



**School District of Indian River County  
African American Achievement Plan 2020 -2021  
Assurances of Implementation of Action Steps**



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2020-2021 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 5/28/2021 AF (Initials)

**Quarterly Reflection**

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

African American students that were identified as lacking in mathematics proficiency had the following additional intervention opportunities: an extended learning opportunity twice weekly for eight weeks, daily before-school and during lunch intervention groups, daily rotating intervention opportunities during cultural arts for a period of six weeks.



## SDIRC School Data Chats & Impact Reviews – Elementary

### Component: African American Achievement Plan 2020 – 2021



**Date of Impact Review:** 3/4/2021

**School:** Glendale Elementary

**Action Steps:** 1.4, 1.5, 1.25, 2.6

#### Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	1/4/21,2/9/21,2/24/21,3/17/21,5/18/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7 out of 13	53%	5 out of 9	55%	7 out of 12	58%

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	The end of the year review was conducted on 5/26/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)	<p>We will refocus on several areas to help close the achievement gap.</p> <ul style="list-style-type: none"> <li>One of the ongoing goals will be around attendance. This will be led by the school leadership team and will be a district focus as well.</li> <li>School tutoring will be scheduled and in place before students return in August 2021. Data will be used to identify and set up groups for before, during and after school sessions. Teachers will be recruited, and the focus will be around literacy in K-2 and data driven in 3-5 connected to Math, Reading and Science.</li> </ul>

#### Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	3/30/21, 4/15/21, 4/29/21, 5/13/21
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#### Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	The Problem-Solving Team met on these dates for the fourth quarter. 3/30/21, 4/15/21, 4/29/21, 5/13/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	We will be reviewing the SIP and beginning to plan for the next school year with the leadership team. Our focus will continue to be around our school improvement goals and improving our culturally responsive practices using the look for tool, professional development, and district resources. During the 2021-2022 academic year as a part of our school counseling program GES will establish a School Counseling Advisory Council which will have representation from all stake holders.



**SDIRC DataCom – Elementary**  
**Component: African American Achievement Plan 2020 – 2021**



**Date of DataCom:** 3/12/2021

**School:** Glendale Elementary

**Action Steps:** 1.12, 1.16, 1.37, 1.38

**Action Steps 1.12, 1.16 & 1.37**

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	3/12/21, 4/15/21, 4/29/21, 5/13/21,
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	<ul style="list-style-type: none"> <li>Rising 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students that demonstrate regression with grade level standards have been extended the opportunity to attend the 2021 summer illuminate literacy program.</li> <li>School tutoring will be scheduled and in place before students return in August 2021. Data will be used to identify and set up groups for before, during and after school sessions. Teachers will be recruited, and the focus will be around literacy in K-2 and data driven in 3-5 connected to Math, Reading and Science.</li> </ul>

**Action Step 1.38**

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	2 out of 17	11%	2 out of 20	10%	3 out of 12	25%



## SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021



**Last Date of Review:** 5/4/2021

**School:** Glendale Elementary

**Action Steps:** 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

### Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	3/31/21, 4/6/21, 4/14/21
Summary of Observation(s)	The observation data overall displayed a positive use of culturally appropriate displays. The teachers were consistently using the strategy of seeking multiple perspectives #16 on the Equitable Classroom Practices checklists. (See attached) One area we will focus on to improve would be centered around number 11, use of random response strategies. We also need to work on number 26, asking higher order questions to all students. These two naturally can be connected in professional development and will be addressed in preplanning.

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Glendale University-3 Sessions Oct. 27,29, Nov. 3,5,8,10,15,17, Dec. 1,3,8,10,15,17 Jan-26,28, Feb. 2, 4, 9,11, 16,18,23,25 March 2,4,9,11,16,18,30, April 1,6,8,13,15,20,22,27,29 May 4, 6				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	14	6	13	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	43%	17%	40%	0%	0%

\*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

### Action Step 1.11

Date of Student Committee Meeting	04/06/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also, during this session, students participating on this year's council were recognized for their contributions to this body of work.

### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll and student were the ceremonies that were held during the 2020-21 school year. Number below reflects the data for the entire year.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities

Total Number Breakdown of Participants by Race/Ethnicity	107/346	42/346	67/346	4	16/346
Total Percentage Breakdown of Participants by Race/Ethnicity	30%	12%	19%	1%	4%

#### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	
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Select one:

☒ No out-of-school suspensions were assigned during this time frame.

☐ All out-of-school suspensions were pre-approved by a principal supervisor.

#### Action Step 2.9

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	1	19

#### Action Step 4.31


	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0%

# Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer	Bernal	Subject		Date/Time	3/31/21 2:35pm
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>							—
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>							—
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>						1	
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i> (some in rear of room.)						1	
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i> Spanish						1	
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>						1	
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>						1	
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							—
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>							—
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>							—
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						1	



Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>	1	
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>	1	
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>		—
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>		—
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>	1	
20. Uses Wait Time  <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>	1	
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>	1	
22. Provides students with the criteria and standards for successful task completion <i>subtraction and borrowing</i> <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>	1	
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>	1	
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>		—
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>	1	
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		—
27. Provides individual help to all students <i>Ensures all students receive individual help</i>		—
Total Points: 17		
Comments: <i>Suggestions - Have a system for # 11.</i> <i>♥ Had excellent wait time and Feedback for <sup>Participating</sup> students.</i>		

# Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer	Bernal	Subject		Date/Time	3/31/21 2:55 PM
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>							—
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>						1	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>						1	
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>						1	
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>							—
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>							—
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>							
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							—
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>							—
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>							—
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						1	



Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>	1	
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>	1	
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>		—
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>	1	
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____?" How does knowing about ____ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>	1	
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>	1	
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>		—
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>		—
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>	1	
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>		—
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>		—
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		—
27. Provides individual help to all students <i>Ensures all students receive individual help</i>		—
Total Points: 13		
Comments: Had 2 opportunities to model self-talk. Great eye contact w/ students ü Suggestions - Correct privately / close proximity - Have a system to randomly call on all students.		

# Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer	Bernal	Subject		Date/Time	4/16/21 9:05
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>						1	
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>						1	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>						1	
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>						1	
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>							1
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>						1	
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>						1	
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							1
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>						ⓧ	was w/ time ⓧ
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>							1
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						1	



Equitable Classroom Practice		Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>	Another math strategy	1	
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>	"What kind of hill would you make?"	1	
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>			1
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>		1	
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>	Grocery Store EX.	1	
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>		1	
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>			1
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>		1	
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>		1	
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>	verbally	1	
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>		1	
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		1	
27. Provides individual help to all students <i>Ensures all students receive individual help</i>	Talked each student through each step	1	
Total Points: 20			
Comments: Teacher created a positive environment via attitude, verbal, and non-verbal student feedback. Public praise, ignored minor negative behaviors. 😊			

# Equitable Classroom Practices Observation Checklist

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Teacher		Observer	Bernal	Subject		Date/Time	4/16/21 @9:25 AM
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>						1	
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>						1	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>							1
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>						1	
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>							1
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>						1	
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>						1	
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							1
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>						1	
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>						1	
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						1	



Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>	1	
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>	1	
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>	1	
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, <u>Brainstorming</u>, Webbing</i>	1	
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>	1	
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>	1	
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, <u>surveys</u>, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>	1	
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>	1	
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>	1	
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <u>orally</u> <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>	1	
25. Explains and models positive self-talk <u>"Remember thoughtful feedback"</u> <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>	1	
26. Asks higher-order questions equitably of all students <u>and provided example</u> <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>	1	
27. Provides individual help to all students <u>walking around checking kids work</u> <i>Ensures all students receive individual help</i>	1	
Total Points: <u>22</u>		
Comments: <u>Great job! Teacher provided an environment w/ multiple opportunities for peer support, encouragement and maintained a positive/fun lesson.</u> (+) (😊)		

# Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer	Bernal	Subject		Date/Time	4/6/21 9:40am
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>						1	
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>						1	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>							1
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>						1	
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>							1
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>						1	
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>						1	Learning Team game + @
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							1
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>							1
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>						1	Later broke up into grps. @
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						1	



Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
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16. Seeks multiple perspectives <i>"Can another elaborate on this text."</i> <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>	1	
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>		1
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>	1	
19. Uses students' real-life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____?" How does knowing about ____ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>	1	
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>	1	
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>		1
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i> ✓	1	
23. Gives students effective, <u>specific oral</u> and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>	1	
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>		1
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>		1
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		1
27. Provides individual help to all students <i>Ensures all students receive individual help</i>		1
Total Points: 17		
Comments: Team building lesson connected to <sup>standard</sup> <del>lesson</del> was fun, engaging and interactive. <u>Suggestions/Feedback -</u> To keep students guessing who you are going to call on next, you could use a name scrambler to select a student to respond. keep them on their toes (m)		

Adapted from "A Resource for Equitable Classroom Practice" 2010

Louisiana State Personnel Development Grant

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Teacher		Observer	Bernal	Subject		Date/Time	4/16/21 @9:25 AM
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>						1	
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>						1	
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>						1	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						1	
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						1	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>							1
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Total Points: 17		
Comments: Team building lesson connected to <del>lesson</del> <sup>standard</sup> was fun, engaging and interactive. <u>Suggestions/Feedback -</u> To keep students guessing who you are going to call on next, you could use a name scrambler to select a student to respond. keep them on their toes (m)		

Adapted from "A Resource for Equitable Classroom Practice" 2010

Louisiana State Personnel Development Grant

## 2021 Glendale University

### Finishing Touches!

Your child, \_\_\_\_\_, has been invited to an engaging after-school institute. The focus will include skills and strategies to prepare students to become lifelong learners in small groups settings.

This opportunity is at **no cost** to you and **transportation** will be provided. Students will also receive an after-school snack.

We ask that students attend EVERY session of the institute to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. Students who show difficulty with these will not be allowed to participate. **This form must be returned no later than Friday, March 12<sup>th</sup>, 2021 or your place will be filled.**

**The institute will be held on Tuesday and Thursday afternoons**

**3:45-5:15 pm**

#### **Dates:**

**March 30**

**April 1, 6, 8, 13, 15, 20, 22, 27, 29**

**May 4, 6**

**\_\_\_ YES, my child WILL attend Institute for all sessions.**

**\_\_\_ NO, my child WILL NOT attend Institute.**

**\_\_\_ YES, my child needs bus transportation.**

**\_\_\_ NO, I WILL pick up my child by 5:15 pm. \*Repeated late pickups will result in dismissal from the program.**

**Student: \_\_\_\_\_ ID# \_\_\_\_\_ Teacher: \_\_\_\_\_**

**Parent: \_\_\_\_\_ Phone: \_\_\_\_\_**

**Bus Address (where you'd like your student to be dropped off after 5:45 pm)**

\_\_\_\_\_