistive Tools	Leverage technology and assistive tools to promote equity in learning opportunities for all students, especially those with disabilities or	Use apps that translate classroom materials for EL students or reading apps that provide text-to-speech functionality for students with learning disabilities. Incorporate software that allows for differentiation, such

	language barriers.	as speech recognition tools for students with disabilities or online platforms that adapt to individual reading levels for EL students. Provide access to assistive technology, such as speech-to-text software or screen readers, for student disabilities, and encourage the use of online language tools for EL students to support language acquisition.
<p>Selecting Diverse Literature - APS educators are expected to adhere to the provided curriculum by the district office, in alignment with VDOE standards. Our goal is to collaborate with APS academic leadership to ensure that the provided curriculum represents diverse authors and content in both required and choice literature, and exemplify the themes below. In cases where that may not be possible, guidance is offered to assist educators with ensuring that their students experience a diverse and inclusive English Language Arts (ELA) curriculum.</p>		
Theme	Strategy	Example
Emphasize Geographic and Cultural Diversity	Incorporate Voices from Non-Western Regions: Include authors from Africa, Asia, Latin America, the Middle East, and Indigenous cultures. Their works offer alternative narratives and perspectives that contrast with traditionally Eurocentric ones.	Supplement Eurocentric historical narratives with literature on cultures that may include but are not limited to African, Indigenous peoples, Middle Eastern, Asian, and Latin American histories by local scholars and writers.
Highlight Marginalized Communities	Focus on Underrepresented Voices : Include works by women, LGBTQ+ authors, disabled writers, and ethnic minorities who have been historically excluded or marginalized within Eurocentric canons.	Supplement traditionally male, cisgendered, non-disabled, Caucasian texts with works by feminist authors or queer voices from diverse cultural backgrounds and lived experiences.
Expand the Range	Diversity Formats: Include oral	Supplement traditional prose texts with a combination of

of Genres and Mediums	histories, poetry, non-fiction essays, digital media, graphic novels, and translated works. These can offer unique insights and creative expressions that are often absent in conventional literary canons.	spoken-word poetry, Indigenous storytelling, and digital narratives.
Incorporate Intersectionality	Select Intersectional Texts: Select works that explore the intersections of ethnicity, gender, class, and sexuality to better represent complex identities and the multiple layers of experience.	Supplement singularly focused texts with works that address the interconnectedness of ethnicity, gender, and economic status.
Focus on Global Contemporary Issues	Address Modern Global Challenges: include literature that addresses current global issues such as war, climate change, immigration, decolonization, social justice movements, and global inequality from various cultural perspectives.	Supplement older Eurocentric texts with contemporary works discussing climate change through Indigenous perspectives or global refugee crises.
Use Translations and Dual Language Texts	Broaden Linguistic Representation: Engage with texts that have been translated from non-Western languages or are presented bilingually, providing readers access to diverse worldviews.	Replace English-only texts with translated works from Arabic, Swahili, or Tagalog, or works that mix languages within the narrative, such as those by Junot Díaz.
Contextualize Eurocentric Texts with Critical Readings	Offer Critical Perspectives: Instead of entirely removing Eurocentric texts, pair them with critical readings that deconstruct their assumptions	Pair texts by European Enlightenment thinkers with critiques by postcolonial scholars or works that offer alternative philosophical traditions.

	and analyze their biases.	
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Indicator # 3: Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

Instructional Strategies

Teacher Behaviors	
Affirmation and Validation	<ul style="list-style-type: none"> ● Teachers actively engage in affirming students’ identities, including their cultural, linguistic, and personal backgrounds. This includes recognizing and celebrating their achievements, strengths, and potential in a way that is culturally resonant. ● Validation is conveyed through consistent, positive feedback that acknowledges students’ efforts and progress, reinforcing their value and capabilities.
Relationship Building	<ul style="list-style-type: none"> ● Teachers invest time in getting to know each student personally and understanding their unique circumstances and needs. This can include one-on-one meetings, attending community events, and showing interest in their lives outside the classroom. ● Teachers create and sustain a trusting environment where students feel safe to express themselves and discuss their experiences and challenges without fear of judgment.

	<ul style="list-style-type: none"> ● Teacher models the sort of sharing that is desired in the classroom and frames the importance of meaningful relationships for the learning environment.
High Expectations	<ul style="list-style-type: none"> ● Setting high expectations involves communicating a clear belief in each students' ability to succeed and challenging them to achieve their best. This is done through rigorous academic standards and a supportive approach that provides the necessary resources and support to meet the standards. ● Teachers model resilience and perseverance, encouraging students to strive for excellence and not shy away from challenges.
Culturally Responsive Practices	<ul style="list-style-type: none"> ● Utilizing culturally responsive teaching methods, teachers adapt their instructional strategies to better align with the diverse cultural backgrounds of their students. This includes incorporating culturally relevant materials and examples into lessons. ● Teachers ensure that all teaching practices are inclusive, such as using language that is accessible to all students, including ELs, and adapting materials for students with disabilities.

Student Behaviors	
Engagement and Respect	<ul style="list-style-type: none"> ● Students engage with the learning material and participate actively in class discussions, showing respect for different perspectives and contributions from peers. ● Students demonstrate mutual respect and understanding, contributing to a positive and inclusive classroom culture. ● Class participation includes multiple student voices and perspectives. Students actively listen to one another.
Self-Efficacy and Motivation	<ul style="list-style-type: none"> ● Influenced by high expectations and support from their teachers, students develop a strong sense of self-efficacy. Students believe in their own ability to

	<p>succeed and are motivated to take on challenges.</p> <ul style="list-style-type: none"> • Students adopt and sustain a growth mindset, where they view challenges as opportunities to learn and grow, rather than insurmountable obstacles.
Peer Support and Collaboration	<ul style="list-style-type: none"> • Students actively support each other’s learning, understanding that everyone has unique strengths and challenges. This includes peer monitoring, collaborative group work, and inclusive activities that allow all students to contribute meaningfully.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Example	Strategy
Creating Inclusive Environments	Teachers greet each child warmly by name each morning	Use morning time to share personal stories and celebrate cultural backgrounds.
Culturally Responsive Activities	Include songs and stories from various cultures represented in the class, school, and greater community.	Rotate through different cultural themes each week, incorporating music, dance, and literature from diverse backgrounds.
High Expectations	Encourage all children to actively participate in group activities.	Provide positive reinforcement and celebrate each child’s contributions, setting clear and achievable goals.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Example	Strategy
Building Relationships	Teachers hold regular “getting to know you” sessions.	Use “Student of the Week” or similar programs where students share about their family, culture, and interests.
Culturally Responsive Literature	Select diverse books for reading assignments.	Include books that reflect the students’ backgrounds and lived experiences, and discuss themes of diversity and inclusion.
Modeling High Expectations	Provide challenging tasks and supports.	Set high standards for all students and provide scaffolding to help them meet those expectations, such as peer tutoring and differentiated instruction.
Attendance	Weekly attendance tracking and parent communication for absenteeism.	Identify patterns in absenteeism by student groups.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Example	Strategy
Fostering Respectful Relationships	Teachers conduct regular check-ins with students.	Using advisory periods to discuss academic progress and personal well-being, fostering a genuine sense of belonging.

Culturally Responsive Teaching	Incorporate diverse perspectives in history and social studies.	Use primary sources from different cultures and encourage students to research and present on their own cultural backgrounds.
High Expectations and Support	Encourage participation in advanced classes.	Identify underrepresented students for honors and AP classes, providing mentoring and support to help them succeed.
Attendance	Monthly attendance reports and targeted interventions for chronic absenteeism.	Analyze attendance trends across different student groups.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Example	Strategy
Building Trusting Relationships	Teachers act as mentors and advisors.	Implement mentorship programs where teachers provide guidance on academic and personal issues, helping students set and achieve goals.
Culturally Relevant Pedagogy	Use project-based learning that relates to students' lives.	Assign projects that allow students to explore and address issues in their own communities, such as social justice projects or community service.
Setting High Expectations	Encourage all students to apply for college or industry certification programs.	Provide college and career counseling, helping students from all backgrounds and lived experiences understand their options and prepare strong applications.

Attendance	Daily tracking and intervention programs for truancy.	Review attendance data by student demographics to identify trends.
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General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Train teachers in culturally responsive teaching practices and building strong relationships.	Conduct workshops and ongoing training sessions focused on diversity, equity, and inclusion.
Parent/Caregiver Involvement	Engage parents through culturally relevant communication and involvement.	Host multicultural nights where families share their traditions, and ensure school communications are available in multiple languages.
Community Partnerships	Collaborate with local organizations to support students.	Partner with cultural organizations to provide students with additional resources and learning opportunities.
Inclusive Curriculum	Develop curriculum materials that reflect diverse cultures and perspectives.	Include literature, historical documents, and case studies from a variety of cultures and viewpoints in the curriculum.

Indicator #4: Utilizes curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

Instructional Strategies

Teacher Behaviors	
Curriculum Development	<ul style="list-style-type: none"> ● Teachers ensure that the curriculum includes a wide range of cultural perspectives and historical contributions from various groups defined by gender, religion, class, nationality, ethnicity, native language, ability, and sexuality. ● Teachers incorporate texts, media, and resources that are not only diverse but also counteract stereotypes and provide multiple perspectives.
Cultural Relevance and Validation	<ul style="list-style-type: none"> ● Instructional materials and activities are chosen to reflect and validate the cultural backgrounds for all students. This might involve using examples that are culturally relevant and familiar to students from underrepresented groups. ● Teachers use these materials to facilitate discussions that explore these diverse perspectives, encouraging students to make connections between their own lives and the content taught.
Inclusive Instructional Strategies	<ul style="list-style-type: none"> ● Instruction is adapted to be accessible to students from all cultural rings, including those with different abilities. This could include using technology to enhance accessibility, providing materials in multiple languages, or adapting teaching methods to various learning styles. ● Activities and assignments are designed to be inclusive and allow for different modes of expression, catering to varied educational needs and preferences. ● Learning activities are built to allow for meaningful collaborative experiences between students.
Connecting Curriculum to Real-World Experiences	<ul style="list-style-type: none"> ● Teachers frequently connect learning to real-world contexts that are relevant to students' cultural backgrounds. This might include project-based learning that addresses community issues, field trips that explore local cultural sites, or guest speakers from diverse backgrounds. ● These connections not only make learning more engaging but also help students see the relevance of their education to their lives and communities.

<p>Student-Centered Learning Environments</p>	<ul style="list-style-type: none"> ● Teachers create environments where students feel safe to express their unique identities and experiences. This involves fostering an atmosphere of respect and open dialogue where cultural differences are celebrated and discussed openly. ● Teachers actively solicit input from students about the content and instructional strategies, incorporating their interests and cultural insights into the classroom.
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Student Behaviors	
<p>Active Participation and Engagement</p>	<ul style="list-style-type: none"> ● Students engage actively with a curriculum that reflects their own experiences and those of their peers. This engagement is often more enthusiastic and meaningful because the content is relevant to their lives. ● Students participate in discussions, projects, and activities that explore and celebrate cultural diversity, expressing their thoughts and feelings about the material. ● Students are eagerly raising their hands, participating in discussions, and engaging in group work. ● Students actively listen to their peers and there is evidence of learning from one another.
<p>Cultural Exchange and Respect</p>	<ul style="list-style-type: none"> ● In an inclusive educational setting, students are encouraged to share their own cultural background and learn about those of classmates. This fosters a mutual respect and deeper understanding among peers. ● Students demonstrate openness and curiosity about difference, which supports a learning environment based on mutual respect and understanding.

Collaborative Learning	<ul style="list-style-type: none"> • Students collaborate on projects and activities that require them to incorporate and respect diverse cultural perspectives. This not only enhances learning but also builds essential social and interpersonal skills. • Through collaborative work, students learn to negotiate and integrate diverse viewpoints, which prepares them for a globalized world.
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Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Example	Strategy
Incorporating Diverse Literature	Teachers read books featuring characters from various cultural backgrounds.	Use storyline to introduce books like “ <i>A Chair for My Mother</i> ” Vera B. Williams or “ <i>The Name Jar</i> ” by Yangsook Choi.
Celebrating Cultural Traditions	Celebrate cultural holidays and traditions in the classroom.	Create a multicultural calendar and involve parents in sharing their family traditions and celebrations.
Language Diversity	Use multilingual labels and instructions in the classroom.	Label classroom items in multiple languages spoken by students in the classroom and greater community.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Example	Strategy
Integrating Diverse Perspectives in	Teach units on historical figures from various backgrounds.	Include lessons on figures like Harriet Tubman, Cesar Chavez, and Malala Yousafzai in social studies and

History		ELA.
Mathematics and Cultural Context	Use word problems that reflect diverse cultural context.	Create math problems that involve culturally relevant scenarios, such as chopping at a local market or planning a community event.
Culturally Responsive Science	Explore scientific contributions from diverse cultures.	Highlight scientists from various backgrounds, such as George Washington Carver, Tu Youyou, and Lise Meitner in science lessons.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Example	Strategy
Culturally Relevant Literature	Include diverse authors in reading lists.	Assign books like “The House on Mango Street” by Sandra Cisneros and “Brown Girl Dreaming” by Jacqueline Woodson for ELA classes.
Connecting Math to Cultural Practices	Discuss how ancient civilizations, such as the Egyptians and Mayans, used mathematics in building and astronomy.	Explore how ancient civilizations, such as the Egyptians and Mayans, used mathematics in building and astronomy.
Inclusive Social Studies Projects	Research projects on students’ cultural heritage.	Have students present on their family’s cultural background, including traditions, rituals, languages, and significant historical events.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Example	Strategy
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Diverse Historical Narratives	Teach comprehensive world history that includes all continents across time.	Incorporate lessons on African, Asian, Latin-American, and Indigenous history into the curriculum, alongside European history. Use a horizontal and vertical timeline when teaching.
Multicultural Resources	Provide resources in multiple languages.	Use textbooks and supplementary materials available in languages spoken by students, and offer multilingual support in subjects like math and science.
Inclusive Health and Family Life Education	Ensure that Family Life Education addresses diverse identities and experiences.	Include topics on LGBTQIA+ identities, consent, and relationships from diverse cultural perspectives.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide teachers with training on culturally responsive teaching practices.	Partner with the APS Office of Diversity, Equity, and Inclusion to conduct workshops and provide resources on how to integrate diverse perspectives into the curriculum.
Parental and Community Involvement	Engage parents and community members in the educational process.	Host cultural nights and invite community leaders to speak about their cultural traditions and histories.
Use of Technology	Leverage to access diverse resources.	Utilize online platforms and digital libraries that offer a wide range of multicultural books, videos, and interactive activities.
Curriculum	Regularly review and update the	Participate on committees charged with auditing

Audits	curriculum to ensure that it reflects diverse perspectives.	textbooks and instructional resources, ensuring that they include diverse voices and narratives.
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Indicator #5: Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, ethnicity, English Learners, and students with disabilities.

Instructional Strategies

Teacher Behaviors	
Resource Selection and Evaluation	<ul style="list-style-type: none"> ● Teachers undertake thorough review of existing curricular materials and texts to ensure that they reflect a diverse range of cultures, identities and perspectives. This involves selecting resources that provide various cultural viewpoints and that are free from biases and stereotypes. ● Teachers consider the resources being offered to students with an eye for how they enable a deeper understanding of self and of the world and how they enable appreciation for cultural differences. ● Teachers use a criterion-based approach to evaluate resources, ensuring that materials are not only inclusive but also accurate and representative of the facts and historical contexts they portray.
Adaptation and Customization	<ul style="list-style-type: none"> ● Inclusive teaching requires adapting resources to meet the varied learning needs of students. This includes modifying content and delivery methods for ELs through visual aids, simplified language, or multilingual resources. ● Teachers also adapt materials for students with disabilities, ensuring

	<p>accessibility through technology aids, differentiated instruction methods, and customized learning materials that cater to different types of learning challenges.</p>
Integration of Diverse Materials	<ul style="list-style-type: none"> • Teachers integrate texts and resources that cover an extensive range of cultural, ethnic, and religious backgrounds. This integration is evident in lessons across all subjects. • Teachers ensure that all students see themselves and their history reflected in the curriculum, which fosters a greater sense of belonging, connectedness, and engagement in the learning process. • Class discussions, reflections and learning experiences with these diverse resources engage them to deepen their cultural literacy and global understandings. Learning experiences also challenge students to confront their own preconceptions or stereotypes.
Professional Development and Collaboration	<ul style="list-style-type: none"> • Teachers engage in ongoing professional development to stay informed about the best practices in culturally responsive teaching and to continually update their resource selection to include new and diverse instructional materials. • Collaboration with colleagues through professional learning communities or interdisciplinary teams is crucial for sharing resources and strategies that work across classrooms and subjects. • This Ted Talk by Grace Lin, The Windows and Mirrors of your Child's Bookshelf provides some context for developing and using diverse resources.

Student Behaviors	
Engagement and Validation	<ul style="list-style-type: none"> • Students engage deeply with materials that reflect their backgrounds and experiences. This increased engagement is visible in their participation in discussions, their enthusiasm for the projects, and their overall investment in their learning and the learning process. • Students feel validated and respected when their cultural identities are

	acknowledged in the curriculum, which enhances their self-esteem and academic confidence.
Cultural Awareness and Sensitivity	<ul style="list-style-type: none"> ● Exposure to diverse materials helps students develop a broader understanding of the world and an appreciation for cultural differences. They learn to navigate and respect multiple perspectives, which is essential in a globalized society/community. ● Students demonstrate this awareness through their interactions with peers, their reflective discussions, and their ability to incorporate diverse perspectives into classroom projects and presentations.
Collaborative Learning and Inclusivity	<ul style="list-style-type: none"> ● Students work collaboratively in diverse groups, where they share their own perspectives and learn from the experiences of others. This collaboration fosters inclusivity and empathy among classmates. ● Students exhibit behaviors that show a commitment to creating an inclusive environment for all, such as helping peers with different needs or upstanding for classmates who have been targeted with biased or discriminatory remarks or other behaviors.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Example	Strategy
Incorporating	Teachers read books featuring characters from various	Use storyline to introduce books like: “A

Diverse Literature	cultural backgrounds.	<i>Chair for My Mother</i> ” by Vera B. Williams or “ <i>The Name Jar</i> ” by Yangsook Choi.
Celebrating Cultural Traditions	Celebrate cultural holidays and traditions in the classroom.	Create a multicultural calendar and involve parents in sharing their family traditions and celebrations.
Language Diversity	Use multilingual labels and instructions in the classroom.	Label classroom items in multiple languages spoken by students in the classroom and greater community.

Elementary - Reading, Mathematics, Science, and Social Studies

	Example	Strategy
Integrating Diverse Perspectives in History	Teach units on historical figures from various backgrounds.	Include lessons on figures like Harriet Tubman, Cesar Chavez, and Malala Yousafzai in social studies and ELA.
Mathematics and Cultural Context	Use word problems that reflect diverse cultural context.	Create math problems that involve culturally relevant scenarios, such as chopping at a local market or planning a community event.
Culturally Responsive Science	Explore scientific contributions from diverse cultures.	Highlight scientists from various backgrounds, such as George Washington Carver and Tu Youyou, in science lessons.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Example	Strategy
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Culturally Relevant Literature	Include diverse authors in reading lists.	Assign books like “ <i>The House on Mango Street</i> ” by Sandra Cisneros and “ <i>Brown Girl Dreaming</i> ” by Jacqueline Woodson for ELA classes.
Connecting Math to Cultural Practices	Discuss how ancient civilizations, such as the Egyptians and Mayans, used mathematics in building and astronomy.	Explore how ancient civilizations, such as the Egyptians and Mayans, used mathematics in building and astronomy.
Inclusive Social Studies Projects	Research projects on students’ cultural heritage.	Have students present on their family’s cultural background, including traditions, rituals, languages, and significant historical events.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Example	Strategy
Diverse Historical Narratives	Teach comprehensive world history that includes all continents across time.	Incorporate lessons on African, Asian, Latin-American, and Indigenous history into the curriculum, alongside European history. Use a horizontal and vertical timeline when teaching.
Multicultural Resources	Provide resources in multiple languages.	Use textbooks and supplementary materials available in languages spoken by students, and offer bilingual support in subjects like math and science.
Inclusive Health and Family Life Education	Ensure that Family Life Education addresses diverse identities and experiences.	Include topics on LGBTQIA+ identities, consent, and relationships from diverse cultural perspectives.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Train teachers on selecting and using inclusive materials.	Partner with the APS Office of Diversity, Equity, and Inclusion to conduct workshops on culturally responsive teaching and use of diverse texts.
Parental/Caregiver and Community Involvement	Engage families in curriculum development, especially families who represent historically marginalized cohorts.	Invite parents/caregivers to assess the inclusivity of textbooks and classroom resources and make recommendations for improvements during cultural/international nights/events.
Curriculum Audits	Review and update curriculum materials regularly.	Participate in committees charged with assessing the inclusivity of textbooks and instructional resources and make recommendations for improvement.

Indicator #6: Uses communication strategies that are inclusive of the language, dialects, culture, social, and literacy needs of all students (including gender, ethnicity, English Learners, and students with disabilities).

Instructional Strategies

Teacher Behaviors	
Language and Dialect Inclusivity	<ul style="list-style-type: none"> Teachers use language that is inclusive and respectful of various dialects and linguistic backgrounds present in the classroom, school, and greater

	<p>community. This could include utilization of basic phrases in the languages spoken by the students or using standard English alongside local dialects to ensure understanding.</p> <ul style="list-style-type: none"> • Teachers do not use language that may stigmatize any dialect or linguistic expression and correct students' language use constructively, emphasizing respect and inclusion. • Strategies may include recasting rather than correcting, teacher acknowledgement of varieties of English dialects, and permission for students to use their heritage language when possible.
Cultural and Social Sensitivity	<ul style="list-style-type: none"> • Communication/messaging strategies reflect deep/genuine respect for different cultural norms and social backgrounds. Teachers modify their verbal and non-verbal communication to align with cultural sensitivities, such as understanding different norms for eye contact, physical space, and gestures. • Teachers use examples, metaphors, and references that are culturally relevant and relatable to all students, ensuring that no group feels alienated.
Adaptations for Literacy and Learning Needs	<ul style="list-style-type: none"> • Recognizing the varied literacy levels within a diverse classroom, teachers adapt their communication to be accessible for all students. This might include using visual aids, simplified text, or providing glossaries for complex vocabulary. • For students with disabilities, teachers might employ assistive technologies, such as speech-to-text tools, or communicate through sign language or Braille, depending on the needs of the student.
Inclusive Questioning and Discussion Techniques	<ul style="list-style-type: none"> • Teachers use questioning techniques that allow all students to participate, regardless of their language proficiency or cultural background. This includes providing extra time for ELs to respond, using open-ended questions that invite multiple perspectives, and encouraging peer-to-peer discussion. • Teachers ensure that all student voices are heard and valued in discussions, actively facilitating and moderating to prevent domination by any single group or individual.

Student Behaviors	
Engage and respectful Communication	<ul style="list-style-type: none"> • Students learn to engage in discussions where they listen actively and respect differing viewpoints. They use inclusive language naturally, reflecting the communication norms modeled by their teachers. • Students are encouraged to express their ideas and questions in ways that are culturally and socially appropriate to their identities, which fosters a more inclusive environment.
Adaptability and Collaboration	<ul style="list-style-type: none"> • Students adapt their own communication styles when working in diverse groups. They show patience and openness when interacting with peers who may have different linguistic abilities or who use different dialects. • Collaborative activities emphasize cooperative learning, where students help each other understand and respect diverse modes of expression.
Self-Advocacy and Peer Support	<ul style="list-style-type: none"> • In an inclusive communication environment, students feel more confident to advocate for themselves and their peers, and seek clarification when needed. They also become more aware of their peers' needs and step in to assist or include others in classroom activities.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Using Multilingual Storytime	Teachers read books in both English and students' native languages.	Incorporate dual language books and invite parents/caregivers, colleagues, and community members to read stories in

		their native languages.
Visual Aids and Gestures	Teachers use pictures, gestures, and body language to support communication.	Use visual schedules and pictorial representations to help all students understand the daily routine and activities.
Inclusive Songs and Rhymes	Sing songs and rhymes from various cultures.	Choose songs that reflect the languages and cultures of the students, and use simple, repetitive phrases to aid understanding.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Multilingual Communication	Provide instructions and classroom materials in multiple languages.	Use multilingual language labels, signs, and instructional materials to support EL students.
Peer Support and Buddy Systems	Pair students who speak the same language or have similar cultural backgrounds.	Implement buddy systems where students help each other with language and classroom tasks.
Culturally Responsive Communication	Teachers learn key phrases in students' native languages.	Greet students in their native languages and incorporate culturally relevant examples in lessons.
Accessible Learning Tools	Use assistive technology for students with disabilities.	Provide tools with speech-to-text features or visual learning apps to support students with diverse literacy needs.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Inclusive Classroom Discussions	Encourage participation from all students by using culturally sensitive prompts.	Use open-ended questions that allow students to share their perspectives and cultural backgrounds.
Differentiated Instruction	Tailor lessons to meet the varying literacy levels of students.	Provide texts at different reading levels and use graphic organizers to support comprehension.
Multimodal Communication	Use videos, infographics, and audio recordings to supplement text-based materials.	Incorporate multimedia resources that reflect diverse cultures and languages into lessons.
Respectful Language Practices	Address students by their preferred names and pronouns.	Create a classroom culture that respects and acknowledges gender identities and expressions.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Diverse Communication Formats	Use various formats for assignments, such as written essays, oral presentations, and multimedia projects.	Allow students to choose the format that best suits their strengths and communication preferences.
Language Support	Allow the use of language translation tools as appropriate to support	Use apps and software that offer real-time translation during lessons.

	instruction.	
Cultural Liaisons	Employ bilingual family liaisons or community mentors who can bridge communication gaps.	Partner with community organizations to provide additional support for students and families from diverse backgrounds.
Advanced Communication Tools	Use advanced assistive technologies for students with disabilities.	Utilize speech-to-text, text-to-speech, and other adaptive communication technologies.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Train teachers in culturally responsive communication and inclusive teaching practices.	Conduct workshops on effective communication strategies for diverse classrooms.
Translation & Interpretation Services (Families)	Ensure that families have access to educational information and discourse in their preferred language through translation and interpretation services	Provide an interpreter for family/teacher conferences and translations of critical documents.
Parental and Community Engagement	Develop strong home-school communication channels that respect cultural and linguistic differences.	Send newsletters and important notices in multiple languages and use community meetings to discuss student progress.
Regular Feedback Mechanisms	Create feedback loops where students and parents can express their communication needs and preferences.	Use surveys, suggestion boxes, and regular check-ins to gather input on communication practices.
Inclusive	Foster an environment where all forms of	Display posters and signs in various languages and use

Classroom Environment	communication are valued and respected.	inclusive imagery that reflects the diversity of the student body.
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Indicator #7: Teaches students skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Instructional Strategies

Teacher Behaviors	
Promotion of Equity and Awareness	<ul style="list-style-type: none"> Teachers educate students about diversity, equity, inclusion, and social justice. This includes teaching the historical and social context of discrimination and bias and discussing the importance of equity across ethnicity, gender identity, ability, and socioeconomic status. Teachers integrate these themes into the curriculum across all subjects, not just during social studies or history lessons but as a part of the overall educational approach to teaching and learning.
Skill Development in Communication and Critical Thinking	<ul style="list-style-type: none"> Teachers actively teach and model how to communicate respectfully and effectively with people from diverse backgrounds. This includes fostering an understanding of non-verbal cues, empathetic listening, and respectful language.

	<ul style="list-style-type: none"> ● Critical thinking skills are emphasized to help students analyze and question societal norms and stereotypes that contribute to discrimination and bias.
Classroom Environment and Dynamics	<ul style="list-style-type: none"> ● Teachers create a classroom environment where all students feel safe and valued, actively working to identify and eliminate any power imbalances that might exist due to ethnic, gender, or socioeconomic differences. ● Teachers promote a culture of openness, where students can express their curiosity or anxieties about diversity and receive support in understanding and overcoming them.
Encouragement of Student Voice Agency	<ul style="list-style-type: none"> ● Teachers encourage students to take roles that allow them to lead discussions and projects on diversity and inclusion. This helps balance power dynamics in the classroom and gives all students the opportunity to lead and feel empowered. ● Teachers facilitate opportunities for students to challenge discriminatory practices and advocate for inclusivity both within and outside the school setting.

Student Behaviors	
Engagement in Diverse Interactions	<ul style="list-style-type: none"> ● Students engage with peers from different backgrounds, applying communication skills that promote understanding and respect. They participate in discussions and group projects that require them to collaborate with a diverse set of classmates. ● Through these interactions, students learn to navigate and appreciate differences, which helps reduce fear and anxiety associated with diversity.
Advocacy and Allyship	<ul style="list-style-type: none"> ● Students learn to recognize instances of bias and discrimination and use their voices to support peers and advocate for equity. They practice being allies in situations where classmates are marginalized or discriminated against. ● Students participate in school-wide initiatives or clubs that focus on diversity

	and inclusion, taking active roles in promoting a more equitable school environment.
Critical Reflection and Self-awareness	<ul style="list-style-type: none"> • Students reflect on their own cultural identities and biases. They engage in self-assessment exercises that help them understand how their background influences their perspectives and behaviors. • Students openly discuss their feelings about differences and diversity, learning to manage any discomfort or anxiety through dialogue and reflection.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Modeling Respectful Behavior	Teachers model respectful interactions with all students.	Demonstrate positive social behaviors, such as taking turns and listening to others, and encourage students to do the same.
Celebrating Diversity	Use classroom activities to celebrate different cultures.	Create a cultural calendar with events from different cultures and celebrate these events with related activities, stories, and crafts.
Inclusive Play	Encourage cooperative play among children.	Provide opportunities for children to work together on group projects or play games that require teamwork.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Strategy	Example
Inclusive Literature	Select books that reflect diverse characters and experiences.	Incorporate books like <i>“The Day You Begin”</i> by Jacqueline Woodson and <i>“All Are Welcome”</i> by Alexandra Penfold to discuss themes of diversity and kindness.
Classroom Discussion on Bias	Facilitate discussions about fairness and inclusion.	Use scenarios and role-playing activities to help students recognize and address bias and discrimination.
Collaborative Group Work	Assign diverse group projects.	Mix students of different backgrounds in group work to encourage collaboration and understanding of different perspectives.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Strategy	Example
Critical Thinking Exercises	Encourage students to think critically about stereotypes.	Use media literacy lessons to analyze how different groups are represented in the media and discuss the impact of these representations.
Peer Mediation Programs	Implement peer mediation to resolve conflicts.	Train students in conflict resolution techniques and have them mediate disputes among their peers, promoting a sense of responsibility and empathy.
Service Learning Projects	Engage students in community service.	Design projects that involve students working with diverse community groups, such as volunteering at shelters or community centers, to build empathy and

		understanding.
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High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Debate and Discussion	Facilitate structured debates on social issues.	Use debates to explore topics like racial equity, gender rights, and socioeconomic disparities, teaching students to articulate their views respectfully and listen to others.
Cultural Competency Workshops	Offer workshops on cultural competency.	Partner with local organizations to provide training on cultural awareness and sensitivity, helping students understand and appreciate diverse perspectives.
Equity-Focused Curriculum	Integrate social justice themes into curriculum.	Incorporate issues like ethnic or gender studies into curriculum to examine historical and contemporary issues of discrimination and bias, encouraging students to think critically about solutions.

General Strategies Across Grade Levels

	Strategy	Example
Restorative Practices	Implement restorative justice practices to address conflicts.	Use circle discussions to allow students to express their feelings and resolve conflicts in a supportive environment.
Professional Development for Teachers	Provide training on bias reduction and inclusive teaching.	Conduct workshops and training sessions on recognizing and mitigating bias in the classroom.
Inclusive	Create a classroom environment that	Display posters, art, and materials that represent various

Classroom Environment	reflects and respects diversity.	cultures and identities, and ensure that all students see themselves reflected in the classroom.
Student Leadership Opportunities	Encourage diverse student leadership.	Establish student councils or clubs that promote inclusivity and allow students from different backgrounds to take on leadership roles.

Indicator #8: Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, linguistic diversity, and socioeconomic status.

Instructional Strategies

Teacher Behaviors	
Curriculum Development	<ul style="list-style-type: none"> Teachers actively engage in developing a curriculum that includes a wide range of perspectives and content that reflects the diversity of the student and community population. This involves incorporating studies, literature, historical accounts, and examples from various cultures, ethnic groups, and genders. Teachers seek resources that speak to the socioeconomic realities of all students, ensuring that materials are not biased toward or against any one group's experience.
Responsive Teaching Methods	<ul style="list-style-type: none"> Teaching strategies are adapted based on the cultural and linguistic

	<p>backgrounds of the students. This might involve using multilingual resources, employing teaching aids that are culturally familiar, and modifying teaching methods to align with varied learning styles influenced by cultural backgrounds.</p> <ul style="list-style-type: none"> ● Teachers utilize differentiated instruction to meet the diverse academic needs and learning preferences of students, ensuring that each student can access the curriculum effectively.
Inclusive Classroom Practices	<ul style="list-style-type: none"> ● Teachers create and sustain an inclusive environment where members respect and value diversity and promote equity. This includes establishing and enforcing classroom norms that respect all cultures, languages, and identities. ● Teachers encourage students to bring their cultural experiences into the classroom, such as sharing family traditions, stories, or even teaching classmates basic phrases from their language(s).
Ongoing Professional Development	<ul style="list-style-type: none"> ● Teachers commit to ongoing learning about cultural responsiveness and inclusive education practices. This involves participating in workshops, seminars, and training sessions that expand their understanding and skills in managing a diverse classroom. ● Teachers collaborate with other educators to share best practices and resources for effectively teaching a diverse student body.

Student Behaviors	
Engagement and Participation	<ul style="list-style-type: none"> ● Students engage with a curriculum that reflects their backgrounds and those of their peers, which fosters greater interest and participation in classroom activities. ● Teachers actively contribute to discussions and projects that involve sharing and learning about different cultures, genders, and socioeconomic contexts.

Respectful Interactions	<ul style="list-style-type: none"> • In a culturally responsive classroom, students learn to interact respectfully with peers from different cultural, ethnic, and socioeconomic backgrounds. They practice empathy and open-mindedness, recognizing and valuing each other's unique contributions.
Self-awareness and Cultural Competence	<ul style="list-style-type: none"> • Students develop a greater awareness of their cultural identities and how they influence their perceptions and relationships. They also gain skills in culture competence, understanding how to navigate and appreciate diversity. • Students become more confident in expressing their cultural identities and are more willing to explore and embrace the cultural expressions of others.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Culturally Diverse Storytime	Read stories from different cultures and traditions.	Incorporate books like “ <i>A Chair for My Mother</i> ” Vera B. Williams and “ <i>Thank You, Omu!</i> ” by Oge Mora. Discuss the varied cultures and traditions represented in the stories.
Multilingual	Use multiple languages in classroom activities.	Label classroom items in different

Learning Environment		languages and use basic greetings and instructions in students' native languages.
Inclusive Play Activities	Create play centers that reflect diverse cultures.	Include dress-up clothes, cooking utensils, and other play items from various cultures to encourage children to explore and learn through imaginative play.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Strategy	Example
Reading Diverse Texts	Select books that reflect students' backgrounds and experiences.	Use texts like " <i>The Name Jar</i> " by Yangsook Choi and " <i>Esperanza Rising</i> " by Pam Muñoz Ryan to discuss cultural identity and migration.
Math Through Cultural Context	Teach math using examples from different cultures.	Incorporate math problems that involve real-life scenarios from various cultural contexts, such as using traditional cooking measurements of currency conversions.
Science with Diverse Contributions	Highlight contributions of scientists from different backgrounds.	Discuss the work of scientists from different backgrounds and lived experiences.
Social Studies Inclusive Curriculum	Teach history from multiple perspectives.	Include units on indigenous peoples, African American history, and immigrant experiences, using primary sources and storytelling from those communities.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Culturally Relevant Literature	Read and analyze literature from diverse authors.	Include novels like “ <i>The Absolutely True Diary of a Part-Time Indian</i> ” by Sherman Alexie and “ <i>Inside Out & Back Again</i> ” by Thanhha Lai in the curriculum.
Project-Based Learning with Cultural Relevance	Assign projects that explore students’ cultural backgrounds and lived experiences.	Have students create multimedia presentations about their family histories, cultural traditions, and how these influence their perspectives.
Global Perspectives	Teach global history with an emphasis on non-Western civilizations.	Include units on the histories and cultures of Asia, Africa, and Latin America, using primary sources and perspectives from those regions.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Advanced Literature with Diverse Voices	Study literature that covers a range of experiences and identities.	Include texts like “ <i>Beloved</i> ” by Toni Morrison, “ <i>The Joy Luck Club</i> ” by Amy Tan, and “ <i>Things Fall Apart</i> ” by Chinua Achebe in English courses.
STEM Education with Diverse Contexts	Incorporate diverse examples and role models in STEM fields.	Highlight contributions of scientists and mathematicians from underrepresented groups, and discuss current issues in technology and engineering that impact diverse communities.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide ongoing training for teachers on culturally responsive teaching practices.	Offer workshops and seminars on how to integrate diverse perspectives into the curriculum and create an inclusive classroom.
Parental and Community Engagement	Involve parents/caregivers and community members in curriculum development and classroom activities.	Host cultural nights where families are invited and encouraged to share their traditions, foods, and stories, and provide input on how the school can better reflect the community's diversity.
Curriculum Audits	Regularly review and update curriculum materials to ensure that they reflect diverse perspectives.	Encourage colleagues to participate in textbook and resource audits of cultural relevance and inclusivity, making recommendations for new materials as needed.

Indicator #9: Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader curricular perspectives, and using alternative assessments.

Instructional Strategies

Teacher Behaviors	
Collaborative Planning	<ul style="list-style-type: none"> Teachers work together across different subjects and grade levels to share strategies, insights, and resources that help address institutional biases. This collaboration enables a unified approach to implementing equity-focused teaching practices. Teachers might hold regular meetings of form committees specifically focused

	on equity and inclusion to ensure ongoing collaboration and accountability.
Flexible Grouping	<ul style="list-style-type: none"> ● Teachers use flexible grouping strategies to ensure that students are not consistently grouped by ability, ethnicity, or socioeconomic status. This prevents reinforcing stereotypes and biases. ● Groupings are regularly rotated and intentionally structured so that students have the opportunity to work with diverse peers, fostering an inclusive classroom culture.
Differentiated Instruction	<ul style="list-style-type: none"> ● Recognizing that students have varied learning needs and backgrounds, teachers differentiate their instruction. This means providing multiple pathways for students to learn and demonstrate their understanding, tailored to their cultural contexts and learning preferences. ● Differentiation might include varying instructional materials, using different teaching modalities (visual, auditory, kinesthetic), and providing choices in how students complete assignments and demonstrate understanding/acumen.
Incorporating Broader Curriculum Perspectives	<ul style="list-style-type: none"> ● Teachers ensure that the curriculum reflects a broad range of cultural and historical perspectives, not just the dominant narratives. This includes integrating literature, historical examples, and case studies from diverse cultures and viewpoints.
Alternative Assessments	<ul style="list-style-type: none"> ● To combat the biases inherent in traditional testing methods, teachers implement alternative assessments that allow students to demonstrate their learning in various ways. These might include portfolios, presentations, project-based learning, and peer assessments.

Student Behaviors	
Engaged Learning Across	<ul style="list-style-type: none"> ● Students participate in diverse group settings and contribute to discussions and

Contexts	<p>projects that draw on their varied backgrounds and experiences. This engagement helps them appreciate different perspectives and challenge their own preconceptions.</p> <ul style="list-style-type: none"> • Students demonstrate the ability to adapt their working and communication styles to collaborate effectively with a diverse range of peers.
Active Participation In Differentiated Activities	<ul style="list-style-type: none"> • Students take advantage of the differentiated instruction by engaging with materials and tasks that match their learning preferences and cultural backgrounds. This fosters more inclusive and personalized learning experiences. • They become more proactive in seeking resources and assistance that align with their specific learning needs and interests.
Reflection and Self-Awareness	<ul style="list-style-type: none"> • Through exposure to broader curricular perspectives and alternative assessments, students develop greater self-awareness and reflection on how their identities and experiences share their learning and interactions. • They become more aware of institutional biases and learn to identify and discuss them, which is crucial for developing critical thinking and advocacy skills.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Flexible Grouping	Group children by interest rather than ability for activities.	Rotate groups regularly to ensure all children interact with diverse peers, fostering inclusivity and reducing bias.
Differentiation	Provide varied learning centers that cater to different learning styles and levels.	Set up centers with activities like puzzles, books, and art supplies that can be adapted for different developmental

		stages and interests.
Broader Cultural Perspectives	Include stories and activities that reflect a range of cultural experiences.	Use multicultural books and resources during storytime to introduce children to various cultures and traditions.
Alternative Assessments	Use observational assessments instead of standardized tests.	Document children's learning through portfolios that include photos, artwork, and teacher notes, providing a holistic view of each child's development.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Flexible Grouping	Group students by mixed abilities for reading and math activities.	Use data from formative assessments to create dynamic groups that change based on the specific skills being taught, ensuring that all students benefit from peer learning.
Differentiation	Provide tiered assignments in math and reading.	Design assignments with varying levels of difficulty and support, allowing students to work at their own pace and ability level.
Broader Curricular Perspectives	Integrate global perspectives into social studies lessons.	Collaborate with colleagues to develop units that cover diverse histories and cultures, using primary sources and guest speakers from different communities.
Alternative Assessments	Use project-based assessments to evaluate student learning and proficiency.	Allow students to demonstrate their understanding and proficiency through projects, presentations, and portfolios, providing multiple ways for them to show their knowledge.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Strategy	Example
Flexible Grouping	Create heterogeneous groups for science labs, and projects and presentations in other areas of study.	Change groupings periodically to give students the opportunity to work with different peers, promoting diverse perspectives and teamwork.
Differentiation	Offer choice boards in literacy and science classes.	Provide a variety of assignments and activities that students can choose from, accommodating for different interests and learning styles.
Broader Curricular Perspectives	Incorporate current events and diverse viewpoints into discussions.	Use news articles, documents, and literature from different cultures to broaden students' understanding of global issues and perspectives.
Alternative Assessments	Implement peer and self-assessments in group projects.	Use rubrics and reflection prompts to guide students in evaluating their own and their peers' contributions, fostering self-awareness and accountability.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)		
	Strategy	Example
Flexible Grouping	Use varied grouping strategies for lab work or group projects.	Assign groups based on interests, strengths, and areas for growth, and rotate groups regularly to ensure a mix of perspectives.
Differentiation	Provide differentiated assignments and assessments in advanced courses.	Design tasks that offer multiple entry points and ways to demonstrate understanding, such as research papers, creative projects, and oral presentations.

Broader Curricular Perspectives	Include literature and case studies from a variety of cultures and backgrounds.	Collaborate with colleagues to develop a curriculum that includes diverse voices and experiences in subjects like English, history, and social sciences.
Alternative Assessments	Use performance-based assessments in career and technical courses.	Assess students through practical tasks, such as building a project, creating a portfolio, or completing an internship, which demonstrate their skills and knowledge in real-world contexts.

General Strategies Across Grade Levels		
	Strategy	Example
Collaborative Planning	Regularly meet with colleagues to plan and review curriculum and instructional strategies.	Form professional learning communities to discuss student data, share resources, and develop inclusive practices.
Professional Development	Participate in training on culturally responsive teaching and bias reduction.	Attend workshops and conferences that focus on equity and inclusion, and share insights with colleagues.
Data-Driven Instruction	Use student data to inform instructional decisions and groupings.	Analyze formative and summative assessment data to identify areas of need and adjust instruction accordingly, ensuring all students receive the support they need.
Student Voice and Choice	Incorporate student input into curriculum planning and assessment.	Use surveys, focus groups, and student councils that accurately represent the community's diversity to gather feedback on teaching practices and curriculum content, and make adjustments based on their insights.

Indicator #10: Participates and contributes in the learning community and embeds new culturally relevant instructional learning into practice.

Instructional Strategies

Teacher Behaviors	
Active Participation in Professional Learning Communities (PLC)	<ul style="list-style-type: none"> ● Teachers engage in PLCs that focus on culturally responsive pedagogy, sharing ideas and strategies for embedding cultural relevance in their teaching. This involves regular meetings where they discuss curriculum updates, instructional strategies, and student outcomes. ● Teachers seek out and participate in workshops, seminars, and professional development courses that emphasize diversity, equity, and inclusion.
Implementation of Culturally Relevant Practices	<ul style="list-style-type: none"> ● Teachers integrate the insights and strategies learned from their professional community into their daily instructional practices. This includes using culturally relevant materials and examples in lessons, adapting teaching methods to reflect the cultural backgrounds of students, and modifying assessment strategies to be more inclusive. ● Teachers maintain a reflective practice, continually assessing the effectiveness of new strategies and making adjustments based on student feedback and outcomes.
Collaboration and Sharing	<ul style="list-style-type: none"> ● Teachers collaborate with colleagues within and beyond their schools, to include the APS Office of DEI, to develop and refine culturally responsive teaching methods. This might involve co-teaching initiatives, resource sharing, and creating joint projects or units that span multiple classrooms or grades. ● Teachers actively share successes and challenges with their peers, contributing to a collective knowledge base on culturally responsive

	education.
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Student Behaviors	
Engagement with Culturally Relevant Materials	<ul style="list-style-type: none"> ● Students engage more deeply with the curriculum when they see their cultural identity and experiences reflected in the content. They participate actively in discussions, projects, and other learning activities that resonate with their backgrounds. ● Students express interest and curiosity in learning about different cultures and perspectives, facilitated by the diverse and inclusive materials and discussions.
Collaborative and Reflective Learning	<ul style="list-style-type: none"> ● Students collaborate with peers from diverse backgrounds, learning to appreciate and incorporate different viewpoints in group work and discussions. This helps build a classroom culture of respect and inclusivity. ● Students reflect on their own cultural identities (mirror) and how these affect their learning and interactions with others (window). Students are encouraged to share their reflections and experiences, contributing to a richer learning environment.
Feedback and Advocacy	<ul style="list-style-type: none"> ● Students provide feedback on the cultural relevance of the curriculum and teaching methods, helping teachers better understand the impact of their instructional choices. ● Students advocate for themselves and their peers to ensure that teaching practices continue to evolve to meet the needs of all students, particularly those from underrepresented or marginalized groups.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Professional Learning Communities	Teachers collaborate in PLCs to share culturally relevant teaching strategies.	Meet Regularly to discuss and reflect on practices, share resources like culturally diverse books, and plan activities that celebrate diverse cultures.
Incorporating New Learning	After attending a workshop on cultural diversity, a teacher integrates new songs and stories from various cultures into daily routine.	Use resources such as multicultural music CDs and multilingual storybooks to enhance the classroom environment.
Family Engagement	Teachers invite families to share their cultural traditions.	Host a multicultural day where parents and children bring food, clothing, and stories from their cultures to share with the class.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Strategy	Example
Collaborative Curriculum Planning	Teachers work together to integrate culturally relevant materials into the curriculum.	Use PLCs to review and select diverse texts for reading assignments and develop units that include perspectives from various cultures.
Embedding New	After a training session on differentiated	Use formative assessments to group students by

Practices	instruction, a teacher incorporates tiered assignments and flexible grouping in the classroom.	need and provide tailored activities that reflect their cultural backgrounds.
Cultural Exchange Projects	Implement projects that allow students to explore and present their cultural heritage.	Have students create presentations or write reports about their family's history and traditions, using multimedia tools to enhance their projects.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Teacher Collaboration and Reflection	Teachers participate in regular reflection sessions to discuss the impact of culturally responsive teaching.	Share successes and challenges, and collaboratively plan adjustments to lessons based on student feedback and learning outcomes.
Incorporating New Learnings	After learning about the importance of representation, a teacher includes more diverse scientists and mathematicians in their lessons.	Highlight contributions from underrepresented groups in science and math classes and create assignments that explore these contributions in depth.
Interdisciplinary Projects	Develop interdisciplinary projects that address cultural diversity.	Collaborate with colleagues in different subjects to create projects that explore cultural themes such as a history project on immigration paired with a literature unit on immigrant stories.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Professional	Teachers attend workshops on culturally	Apply learned techniques in lesson planning, such as

Development and Implementation	responsive pedagogy and integrate new strategies into their teaching.	using case studies from diverse perspectives in social studies and business classes.
Mentorship Programs	Establish mentorship programs that connect students with community leaders from diverse backgrounds.	Invite guest speakers to share their experiences and provide role models for students, enhancing their understanding of different career paths and cultural perspectives.
Student-Led Initiatives	Support student-led clubs and initiatives that promote cultural awareness.	Encourage students to organize events such cultural fairs, diversity workshops, and discussion panels, providing guidance and resources as needed.

General Strategies Across Grade Levels

	Strategy	Example
Engagement in Professional Learning Communities	Regularly participate in PLCs/CLTs focused on culturally responsive teaching and equitable practices.	Teachers share resources, discuss student data, and collaborate on lesson plans that incorporate diverse perspectives.
Continuous Professional Development	Engage in ongoing professional development to stay current with best practices in culturally responsive teaching.	Attend conferences, webinars, and workshops, and bring new ideas to implement in the classroom.
Curriculum Audits and Updates	Regularly review and update the curriculum to ensure it reflects diverse perspectives.	Form committees to audit textbooks and materials for inclusivity and recommend new resources that represent all students.
Community Partnerships	Build partnerships with local cultural organizations and community groups.	Collaborate on projects, invite guest speakers, and organize field trips that provide students with broader cultural experiences.

Indicator #11: Deepens understanding of how social markers (such as ethnicity, social class, and language, etc.) influence the educational opportunities that learners receive.

Instructional Strategies

Teacher Behaviors	
Educational Awareness and Professional Development	<ul style="list-style-type: none"> ● Teachers actively seek to educate themselves about the systemic and institutional factors that affect their students’ educational experiences based on their ability, neurodiversity, ethnicity, social class, and language. This includes participating in professional development opportunities focused on social justice, equity, and culturally responsive pedagogy. ● Teachers incorporate what they learn into their teaching practice, using it to inform their approach to curriculum design, classroom management, and student engagement.
Curriculum Integration	<ul style="list-style-type: none"> ● Teachers integrate discussions and lessons into the curriculum that explore how social markers impact educational opportunities and outcomes. This can involve history lessons on civil rights, social studies units on social stratification, or literature studies featuring diverse authors and characters. ● Teachers use classroom discussion or online discussion prompts to help students understand broader societal contexts that affect education and encourage critical thinking about these issues.
Inclusive Affirmative Teaching Practices	<ul style="list-style-type: none"> ● Ensuring that all students feel represented and valued, teachers use materials and examples that reflect the diverse backgrounds of their students. They strive to eliminate any biases in their teaching materials and methods that might favor one group over others.

	<ul style="list-style-type: none"> • Teachers foster an environment where all students can discuss and explore the impact of social markers on their lives without fear of discrimination or judgment.
Facilitation of Open Dialogue	<ul style="list-style-type: none"> • Teachers create a safe space for open dialogue regarding sensitive issues related to ability, neurodiversity, ethnicity, social class, and language. They facilitate these discussions in a way that is respectful and informed, encouraging, through modeling, students to share their experiences and viewpoints. • Teachers teach and model how to engage in these conversations respectfully and constructively, emphasizing the importance of empathy and understanding.

Student Behaviors	
Engagement and Participation in Discussions	<ul style="list-style-type: none"> • Students actively participate in classroom discussions about how social markers influence educational opportunities. They learn to express their thoughts and experiences regarding ability, neurodiversity, ethnicity, social class, and language respectfully and thoughtfully. • Through discussion, students develop deeper understandings of their own positions within social structures (mirror) and the experiences of their peers and teachers (window).
Critical Thinking and Perspective Taking	<ul style="list-style-type: none"> • Students apply critical thinking to analyze the ways in which social markers affect educational and social opportunities. They learn to evaluate sources, arguments, and narratives critically. • Students practice perspective-taking, which helps them understand and appreciate experiences and viewpoints different from their own.

Collaborative Learning and Empathy Development	<ul style="list-style-type: none"> • Working in diverse groups, students engage in collaborative projects that explore the impact of social markers on education. This collaboration fosters empathy and helps students understand the complexities of social identities and their implications. • Students support each other in learning about and discussing difficult topics, building a community of learners who are informed and compassionate.
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Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Storytelling and Discussions	Read stories that reflect diverse family structures and backgrounds.	Use books like <i>“The Family Book”</i> by Todd Parr to introduce different family dynamics and discuss the variety of ways people live and interact.
Inclusive Play	Provide diverse dolls and playacting materials.	Include dolls of different skin tones, family structures, and abilities in play centers to foster understanding and acceptance from

		an early age.
Parent/Caregiver Involvement	Invite parents/caregivers to share their cultural traditions.	Organize a “Cultural Show and Tell” where parents/caregivers and children present their heritage through stories, clothing, and artifacts.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Literature Circles	Use diverse texts in reading groups.	Select books like “ <i>Grace for President</i> ” by Kelly DiPucchio and “ <i>One Crazy Summer</i> ” by Rita Williams-Garcia to discuss themes of ethnicity, gender, and social justice.
Math with Cultural Context	Use word problems that incorporate diverse cultural context.	Create math problems that relate to real-world scenarios familiar to students from different backgrounds and lived experiences, such as shopping in various types of markets or planning cultural festivals.
Social Studies Projects	Assign projects on local and global communities.	Provide learning opportunities for students to research and present on diverse cultural communities within their Arlington, Virginia, emphasizing contributions and challenges.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
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Critical Reading and Writing	Analyze texts that address social issues.	Use novels like <i>“The Hate U Give”</i> by Angie Thomas and <i>“Refugee”</i> by Alan Gratz to discuss and write about issues of ethnicity, class, and immigration.
Data Analysis in Mathematics	Analyze demographic data and its impact on communities.	Use statistics and data analysis to explore how different social markers affect areas like education, health, and income in various regions.
Science and Ethics	Study the ethical implications of scientific advancements.	Discuss case studies that explore the impact of scientific research on different communities.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Advanced Literature Studies	Study literature that explores themes of identity and social justice.	Include works like <i>“Beloved”</i> by Toni Morrison, <i>“The Joy Luck Club”</i> by Amy Tan, and <i>“Between the World and Me”</i> by Ta-Nehisi Coates in the curriculum to facilitate discussions on historical and contemporary social issues.
Sociology and History	Incorporate the sociology and diverse histories in lessons and discussions.	Teachers integrate African American history and ethnic studies into the U.S. History, World History, and Government classes.
Culturally Relevant Pedagogy	Adjust teaching practices to be more inclusive of students’ backgrounds.	Include diverse cultural perspectives in classroom materials and discussions, ensuring that students of all ethnicities feel represented in the curriculum.
Inclusive Assessment Methods	Use assessments that allow students to express their understanding through various formats.	Offer varied assessments including, essays, projects, and presentations that reflect their cultural experiences and identities.

Economic and Social Class	Explore the economic factors that affect education.	Analyze how socioeconomic status impacts access to resources, opportunities, and outcomes in education through projects and research papers.
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General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide teachers with training on the impact of social markers on education.	Attend workshops and seminars that focus on equity, diversity, and inclusion in the classroom.
Community Involvement	Partner with local organizations to provide diverse perspectives.	Collaborate with community leaders to bring guest speakers into the classroom and organize field trips that highlight diverse cultural and socioeconomic contexts.
Curriculum Audits	Regularly review and update the curriculum and ensure that it addresses diverse perspectives.	Work collaboratively to assess textbooks and materials for inclusivity and relevance to all students' backgrounds and lived experiences. Serve on district level committees tasked with adopting new texts and resources.
Student Voice and Choice	Encourage students to share their experiences and perspectives.	Use projects, presentations, and discussions that allow students to explore and express how their backgrounds influence their learning and worldview.

Indicator #12: Plans lessons that validate students' lived realities, cultural identities, and heritage.

Instructional Strategies

Teacher Behaviors	
Inclusive Curriculum Planning	<ul style="list-style-type: none"> ● Teachers ensure that their lesson plans are reflective of the diverse cultural backgrounds of their students. This includes, but is not limited to, selecting texts, materials, examples, and case studies that represent a variety of cultural, ethnic, and religious perspectives. ● Teachers actively incorporate aspects of students' heritage into the curriculum, to include using historical examples from various cultures, studying literature by authors from diverse backgrounds and lived experiences, and/or integrating art and music from around the world.
Cultural Relevance in Teaching	<ul style="list-style-type: none"> ● Lessons are designed not only to cover required content but also to connect the content to the cultural contexts of the students. ● Teachers use culturally relevant pedagogy, which involves teaching strategies that recognize the importance of including students' cultural references in all aspects of learning.
Affirmation and Recognition	<ul style="list-style-type: none"> ● Teachers actively and continually affirm and celebrate cultural identities and heritages of their students. This includes, but is not limited to, classroom displays, projects, and/or events that highlight and honor varied cultures. ● Teachers create and sustain an environment where students feel safe and encouraged to express their cultural identities and discuss their personal histories.
Responsive and Adaptive Instruction	<ul style="list-style-type: none"> ● Understanding that students' cultural backgrounds can influence their learning styles, teachers adapt their instructional methods to better meet the diverse needs of their students. This might involve teaching techniques or providing multiple forms of content delivery to ensure that all students can engage with and understand the material. ● Teachers provide opportunities for students to connect learning with their own lives and experiences, which helps to make the educational experience more meaningful and engaging.

Student Behaviors	
Active Engagement and Participation	<ul style="list-style-type: none"> • Students engage more actively with the curriculum when they see their lives and cultures reflected in the content. They participate in discussions, projects, and other activities with enthusiasm, especially when these activities validate their cultural backgrounds. • Students feel more connected to the material, which enhances their learning experience and academic performance.
Cultural Expression and Sharing	<ul style="list-style-type: none"> • Students feel empowered to share aspects of their culture and heritage with peers, contributing to a richer classroom culture. This might include sharing family traditions and rituals, languages, or stories during relevant lessons or special classroom, school, or community events. • Students contribute to the educational experience of their classmates, fostering deeper understandings and appreciation of diversity among peers.
Reflective Learning	<ul style="list-style-type: none"> • Students engage in reflective learning, considering how academic content relates to their own lives and societal roles. • Students display evidence of a deeper sense of self-awareness and pride in their cultural heritage, which supports their overall identity development and self-esteem.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example

Cultural Show-and-Tell	Children bring in items from home that reflect their cultural heritage.	Plan regular “Show-and-Tell” sessions where children can share stories, toys, clothes, or artifacts from their culture, fostering pride and understanding.
Multicultural Storytime	Read books that reflect the diverse backgrounds and lived experiences of the students.	Choose books like “ <i>Abuela</i> ” by Arthur Dorros and “ <i>My Heart Fills with Happiness</i> ” by Monique Gray Smith, which celebrate various cultures, languages, and lived experiences.
Inclusive Songs and Rhymes	Incorporate songs from different cultures into daily routines.	Learn and sing songs in multiple languages and from various cultural backgrounds, encouraging children to teach songs from their own heritage. Model by sharing songs and rhymes from personal culture.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Cultural Heritage Projects	Students research and present their family’s cultural background.	Assign a project where students create a poster on digital presentation about their heritage, including customs, food, language, and traditions.
Diverse Reading Materials	Select reading materials that represent a variety of cultures and experiences.	Use Books like “ <i>The Name Jar</i> ” by Yangsook Choi and “ <i>One Crazy Summer</i> ” by Rita Williams-Garcia to discuss themes of identity and heritage.
Math in Cultural Context	Use examples and problems that relate to students’ lives and cultures.	Incorporate culturally relevant examples in math problems, such as using traditional recipes to teach measurements or creating word problems based on local markets.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Identity and Heritage Essays	Assign essays on personal and family history.	Assign/encourage students to write about their own cultural identity, family traditions, and how their heritage shapes their perspective.
Literature from Diverse Voices	Include novels and stories by authors from diverse backgrounds.	Use texts like <i>"The Absolutely True Diary of a Part-Time Indian"</i> by Sherman Alexie and <i>"Esperanza Rising"</i> by Pam Muñoz Ryan to explore themes of identity and resilience.
Social Studies with a Global Perspective	Teach history and geography through the lens of diverse cultures.	Plan units that focus on the history and contributions of various cultures, using primary sources and stories from those communities.
Cultural Celebrations	Organize events that celebrate diverse cultures.	Plan school-wide events like International Day/Week where students can share food, music, and traditions from their cultures. Integrate these day or week-long activities into the regular routine of the classroom or school.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Research Projects on Cultural Impact	Students research how their cultural background influences their community and the broader society.	Assign projects that require students to explore and present on the contributions and challenges of their cultural group in contemporary society.

Literature and Cultural Studies	Study works by authors from diverse cultural backgrounds and lived experiences.	Include books like “ <i>Beloved</i> ” by Toni Morrison and “ <i>The Joy Luck Club</i> ” by Amy Tan in the curriculum, and discuss how these works reflect cultural identities and experiences.
Inclusive Science and Ethics	Examine the role of cultural practices in scientific understanding and ethical considerations.	Discuss case studies that highlight the intersection of science, culture, and ethics, such as traditional ecological knowledge and its relevance to modern service.
Career and Technical Courses with Cultural Sensitivity	Incorporate cultural competence in career and technical programs.	Teach students in career and technical training programs about the importance of cultural sensitivity in their fields, such as healthcare or customer service.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide teachers with training on how to integrate culturally relevant pedagogy.	Organize workshops and seminars that focus on culturally responsive teaching methods and materials.
Collaborative Planning	Encourage teachers to work together to create inclusive lesson plans.	Form teacher committees to review and select curriculum materials that reflect the diverse backgrounds and lived experiences of students.
Student-Led Initiatives	Support student-led projects and clubs that promote cultural awareness.	Encourage the formation of cultural clubs and support students in organizing and holding events like cultural fairs and heritage months throughout the school year.
Community Engagement	Involve community members in the educational process.	Invite local cultural leaders and parents to participate in classroom activities and school events, providing students with a deeper understanding of their heritage.

Indicator #13: Assesses how learners from different backgrounds experience the environment and encourages students to reflect on their own experiences with bias.

Instructional Strategies

Teacher Behaviors	
Cultural and Environmental Assessment	<ul style="list-style-type: none"> ● Teachers proactively assess the classroom environment to ensure that it is welcoming and inclusive for students from all backgrounds and lived experiences. This includes, but is not limited to, observing interactions among students, soliciting feedback through surveys or discussions, and reflecting on the physical configuration of the classroom. ● Teachers regularly evaluate their teaching materials and practices for cultural sensitivity and inclusivity, seeking to eliminate any potential biases that could negatively affect student engagement and learning.
Facilitating Reflective Discussions	<ul style="list-style-type: none"> ● Teachers organize and facilitate discussions about bias, discrimination, and inclusivity, encouraging students to share their experiences and perspectives. These discussions are managed sensitively to ensure that all students feel safe and supported. ● Teachers use real-world examples and age-appropriate materials to help students understand complex concepts related to bias and discrimination.

Modeling and Teaching Reflection	<ul style="list-style-type: none"> • Teachers model reflective practices by sharing their own lived experiences with recognizing and addressing bias. This will help normalize the process of self-reflection and illustrate for students' self-reflection is a valuable part of personal and professional growth. • Teachers teach students how to reflect critically on their own beliefs and behaviors, providing tools and frameworks that students can use to examine their experiences and assumptions.
Supportive and Responsive Interactions	<ul style="list-style-type: none"> • Teachers respond promptly and thoughtfully to incidents of bias or discrimination in the classroom, using these moments as teaching opportunities to discuss what the behavior was harmful and how to address it. • Teachers provide individual support to students who experience bias, ensuring that they feel heard, validated, and protected with the school environment.

Student Behaviors	
Engagement in Reflective Practice	<ul style="list-style-type: none"> • Students actively participate in discussions about bias and inclusivity, reflecting on how these issues affect them and their peers. They learn to identify and articulate their feelings and thoughts about their experiences with bias. • Students continually apply reflective practices to understand how their own background influences their perceptions and interactions with others.
Sharing and Listening	<ul style="list-style-type: none"> • Students share their personal experiences with bias in a respectful and open manner, contributing to a richer, more comprehensive understanding among their peers. • Students develop listening skills which are essential for understanding perspectives that differ from their own, showing empathy and support for peers who share their lived experiences with peers.

Advocacy and Allyship	<ul style="list-style-type: none"> • As students learn about bias and its effects, they become advocates for a more inclusive school environment. They support initiatives that promote inclusivity and challenge discriminatory practices. • Students practice allyship by upstanding for their peers who are targets of bias or by initiating projects that raise awareness and promote equity.
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Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Observational Assessments	Teachers observe interactions during playtime to understand how children from diverse backgrounds interact.	Note instances of inclusive play as well as any signs of exclusion or bias, and use these observations to guide discussions and activities.
Storyline Reflections	After reading a book, ask children how they feel about the characters and the story through the lens of personal cultural history and lived experiences.	Use simple questions like, “How would you feel if you were the character?” to encourage empathy and understanding.
Inclusive Activities	Plan activities that require cooperation and sharing among all children.	Rotate group activities to ensure that all children interact with peers from different backgrounds, fostering a sense of community and inclusion.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Strategy	Examples
Reflective Journals	Have students keep journals to reflect on their experiences and feelings.	Prompt students with questions like, “Have you ever felt left out? How did it make you feel?” to help them articulate their experiences with bias.
Classroom Discussions	Facilitate discussions on fairness and inclusion after reading diverse texts.	Use books like “ <i>The Day You Begin</i> ” by Jacqueline Woodson to start conversations about feeling different and how to include others.
Group Projects	Assign group projects that require collaboration among diverse groups of students.	Mix students from different backgrounds and encourage them to share their perspectives and learn from each other.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Strategy	Example
Surveys and Questionnaires	Use anonymous surveys to gather students’ experiences and perceptions of bias.	Ask questions about students’ feelings of belonging and fairness in the classroom to identify areas for improvement.
Literature Analysis	Analyze characters’ experiences with bias in novels.	Use books like “ <i>The Hate U Give</i> ” by Angie Thomas to discuss how characters deal with discrimination and bias, and encourage students to reflect on similar experiences in their own lives.
Role-Playing Activities	Conduct role-playing exercises to help students understand diverse perspectives.	Create scenarios where students must navigate situations involving bias and discrimination, followed

		by group discussions on their experiences.
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High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)		
	Strategy	Example
Critical Reflection Essays	Assign essays that ask students to reflect on their own experiences with bias.	Prompt students to write about a time they felt discriminated against or witnessed bias, and how it affected them.
Debates and Discussions	Organize debates on social issues related to bias and discrimination.	Use current events and historical examples to facilitate debates, encouraging students to consider multiple perspectives and reflect on their own biases.
Service Learning Projects	Engage students in community service projects that address issues on bias and inclusion.	Partner with local organizations to provide students with opportunities to work in diverse communities, fostering empathy and understanding.

General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide teachers with training on recognizing and addressing bias.	Attend workshops on culturally responsive teaching and bias reduction, and implement learned strategies in the classroom.
Inclusive	Develop and use curriculum materials that	Incorporate texts, examples, and case studies from

Curriculum	reflect diverse perspectives.	various cultures and backgrounds into lessons across subjects.
Regular Feedback Mechanisms	Create opportunities for students to provide feedback on their classroom experiences.	Use suggestion boxes, class meetings, and surveys to gather student input on issues of bias and inclusion.
Student-Led Initiatives	Support student-led clubs and initiatives that promote diversity and inclusion.	Encourage the formation of diversity clubs and support students in organizing events and activities that raise awareness about bias and discrimination.

Indicator #14: Reflects on personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Instructional Strategies

Teacher Behaviors	
Self-Reflection and Awareness	<ul style="list-style-type: none"> Teachers regularly engage in self-reflection to identify and understand their own biases and how these may influence their teaching practices and interactions with students. This includes, but is not limited to, journaling, peer discussions, or professional reflection sessions. Teachers acknowledge their areas of bias and actively work to address them, ensuring that these biases do not impact the classroom environment or learning experiences of students.

Professional Development	<ul style="list-style-type: none"> ● Teachers actively seek out professional development opportunities that focus on cultural competence, understanding of diverse learning needs, and equity in education. This includes, but is not limited to, attending workshops, seminars and courses that provide deeper insights into varied cultural and learning contexts. ● Teachers participate in book studies, cultural immersion experiences, and or collaborative learning groups focused on diversity and inclusion.
Resource Acquisition and Application	<ul style="list-style-type: none"> ● Teachers access a variety of resources to deepen their understanding of cultural, ethnic, and gender differences. These resources include, but are not limited to, scholarly articles and students, books, documentaries, and guest speakers who can provide diverse perspectives.
Building Relationships	<ul style="list-style-type: none"> ● Teachers build strong, trusting relationships. They engage with students in ways that are respectful and responsive to the students' cultural norms and communication styles. ● Teachers make concerted efforts to connect with students and their families, fostering a partnership that supports the students' academic and social development.

Student Behaviors	
Increased Engagement and Trust	<ul style="list-style-type: none"> ● Students respond positively to teachers who show a genuine understanding and respect for their cultural and personal background. This is evident in consistent engagement in class activities, participation in discussions, and an openness in sharing their experiences and perspectives. ● Students feel a greater sense of trust and safety in the classroom environment, knowing that their teachers are committed to equity and understanding.
Cultural and Personal	<ul style="list-style-type: none"> ● Students express their cultural identity and personal experiences in the

Expression	<p>classroom. This includes, but is not limited to, sharing stories, participating in cultural celebrations, or contributing their viewpoints in class discussions.</p> <ul style="list-style-type: none"> • Students collaborate effectively with peers, showing that they value the diverse perspectives that each student brings to the learning environment.
Reflective Practices	<ul style="list-style-type: none"> • Students learn the importance of reflection on personal biases and cultural understanding from their teachers' modeling. They begin to reflect on their own biases and how these may affect their interactions with peers. • Students engage in activities and discussions that challenge their perspectives and encourage growth in their understanding.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Reflective Practice	Teachers keep a reflective journal to note interaction and consider any biases.	After school each day, reflect on student interactions, particularly noticing any assumptions or biases that might have influenced behavior or decisions.
Cultural Competency Workshops	Attend workshops on cultural competency and inclusive teaching practices.	Participate in professional development sessions focused on understanding diverse family structures and cultural practices.
Inclusive Storytelling	Select storybooks that represent diverse cultures, families, and abilities.	Use books like " <i>Same but Different</i> " by Jenny Sue Kostecki-Shaw to facilitate discussions about differences and similarities.

Elementary - Reading, Mathematics, Science, and Social Studies		
	Strategy	Example
Bias Reflection Activities	Use reflective exercises to identify and understand personal biases.	Engage in activities such as the Harvard Implicit Association Test (IAT) and reflect on the results and their implications. Participate in Phase II of implicit bias training; Sign up here by 8/27/2024
Professional Learning Communities	Join or form CLT or PLC focused on diversity and inclusion.	Collaborative with colleagues to discuss biases, share resources, and develop inclusive teaching strategies.
Diverse Literature Integration	Integrate diverse books into the reading curriculum.	Choose books like “ <i>Wonder</i> ” by R.J. Palacio and “ <i>The Name Jar</i> ” by Yangsook Choi to explore themes of inclusion and acceptance.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives		
	Strategy	Example
Reflective Journals	Maintain a reflective journal to explore personal biases and growth.	Write regularly about classroom experiences, focusing on moments of cultural misunderstanding or growth.
Diversity Training	Participate in ongoing diversity, equity, and inclusion training.	Attend training sessions on gender inclusivity, multicultural education, and supporting students with disabilities.
Inclusive Curriculum	Design lessons that include multiple cultural perspectives.	Incorporate texts and materials that reflect the diverse backgrounds of students, such as using “ <i>The</i>

Design		<i>Absolutely True Diary of a Part-Time Indian</i> ” by Sherman Alexie in literature classes.
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High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Bias Awareness Workshops	Attend workshops focused on recognizing and addressing bias in education.	Engage in professional development that includes case studies and strategies for creating inclusive classrooms.
Mentorship Programs	Participate in or establish mentorship programs with diverse leaders.	Connect with community leaders from various cultural and professional backgrounds to gain insights and improve cultural competency.
Culturally Relevant Pedagogy	Implement culturally relevant teaching methods in the curriculum.	Use texts like “Beloved” by Toni Morrison and “The Joy Luck Club” by Amy Tan to explore cultural histories and narratives.

General Strategies Across Grade Levels

	Strategy	Example
Self-Assessment Tools	Regularly use self-assessment tools to evaluate and reflect on personal biases.	Use reflection prompts and self-assessment checklists to identify areas for growth and track progress over time.
Resource Utilization	Access and utilize a variety of resources to deepen understanding of cultural, ethnic, gender, and learning differences.	Read books, watch documentaries, and attend lectures or webinars on topics such as cultural competency, gender inclusivity, and neurodiversity.
Peer	Engage in open discussions with peers	Form discussion groups to share experiences and

Discussions	about biases and inclusive practices.	strategies for addressing biases in the classroom.
Community Engagement	Engage with the local community to better understand students' backgrounds and lived experiences.	Participate in community events and cultural festivals to build relationships and gain a deeper understanding of the communities diversity.

Indicator #15: Uses evaluative practices to review curricular, textbooks, and instructional materials for cultural appropriateness.

Instructional Strategies

Teacher Behaviors	
Critical Evaluation of Materials	<ul style="list-style-type: none"> ● Teachers regularly assess the content of textbooks, curricular materials, and other instructional resources to identify cultural biases or misrepresentations. This includes, but is not limited to, examining whether diverse cultures are portrayed accurately and equitably, and ensuring that no group is stereotyped or omitted. ● Teachers use specific criteria and checklists to evaluate materials for cultural sensitivity, relevance, inclusivity, and appropriateness, often developed by educational boards or as part of professional learning communities.
Professional Development and Collaboration	<ul style="list-style-type: none"> ● Teachers seek out and engage training on how to effectively evaluate educational materials for cultural appropriateness. This includes, but is not

	<p>limited to, workshops, conferences, or collaborative virtual sessions with peers who share insights and strategies on evaluating and selecting culturally responsive materials.</p> <ul style="list-style-type: none"> ● Collaboration extends to interdisciplinary teams within schools, where teachers from different subject areas work together to ensure consistency and inclusivity across settings.
Curriculum Adjustment and Material Selection	<ul style="list-style-type: none"> ● Based on their evaluations, teachers advocate for and select materials that best reflect and respect the diversity of their student populations. This may involve supplementing existing textbooks with additional resources, modifying curricular units, and advocating for district-wide changes in the materials used. ● Teachers integrate supplemental materials that fill gaps in representation or perspective found in standard textbooks, such as including books by authors from underrepresented groups or using online resources that offer diverse viewpoints.
Feedback and Continuous Improvement	<ul style="list-style-type: none"> ● Teachers provide feedback to textbook publishers and educational content developers regarding the cultural appropriateness of their materials. They share insights on how materials can be improved to better serve a diverse student population. ● Teachers continuously update and refine curriculum choices based on student feedback and the latest research on effective culturally responsive teaching practices.

Student Behaviors	
Engagement and Critical Thinking	<ul style="list-style-type: none"> ● Students demonstrate evidence that they have learned to become critical consumers of the information presented to them. They actively engage in discussions and activities that encourage them to analyze the cultural content

	<p>of their textbooks and other materials.</p> <ul style="list-style-type: none"> ● Students actively question and critique the representation of different cultures in their materials, developing an awareness of bias and representation in the media and educational resources.
Active Participation in Curriculum Feedback	<ul style="list-style-type: none"> ● Encouraged by their teachers, students provide feedback on the cultural relevance and appropriateness of the materials used in their classes. This includes, but is not limited to, formal evaluations, student council discussions, or direct feedback to teachers. ● Students continuously suggest improvements or alternative materials that could better reflect their lived experiences and the diversity of the student body and greater community.
Reflective Learning and Empowerment	<ul style="list-style-type: none"> ● Students reflect on how the curriculum and materials impact their understanding of different cultures and their own cultural identity. This reflection fosters a sense of empowerment and self-worth as they see cultures represented accurately and respectfully. ● Students share their cultural experiences and knowledge, enriching the learning environment for their peers and helping to build a more inclusive classroom culture.

Classroom Strategies

PreK (Ages 4-5) - Social and Emotional Learning, Early Literacy, and Numeracy		
	Strategy	Example
Diverse Book Selection	Regularly review and select storybooks that reflect a variety of cultures and family structures.	Form a committee of teachers and parents to evaluate and recommend books like “The Colors of Us” by Karen Katz and “Abuela” by Arthur Dorros.

Inclusive Activities	Assess classroom activities for inclusivity and cultural relevance.	Use checklists to ensure that games, songs, and crafts represent diverse cultures and avoid stereotypes.
Parent/Caregiver Input	Gather feedback from parents/caregivers about cultural representation in materials.	Conduct surveys and hold meetings with parents to discuss their perspectives on the cultural appropriateness of classroom materials and resources.

Elementary - Reading, Mathematics, Science, and Social Studies

	Strategy	Example
Textbook Evaluation	Review textbooks to ensure that they represent diverse perspectives and lived experiences.	Participate in reviews of curriculum to assess it for cultural inclusivity, such as including narratives from diverse ethnic groups and perspectives.
Culturally Relevant Math Problems	Evaluate math textbooks and problems for cultural relevance.	Ensure math problems include contexts familiar to students from different backgrounds, such as using examples from various cultural practices and daily life.
Multicultural Science Content	Assess science materials for representation of diverse scientists.	Include content about scientists from diverse cultural backgrounds and lived experiences, such as highlighting the contributions of Chien-Shiung Wu and George Washington Carver.

Middle School - Advanced Literacy, Mathematics, Science, Social Studies, and Electives

	Strategy	Example
Literature Review	Regularly review the literature curriculum for diversity and inclusivity.	Include books like “The Hate U Give” by Angie Thomas and “Brown Girl Dreaming” by Jacqueline Woodson in reading lists, and ensure they are complemented by discussion guides that address cultural issues.
Bias Check in History Lessons	Evaluate history lessons for bias and inclusivity.	Use rubrics to assess whether history lessons and materials present multiple perspectives and avoid bias, such as including the viewpoints of marginalized communities.
Interdisciplinary Projects	Develop interdisciplinary projects that highlight cultural diversity.	Collaborate with colleagues to create projects that integrate cultural studies into subjects like art and science, such as exploring traditional art forms or indigenous environmental practices.

High School - Specialized Courses, Advanced Courses (AP, IB, & DE), and Career and Technical Education (CTE)

	Strategy	Example
Curriculum Audits	Conduct regular audits of the curriculum to ensure cultural appropriateness.	Use tools like the Culturally Responsive Scorecard to evaluate and improve curricular materials across subjects.
Diverse Voices in Literature	Review literature courses to ensure a range of diverse voices are included.	Include works like “ <i>Beloved</i> ” by Toni Morrison, “ <i>The Joy Luck Club</i> ” by Amy Tan, and “ <i>Things Fall Apart</i> ” by Chinua Achebe, and discuss their cultural contexts.
Equitable Career and	Assess vocational training materials for cultural relevance.	Ensure materials and case studies in vocational programs reflect diverse populations and scenarios, such as using

Technical Education Materials		examples from various industries and communities.
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General Strategies Across Grade Levels		
	Strategy	Example
Professional Development	Provide ongoing training for teachers on evaluating and selecting culturally appropriate materials.	Conduct workshops on culturally responsive teaching and the use of inclusive materials.
Inclusive Materials Checklists	Develop checklists for evaluating instructional materials.	Create a checklist that includes criteria such as representation of diverse cultures, avoidance of stereotypes, and inclusion of multiple perspectives.
Student Feedback	Gather student input on curricular materials.	Use surveys and focus groups to understand students' perspectives on the inclusivity of their learning materials and make adjustments based on their feedback.
Collaboration with Cultural Experts	Collaborate with cultural experts to review and select materials.	Partner with local cultural organizations and academic experts to ensure materials are accurate and respectful to different cultures.

Standard 6 SMART Goals

Indicator #1: Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identities and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

1. By the end of the academic year, I will disaggregate assessment, engagement, behavioral, and attendance data by student groups (e.g., race, gender, socioeconomic status) and gap groups (e.g., English learners, students with disabilities). I will complete the data disaggregation for 50% of my students by the end of the first semester and for 100% of students by the end of the academic year. This process will involve using available school data systems to extract and categorize data by student groups and identities. Analyzing this data will provide insights into performance gaps, engagement disparities, and other trends that will inform targeted interventions for specific student needs.
2. By the end of the first quarter, I will identify gap groups of students based on disaggregated data, focusing on those with learning gaps, cultural minorities, and students with disabilities. Using this data, I will set specific academic and engagement goals for each group, targeting the areas where performance, behavior, and attendance show the greatest gaps. This approach will help ensure that interventions are tailored to address the specific needs of students in gap groups, promoting equitable progress and success.
3. By the end of the academic year, I will implement differentiated instructional strategies tailored to the needs of students within gap groups, such as scaffolding, small group instruction, and modified assessments. Differentiated strategies will be applied in at least 30% of lesson plans by the end of the first semester, increasing to 50% by the end of the academic year. I will use insights from disaggregated data and professional development to design lessons that address individual learning needs, ensuring that instruction is adapted to help students in gap groups make academic progress.
4. Throughout the academic year, I will regularly monitor the academic and behavioral progress of students in gap groups using disaggregated data. I will track their progress quarterly, comparing current performance to baseline data. Progress monitoring tools such as formative assessments, behavior tracking systems, and attendance reports will be used to evaluate the effectiveness of differentiated strategies. At the end of each quarter, I will

review the data and adjust instructional strategies as needed to ensure continued progress for students in gap groups.

5. Throughout the academic year, I will collaborate with colleagues to review disaggregated data and share effective differentiated strategies for supporting students in gap groups. I will meet with colleagues at least once per month to discuss data trends and develop strategies to address the needs of these students. Regular team meetings or participation in professional learning communities (PLCs) will be scheduled to promote collective improvement in supporting gap groups across classrooms. Progress will be reviewed and strategies refined during these monthly meetings.
6. Throughout the academic year, I will involve parents and students in discussions of academic progress and the differentiated strategies used to address learning gaps. I will hold parent-teacher conferences or student meetings at least twice per semester to review progress, set clear goals, and develop action plans based on disaggregated data. These meetings will ensure that parents and students are aware of growth areas, engaged in the improvement process, and actively involved in adjusting strategies as needed for continued success.
7. Conduct monthly data analysis sessions to monitor and adjust instructional strategies, ensuring continuous growth and learning for all students, with a focus on gap groups. I will target a 10% improvement in assessment scores, engagement levels, and attendance rates of students in gap groups by June 30th, utilizing existing data collection and analysis tools and collaborating with colleagues to review data and make informed adjustments.

Indicator # 2: Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, ethnicity, English Language Learners, and students with disabilities.

1. By the end of this school year, I will integrate at least one text, media resource, or case study that reflects the perspectives of various cultural, ethnic, or gender groups into each unit of study across all core subjects, ensuring that students engage with diverse perspectives in at least three of their classes.

2. By the end of the first semester, I will implement at least three differentiated teaching strategies for ELs in my classroom, such as the use of visual aids, simplified instructions, and peer-supported activities, to improve ELL participation and performance in assessments by 10%.
3. Within the next three months, I will collaborate with special education staff to develop and implement individualized learning plans (ILPs) for 100% of students with disabilities in my classroom, and adjust my instructional strategies to meet their specific needs, aiming to see an improvement in their academic performance by the end of the semester.
4. Over the course of the next academic year, I will ensure that my lesson plans, classroom discussions, and activities reflect gender equity by representing male, female, and non-binary individuals in at least three subjects. I will also promote gender-neutral participation policies, ensuring equal opportunities for all students to contribute.
5. By the end of this school year, I will organize at least three culturally diverse family engagement events, such as multicultural nights or parent workshops, that celebrate and educate the school community about the various cultural backgrounds of our students, aiming to increase family involvement by 20% as measured by event attendance.

Indicator # 3: Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

1. By the end of the academic year, I will develop meaningful relationships with all students by implementing culturally responsive teaching practices in the classroom. This includes holding one-on-one "check-in" meetings with at least 90% of students each quarter to discuss their progress, setting individualized high expectations for their academic and personal growth, and using affirming language that reflects mutual respect and validation of their cultural backgrounds. I will track progress through student surveys, behavioral logs, and improvements in engagement and academic performance, aiming for a 15% increase in overall student participation and motivation by year-end.
2. By the end of the academic year, I will foster a more inclusive and engaging learning environment by incorporating culturally responsive teaching practices. This will be achieved by adapting at least two lessons per subject each quarter to reflect the diverse cultural backgrounds of my students. I will attend two professional development workshops on culturally responsive teaching to strengthen my ability to integrate these practices into my lessons,

ensuring that students' cultures are affirmed in classroom discussions and materials. Progress will be reviewed at the end of each quarter to monitor lesson modifications.

3. By the end of the academic year, I will build stronger relationships with my students by conducting one-on-one check-ins with at least 90% of students once per quarter. These check-ins will be scheduled during advisory periods or other flexible times and will focus on discussing their academic and personal goals. This process will help foster trust, mutual respect, and a deeper understanding of each student's unique needs and aspirations. I will complete four rounds of check-ins by the end of the year to ensure consistent follow-through and support.
4. By the end of the academic year, I will set individualized high expectations for 100% of my students by working with each of them to develop academic growth plans based on their unique strengths and areas for improvement. These growth plans will be created during advisory periods by the end of the first semester and reviewed for progress by the end of the second semester. This process will encourage students to strive for their best academic performance, with bi-semester reviews to monitor their development.
5. By the end of the academic year, I will co-create a set of classroom norms with my students that promote mutual respect, affirmation, and validation of their cultural and social identities. These norms will be developed through facilitated discussions that encourage student input on fostering a respectful and inclusive classroom culture. The norms will be revisited and reinforced bi-monthly to ensure adherence and to continually cultivate a positive learning environment that respects and celebrates diversity.
6. By the end of the school year, I will increase student engagement by incorporating culturally relevant examples in at least one assignment or project per unit of study in every subject. I will attend professional development sessions on student engagement strategies and adapt them to culturally responsive approaches. My goal is to increase classroom participation and project completion rates by 10% by the end of the second semester. Progress will be tracked quarterly through participation data and project completion rates.
7. Throughout the academic year, I will provide personalized, affirming feedback to 100% of my students on all major assignments and projects within one week of submission. This feedback will affirm their efforts, validate their perspectives, and set high expectations for improvement. I will use a rubric that includes space for culturally responsive feedback and track this through my grading records to ensure consistency and effectiveness. This approach will motivate students to continue striving for high performance.
 - a. Validating student perspectives - Feedback validates each student's cultural, social, and personal perspectives. "I appreciate how you incorporated your family history into the narrative."

- b. Personalized, Affirming Feedback - Each student's feedback will be specific to their work, recognizing their individual strengths, efforts, and areas for improvement. "Your use of personal anecdotes added depth to your argument - well done!"
- c. Culturally Responsive Rubric - Established criterion for the recognition of students' diverse backgrounds and ways of knowing, ensuring that all feedback is relevant to their perspectives and cultural identities.

Indicator #4: Utilizes curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

1. By the end of the first semester, I will incorporate generational diversity into my curriculum by modifying at least one lesson per unit across all subjects to include historical perspectives from multiple generations. This will involve researching and integrating generationally diverse resources, such as oral histories or multigenerational narratives, into at least one project per unit. These modifications will help students appreciate the evolution of ideas and traditions over time, fostering a deeper understanding of societal issues. Progress will be reviewed at the conclusion of each unit to ensure effective integration.
2. By the end of the first semester, I will ensure that all units in my curriculum incorporate resources that reflect diverse gender identities, roles, and perspectives. I will include at least one resource (such as an article or case study) per unit that highlights gender diversity and challenges traditional gender roles. To support this, I will attend at least one professional development session on gender inclusivity and apply the insights gained to lesson planning. The effectiveness of this integration will be revisited through student reflections and surveys to ensure that all students feel seen and respected, regardless of their gender identity.
3. By the end of the academic year, I will integrate resources that represent diverse religious backgrounds and cultural practices into at least one lesson per unit. Each unit will include examples of diverse religious practices, beliefs, or cultural traditions to foster student understanding of global diversity. I will collaborate with colleagues and community members to gather relevant resources that connect to the curriculum, validating students' religious

backgrounds and increasing awareness and acceptance of diverse worldviews. Progress will be reviewed quarterly to assess student engagement and the effectiveness of the integration.

4. By the end of the second semester, I will incorporate discussions and resources that address socioeconomic diversity and class differences into at least one lesson per unit. Each unit will include at least one reading or activity that highlights issues of class and socioeconomic inequality, connecting these topics to real-world contexts. I will utilize literature, data, and case studies to demonstrate the impact of socioeconomic factors on various outcomes, fostering students' understanding of class dynamics and encouraging empathy towards diverse economic backgrounds. The effectiveness of these lessons will be reviewed through student discussions and assessments.

Indicator #5: Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, ethnicity, English Language Learners, and students with disabilities.

1. By the end of the first semester, I will select and integrate texts and materials that reflect diverse gender identities and roles in at least 30% of the classroom resources for each unit. This will involve collaborating with the school librarian and other teachers to source materials that represent diverse gender experiences and perspectives. The goal is to foster an inclusive learning environment where all gender identities are validated and represented. I will review the effectiveness of this integration at mid-semester using student feedback and participation levels.
2. By the end of the academic year, I will incorporate texts and classroom materials that represent a variety of ethnic and cultural backgrounds into every unit across all subjects. Specifically, I will ensure that at least 40% of the classroom materials in each subject are reflective of diverse ethnic and cultural perspectives. To achieve this, I will attend professional development sessions on sourcing culturally diverse materials and collaborate with colleagues to share and implement these resources. Progress will be reviewed quarterly to assess the effectiveness of these integrations in promoting cultural inclusivity and providing students with a broader understanding of different ethnic and cultural contributions to society.
3. By the end of the first semester, I will integrate dual language texts, visual aids, and simplified instructional materials into at least one lesson per unit to support English Learners (ELs). Specifically, I will ensure that at least 20% of classroom materials in each unit include multilingual resources or are adapted to support EL students. I will

collaborate with EL specialists to identify and adapt materials that are accessible for students learning English, with progress assessments conducted at mid-semester and year-end to evaluate the effectiveness of these resources in improving EL students' academic performance and participation.

4. By the end of the second semester, I will ensure that 100% of major classroom assignments and materials are accessible to students with disabilities by selecting and modifying resources to accommodate their varying abilities. This will include modifications such as larger fonts, audio versions, or interactive formats. I will work closely with the special education team to make these modifications and ensure all resources are differentiated for accessibility. I will review student performance and the effectiveness of these accommodations at the end of each grading period to promote inclusivity and equitable access to learning.
5. By the end of the academic year, I will develop and integrate assessments that reflect the cultural and linguistic diversity of the student body, ensuring inclusivity for all learners. I will modify at least 30% of assessments in each subject to be accessible and relevant to students from diverse cultural and linguistic backgrounds. To achieve this, I will collaborate with language and cultural experts to adapt assessments in ways that respect students' diverse experiences and abilities. Progress will be reviewed after each major assessment period to ensure that these modifications fairly measure student knowledge while honoring their cultural and linguistic identities.

Indicatory #6: Uses communication strategies that are inclusive of the language, dialects, culture, social, and literacy needs of all students (including gender, ethnicity, English Language Learners, and students with disabilities).

1. By the end of the first semester, I will use simplified language, visual aids, and key vocabulary lists in at least 50% of classroom instructions and assignments to support English Learners (ELs). I will collaborate with EL specialists to ensure that all language adaptations effectively meet student needs. The effectiveness of these strategies will be monitored through progress checks at mid-semester to ensure EL students are better able to understand classroom content and engage more effectively in lessons.
2. By the end of the first semester, I will incorporate culturally relevant examples and communication strategies that respect the cultural and dialectal backgrounds of students in at least one lesson per week. This will involve researching and integrating cultural references, idioms, and dialect variations into lessons to make content more

relatable to students. I will ensure that at least one lesson per week includes these culturally relevant strategies to promote inclusivity and validate students' backgrounds, making lessons more engaging. Feedback will be collected from students at the end of each quarter to assess the effectiveness of these communication strategies.

3. By the end of the first semester, I will ensure that 100% of classroom communication, both spoken and written, uses inclusive language that respects students' gender identities and ethnic backgrounds. This includes consistently using students' preferred pronouns, avoiding stereotypes, and addressing diversity with respect. To achieve this, I will attend training on inclusive language and collaborate with colleagues to practice and refine these communication methods. Ongoing self-assessments and peer feedback will be used to ensure continuous improvement and foster an environment of respect and validation for all students, promoting a sense of belonging.
4. By the end of the academic year, I will use multimodal communication strategies (e.g., verbal, visual, kinesthetic) in at least 75% of classroom instructions to accommodate students with disabilities. This will ensure that students with disabilities can engage with the content in ways that suit their learning needs. I will collaborate with special education staff to identify and implement the most effective communication methods, incorporating visuals, interactive formats, and other support. Progress will be reviewed at the end of each grading period to evaluate the effectiveness of these strategies.
5. By the end of the first semester, I will integrate literacy supports, such as sentence starters, graphic organizers, and discussion prompts, into classroom activities and ensure that 100% of major assignments include these supports. I will collaborate with literacy specialists to design activities that help students with literacy and social communication challenges develop stronger skills. Progress will be reviewed at mid-term and year-end to assess the effectiveness of these strategies in promoting greater participation and comprehension among students.

Indicator #7: Teaches students skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

1. By the end of the academic year, I will implement monthly lessons on anti-bias communication skills that focus on reducing discrimination and promoting equity in classroom discussions and interactions. I will collaborate with

members of the APS Office of Diversity, Equity, and Inclusion, to include Equity Influencers and DEI Coordinators, to design and deliver these lessons, ensuring that at least one lesson per month targets anti-bias communication. Progress will be measured through student reflections and group discussions, with quarterly reviews to assess student engagement and growth in these areas. The goal is to help students learn to engage respectfully with diverse groups and foster an equitable classroom environment.

2. By the end of each semester, I will implement at least three activities that help students identify and mitigate classroom power imbalances based on ethnicity, gender, identity, ability, and socioeconomic status. These activities will include discussions and role-play scenarios where students can recognize and challenge power dynamics. I will collaborate with peers or specialists to design these activities, fostering student awareness of power structures and helping them actively mitigate their effects. Progress will be assessed through student reflections and participation reviews at the end of each semester.
3. By the end of the academic year, I will integrate at least two empathy-building exercises each quarter to encourage students to understand and appreciate differences across gender, ethnicity, identity, ability, and socioeconomic status. These exercises will include the use of stories, role-playing, and peer-sharing sessions to foster empathy and reduce fear of differences. After each exercise, students will complete reflective journals or participate in group discussions to assess their progress. This approach will promote a safer and more inclusive classroom environment by helping students overcome anxiety and fear related to diversity.
4. By the end of each semester, I will design and implement at least two group collaboration projects that require students to work together across diverse groups, ensuring equitable participation based on individual strengths, regardless of background. I will collaborate with colleagues to develop rubrics that assess equitable contribution and group dynamics, with the goal of reducing power imbalances within group settings. After each project, I will conduct group assessments to evaluate the effectiveness of equitable collaboration and make necessary adjustments for future projects.
5. By the end of each semester, I will facilitate at least one student-led initiative, such as a presentation or campaign, focused on combating discrimination and bias within the school community. I will work with students to brainstorm, develop, and implement their ideas, providing guidance and support as needed. These initiatives will empower students to take active roles in eradicating discrimination and bias, while fostering their leadership and advocacy skills. Each initiative will culminate in a final reflection or presentation on its impact, helping to assess the effectiveness of the project.

Indicator #8: Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, linguistic diversity, and socioeconomic status.

1. By the end of the first semester, I will incorporate culturally relevant content into at least 30% of lessons across all subjects to ensure that students' cultural, ethnic, and gender identities are reflected in the curriculum. I will research and integrate materials that represent the diverse backgrounds of students in my classroom. Progress will be reviewed quarterly to assess the impact of these culturally relevant lessons on student engagement and inclusivity.
2. By mid-semester, I will adapt at least 20% of classroom materials and instructions to accommodate the linguistic diversity of my students, ensuring that English Learners (ELs) and multilingual students have access to lessons that support their language needs. I will collaborate with EL specialists to identify and implement effective strategies, such as multilingual resources and simplified language. The effectiveness of these adaptations will be assessed quarterly to ensure equitable access to the curriculum for all students.
3. By the end of the academic year, I will incorporate socioeconomic perspectives into at least 25% of classroom discussions and materials, ensuring that students from diverse economic backgrounds feel included and respected in lessons and activities. I will attend professional development focused on socioeconomic diversity in education and apply the learned strategies to my teaching. Progress will be reviewed quarterly to ensure that these strategies promote awareness of socioeconomic issues, and that students from various economic backgrounds feel represented and respected in the classroom.
4. By the end of the first semester, I will integrate gender and identity inclusivity into at least 30% of my lesson plans, ensuring that diverse gender identities are represented in classroom discussions, examples, and instructional materials. I will collaborate with members of the APS Office of Diversity, Equity, and Inclusion to include Equity Influencers and DEI Coordinators, to use resources that reflect the experiences of all students. Progress will be reviewed quarterly, with feedback collected from students to ensure that the curriculum promotes inclusivity and that students of all gender identities feel seen and respected.
5. By the end of the academic year, I will design and implement culturally responsive assessments for at least 30% of evaluations in each subject area, ensuring that they reflect students' diverse cultural, ethnic, and socioeconomic

backgrounds. I will collaborate with curriculum developers and cultural experts to create assessments that account for diverse perspectives and experiences, ensuring fairness and inclusivity. The effectiveness of these culturally responsive assessments will be evaluated after each major assessment to ensure they accurately measure student knowledge without cultural bias.

Indicator #9: Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader, curricular perspectives, and using alternative assessments.

1. By the end of the first semester, I will collaborate with colleagues to implement flexible grouping strategies that allow students to work in diverse groups based on their strengths, learning styles, and needs. Flexible grouping will be used in at least two units per semester, with student group compositions adjusted to reflect their learning needs. I will meet with colleagues bi-monthly to discuss best practices, assess the impact of flexible grouping on student engagement and performance, and ensure that grouping decisions promote equity by reducing the impact of biases. The effectiveness of these strategies will be reviewed at mid-term and the end of the semester.
2. By mid-semester, I will collaborate with colleagues to develop and implement differentiated instruction strategies that address the diverse needs and learning styles of students, particularly those affected by institutional biases. Differentiated instruction will be used in at least 30% of lessons across all subjects. I will attend professional development sessions on differentiation and meet with colleagues monthly to discuss and refine these practices. Progress will be reviewed quarterly through student performance and engagement assessments, ensuring that differentiated strategies effectively reduce the impact of institutional biases and provide tailored support for diverse learners.
3. By the end of the academic year, I will collaborate with colleagues to broaden curricular perspectives by integrating diverse viewpoints and content that reflect various cultural, ethnic, and socioeconomic backgrounds. At least 25% of the curriculum will include these diverse perspectives, ensuring that all students see themselves reflected in the materials. I will work with colleagues and curriculum developers to find and integrate these resources into lessons. Progress will be checked quarterly to assess the effectiveness of the changes in creating a more inclusive learning environment and addressing institutional biases.

4. By the end of the first semester, I will collaborate with colleagues to implement alternative assessments in at least 30% of the units taught, allowing students to demonstrate their understanding through varied methods such as projects, presentations, or creative tasks. These assessments will provide multiple ways for students to showcase their knowledge, reducing bias by aligning with their individual strengths and backgrounds. I will meet with colleagues quarterly to discuss and develop effective alternative assessment methods, with evaluations of their effectiveness conducted at the end of each quarter.
5. Throughout the academic year, I will collaborate with colleagues to reflect on and address institutional biases in teaching practices by conducting reflective sessions at least once a quarter. These sessions will focus on identifying and mitigating biases in instruction and assessment. Data from student feedback, performance, and participation will be used to guide improvements and develop actionable plans after each session. This ongoing reflection will help reduce institutional biases and promote equitable teaching practices.

Indicator #10: Participates and contributes in the learning community and embeds new culturally relevant instructional learning into practice.

1. By the end of the academic year, I will attend at least three professional development sessions focused on culturally relevant instructional strategies. These sessions will directly inform my lesson planning and classroom practices, ensuring that my teaching is aligned with best practices in culturally relevant education. I will identify and register for these opportunities through the school or external providers. After each session, I will incorporate reflections and strategies learned into my quarterly lesson plans to promote more inclusive and effective teaching.
2. Throughout the academic year, I will participate in monthly professional learning community (PLC) meetings with colleagues to share and discuss culturally relevant instructional strategies. During these meetings, I will collaborate with colleagues to develop and implement strategies for embedding culturally relevant content into lessons across subjects. I will attend and contribute to at least one PLC meeting each month, ensuring continuous learning and peer support. Progress on the implementation of these strategies will be reviewed quarterly to ensure effectiveness and ongoing refinement.
3. By the end of each semester, I will incorporate culturally relevant instructional strategies into at least 25% of my lesson plans across all subjects to ensure diverse perspectives and content are represented. I will use resources from professional development and collaboration with colleagues to guide the integration of culturally relevant

materials. Progress will be tracked quarterly through lesson plans and student feedback, ensuring that the curriculum becomes more inclusive and that students see their cultures and experiences reflected in their education.

4. By the end of each semester, I will gather and analyze student feedback on culturally relevant lessons at least twice per semester to assess engagement and the effectiveness of instructional strategies. I will develop feedback tools, such as surveys and reflection prompts, to measure how well these lessons resonate with students. Based on the feedback collected at mid-semester and end-of-semester points, I will refine and adjust culturally relevant instructional practices to ensure they are meaningful and impactful for students.
5. By the end of the academic year, I will invite peer observations and feedback on the implementation of culturally relevant instructional practices in the classroom at least once per quarter. I will coordinate with colleagues to schedule these peer observations and subsequent feedback sessions, using their insights to create action plans for improvement. This process will provide opportunities for professional growth and refinement of my instructional practices based on peer feedback. After each observation, I will implement action plans to continually improve the effectiveness of culturally relevant strategies.

Indicator #11: Deepens understanding of how social markers (such as ethnicity, social class, and language, etc.) influence the educational opportunities that learners receive.

1. By the end of the academic year, I will attend three professional development sessions focused on how social markers, such as ethnicity, social class, and language, influence education. These sessions will increase my awareness of how social markers impact student learning and help me identify strategies to address inequities. I will identify and register for relevant sessions offered through school, district, or external providers. After each session, I will incorporate reflections and instructional adjustments into my teaching practices, reviewing progress quarterly to ensure that these changes are effectively improving equity in the classroom.
2. Throughout the academic year, I will participate in monthly professional learning community (PLC) meetings to discuss how social markers, such as ethnicity, social class, and language, affect educational opportunities and reflect on classroom practices. During these meetings, I will collaborate with colleagues to identify key areas where social markers impact students and develop actionable strategies to address inequities. I will attend and contribute

to at least one PLC meeting per month, with insights and strategies shared quarterly to ensure ongoing reflection and improvement in instructional practices.

3. By the end of each semester, I will incorporate strategies that address the influence of social markers, such as ethnicity, social class, and language, into at least 20% of my lesson plans across all subjects to ensure equitable access to learning. I will use insights gained from professional development sessions and PLC discussions to develop and implement these strategies. Progress will be reviewed quarterly to ensure that the adjustments made in the lesson plans effectively promote equitable learning opportunities by addressing the influence of social markers on student access to education.
4. Throughout the academic year, I will monitor and assess the outcomes of strategies addressing social marker inequities by tracking student performance and engagement data. I will develop tools to track student progress, particularly in areas where social markers such as ethnicity, social class, and language impact educational access. Progress reviews will be conducted after each major assessment period, using data to evaluate the effectiveness of the implemented strategies. Based on these findings, I will make necessary adjustments to the strategies to ensure they are effectively mitigating the influence of social markers on educational opportunities.
5. By the end of each semester, I will facilitate at least two class discussions or reflective activities that allow students to share their experiences regarding how social markers such as ethnicity, social class, and language affect their educational opportunities. I will develop discussion prompts and activities that encourage students to reflect on the role of these social markers in their learning. Feedback will be collected after each session to guide future discussions and apply insights to classroom practices, helping students understand and voice how social markers influence their education.

Indicator #12: Plans lessons that validate students' lived realities, cultural identities, and heritage.

1. By the end of each semester, I will incorporate culturally relevant content and activities into at least 30% of lesson plans across all subjects to validate students' cultural identities and lived experiences. I will use cultural references, traditions, and examples that reflect the diverse backgrounds of students in the classroom. Progress will be tracked quarterly through reviews of lesson plans to ensure that the lessons resonate with students' experiences and promote a more inclusive learning environment.

2. By mid-semester and end-of-semester, I will gather and apply student input on their cultural identities and lived experiences to inform lesson planning. I will conduct at least two surveys or reflective activities per semester to collect feedback on students' cultural identities and experiences. This feedback will be used to ensure that students' identities are reflected in the curriculum, tailoring lessons to their lived realities and encouraging active participation. Progress will be assessed through feedback to continuously refine lesson planning.
3. By the end of each semester, I will collaborate with cultural experts or community members to develop lessons that incorporate and validate students' heritage and cultural backgrounds. I will meet with cultural experts at least once per semester to gather insights and resources for lesson planning. These partnerships will provide culturally accurate and relevant materials that validate and celebrate students' heritage. The culturally relevant content will be integrated into lessons quarterly, ensuring that the curriculum reflects the diverse backgrounds of students.
4. By mid-semester and end-of-semester, I will plan and implement at least one classroom activity or project that celebrates and highlights students' cultural heritage and traditions. These activities will include student-led presentations, cultural showcases, or heritage-based projects, ensuring that all students have the opportunity to share and celebrate their backgrounds. Progress will be reviewed after each project to assess the impact on cultural pride and awareness in the classroom.
5. By mid-semester and end-of-semester, I will gather feedback from students on how well lessons reflect and validate their cultural identities and lived experiences. I will conduct surveys or reflective discussions at least twice per semester to gauge students' sense of inclusion and validation in lessons. Tools such as surveys and reflective prompts will be developed to assess students' feelings of representation in the curriculum. Based on the feedback collected, adjustments will be made to continuously improve the lessons to better validate and reflect students' cultural identities and lived realities.

Indicator #13: Assesses how learners from different backgrounds experience the environment and encourages students to reflect on their own experiences with bias.

1. By mid-semester and end-of-semester, I will conduct two surveys per semester to assess how learners from different backgrounds experience the classroom environment and identify instances of bias. These surveys will collect data on students' sense of belonging, any bias they may have encountered, and their perspectives on the

inclusivity of the classroom. The feedback from these surveys will provide valuable insights into how students from diverse backgrounds experience the learning environment, allowing for necessary improvements. Progress will be reviewed after each survey, and adjustments will be made to classroom practices accordingly.

2. By mid-semester and end-of-semester, I will plan and conduct two reflective activities per semester where students can discuss and reflect on their personal experiences with bias. These activities will include prompts such as journaling, group discussions, or peer-sharing exercises. Feedback will be collected to assess student engagement and outcomes, allowing for improvements to future activities. This process will encourage students to critically examine their experiences with bias, fostering personal growth and awareness.
3. By the end of each semester, I will analyze student feedback and reflection data to identify areas of bias in the classroom and adjust teaching practices, class discussions, or classroom norms accordingly. I will review feedback from student surveys and reflective activities at least twice per semester to identify patterns of bias and implement changes to make the classroom more inclusive. Progress will be assessed after each feedback cycle, and changes will be implemented by the following semester to ensure continuous improvement in inclusivity and responsiveness to students' diverse experiences.
4. By the end of each semester, I will attend at least one professional development workshop focused on reducing bias and fostering inclusivity in the classroom. I will research and register for workshops provided by the school, district, or external organizations. After completing each workshop, I will apply the strategies learned to my classroom practices and review their effectiveness in improving inclusivity by the following quarter. This ongoing training will enhance my ability to reduce bias and create a more inclusive learning environment.
5. By the end of each quarter, I will facilitate at least one classroom discussion that promotes inclusivity and allows students to share their diverse perspectives. I will develop discussion prompts and guidelines to encourage open and respectful conversations about diversity, bias, and inclusion. Feedback will be collected after each discussion to improve future sessions. These discussions will ensure that all voices are heard, fostering a deeper understanding of diversity and inclusion among students.

Indicator #14: Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

1. By the end of the academic year, I will conduct monthly self-reflection activities to assess and address personal biases related to culture, ethnicity, gender, and learning differences. Each month, I will complete one self-reflection activity using journals, bias reflection prompts, or guided activities to document insights and areas for improvement. Progress will be reviewed quarterly to adjust practices based on findings, promoting more inclusive teaching and interactions.
2. By the end of the academic year, I will attend at least two professional development workshops or sessions focused on diversity, inclusion, and understanding cultural, ethnic, gender, and learning differences. I will research and register for these diversity-focused workshops through school, district, or external organizations. After each session, I will apply the strategies learned to improve inclusivity in my classroom, with progress reviewed after each implementation to ensure the strategies are effectively integrated into my teaching practices. (*Participation in Phase II of implicit bias training would meet this goal*)
3. By the end of the academic year, I will use insights from self-reflection and professional development to improve relationships with students, particularly those from diverse cultural and learning backgrounds. I will conduct one-on-one check-ins with students at least twice per semester to assess their sense of connection and cultural validation in the classroom. I will apply culturally responsive communication strategies learned from reflections and workshops during these check-ins and daily interactions. Progress will be reviewed quarterly, ensuring that students feel seen, understood, and supported.
4. By the end of each semester, I will access and incorporate culturally relevant resources, such as books, articles, and case studies, into at least 20% of my lesson plans. These resources will reflect diverse cultures, gender identities, and learning needs. Using insights from self-reflection and professional development, I will source relevant materials that align with my students' diverse backgrounds. Progress will be tracked quarterly to ensure that these resources are effectively integrated, improving the cultural relevance of the curriculum and fostering inclusivity in the classroom.
5. By the end of each semester, I will invite peer feedback on my progress in addressing personal biases and creating culturally relevant learning experiences. I will request peer observations or feedback at least once per semester, focusing on efforts to enhance inclusivity and reduce bias in the classroom. I will coordinate with colleagues to observe classroom practices or review lesson plans and offer feedback on my growth. This feedback will provide

valuable external insights and promote continuous personal and professional development, with reflections and adjustments made based on the feedback.

Indicator #15: Uses evaluative practices to review curricular, textbooks, and instructional materials for cultural appropriateness.

1. By the end of the first quarter of the academic year, I will create an evaluation checklist or rubric to assess the cultural appropriateness of curricular content, textbooks, and instructional materials. This checklist will be developed using research, professional development insights, and collaboration with colleagues. It will provide a structured framework for evaluating the cultural relevance and inclusivity of instructional materials. Once finalized, I will use the checklist to evaluate materials throughout the academic year to ensure they reflect diverse perspectives and promote inclusivity.
2. By the end of the academic year, I will evaluate at least 25% of curricular content and instructional materials for cultural appropriateness. I will use the evaluation checklist to review textbooks, lesson plans, and instructional materials to ensure they reflect diversity, representation, and cultural sensitivity. Progress will be tracked quarterly to ensure that the evaluation is on target, and necessary adjustments will be made to the materials to ensure they reflect diverse cultures and perspectives.
3. By the end of each semester, I will collaborate with at least two colleagues to review and assess the cultural appropriateness of curricular and instructional materials. I will schedule regular collaboration meetings or informal reviews with colleagues to evaluate the inclusivity of shared materials. Through this collaboration, we will work together to modify and improve the cultural relevance of the school's instructional content. Progress will be tracked each semester based on the materials reviewed and modified through shared insights.
4. By the end of each semester, I will modify at least 10% of curricular content, textbooks, and instructional materials based on evaluations for cultural appropriateness. Using the results from the evaluations, I will make necessary changes to ensure greater inclusivity in the classroom. Progress will be tracked quarterly, with modifications implemented to improve the cultural relevance and appropriateness of the instructional materials used in the classroom.
5. By the end of each semester, I will gather student feedback on the cultural appropriateness of curricular content and instructional materials to ensure their relevance and representation. I will develop feedback tools such as

surveys or reflection prompts to assess how students perceive the cultural relevance of the materials. I will conduct these surveys or reflective activities at least once per semester, collecting and analyzing the feedback by mid-semester and end-of-semester. Based on the findings, necessary modifications will be made to the materials to improve their inclusivity and relevance.

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