

A Vision for Culturally Relevant, Responsive and Sustaining Pedagogy (CRRSP) at East High School

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VERSION 2

INTRODUCTION

In an effort to describe culturally relevant, responsive and sustaining pedagogy (CRRSP), this version of *A Vision for Culturally Relevant and Responsive Pedagogy (CRRP) at East High School* (“CRRP Vision”)(Aug. 2020, Jan. 2021) has been updated to include elements of the New York State Department of Education’s Culturally Responsive-Sustaining (CR-S) Education Framework as summarized in the appendices on pages 34 to 37. CR-S elements that were already apparent in the CRRP Vision are indicated in parenthesis. In the case of new additions to the Vision, the number of the related CR-S element precedes the recommendations.

In addition to recommendations for unit and lesson planning, curriculum development, instruction and interactions with scholars, this update also includes the NYSED’s recommendations for integrating CR-S into the school culture and physical environment, and the implications of this approach for teacher professional learning.

Finally, skills related to *Transformative Social Emotional Learning*, as conceptualized by the Collaborative for Academic, Social and Emotional Learning (CASEL) have been included to reflect the adoption of this approach in support of SEL teaching and learning during the 2022-2023 school year.

At East High School, our Culturally Responsive, Relevant and Sustaining Pedagogy (CRRSP)

acknowledges that scholars learn differently, and that these differences can be influenced by their cultural backgrounds and identity markers including, ability/disability, gender, ethnicity, language, nationality, race, religion, sexual orientation, and socioeconomic status. We encourage scholars to explore these diverse personal characteristics, and they are taken into account in order to inform teaching and enhance learning. Our curriculum, instruction, and social emotional learning activities elevate historically marginalized voices, and provide scholars with empowering learning experiences through which they advocate for themselves and others, and become agents of social change.

We strive to create an engaging, pluralistic learning environment where all individuals are valued, cared for, respected, and able to interact across lines of difference. CRRSP also helps scholars to develop the skills and mindsets needed to maintain the cultural and linguistic practices of their affiliated communities - on their own terms - and to navigate, adopt or adapt cultural practices with which they are unfamiliar.

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1. RELEVANT CURRICULUM	2. RESPONSIVE PRACTICES	3. POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT	4. COMPLEX & CRITICAL THINKING	5. EMPOWERMENT, SELF-EFFICACY & INITIATIVE
<i>Scholars' motivation and engagement in learning is enhanced by:</i>	<i>Engaging scholars in ways that are meaningful, appropriate, and sensitive to their unique identities is enhanced by:</i>	<i>Scholars' ability to manage their feelings and behaviors, and to demonstrate empathy, confidence, affection and self-pride is enhanced by:</i>	<i>Scholars' ability to make observations, analyze, interpret, reflect, evaluate, infer, problem solve, make decisions and transfer what they've learned in one situation to another is enhanced by:</i>	<i>Scholars' development of a critical consciousness and their ability to become change agents is enhanced by:</i>
<ul style="list-style-type: none"> • Making connections to scholars' lives and identities • Making connections to scholar's interests • Integrating cultural knowledge into the formal curriculum 	<ul style="list-style-type: none"> • Learning about scholars • Encouraging bilingualism, translanguaging and code switching • Teaching to diverse levels of strength and need • Utilizing flexible work and grouping arrangements • Being mindful when moving through transitions 	<ul style="list-style-type: none"> • Communicating respect and high expectations • Recognizing unique strengths needs, dispositions and personalities • Maintaining environments that are conducive to learning and encourage feelings of belonging and safety • Limiting emotionally harmful language, images and behaviors 	<ul style="list-style-type: none"> • Making connections to current events • Perspective taking • Recognizing multiple ways of knowing • Interdisciplinarity • Using culturally familiar teaching strategies and learning approaches • Providing authentic opportunities to process content • Self-assessment 	<ul style="list-style-type: none"> • Self-directed learning • Providing useful feedback • Encouraging critique of the status quo • Supporting scholars' resistance to oppression and injustice • Collaborating with peers to take on leadership roles, solve problems and manage projects • Collaborating with leaders in the local community

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1.
RELEVANT CURRICULUM

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>1a. Making connections to scholars' lives and identities</p>	<ul style="list-style-type: none"> • New York State learning standards that provide opportunities for scholars to make connections between their lives and the content are prioritized. (see RC9) • As lessons progress throughout the unit, connections between the content and scholars' lives become increasing more apparent. 	<ul style="list-style-type: none"> • Information about why the content of the lesson is important, or how it can be used in "real world" situations, are made explicit. • Lessons provide opportunities for scholars to share information about the cultural practices and customs from their communities. (see RC4) • Culturally diverse representations are included in lessons to encourage scholars to see themselves, their lives, and their communities in a positive light. (see RC1) 	<ul style="list-style-type: none"> • Content is presented in ways that help scholars value what is being taught and it is clear that the teacher values the content being presented. • Teachers use a variety of questioning techniques to draw on scholar's background experiences in order to solidify the learning of new or unfamiliar ideas and concepts. • Teachers model active listening when scholars share information about their cultural practices and customs, and take these opportunities to illustrate similarities and differences between the scholars' cultures and their own. • The materials used during instruction reflect, mention and include those in which scholars see themselves or their families reflected. 	<ul style="list-style-type: none"> • Informal discussions include topics in which scholars are interested and believe to be important. • RP9. Adults attend or volunteer at community events, when possible, to develop relationships with families and the community outside of the classroom setting.

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RELEVANT CURRICULUM

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>1a. Making connections to scholars' lives and identities</p>		<ul style="list-style-type: none"> • RC6. Teachers align curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices where scholars can find themselves represented and reflected, and where they understand that all people should be treated with respect and dignity. 	<ul style="list-style-type: none"> • RC8. Teachers embrace scholars' unique identities, and do not require them to minimize cultural expressions in order to be successful. 	
<p>1b. Making connections to scholar's interests</p>	<ul style="list-style-type: none"> • Formative and summative assessments include opportunities for scholars to demonstrate their understanding of an aspect of the content in which they are interested. 	<ul style="list-style-type: none"> • Lessons take into account and reflect scholars' interests as they relate to the content being taught. • RC9. Teachers connect instructional content with the daily lives of scholars by using culturally-specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture. • RC10. Teachers pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture. 	<ul style="list-style-type: none"> • Teachers acknowledge, encourage, and build upon opportunities for scholars to share their interests with their peers as they relate to the content being taught. • RC1. Scholars are presented with teaching materials that represent and affirm scholars' identities. 	<ul style="list-style-type: none"> • Scholars are given the opportunity to share their interests verbally and ideally through demonstration or shared experiences. • Adults make attempts to attend events in which scholars are interested or involved like for example, art exhibitions, performances or sports events in which scholars are participants.

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RELEVANT CURRICULUM

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
1c. Integrating cultural knowledge into the formal curriculum	<ul style="list-style-type: none"> • Over the course of the unit, teachers ensure that there are opportunities for scholars to use the knowledge they have of their culture to understand the content being taught. • RC5. Resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum are highlighted throughout the unit. • RC7. Teachers embed community input into curriculum to reflect the diversity of the local and global community. 	<ul style="list-style-type: none"> • Teachers include aspects of lessons that create space for scholars to understand or view the content to be taught from their personal cultural perspective, and provide ways for scholars to extend their exploration of those connections between classes (for example, in homework assignments). • RC4. When writing lessons, teachers leverage the wealth of knowledge found in communities that have been marginalized. 	<ul style="list-style-type: none"> • When opportunities arise for scholars to share knowledge from their cultural traditions or practices, teachers create space for sharing in ways that make connections to the content being taught, and encourages scholars to compare and contrast the information they bring to the table with that of their peers. • RP11. Teachers invite families and community members to speak or read in the classroom as a means to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area. 	<ul style="list-style-type: none"> • Adults encourage scholars to share their cultural knowledge in ways that avoid essentializing, and adults are willing to share related traditions and practices from their own culture.

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2.

RESPONSIVE PRACTICES

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
2a. Learning about scholars	Over the course of unit, there are opportunities for teachers to learn about areas of scholars’ lives that relate to the content being taught.	<ul style="list-style-type: none"> When appropriate, lesson plans provide opportunities for scholars to share information, cultural practices, and customs from their communities. Information that scholars share about themselves is incorporated into lessons in ways that demonstrate connections between them and the content being presented. 	<ul style="list-style-type: none"> At the beginning of each term, teachers use strategies to help them learn more about scholars’ backgrounds, interests and personalities, and when appropriate, this information is used to enhance the learning experience. Classroom conversations provide opportunities for scholars to explore aspects of their social identities. 	<ul style="list-style-type: none"> Efforts to learn about cultural identities are bidirectional, and when appropriate adults are willing to share information about their own lives and backgrounds. Conversations provide opportunities for scholars and adults to explore aspects of their social identities.
2b. Encouraging bilingualism, translanguaging and code switching	Any examples of biculturalism, translanguaging or code switching that appear throughout the unit are highlighted in the unit plan and are used to teach about multiculturalism.	Lessons provide opportunities for scholars to demonstrate their ability to speak other languages and to code switch in ways that relate to the content being taught.	<ul style="list-style-type: none"> Bilingualism is treated as an asset. Code switching strategies that are used to enhance meaning or expression, or to demonstrate skill, are modeled by the teacher and encouraged. 	<ul style="list-style-type: none"> Bilingualism is treated as an asset. Adults make attempts to communicate with scholars in their home language, and to learn key phrases that are used to demonstrate a respect for, and interest in, the scholar’s culture.

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RESPONSIVE PRACTICES

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>2b. Encouraging bilingualism, translanguaging and code switching</p>			<ul style="list-style-type: none"> • Scholars are encouraged to speak their home language in service of their learning and the development of conceptual understanding. • English language learners who are reluctant to speak during group discussion are given the time and space to enter conversations at their own pace, and teachers use strategies to provide opportunities for non-verbal participation. • When necessary (and possible) written materials are provide in the scholars' home language. 	<ul style="list-style-type: none"> • English language learners who are reluctant to speak during group discussion are given the time and space to enter conversations at their own pace, and teachers use strategies to provide opportunities for nonverbal participation.

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RESPONSIVE PRACTICES

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>2c. Teaching to diverse levels of strength and need</p>	<ul style="list-style-type: none"> • Unit plans include opportunities for both the periodic review of material and the acceleration of the teaching of content. • Across the unit there is a balance between direct teaching and self-directed instruction. • Across the unit, activities are designed to appeal to a variety of learning styles. 	<ul style="list-style-type: none"> • Lesson plans account for the various levels of academic ability in most classrooms, and differentiated teaching strategies and materials are described explicitly. • Lesson plans include activities, demonstrations, and tasks that appeal to a variety of learning modalities including visual, auditory, kinesthetic and tactile. • Lesson plans identify differentiated work periods where scholars are given opportunities to work both independently and collaboratively. 	<ul style="list-style-type: none"> • Scholars are provided with clear instructions for the completion of self-directed learning activities. • Teaching strategies are varied to meet the needs of diverse learners, and scholars are sometimes given choice relative to which strategies they use. (see RP4) • Instruction is differentiated in response to various levels of ability and learning styles (i.e., visual, auditory, kinesthetic and tactile). (see RP5) • Meaningful work is provided for scholars who complete classwork before the majority of their peers. (see RP8) • RP7. Teachers provide homework, projects, and other classroom materials in multiple languages. • RP13. Teachers support scholars in working cooperatively toward goals in ways that highlight the unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.). 	<ul style="list-style-type: none"> • Adults resist the urge to “talk down” to or oversimplify their language when communicating with scholars. • During conversations, adults take advantage of teachable moments that lend themselves to the introduction, or correction of, vocabulary, pronunciation and intonation. • Adults encourage low performing scholars to have a growth mindset. • RP2. Adults encourage scholars to take academic risks in order to create an environment that capitalizes on their mistakes as learning opportunities that help them grow academically and emotionally.

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RESPONSIVE PRACTICES

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
2d. Utilizing flexible work and grouping arrangements	Differentiated work periods where scholars are able to work independently and collaboratively are balanced across the unit.	Lesson plans clearly articulate the ways in which new information will be presented, (for example, through direct teaching, independent work), and in terms of grouping and work arrangements.	<ul style="list-style-type: none"> • Scholars are provided with choices for the ways in which their learning is structured (e.g. direct teaching, independent work, small group, in conference with teacher, etc.) (see RP4 and RP6) • During group work, scholars are organized in a variety of configurations (i.e., heterogeneous, homogeneous, flexible, interest-based, gender-based, etc.) in order to enhance the learning experience. • RP10. Teachers provide scholars with opportunities to present to their peers through project- based or stations-based learning to leverage their experience and expertise. 	Adult use active listening and varied questioning techniques to understand the needs and desires of scholars who choose to self-segregate.

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RESPONSIVE PRACTICES

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
2e. Being mindful when moving through transitions	Unit overviews take into account the transition from one learning experience to the next, and indicate any special considerations (i.e. materials to be prepared in advance) are made explicit.	Lesson plans include brief descriptions of the ways in which the teacher will transition from one major topic or activity to the next, or to different parts of the classroom or building.	<ul style="list-style-type: none"> • Expectations for transitions take student differences into account. • Physical movement during direct teaching is tolerated for scholars who need to move. • Elevated noise levels are permitted (temporality) in cases where scholars are excited and actively engaged in learning. 	<ul style="list-style-type: none"> • During transitions between class periods, adults who observe behavior or language that degrades, or creates an unsafe or hostile environment intervene (verbally) in ways that reflect a teaching stance (as opposed to a reaction that is disciplinary in nature). • Managing student movement throughout the building is used as an opportunity to reinforce restorative practice and the vision and mission of East High School.

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3.

POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
3a. Communicating respect and high expectations	Essential questions, transfer goals, enduring understandings, performance tasks (unit assessments) and daily assessments, and criteria for success reflect rigor and high expectations.	The content of lessons is rigorous and intellectually challenging.	<ul style="list-style-type: none"> • The teacher’s approach to difficult material reflects an asset-based perspective. • The teacher’s reactions to scholars’ questions and answers help them to feel valued for their ideas, perspectives and opinions. • Messages that convey high expectations are displayed on the walls of the classroom. 	<ul style="list-style-type: none"> • The language used by the adults to encourage scholars reflect high expectations. • Adults reactions to scholars’ questions and answers help them to feel valued for their ideas, perspectives and opinions. • Adults are respectful in their interactions with scholars and expect to be respected in return. In situations where there is a disconnect about “what respect looks like,” Adults engage scholars in conversations to better understand their perspectives and to come to agreed upon standards / expectations that they both commit to uphold. • Scholars are exposed to role models with whom they might identify. • Scholars are exposed to adults who reflect, or might help them to reach, their future goals.

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POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
3b. Recognizing unique strengths, needs, dispositions and personalities	In the process of unit planning, consideration is made for the ways in which scholars' needs and personalities might influence the order of lessons or the delivery of content.	<ul style="list-style-type: none"> • When applicable, lessons highlight examples of human diversity. • Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when offering examples that explain ideas and concepts. 	<ul style="list-style-type: none"> • While maintaining high expectations, teachers take scholars' needs, dispositions, and unique personalities into consideration during classroom interactions. • Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when addressing scholars or offering examples that explain ideas and concepts. • Scholars who are visibly disengaged (for example, their heads are down, they are asleep, listening to music through headphones, etc.) are approached with care and sensitivity. Teachers try to ascertain (and if possible address) the root cause for their behavior including boredom, disinterest, indifference, apathy, illness, hunger etc. At the very least, teachers acknowledge such scholars by making personal contact multiple times throughout the lesson. 	<ul style="list-style-type: none"> • Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when addressing scholars or offering examples to explain concepts. • While maintaining high expectations, adults take scholars' needs, dispositions, and unique personalities into consideration during classroom interactions. • Scholars who are visibly disengaged (for example, their heads are down, they are asleep, listening to music through headphones, etc.) are approached with care and sensitivity. Adults try to ascertain (and if possible address) the root cause for their behavior including boredom, disinterest, indifference, apathy, illness, hunger etc. At the very least, adults acknowledge such scholars by making personal contact multiple times throughout their time together.

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POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>3b. Recognizing unique strengths, needs, dispositions and personalities</p>			<ul style="list-style-type: none"> • Classroom interactions help to build self-esteem and self-awareness. • Scholars are encouraged to assist and support, each other. • TSEL-1. Teachers foster scholars' the ability to understand their emotions, thoughts, and values, and how they influence behavior across contexts. 	<ul style="list-style-type: none"> • Scholars are encouraged to assist, support, and encourage each other. • Teachers avoid actions that might suggest favoritism
<p>3c. Maintaining environments that are conducive to learning and encourage feelings of belonging and safety</p>	<p>When applicable, unit overviews suggest ways in which room arrangements might enhance learning.</p>	<p>Lesson plans are explicit about information related to the physical environment or the classroom set up when these have implications for the learning experience.</p>	<ul style="list-style-type: none"> • The physical arrangement of the classroom is conducive to learning including seating arrangements, storage of materials, and the disposal of rubbish. • Rituals and activities that foster feelings of belonging are established and practiced on a regular basis. • Scholars work is displayed respectfully. • Scholars work that is displayed represents high quality work. 	<ul style="list-style-type: none"> • TSEL-2. Adults provide opportunities for scholars to develop their ability to manage their emotions, thoughts, and behaviors effectively in different situations in order to achieve goals and aspirations. • When possible, adults ensure that the physical environment where they engage with scholars is safe, clean and conducive to the purposes of their meetings. • Rituals and activities that foster feelings of belonging are established and practiced on a regular basis.

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3.

POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
3d. Limiting emotionally harmful language, images and behaviors	Topics and/or information that have the potential to be emotionally disturbing, harmful or degrading are used sparingly over the course of the unit.	<ul style="list-style-type: none"> • Harmful, disturbing or degrading images or language are used sparingly. • When a lesson calls for the use of harmful, disturbing or degrading images or language the lesson plan includes proactive steps for introducing and engaging scholars with sensitivity. 	<ul style="list-style-type: none"> • The teacher carefully monitors, and is responsive to, the reactions of her/his scholars when presenting images, language or content that is disturbing or degrading. • Scholars' behavior or language that degrades, or creates an unsafe or hostile learning environment is challenged by the teacher. 	The use of degrading language is avoided. In situations where the adults believes a particular form of teasing, mockery, sarcasm or berating is a shared or recognized cultural practice, this form of communication is bypassed in favor of language that is more reflective of restorative practices and the mission and vision of East High School.

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TRANSFORMATIVE SOCIAL EMOTIONAL DEVELOPMENT

Core Competency	Activities
<p>1. <u>Self-awareness</u> Foster scholars' ability to understand their emotions, thoughts, and values, and how they influence behavior across contexts.</p>	<p>TSEL-1a. Teach scholars how to recognize bias.</p> <p>TSEL-1b. Teach scholars to understand how race and ethnicity can impact their sense of self and personal identity.</p> <p>TSEL-1c. Use teaching related to scholars' lived experience as an opportunity to center SEL instruction.</p> <p>TSEL-1d. Use classroom discussions as an opportunity to validate scholars' experiences of oppression.</p> <p>TSEL-1e. Address scholars' experiences of trauma and emotional distress, and understand how such experiences are often shaped by historical legacies of injustice.</p>
<p>2. <u>Self-management</u> Provide opportunities for scholars to develop their ability to manage their emotions, thoughts, and behaviors effectively in different situations in order to achieve goals and aspirations.</p>	<p>TSEL-2a. Provide scholars with strategies for managing stress associated with discrimination.</p> <p>TSEL-2b. Provide scholars with strategies for formulating individual and collective solutions in the face of challenges.</p>

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Core Competency	Activities
<p>3. <u>Social awareness</u> When teaching scholars to understand the diverse perspectives and to empathize with others, center activities around the skills required for social awareness.</p>	<p>TSEL-3a. Teach scholars to recognize and understand power dynamics.</p> <p>TSEL-3b. Help scholars to recognize issues of race and social class in different settings.</p> <p>TSEL-3c. Incorporate SEL instruction in order to encourage scholars to use their voices for social justice.</p> <p>TSEL-3d. Use community concerns and social justice issues as a way to help scholars understand how social and emotional well-being is tied to social, economic and political injustices.</p> <p>TSEL-3e. Frame scholars’ examination of, and reflection on, the collective experience of trauma and oppression in their affiliated communities, and those with whom they share experiences, through a social justice lens and promotes transformative action and social change.</p>
<p>4. <u>Relationship skills</u> Use interactions with scholars to help them establish and maintain healthy and supportive relationships, and to effectively navigate settings with diverse individuals and groups.</p>	<p>TSEL-4a. Provide opportunities for scholars to form relationships with people from different backgrounds in a way that honors their culture.</p> <p>TSEL-4b. Provide opportunities for scholars to engage in problem-solving across race, culture, gender and social lines.</p> <p>TSEL-4c. Encourage scholars to engage in collective projects and activities that aim to contribute to community well-being and social justice.</p>
<p>5. <u>Responsible decision-making</u> Encourage, and model, making caring and constructive choices about personal behavior and social interactions across diverse situations.</p>	<p>TSEL-5a. Engage in justice-focused discussions and activities aimed at supporting scholars’ emerging understanding of the ways in which current and historical social disparities often result in disparate social and emotional experiences and outcomes.</p>

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4.
COMPLEX & CRITICAL THINKING

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
4a. Making connections to current events	Unit plans identify places within the unit where current events should be inserted into lessons in order to further illustrate concepts or ideas.	Lessons include planned activities that illustrate the ways in which the topic being studied is connected to current events.	<ul style="list-style-type: none"> • Teachers acknowledge, encourage, and build upon scholars' spontaneous connections to current events during the lesson. • CC&T-5. Teachers provide scholars with a space to process current events. • CC&T-6. Teachers incorporate current events, even if they are controversial, into instruction by using prompting discussion questions, Socratic seminar, conversation protocols and other strategies that encourage scholars to engage with difficult topics constructively. 	Topics of conversation demonstrate that adults are aware of recent events happening in the local community or pressing issues.
4b. Perspective taking	<ul style="list-style-type: none"> • Over the course of the unit, scholars are presented with perspectives or points of view that are contrary to the train of thought presented throughout the unit. 	<ul style="list-style-type: none"> • Lesson plans include opportunities for scholars to explore alternative perspectives and/or various points of view. 	<ul style="list-style-type: none"> • During classroom discussions, teachers model diverse thinking, alternative perspectives, and solicit various points of view. 	When appropriate, adults play the role of Devil's Advocate to help scholars expand their thinking and consider points of view different from their own.

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COMPLEX & CRITICAL THINKING

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>4b. Perspective taking</p>	<ul style="list-style-type: none"> • RC2. Teachers identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, in an effort to promote a variety of perspectives. 	<ul style="list-style-type: none"> • CC&T-2. Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. • Teaching resources reflect racially, culturally, and linguistically diverse perspectives. (see RC5) 	<ul style="list-style-type: none"> • Teachers use displays of scholars’ bias as learning opportunities. • TSEL-3. When teaching scholars to understand diverse perspectives and to empathize with others, teachers center activities around the skills required for social awareness. 	
<p>4c. Recognizing multiple ways of knowing</p>	<p>Across the unit, ensure that at least some of the information presented as “fact” is interpreted from at least two vantage points.</p>	<ul style="list-style-type: none"> • When appropriate, teachers re-teach “facts” or understandings from a new vantage point within the context of the same lesson. That is, when possible, teach conceptual ideas or “facts” in ways where multiple interpretations are made for the same phenomena. 	<ul style="list-style-type: none"> • Teachers encourage scholars who have divergent or alternative ways of explaining information to pursue their thinking and to share it with their peers. Of course, corrections should be made in the case of misinterpretations, mis- understandings or misinformation. 	<p>In situations like Family Group, examples that demonstrate multiple ways of knowing are brought to the attention of scholars as a way to model the fact that there is often more than one way to explain phenomena.</p>

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**4.
COMPLEX & CRITICAL THINKING**

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>4c. Recognizing multiple ways of knowing</p>		<ul style="list-style-type: none"> • CC&T-1. Teachers employ a critical lens when developing resources and intervention frameworks to de-center dominant ideologies and pedagogies that ignore or marginalize diverse students. 	<ul style="list-style-type: none"> • RP14. Teachers model acceptance rather than imposing negative judgments regarding scholars' identity markers in order to create a safe and supportive learning environment that encourages critical thinking, honesty and academic risk taking. 	
<p>4d. Interdisciplinarity</p>	<p>Over the course of the unit, scholars draw connections between the subject being taught and other disciplines in regards to overlapping or related ideas and concept. Ideally, unit plans writers are aware of the topics scholars are studying in other subject areas.</p>	<p>Lessons draw on content being taught in other subject areas to help scholars make connections to related ideas and concepts.</p>	<p>When appropriate, teachers describe the ways in which the content being taught has been taken up in a different subject area (ideally one in which scholars are engaged at the time of the lesson).</p>	<ul style="list-style-type: none"> • Scholars are encouraged to think in ways that are expansive. • Think alouds and brainstorming encourage scholars to make connections between a wide variety of ideas, perspectives, subjects or trains of thought.

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COMPLEX & CRITICAL THINKING

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
4e. Using culturally familiar teaching strategies and learning approaches	Units provide opportunities for scholars to explore the ways in which the ideas and skills taught are similar to, and different from, those that relate to their cultural backgrounds.	Lessons provide ways for scholars to use culturally familiar information to better understand the content being taught.	Teachers are aware of teaching and learning strategies with which their scholars are familiar, and incorporate them into their teaching to increase engagement and investment in the learning process.	Occasionally, conversations with scholars seek to draw out information about teaching and learning strategies used in their home and community contexts so that they can be incorporated in the classroom in the service of learning the curriculum.
4f. Providing authentic opportunities to process content	Summative assessments provide opportunities for scholars to demonstrate the ways in which they have processed the content taught through activities that are meaningful and rigorous.	The pacing of lessons provides ample time for scholars to process content before progressing on to new information. Selected transitions are also differentiated to account for different rates of processing.	<ul style="list-style-type: none"> • During classroom discussions and question posing, scholars use strategies for processing information that reflect those they would use in “real life” situations. 	Scholars are engaged in conversations about challenges in their lives, and coached to explore different responses / resolutions through the deliberate teaching of problem-solving strategies.
4g. Self-assessment	Assessments provide opportunities for scholars to participate actively in the evaluation of their own learning throughout a unit.	Lessons provide opportunities for scholars to account for their learning beyond the use of exit tickets.		

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4.
COMPLEX & CRITICAL THINKING

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>4g. Self-assessment</p>			<ul style="list-style-type: none"> • Periodic checks for understanding throughout the lesson encourage scholars to think about ways to increase their levels of comprehension of the content being taught. • Teachers ask questions to address disconnects between their delivery and scholars' ability to comprehend. 	<p>When reviewing assessments with scholars (i.e., exams, reports cards, etc.), adults help them to: (1) reflect on the personal and external forces that contributed to their outcomes, (2) make a plan to increase behaviors that are helpful and decrease those that are not, and if necessary (3) formulate ideas (to be communicated to their teachers) about the supports they believe they require to be successful.</p>

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
5a. Self-directed learning	Over the course of the unit, there is a balance between self-directed and teacher-guided activities. Student are not expected to teach themselves new content in consecutive lessons, and instead self-directed learning is planned at points in the unit where it is likely that scholars have a thorough understanding of the content.	Opportunities for self-directed learning are provided after sections of the plan where information or skills to be develop have been thoroughly introduced and scholars have had the opportunity to practice before expecting to be self-directed.	<ul style="list-style-type: none"> • Scholars are provided with the resources and learning environment required for self-directed learning. • Teachers monitor scholars to ensure that they are making the best use of their time. • Self-directed learning activities include high quality and engaging materials. 	<ul style="list-style-type: none"> • Scholars are taught to become self-reflective about their ability to be self-directed. • Scholars are provided with opportunities to practice metacognition, redirection and strategies that enhance concentration.
5b. Providing useful feedback	Across the unit, feedback is provided to scholars on the knowledge and skills to be assessed in any summative assessment.	<ul style="list-style-type: none"> • Lesson plans provide opportunities for scholars to receive immediate feedback on the quality of work and products produced during the class period. • Lessons include opportunities for scholars to provide feedback to one another. 	<ul style="list-style-type: none"> • Teachers use a wide variety of questioning techniques to provide feedback in ways the encourage metacognition, self-reflection and critical thinking. • Teachers model effective strategies for providing feedback, • Teachers point out when the feedback that scholars provide to one another is not productive. 	<ul style="list-style-type: none"> • Adults help scholars to examine the feedback they give to others. • Adults take advantage of opportunities to model strategies for giving useful feedback. • Adults also point out when the feedback that scholars provide to one another is not productive.

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>5b. Providing useful feedback</p>			<ul style="list-style-type: none"> • CC&T-4. Teachers provide instruction that provide opportunities to use critical reasoning, where scholars take academic risks, and leverage a growth mindset to learn from mistakes. 	
<p>5c. Encouraging critique of the status quo</p>	<p>Across all subject areas, units help scholars recognize the status quo (the current state of affairs) related to the topics or content being taught.</p>	<ul style="list-style-type: none"> • Lessons should help scholars to identify taken-for-granted understandings ,and investigate the ways in which they support or challenge the status quo. • CC&T-3. Teachers provide opportunities for scholars to critically examine topics of power and privilege. These can be planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom. 	<p>When appropriate, classroom discussions and activities should encourage scholars to focus on possibility. Teachers should ensure that scholars understanding the way things are, but also teach them to imagine the way things could be.</p>	<ul style="list-style-type: none"> • Conversations between adults and scholars promote civic engagement and perseverance in alignment with the East mission. • Scholars are encouraged to make positive change in their lives and their community, and to reject the notion that they have no influence / control over their current situations or circumstances.

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>5c. Encouraging critique of the status quo</p>		<ul style="list-style-type: none"> • RC3. Teachers challenge power and privilege where present in the curriculum by locating other resources or requesting curriculum that is inclusive of multiple perspectives. • EE&I-1. Lessons create opportunities for scholars to identify and critically examine both historical and contemporary power structures. • EE&I-2. Lessons teach about power and privilege in the context of various communities. 		

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
5d. Supporting scholars' resistance to oppression and injustice	When it is presented, information related to oppression is counterbalanced with examples of resistance to oppression.	<ul style="list-style-type: none"> • Lessons that describe the oppression of people also illustrate examples of how people have resisted oppression. • When appropriate, scholars are provided with opportunities to resist oppression and injustice in “real world” and current situations or social movement • EE&I-1. Lessons provide opportunities for scholars to identify and critically examine both historical and contemporary power structures. • EE&I-2. Lessons include teaching related to power and privilege in the context of various communities, in an effort to help scholars become empowered as agents of positive social change. • EE&I-3. Teachers support scholars to recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others. 	<ul style="list-style-type: none"> • Scholars eager to participate do not dominate the teacher’s attention thereby creating an oppressive environment. For example, all scholars are actively encouraged to answer questions, and teachers are careful to not focus only on those with raised hands. • Teachers demonstrate strategies for resisting oppressive behavior • EE&I-4. When appropriate, teachers engage scholars in youth participatory action research designed to empower them to become agents of positive change in their community. 	<ul style="list-style-type: none"> • Scholars are encouraged to advocate for themselves and to “push back” in ways that are productive and nonviolent. • EE&I-5. Adults encourage student-led civic engagement

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
5e. Collaborating with peers to take on leadership roles, solve problems and manage projects	Efforts are made to design summative assessments that require collaboration, project management and/or the opportunity for scholars to take on leadership roles required for the successful completion of their work or projects outside of the classroom.	Lessons provide opportunities for scholars to assume the teaching role, lead discussions, and engage in collaborative learning with peers.	<ul style="list-style-type: none"> • When appropriate, collaborative learning is used in cases where scholars are asked to solve multi-step or complex problems. • Scholars are aware of, and assume, the various roles involved in formal collaborative learning (for example, time keeper, note taker, etc.). • Teachers take advantage of opportunities for scholars to assume leadership roles in the form of teaching or project management. 	<ul style="list-style-type: none"> • Adults capitalize on, or create, opportunities for scholars to learn and practice leadership skills, and project-based learning is used in informal settings (such as Family Group) whenever possible. • TSEL-4. Adults use interactions with scholars to help them establish and maintain healthy and supportive relationships, and to effectively navigate settings with diverse individuals and groups. • TSEL-5. Adults encourage, and model, making caring and constructive choices about personal behavior and social interactions across diverse situations.

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EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRSP Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>Continued</p> <p>5e. Collaborating with peers to take on leadership roles, solve problems and manage projects</p>			<ul style="list-style-type: none"> • CC&T-7. Teachers encourage scholars to acknowledge and incorporate the ideas of their peers respectfully, and to recognize that other scholars may have vastly different perspectives, experiences, strengths, needs, and opinions. • CC&T-8. Teachers encourage scholars make an effort to build strong relationships across groups, and to talk, and get to know, a variety of peers and their perspectives 	
<p>5f. Collaborating with leaders in the local community</p>	<ul style="list-style-type: none"> • Over the course of the unit, scholars are given the opportunity to engage with individuals in the community by having them take part in the teaching of content. • Summative assessments that involve members of the community should provide rich and meaningful learning opportunities for scholars. 	<p>When applicable, across all subject areas, leaders in the community are consulted and sought out for advice and feedback during the curriculum development process.</p>	<ul style="list-style-type: none"> • Leaders in the community are invited to teach or co-teach content on which they have expert knowledge or extensive experience. • RP-12. When available, teachers engage scholars in active service learning opportunities to expand learning beyond the classroom 	<ul style="list-style-type: none"> • Scholars are provided with opportunities to engage with local community leaders in ways that are purpose-driven and action oriented. • EE&I-5. Adults foster scholar-led civic engagement.

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School Culture, Climate & The Physical Environment

At East High School, culturally relevant, responsive and sustaining pedagogy (CRRSP) is evident in the school culture, climate and the physical environment as a result of activities that include:

A. Relationship Building	A1. Developing positive relationships with scholars, and their families, learning about their interests, and inviting them to share their opinions and concerns. A2. Building respect and mutual understanding across the school community, including with teachers, administrators, counselors, school aides, custodial staff, lunch and recess staff, etc.
B. Engaging Families	B1. Meeting with families to understand and align the recognition, reward, and incentive practices used in the classroom to the values and cultural norms of families. B2. Providing multiple opportunities for parents/caregivers to communicate in their language and method of preference, such as digital and in-person formats, class visits, phone conversations, text message, email, collaborative projects, and impromptu conferences.
C. Student Leadership	C1. Creating opportunities for educators and scholars to co-creating explicit classroom expectations that meet the needs of all scholars. C2. Supporting scholars in creating and running scholar-led initiatives such as workshops, peer-led discussion, and scholar-run school- wide initiatives. C3. Developing policies that provide opportunities for scholars to participate in the creation, and review of, school codes of conduct. C4. Providing opportunities for scholars to welcome others into the school community, and to take on leadership roles as school ambassadors.

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<p>Continued</p> <p>C. Student Leadership</p>	<p>C5. Critically examining course offerings, extracurricular activities, and scholar-led organizations, and challenging systems to make changes that ensure equitable access and participation so that there is a varied group of scholars who participate and hold leadership roles.</p>
<p>D. Inclusive Practices</p>	<p>D1. Creating opportunities to allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles and activities that promote positive relationships among individuals from diverse backgrounds.</p> <p>D2. Fostering a learning environment affirms and values the various aspects of scholars’ cultural identities.</p> <p>D3. Ensuring that diverse backgrounds are reflected and valued in the school community throughout the year, not only on designated holidays.</p> <p>D4. Analyzing discipline data to determine any trends across sub-groups or bias toward scholars.</p>

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E. Restorative Practices	<p>E1. Using restorative justice circles and structures to welcome scholars back into learning when harm has occurred.</p> <p>E2. Responding to instances of disrespectful speech about scholar identities by intervening if hurtful speech or slurs are used, addressing the impact of said language, and discussing appropriate and inappropriate responses when instances of bias occur.</p> <p>E3. Enacting classroom management strategies that avoid assigning blame or guilt to scholars based on perceptions about their cultures, differences, or home lives.</p> <p>E4. Working toward creating an environment that establishes mutually agreed-upon norms and encourages scholars to act out of a sense of personal responsibility to follow those norms, not from a fear of punishment or desire for a reward.</p>
F. The Physical Learning Environment	<p>F1. Maintaining hallways and classrooms that project messages that reflect scholars’ cultures, languages, and identities as respected and valued.</p> <p>F2. Encouraging scholars to take ownership of the physical space and learning environment in the school community</p> <p>F3. Encouraging scholars create and engage in activities that improve the school climate and culture for scholars of diverse backgrounds.</p> <p>F4. Creating collective norms about how to take care of the physical space and materials in the classroom and school community.</p> <p>F5. Providing all differently-abled members of the school community with full access to the physical environment of the school.</p>

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Implications for Teacher Professional Learning

In order to build their capacity to implement culturally relevant, responsive and sustaining pedagogy (CRRSP), East High School teachers, non-teaching staff, and administrators:

1. participate in professional learning related to CRRSP,
2. examine and address personal bias, beliefs and assumptions about scholars,
3. engage across line of difference,
4. continually increase knowledge about scholars and their communities, and
5. advocate for equity and inclusion.

1. Participate in professional learning related to CRRSP

Activities include:

- 1a. Setting professional goals related to CRRSP practices
- 1b. Engaging in inquiry groups and professional learning communities with peers and mentors.
- 1c. Using professional learning activities as opportunities to better acquaint themselves with the diverse school community
- 1d. Taking field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers, to foster their cultural understanding and connection to the surrounding communities in which their scholar live

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2. Examine and address personal bias, beliefs and assumptions about scholars

Activities include:

- 2a. Identifying and interrogating implicit biases, beliefs and assumptions based on particular aspects of scholars' identities
- 2b. Reflecting on how their bias, beliefs and assumptions may shape their feelings, actions, academic expectations, or behavioral expectations of scholars
- 2c. Reflecting on the impact those expectations for scholars' achievement or the decisions they make in the classroom
- 2d. Identifying the steps they can take to address their biases and their impact on scholars

3. Engage across line of difference

Activities include:

- 3a. Learning about people, cultures, languages, orientations, abilities, and socioeconomic backgrounds different than their own
- 3b. Respecting qualities and experiences that are different from their own
- 3c. Building strong relationships across groups, talking to, and get to know, a variety of colleagues and their perspectives
- 3d. Assessing and reflecting upon their ability to read, discuss, and write about situations that involve race or racism
- 3e. Engaging in difficult conversations, particularly those that challenge power and privilege in our society

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4. Continually increase knowledge about scholars and their communities

Activities include:

- 4a. Developing an understanding of the role of culture in education as flexible, local, and global, and
- 4b. Working with families early and often to gather insight into scholars' cultures, goals, and learning preferences.

5. Advocate for equity and inclusion

Activities include:

- 5a. Advocating so that all scholars have the opportunity to actively give input and share their opinions on the curriculum (i.e., book selection, course offerings, and elective offerings).
- 5b. Identifying, discussing and dismantling implicit bias in curriculum, assessment, and school community.
- 5c. Identifying inequity and challenge it when they see it.

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APPENDIX 1.

RELEVANT CURRICULUM

- RC-1. Use materials that represent and affirm scholars' identities.
- RC-2. Identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and promote a variety of perspectives.
- RC-3. Challenge power and privilege where present in the curriculum by locating other resources or requesting curriculum that is inclusive of multiple perspectives.
- RC-4. Value, and leverage, the wealth of knowledge found in communities that have been marginalized.
- RC-5. Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.
- RC-6. Align curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices where scholars can find themselves represented and reflected, and where they understand that all people should be treated with respect and dignity.
- RC-7. Embed community input into the curriculum to reflect the diversity of the local and global community.
- RC-8. Center the identities of all scholars in classroom instruction, and encourage cultural pluralism rather than asking scholars to minimize their identities in order to be successful.
- RC-9. Connect instructional content with the daily lives of scholars by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.
- RC-10. Pair traditional curricular content with digital and other media platforms that provide current and relevant contexts from youth culture.

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APPENDIX 2.
RESPONSIVE PRACTICES

- RP-1. Encourage scholars to create opportunities for others to contribute to conversations by asking questions, listening to, and acknowledging, the opinions of others.
- RP-2. Encourage scholars to take academic risks in order to create an environment that capitalizes on their mistakes as learning opportunities that help them grow academically and emotionally.
- RP-3. Adapt instructional strategies to diverse learning styles.
- RP-4. Support scholars to identify their different learning styles in both classwork and homework.
- RP-5. Incorporate instructional strategies and assignments that are responsive to scholars' learning styles.
- RP-6. Incorporate a variety of learning arrangements (i.e. project-based learning, presentations, station work, and small group work) that accommodate the diverse learning styles and interests of those in the class community.
- RP-7. Provide homework, projects, and other classroom materials in multiple languages.
- RP-8. Provide scholars with challenging work and extension activities after achieving a goal.
- RP-9. Attend or volunteer at community events, when possible, to develop relationships with families and the community outside of the classroom setting.
- RP-10. Provide scholars with opportunities to present to their peers through project- based or stations-based learning to leverage their experience and expertise.
- RP-11. Invite families and community members to speak or read in the classroom as a means to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.

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- RP-12. Engage scholars in service learning opportunities, when available, to expand learning beyond the classroom.
- RP-13. Support scholars in working cooperatively toward goals in ways that highlight the unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.).
- RP-14. Teachers model acceptance rather than imposing negative judgments regarding scholars' identity markers in order to create a safe and supportive learning environment that encourages critical thinking, honesty and academic risk taking.

APPENDIX 3.

COMPLEX & CRITICAL THINKING

- CC&T-1. Employ a critical lens when developing resources and intervention frameworks to decenter dominant ideologies and pedagogies that ignore or marginalize diverse scholars.
- CC&T-2. Encourage scholars to bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices.
- CC&T-3. Provide opportunities for scholars to critically examine topics of power and privilege through planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom.
- CC&T-4. Teach in ways that provide opportunities to use critical reasoning, where scholars take academic risks, and leverage a growth mindset to learn from mistakes.
- CC&T-5. Provide scholars with a space to process current events.
- CC&T-6. Incorporate current events, even if they are controversial, into instruction by using prompting discussion questions, Socratic seminar, conversation protocols and other strategies that encourage scholars to engage with difficult topics constructively.

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- CC&T-7. Encourage scholars to acknowledge and incorporate the ideas of their peers respectfully, and to recognize that other scholars may have vastly different perspectives, experiences, strengths, needs, and opinions.
- CC&T-8. Encourage scholars make an effort to build strong relationships across groups, and to talk, and get to know, a variety of peers and their perspectives.

APPENDIX 4

EMPOWERMENT, SELF-EFFICACY & INITIATIVE

- EE&I-1. Identify and critically examine both historical and contemporary power structures.
- EE&I-2. Teach about power and privilege in the context of various communities.
- EE&I-3. Support scholars to recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others.
- EE&I-4. Engage scholars in youth participatory action research that empowers them to be agents of positive change in their community.
- EE&I-5. Foster scholar-led civic engagement.