

## **A Vision for Culturally Relevant, Responsive and Sustaining Pedagogy (CRRS)**

At East High School, we acknowledge that students learn differently, and that these differences can be connected to their unique identities. Culturally responsive and sustaining teaching at East High School recognizes student identities, including - gender, ability/disability, religion, sexual orientation, socioeconomic status, race, ethnicity, language and nationality and takes these into account to enhance teaching and learning. At East High we strive to create a school environment where all individuals are valued, cared for, and respected for their full selves.\*

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"> <li>• Making connections to scholars' lives and identities</li> <li>• Making connections to scholar's interests</li> <li>• Integrating cultural knowledge into the formal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about scholars</li> <li>• Encouraging bilingualism, translanguaging and code switching</li> <li>• Teaching to diverse levels of strength and need</li> <li>• Utilizing flexible work and grouping arrangements</li> <li>• Being mindful when moving through transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating respect and high expectations</li> <li>• Recognizing unique strengths needs, dispositions and personalities</li> <li>• Maintaining environments that are conducive to learning and encourage feelings of belonging and safety</li> <li>• Limiting emotionally harmful language, images and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections to current events</li> <li>• Perspective taking</li> <li>• Recognizing multiple ways of knowing</li> <li>• Interdisciplinarity</li> <li>• Using culturally familiar teaching strategies and learning approaches</li> <li>• Providing authentic opportunities to process content</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed learning</li> <li>• Providing useful feedback</li> <li>• Encouraging critique of the status quo</li> <li>• Supporting scholars' resistance to oppression and injustice</li> <li>• Collaborating with peers to take on leadership roles, solve problems and manage projects</li> <li>• Collaborating with leaders in the local community</li> </ul>

\* Developed in consultation with Catalyst Research and Development and Sonia James-Wilson, Ph. D.

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### 1.

#### RELEVANT CURRICULUM

CRRS Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
1a. Making connections to scholars' lives and identities	<ul style="list-style-type: none"> <li>• New York State learning standards that provide opportunities for scholars to make connections between their lives and the content are prioritized.</li> <li>• As lessons progress throughout the unit, connections between the content and scholars' lives become increasing more apparent.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about why the content of the lesson is important, or how it can be used in "real world" situations, are made explicit.</li> <li>• Lessons provide opportunities for scholars to share information about the cultural practices and customs from their communities.</li> <li>• Culturally diverse representations are included in lessons to encourage scholars to see themselves, their lives, and their communities in a positive light.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is presented in ways that help scholars value what is being taught; it is clear that the teacher values the content being presented.</li> <li>• 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.</li> <li>• 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.</li> <li>• The materials used during instruction reflect, mention and include those in which scholars see themselves or their families reflected.</li> </ul>	Informal discussions include topics in which scholars are interested and believe to be important.

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### 1. RELEVANT CURRICULUM

CRRS Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
1b. Making connections to scholar's interests	Formative and summative assessments include opportunities for scholars to demonstrate their understanding of an aspect of the content in which they are interested.	Lessons take into account and reflect scholars' interests as they relate to the content being taught.	Teachers acknowledge, encourage, and build upon opportunities for scholars to share their interests with their peers as they relate to the content being taught.	<ul style="list-style-type: none"> <li>• Scholars are given the opportunity to share their interests verbally and ideally through demonstration or shared experiences.</li> <li>• Teachers 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.</li> </ul>
1c. Integrating cultural knowledge into the formal curriculum	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.	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).	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.	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

CRRS 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"> <li>• When appropriate, lesson plans provide opportunities for scholars to share information, cultural practices, and customs from their communities.</li> <li>• Information that scholars share about themselves is incorporated into lessons in ways that demonstrate connections between them and the content being presented.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Classroom conversations provide opportunities for scholars to explore aspects of their social identities.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts to learn about cultural identities are bidirectional, and when appropriate teachers are willing to share information about their own lives and backgrounds.</li> <li>• Conversations provide opportunities for scholars and teachers to explore aspects of their social identities.</li> </ul>
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"> <li>• Bilingualism is treated as an asset.</li> <li>• Code switching strategies that are used to enhance meaning or expression, or to demonstrate skill, are modeled by the teacher and encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingualism is treated as an asset.</li> <li>• Teachers 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.</li> </ul>

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### 2. RESPONSIVE PRACTICES

CRRS Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p><b>Continued</b></p> <p>2b. Encouraging bilingualism, translanguaging and code switching</p>			<ul style="list-style-type: none"> <li>• Scholars are encouraged to speak their home language in service of their learning and the development of conceptual understanding.</li> <li>• 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.</li> <li>• When necessary (and possible) written materials are provide in the scholars' home language.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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### 2. RESPONSIVE PRACTICES

CRRS Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p>2c. Teaching to diverse levels of strength and need</p>	<ul style="list-style-type: none"> <li>• Unit plans include opportunities for both the periodic review of material and the acceleration of the teaching of content.</li> <li>• Across the unit there is a balance between direct teaching and self-directed instruction.</li> <li>• Across the unit, activities are designed to appeal to a variety of learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans account for the various levels of academic ability in most classrooms, and differentiated teaching strategies and materials are described explicitly.</li> <li>• Lesson plans include activities, demonstrations, and tasks that appeal to a variety of learning modalities including visual, auditory, kinesthetic and tactile.</li> <li>• Lesson plans identify differentiated work periods where scholars are given opportunities to work both independently and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching strategies are varied to meet the needs of diverse learners. Scholars are sometimes given choice relative to which strategies they use.</li> <li>• Instruction is differentiated in response to various levels of ability and learning styles (i.e., visual, auditory, kinesthetic and tactile).</li> <li>• Scholars are provided with clear instructions for the completion of self-directed learning activities.</li> <li>• Meaningful work is provided for scholars who complete classwork before the majority of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers resist the urge to “talk down” to or oversimplify their language when communicating with scholars.</li> <li>• During conversations, teachers take advantage of teachable moments that lend themselves to the introduction, or correction of, vocabulary, pronunciation and intonation.</li> <li>• Teachers encourage low performing scholars to have a growth mindset.</li> </ul>

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### 2. RESPONSIVE PRACTICES

CRRS 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"> <li>• 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.)</li> <li>• 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.</li> </ul>	Teachers use active listening and varied questioning techniques to understand the needs and desires of scholars who choose to self-segregate.
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"> <li>• Expectations for transitions take student differences into account.</li> <li>• Physical movement during direct teaching is tolerated for scholars who need to move.</li> <li>• Elevated noise levels are permitted (temporality) in cases where scholars are excited and actively engaged in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• During transitions between class periods, teachers 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).</li> <li>• Managing student movement throughout the building is used as an opportunity to reinforce restorative practice and the vision and mission of East High School.</li> </ul>

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**3.  
POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT**

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



## A Vision for Culturally Relevant and Responsive Pedagogy

### 3. POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRS 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"> <li>• When applicable, lessons highlight examples of human diversity.</li> <li>• Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when offering examples that explain ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• While maintaining high expectations, teachers take scholars' needs, dispositions, and unique personalities into consideration during classroom interactions.</li> <li>• Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when addressing scholars or offering examples that explain ideas and concepts.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse identities (i.e., family structure, gender identity, etc.) are taken into account when addressing scholars or offering examples to explain concepts.</li> <li>• While maintaining high expectations, teachers take scholars' needs, dispositions, and unique personalities into consideration during classroom interactions.</li> <li>• 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 their time together.</li> </ul>

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### 3. POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRS Characteristic	Unit Level	Lesson Plans	Instruction	Interactions
<p><b>Continued</b></p> <p>3b. Recognizing unique strengths, needs, dispositions and personalities</p>			<ul style="list-style-type: none"> <li>• Classroom interactions help to build self-esteem and self-awareness.</li> <li>• Scholars are encouraged to assist and support, each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholars are encouraged to assist, support, and encourage each other.</li> <li>• Teachers avoid actions that might suggest favoritism</li> </ul>
<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"> <li>• The physical arrangement of the classroom is conducive to learning including seating arrangements, storage of materials, and the disposal of rubbish.</li> <li>• Rituals and activities that foster feelings of belonging are established and practiced on a regular basis.</li> <li>• Scholars work is displayed respectfully.</li> <li>• Scholars work that is displayed represents high quality work.</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, teachers ensure that the physical environment where they engage with scholars is safe, clean and conducive to the purposes of their meetings.</li> <li>• Rituals and activities that foster feelings of belonging are established and practiced on a regular basis.</li> </ul>

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### 3. POSITIVE SOCIAL & EMOTIONAL DEVELOPMENT

CRRS 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"> <li>• Harmful, disturbing or degrading images or language are used sparingly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Scholars' behavior or language that degrades, or creates an unsafe or hostile learning environment is challenged by the teacher.</li> </ul>	The use of degrading language is avoided. In situations where the teacher 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.

## A Vision for Culturally Relevant and Responsive Pedagogy

### 4.

### COMPLEX & CRITICAL THINKING

CRRS 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.	Teachers acknowledge, encourage, and build upon scholars' spontaneous connections to current events during the lesson.	Topics of conversation demonstrate that teachers are aware of recent events happening in the local community or pressing issues.
4b. Perspective taking	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.	Lesson plans include opportunities for scholars to explore alternative perspectives and/or various points of view.	<ul style="list-style-type: none"> <li>• During classroom discussions, teachers model diverse thinking, alternative perspectives, and solicit various points of view.</li> <li>• Teachers use displays of scholars' bias as learning opportunities.</li> </ul>	When appropriate, teachers play the role of Devil's Advocate to help scholars expand their thinking and consider points of view different from their own.
4c. Recognizing multiple ways of knowing	Across the unit, ensure that at least some of the information presented as "fact" is interpreted from at least two vantage points.	When appropriate, 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.	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, misunderstandings or misinformation.	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.

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### 4. COMPLEX & CRITICAL THINKING

CRRS Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
4d. Interdisciplinarity	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.	Lessons draw on content being taught in other subject areas to help scholars make connections to related ideas and concepts.	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).	<ul style="list-style-type: none"> <li>• Scholars are encouraged to think in ways that are expansive.</li> <li>• Think alouds and brainstorming encourage scholars to make connections between a wide variety of ideas, perspectives, subjects or trains of thought.</li> </ul>
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.

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### 4. COMPLEX & CRITICAL THINKING

CRRS Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
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.	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.	<ul style="list-style-type: none"> <li>• Periodic checks for understanding throughout the lesson encourage scholars to think about ways to increase their levels of comprehension of the content being taught.</li> <li>• Teachers ask questions to address disconnects between their delivery and scholars’ ability to comprehend.</li> </ul>	When reviewing assessments with scholars (i.e., exams, reports cards, etc.), teachers 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.

## A Vision for Culturally Relevant and Responsive Pedagogy

### 5.

#### EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRS 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"> <li>• Scholars are provided with the resources and learning environment required for self-directed learning.</li> <li>• Teachers monitor scholars to ensure that they are making the best use of their time.</li> <li>• Self-directed learning activities include high quality and engaging materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholars are taught to become self-reflective about their ability to be self-directed.</li> <li>• Scholars are provided with opportunities to practice metacognition, redirection and strategies that enhance concentration.</li> </ul>
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"> <li>• Lesson plans provide opportunities for scholars to receive immediate feedback on the quality of work and products produced during the class period.</li> <li>• Lessons include opportunities for scholars to provide feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use a wide variety of questioning techniques to provide feedback in ways the encourage metacognition, self-reflection and critical thinking.</li> <li>• Teachers model effective strategies for providing feedback,</li> <li>• Teachers point out when the feedback that scholars provide to one another is not productive.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults help scholars to examine the feedback they give to others.</li> <li>• Adults take advantage of opportunities to model strategies for giving useful feedback.</li> <li>• Adults also point out when the feedback that scholars provide to one another is not productive.</li> </ul>

## A Vision for Culturally Relevant and Responsive Pedagogy

5.

### EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRS Characteristic	Unit Overviews	Lesson Plans	Instruction	Interactions
5c. Encouraging critique of the status quo	Across all subject areas, units help scholars recognize the status quo (the current state of affairs) related to the topics or content being taught.	Lessons should help scholars to identify taken-for-granted Understandings and investigate the ways in which they support or challenge the status quo.	When appropriate, classroom discussions and activities should encourage scholars to focus on possibility. Teachers should ensure that scholars understand the way things are, but also teach them to imagine the way things could be.	<ul style="list-style-type: none"> <li>• Conversations between teachers and scholars promote civic engagement and perseverance in alignment with the East mission.</li> <li>• 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.</li> </ul>
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"> <li>• Lessons that describe the oppression of people also illustrate examples of how people have resisted oppression.</li> <li>• When appropriate, scholars are provided with opportunities to resist oppression and injustice in "real world" and current situations or social movement</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers demonstrate strategies for resisting oppressive behavior</li> </ul>	Scholars are encouraged to advocate for themselves and to "push back" in ways that are productive and nonviolent.



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### 5. EMPOWERMENT, SELF-EFFICACY & INITIATIVE

CRRS 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"> <li>• When appropriate, collaborative learning is used in cases where scholars are asked to solve multi-step or complex problems.</li> <li>• Teachers take advantage of opportunities for scholars to assume leadership roles in the form of teaching or project management.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholars are aware of, and assume, the various roles involved in formal collaborative learning (for example, time keeper, note taker, etc.).</li> <li>• Teachers capitalize on, or create, opportunities for scholars to learn and practice leadership skills, and project-based learning is used in informal settings (like Family Group) whenever possible.</li> </ul>
5f. Collaborating with leaders in the local community	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Summative assessments that involve members of the community should provide rich and meaningful learning opportunities for scholars.</li> </ul>	When applicable, across all subject areas, leaders in the community are consulted and sought out for advice and feedback during the curriculum development process.	Leaders in the community are invited to teach or co-teach content on which they have expert knowledge or extensive experience.	Scholars are provided with opportunities to engage with local community leaders in ways that are purpose-driven and action oriented.