Ready for Rigor Framework COMPONENT 1: AWARENESS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.			
Domain	Strategy	Marzano Element(s)	Source/Reference
Academic Performance	Establish an understanding of the primary cultural archetypes and how they impact student learning and performance.	36, 52	Hollie (2nd Ed.), 2018 Srinivasan, 2019
Discipline & School Climate	Utilize the "Mindful Reflection" protocol developed by Dray and Wisneski (2011) to process through cross-cultural interactions with students.	56	Dray & Wisneski, 2011; Hammond, 2015
Social Emotional Learning	Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional.	55, 56	Stockman & Gray, 2018 https://wholebeinginstitute.com/self-care-coach-pt1-spire/
Social Emotional Learning	Engage in mindful awareness practices (e.g., mindful breathing, seeing oneself in others, you are not your emotion) to cultivate personal resiliency and well-being, and increased awareness of "the present" in supporting students.	55, 56	Srinivisan, 2019; Stockman & Gray, 2018
Social Emotional Learning	Incorporate routines, strategies, or practices which support the expression of gratitude and appreciation.	55, 56	Stockman & Gray, 2018
Social Emotional Learning	Increase one's social awareness through engaging with, analyzing, and building understanding of counter-narratives related to the 4 I's of oppression (i.e., ideological, institutional, interpersonal, & internalized).	55, 56	Parker, 2018
Social Emotional Learning	Utilize the SOS (Step Back, Observe, & Strategize) protocol to combat compassion fatigue and cultivate empathy for others. "Step back, observe the situation from a distance, explore your thoughts and feelings about the situation, and strategize in order to set clear boundaries." p. 70	55, 56	Stockman & Gray, 2018
School Climate	Conduct a self-assessment related to implicit bias.	55, 56	Project Implicit, 2001; https://implicit.harvard.edu/implicit/takeatest.html
School Climate	Engage in self-reflection related to personal, cultural, and linguistic assets; as well as, personal prejudices	50	Srinivisan, 2019

	and biases and how this impacts one's emotional, social contexts, and identities.		
School Climate	Practice self-compassion, which includes the accurate assessment and acknowledgement of personal strengths and areas of growth, while supporting the importance of self-care and resiliency.	50	Stockman & Gray, 2018
School Climate	"Set an intention" for the day which explicitly outlines which virtues or characteristics we would like to promote in ourselves as educators.	55, 56	Stockman & Gray, 2018
School Climate	Engage in focused examination of one's own cultural identity and how that shapes one's expectations of students and classroom environments (e.g., clarify one's frame of reference as related to culture, identify how one's culture impacts one's perspective, and identify cultural triggers that signal threats to our well-being as related to our cultural frame of reference).	55, 56	Hammond, 2015
School Climate	Create opportunities to expose one's self to cultural experiences which are reflective of one's student which he/she serves to learn more about alternate ways of interacting with the world.	36, 55, 56	Hammond, 2015
School Climate & Social Emotional Learning	Practice emotional self-management utilizing the S.O.D.A. (Stop, Observe, Detach, Awaken) strategy when encountering situations that may trigger emotional reactions in ourselves.	55, 56	Hammond, 2015

Ready for Rigor Framework COMPONENT2: LEARNING PARTNERSHIPS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways.			
Domain	**Strategy**	**Marzano Element(s)**	**Source/Reference**
Academic Performance	Provide explicit opportunities for student to practice metacognitive conversations about their own learning and the strategies they used when engaged in the learning process. Consider providing sentence frames as conversation starters.	13, 19, 31	Hammond, 2015
Academic Performance	Incorporate Universal Design for Learning principles into instruction, including student choice in modalities of responding to prompts or tasks, to increase connection with what they value.	47, 48, 49	Yeager, 2017 Hollie (2nd Ed.), 2018 http://www.cast.org/
Academic Performance	Incorporate practices that involves various levels of collaboration (i.e., partnerships, triads, small groups, whole groups) to complete assigned tasks.	7, 15	Srinivisan, 2019
Academic Performance	Incorporate clear processes for providing timely feedback in a supportive environment to students, with feedback being characterized as being instructive and specific.	18, 20	Hammond, 2015
Academic Performance & Social Emotional Learning	Cultivate understanding of the overall importance of validation and affirmation of students' backgrounds in culturally responsive approaches, including honoring the words that students bring from home.	36	Hollie (2nd Ed.), 2018
Academic Performance & Social Emotional Learning	Conduct individual student conferencing which incorporates "wise" feedback using the "Asset-Based Feedback Protocol."	18, 20, 31, 39	Hammond, 2015
Academic Performance & Social Emotional Learning	Incorporate Project-Based Learning opportunities into instruction to cultivate critical thinking skills through the identification of real-world problems and developing solutions.	15, 39	Graeber, 2012
Academic Performance & Social Emotional Learning	Incorporate routines which teach and engage students in how to use tools for tracking their own progress towards learning or relational goals.	2, 4, 13, 23, 39	Hammond, 2015
Discipline	Practice connecting prior to correcting behaviors, by first reminding students of past appropriate behavior and then verbalizing that you believe they are ready and able to behave appropriately in the situation.	34, 35, 38, 39	Stockman & Gray, 2018

Discipline & Attendance	Provide opportunities for supported re-entries to school following classroom removals, through the use of individual meetings to plan for student re-integration into classroom environments and school settings.	38, 39, 56	Srinivisan, 2019
Discipline	Facilitate restorative circles or mediation practices to respond to disciplinary practices by identifying root causes of the infraction, engaging in reparations to identified victims, and action planning related to future behavior.	34, 35, 39, 56	Srinivisan, 2019
Discipline	Collaboratively construct class wide agreements/pacts with students related to expectations for classroom behavior and social interactions. Consistently review classroom agreements with students.	4, 37	Payne, 2018
Discipline	Provide students with opportunities to practice resolving conflicts peacefully, by having students rehearse being on opposite sides of a conflict while using reflective listening skills, identifying solutions to disputes, and engaging in positive self-expression.	30, 35	Stockman & Gray, 2018
School Climate	Establish "welcoming rituals" on a daily basis for establishing consistency, equity in voice, respectful listening, student connection, and belonging.	4, 37	Srinivisan, 2019 Hollie (2nd Ed.), 2018
School Climate	Provide daily announcements in "student voice" representative of all students.	31	Srinivisan, 2019
School Climate	Practice "selective vulnerability" through storytelling, by weaving one's own story, interests, challenges, learnings, commitments to social causes into academic lessons.	56	Hammond, 2015
School Climate	Demonstrate genuine appreciation for students from collectivist cultures through verbal affirmation of specific aspects of his/her racial, cultural, gender, or linguistic identity.	36, 56	Hammond, 2015
School Climate	Practice validating marginalized students through acknowledging the realities of inequity and how inequities have influenced the majority culture's perspectives on the behaviors of marginalized individuals, while communicating the resiliency of marginalized populations.	31, 37	Hammond, 2015
School Climate & Social Emotional Learning	Intentionally create times to have fun and connect as a classroom unit through the use of brain breaks (e.g., doing skits, telling jokes, sharing a meal).	4, 31, 56	Hammond, 2015