Santa Clara County Office of Education

The Santa Clara County Office of Education values student success and our first goal is to improve access to inclusive, equitable and high quality instruction. This document is a collection of resources that are research based and mirrors our values and goals. While planning and evaluating curriculum and instructional decisions, please use this resource as a starting point to learning more about the concepts and how to apply them to your context and practice.

PURPOSE OF THIS RESOURCE: The purpose of this resource is to provide a collection of research based elements to design effective curricular and instructional experiences that will remove barriers for students learning skills, concepts, and content at the first round of instruction. Some educators apply the phrase *Tier 1 Instruction*, to this concept.

SUGGESTED APPROACHES TO USING THIS RESOURCE:

1. Start with any resource/concept that interests you or that is most relevant to your current practice and context. There is no "order" to using the resource.
2. Once you determine a resource/concept of interest, note that the original sources are included as live links or are cited at the bottom of the section. Going to the original source will provide additional explanations and resources.

1) Resource/Concept:	2) Why I Chose This Resource/Concept:	3) Questions I Have About This Resource/Concept:

4) Notes and Application:

SCCOE RESOURCE FOR INCLUSIVE, EQUITABLE AND HIGH QUALITY INSTRUCTION

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STANDARDS	FRAMEWORKS	STANDARDS	FRAMEWORKS	EFFECTIVE VOCABULARY INSTRUCTION	EFFECTIVE VOCABULARY INSTRUCTION
English Language Arts	ELA/ELD Framework	History-Social Science	History-Social Science	Pick generative words	Provide learner-friendly definitions
Mathematics	Mathematics	Physical Education	Physical Education	Ensure recurrent exposure	Expand each word's semantic mapping
English Language Development	ELA/ELD Framework	Science	Science	Provide opportunities to use the words	Cultivate "word awareness"
Career Technical Education	Career Technical Education	Visual & Performing Arts	Visual & Performing Arts	Present words in semantically-rich contexts	Encourage experimentation, expect mistakes
Computer Science	Not Available	World Languages	Foreign Language Framework	Teach word-learning strategies	Source: "SERP | Word Generation • Academic Language Development." *SERP | Word Generation • Academic Language Development,* wordgen.serpmedia.org/.
Health	Draft Health Education Framework				

UNIVERSAL DESIGN FOR LEARNING

Representation	Guidelines and Checkpoints	Action and Expression	Guidelines and Checkpoints	Engagement	Guidelines and Checkpoints
Perception	1. Offer ways of customizing the display of information 2. Offer alternatives for auditory information 3. Offer alternatives for visual information	Physical Action	1. Vary the methods for response and navigation 2. Optimize access to tools and assistive technologies	Recruiting Interest	1. Optimize individual choice and autonomy 2. Optimize relevance, value, and authenticity 3. Minimize threats and distractions
Language & Symbols	1. Clarify vocabulary and symbols 2. Clarify syntax and structure 3. Support decoding of text, mathematical notation, and symbols 4. Promote understanding across languages 5. Illustrate through multiple media	Expression and Communication	1. Use multiple media for communication 2. Use multiple tools for construction and composition 3. Build fluency with graduated levels of support for practice and performance	Sustaining Effort and Persistence	1. Heighten salience of goals and objectives 2. Vary demand and resources to optimize challenge 3. Foster collaboration and community 4. Increase mastery-oriented feedback
Comprehension	1. Activate or supply background knowledge 2. Highlight patterns, critical features, big Ideas, and relationships 3. Guide information processing and visualization 4. Maximize transfer and generalization	Executive Functions	1. Guide appropriate goal setting 2. Support planning and strategy development 3. Facilitate managing information and resources 4. Enhance capacity for monitoring progress	Self Regulation	1. Promote expectations and beliefs that optimize motivation 2. Facilitate personal coping skills and strategies 3. Develop self-assessment and reflection

FORMATIVE ASSESSMENT

TYPES	IMPORTANT FEATURES		TOOLS	STRATEGIES
"On the fly"- happen during the lesson "Planned for interaction"- decided before instruction "Curriculum Embedded"- embedded in the curriculum and used to gather data at significant points during the learning process	1. Requires students to take responsibility for their own learning. 2. Communicates clear, specific learning goals. 3. Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context. 4. Identifies the student's current knowledge/skills and the necessary steps for reaching the desired goals. 5. Requires development of plans for attaining the desired goals. 6. Encourages students to self monitor progress toward the learning goals 7. Provide examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the students work. 8. Provides frequent assessment including peer and student self assessment and assessment embedded within learning activities. 9. Includes feedback that is non-evaluative, specific, timely and related to improve work products and deepen understandings. 10. Promotes metacognition and reflection by students on their work.		Observations	1. Field Notes 2. Running Records And Miscue Analysis 3. Checklist And Observation Guides
			Conversations	1. Surveys 2. Interviews 3. Conferences
			Student Self-Evaluations	1. Exit Slips 2. Rubrics & Checklists 3. Process Reflections 4. Student-Led Conferences
			Artifacts of Learning	1. Collect a Variety of Sources of Information 2. Review a Class Set of Work Samples or Observations 3. Look Back At a Variety of Points Over the School Year

Formative Assessments DO	Formative Assessments DO NOT
● Highlight the needs of each student	● View all students as being, or needing to be, at the same place in their learning
● Provide immediately useful feedback to students and teachers	● Provide feedback weeks or months after the assessment
● Occur as a planned and intentional part of the learning in a classroom	● Always occur at the same time for each student
● Focus on progress or growth	● Focus solely on a number, score, or level
● Support goal setting within the classroom curriculum	● Occur outside of authentic learning experiences
● Answer questions the teacher has about students' learning	● Have parameters that limit teacher involvement
● Reflect the goals and intentions of the teachers *and* the students	● Look like mini-versions of pre-determined summative assessments
● Rely on teacher expertise and interpretation	● Rely on outsiders to score and analyze results
● Occur in the context of classroom life	● Interrupt or intrude upon classroom life
● Focus on responsibility and care	● Focus on accountability
● Inform immediate next steps	● Focus on external mandates
● Allow teachers and students to better understand the learning process in general and the learning process for these students in particular	● Exclude teachers and students from assessing through the whole learning process
● Encourage students to assume greater responsibility for monitoring and supporting their own learning	● Exclude students from the assessment process
● Consider multiple kinds of information, based on a variety of tools or strategies	● Focus on a single piece of information

Source: " Formative Assessment That Truly Informs Instruction." *NCTE*, National Council of Teachers of English, 21 Oct. 2013, http://www2.ncte.org/resources/position-statements/all/.

LINGUISTICALLY RESPONSIVE

CONCEPT/STRATEGY	EXPLANATION	INSTEAD OF	TRY THIS
Address language status	● Treat all languages and all dialects of English in the classroom as equally valid and valuable ● Take the stance that multilingualism and dialect variation is natural ● Make transparent for students, in developmentally appropriate ways, that while Standard English (SE) is the type of English "privileged" in school, bilingualism and bidialecticism, or proficiency in multiple dialects of English, are highly valued assets	***Thinking in terms of*** ● Proper of improper ● Good or bad	***See language as*** ● Appropriate or inappropriate ● Effective or ineffective in a specific setting
Expand language awareness	● Develop students' understanding of how, why, and when to use different registers and dialects of English to meet the expectations of different contexts ● Balance activities that develop students awareness of English varietal differences and similarities while also acknowledging the need for students to fully develop academic English ● When appropriate, include students primary language or dialect in instruction ● Make the hidden curriculum of language visible in respectful and pedagogically sound ways is one way of ensuring the civil rights of linguistically diverse students	***Talking about grammar as*** ● Right or wrong ● Correct or incorrect	***Talk about grammas as*** ● Patterns ● How language varies by setting and situation
Support the development of academic English	● Focus instruction on intellectually rich and engaging tasks that allow students to use academic English in meaningful ways ● Make transparent to students how academic English works to make meaning in different disciplines (disciplinary literacy) ● Help students to develop register awareness so that they understand how to meet the language expectations of different context and disciplines	***Thinking that students*** ● Make mistakes or errors ● Have problems with plurals, possessives, tense, etc. ● "Left off" an -s, -s', -ed	***See students as*** ● Following the language patterns of their home language or home varieties of English ● Using grammatical patterns or vocabulary that is different from Standard English
Promote pride in cultural and linguistic heritage	● Language and culture are inextricably linked, and students' dispositions towards school learning are affected by the degree to which schools convey that students cultural and linguistic heritage are valued ● Therefore, allow and indeed encourage students to use their primary language and/or home dialects of English when appropriate in the classroom ● Infuse cultural and linguistic heritage and pride into the curriculum	***Saying to students*** ● "Should be", "are supposed to", "need to correct"	***Invite students*** ● To *code-switch* (choose the type of language appropriate for the setting and situation)
Enhance students' knowledge about language variation	● Teach explicitly about widespread dialects in the United States or worth in students communities ● Hold student-centered discussions about the relationship among language, power, and language ideologies ● Ask students to research language use in their own lives	***Red notes in the margin*** ● Correcting students' language	***Lead students to*** ● Compare and contrast language ● Build on existing knowledge and add new language (Standard English) ● Understand how to *code-switch* appropriately

CULTURALLY RESPONSIVE

CONCEPT/STRATEGY	EXPLANATION	CONCEPT/STRATEGY	EXPLANATION
Affirmation	The practice of intentionally noticing and admiring the uniqueness of culturally and linguistically diverse students. It includes seeing as positive those elements that the dominant culture tries to portray as unattractive or undesirable, such as their hair, skin color, verbal agility, or energetic style.	Productive Struggle	When the learner has developed the necessary strategies for working through something difficult. The mental activity that takes place when the students are in their zone of proximal development.
Cognitive Insight	It is the teacher's ability to understand a student's internal learning process. Formative assessments and instructional conversation are key tools for gaining insight into a student's learning moves.	Rapport	A close and harmonious relationship between people characterized by sense of connection, personal regard, and trust.
Cultural Archetype	It is a similar set of beliefs, values, or behaviors that show up in different cultures.	Schema	A schema is a cognitive framework or concept that helps organize and interpret information. Schemas can be useful because they allow us to take shortcuts in interpreting the vast amount of information that is available in our environment. However, these mental frameworks also cause us to exclude pertinent information to instead focus only on things that confirm our preexisting beliefs and ideas.
Culturally Responsive Teaching	The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.	Self-Efficacy	One's internal belief and self-confidence that one has the power and skills to shape the direction of one's learning experience.
Formative Assessments	Also called assessment *for* learning. It is a process of using simple tools to determine how well content has been learned so that the learner can make adjustments to their learning moves in the moment.	Validation	Refers to the explicit recognition and acknowledgement of historical institutional racism, negative stereotyping, and generalizations that impact culturally and linguistically diverse students.
Learning Partnership	Student relationship in which the teacher builds trust and becomes a student's ally in order to help the student reach a higher level of achievement.	Warm Demander	A teacher who communicates personal warmth to their students while at the same time demands they work toward high standards. Provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning-making.
Growth Mindset	In a growth mindset, students understand that their talents and abilities can be developed through effort, active learning, and persistence.	Wise Feedback	Wise feedback is a way of giving feedback that reassures the student that they are not viewed in light of a negative stereotype. We assume rather than doubt their intellectual abilities. Wise feedback conveys faith in the potential of the student while being honest about where they are right now.
Instructional Conversation	Classroom discourse that is focused on having students talk about their learning process and learning moves. It is an extension of information processing and feedback.	Zone of Proximal Development	The difference between what a learner can do without help and what they can do with help. Because learning in the zone of proximal proximal development is a stretch for a student, the brain responds by growing more neurons and dendrites. Also called the ZPD.
Mental Model	A mental model is an explanation of someone's thought process about how something works in the real world. It is one's internal representation of the surrounding world. Mental models shape our behavior, decision making, and relating to others. See also Schema.		

Source: Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students.* Corwin, a SAGE Company, 2015.