

Illinois Higher Education Culturally Responsive Teaching and Leading Standards Alignment and Reporting Guide

This guide is designed to lead educator preparation programs (EPPs) through self-assessment and planning in order to incorporate the Culturally Responsive Teaching and Leading Standards into their programs. Each step below will guide educator preparation program representatives as they align and redesign current programs.



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Illinois State Board of Education

Illinois Higher Education

This guide is designed to lead educator preparation programs (EPPs) through self-assessment and planning in order to incorporate the Culturally Responsive Teaching and Leading Standards into their programs. Each step below will guide educator preparation program representatives as they align and redesign current programs. Save this document, complete each step, filling in each section as applicable. Add program/department appendix (or appendices) to this guide.

Step 1. Form a team.

1. Identify key individuals who will support this work. Each institution is required to create a Culturally Responsive Teaching and Leading planning and implementation team that will lead the redesign process at their institution. Each team must include a Culturally Responsive Teaching and Leading representative who will be responsible for ensuring program alignment and submitting alignment verification to ISBE. This individual will also be ISBE's point of contact for all work related to the Culturally Responsive Teaching and Leading program redesign. Depending on the size and makeup of the institution and the particular programs approved, the Culturally Responsive Teaching and Leading representative may choose to designate an individual at each program to coordinate and ensure alignment. Each of these individuals should be a member of the planning and implementation team. Roles marked with an * in the chart below denote required team representation but institutions may add as many members to the team as necessary. One team member may serve in various roles. ISBE strongly recommends including a student representative as part of your team. Other key individuals to consider for team membership are department-level leaders with decision-making authority, program-level representatives, voices from each program type (e.g., teaching, school support personnel, and administrative), and faculty representatives. List the name, role, title, and email address for each team member in the matrix below.
2. Determine the role that each team member will play during the redesign and the expectations for each role.
3. Determine a regular cadence for team meetings and schedule all meetings. ISBE recommends scheduling meetings, at minimum, through the date you plan to submit your redesign documents to ISBE. Teams are encouraged to reconvene once the standards are implemented to evaluate success.

*Required

Culturally Responsive Teaching and Leading Planning and Implementation Team

NAME OF INSTITUTION: _____

Name	Role	Title	Email
	* Culturally Responsive Teaching and Leading Representative*		
	*Department Chair/Dean		
	*Diversity and Equity Officer/Representative		
	*Faculty Representatives (at minimum, one from teaching, school support personnel, and administrative programs, as applicable, to programs offered by your institution)		
	*Individual in Leadership Role within Teaching Programs (if your institution offers teaching programs)		
	*Individual in Leadership Role within School Support Personnel Programs (if your institution offers school support personnel programs)		
	*Individual in Leadership Role within Administrative Programs (if your institution offers administrative programs)		

Step 2. Complete a self-assessment.

Complete the [ISBE-developed self-assessment tool](#) or another self-assessment tool of your choosing. Email the self assessment tool of your choice to your ISBE liaison, along with other alignment documents.

Step 3. Plan for redesign.

- a) Review ISBE-provided resources in the [IHE toolkit](#).
- b) Review the current approved programs on your Annual Program Report system. All approved programs must be redesigned to align to the Culturally Responsive Teaching and Leading Standards. Your redesign can occur at the department level or program level, or you may utilize a blended option. (See next item for more details about each option.)

- c) Determine if your institution will redesign at the department level or program level, or utilize a blended option after discussing the pros and cons of each approach.

A **department-level** alignment is acceptable if the same changes will be made across all educator preparation programs within the educator preparation provider. Due to the differing course and fieldwork structure of the three program types (teaching, school support personnel, and administrative), institutions that redesign at the department level must complete three separate redesign matrices in Step 4 below -- one for teaching programs, one for school support personnel programs, and one for administrative programs.

Institutions may also redesign at the **program level**, which means different strategies will be incorporated into each program.

Finally, a **blended option** is also permissible, which means your EPP will redesign at the department level but provide program-level matrices for select programs that will be modified differently than the rest of the department's programs. For example, perhaps your institution is planning to implement a new course in all teaching programs that is specific to the standards, but your early childhood education program will utilize this course plus additional strategies. You could submit a department-level redesign for your teaching programs plus a program-level redesign for your early childhood education program. See Step 4 on page 7 for more details about the matrices to be submitted for each redesign.

- d) Review ISBE's suggested timelines for program redesign and decide what timelines work best for your institution. Note that all programs must be aligned to the standards by October 1, 2025, but ISBE encourages institutions to complete this alignment earlier. Solidify your draft timelines for redesign and list your tentative plan in the box below.

Optional Approaches for Redesign

As stated above, EPPs may conduct their redesign at the department level or the program level, or take a blended option. Mark the approach that your EPP plans to take.

- 1. **Program Level**
 - a. Each individual teaching program
 - b. Each individual school support personnel program
 - c. Each individual administrative program

- 2. **Department Level**
 - a. All teaching programs as a whole
 - b. All school support personnel programs as a whole
 - c. All administrative programs as a whole

- 3. **Blended Option**
 - a. Department-level redesigns with select programs pulled out of the department-level redesign and redesigned at the program level instead.
 - b. Can be used to account for nuances in particular programs that do not fall under the redesign of the rest of the department.
 - c. Can be used to incorporate additional redesign strategies into particular programs that need additional/fewer/modified strategies than the rest of the programs in the department.
 - d. If utilizing this approach, please use the box below to denote which programs you will be submitting as "program-level" redesigns.

Program redesigns to be submitted independently of department-level redesigns:

Timelines for Alignment

- Per ISBE Strategic Goal 2.1.3
 - 30% of programs align to the standards by June 30, 2022.
 - 100% of programs align to the standards by June 30, 2023.

Illinois Administrative Rule Part 24 Requirement

- All approved programs must be aligned to the Culturally Responsive Teaching and Leading Standards by October 1, 2025.
- Any new program seeking ISBE and State Educator Preparation and Licensure Board (SEPLB) approval must be aligned to the standards by October 1, 2021.

Suggested Scaffolded Redesign Approaches

ISBE encourages EPPs to begin redesigning existing programs as soon as possible. The SEPLB will assist ISBE in reviewing and approving all program redesign documentation, and SEPLB agendas may fill up quickly during months immediately preceding the final 2025 deadline. Below are a few optional scaffolded timelines that your EPP can consider when redesigning its programs for submission to ISBE. One option is provided for EPPs that seek to follow the June 30, 2023, timeline and another option is provided for EPPs that seek to follow the October 1, 2025, timeline. The below options are guidelines only; EPPs are welcome to utilize their own.

Alignment Approach No. 1

You may follow this proposed timeline if you plan to redesign your programs in time to meet the [June 30, 2023](#), suggested deadline outlined in ISBE's Strategic Plan. ISBE encourages EPPs to pursue this timeline, if feasible.

Department level:

- ISBE recommends starting with your smallest grouping of programs (e.g., for most EPPs, these programs will be administrative or school support personnel).
- Plan to submit redesigns for these programs by June 30, 2022.
- Plan to work on your largest program grouping (e.g., teaching programs) between now and June 30, 2023, with submission to ISBE by June 30, 2023.

Program level:

- **Suggestion 1:**
 - Divide your programs by the number of months remaining through June 30, 2023, and back map your timelines based on institution-level approvals and internal processes that must occur at your EPP, and staff/faculty capacity.
 - You may wish to redesign similar types of programs on the same schedule (e.g., start with teaching programs, then move on to administrative programs second, and finish with school support personnel programs).
- **Suggestion 2:**
 - You may wish to back map all programs from the deadline date and assign different staff/faculty to lead concurrent redesigns.
- **Suggestion 3:**
 - Estimate a timeline for each program redesign, and then divide your program redesign cycles into groupings (e.g., if you determine that the process will take one semester, you may wish to start your first "cohort" of

redesigns during spring 2022, a second “cohort” of redesigns in fall 2022, and a third “cohort” of redesigns in spring 2023).

Blended option:

- ISBE recommends totaling your number of programs and determining which, if any, will be incorporated into a department-level redesign.
- Tackle department-level redesigns first and aim for a June 30, 2022, submission timeline to ISBE.
- Divide your remaining programs by the number of months remaining through June 30, 2023, and back map your timelines based on institution-level approvals and internal processes that must occur at your EPP, and staff/faculty capacity.
- You may wish to redesign all remaining teaching programs on the same schedule, all remaining school support personnel programs on the same schedule, and all remaining administrative programs on the same schedule. Or, you may wish to divide all programs by the remaining months until deadline and conquer all at once or in sequential order.

Alignment Approach No. 2

You may follow this proposed timeline if you plan to redesign your programs by the October 1, 2025, deadline set forth in Illinois Administrative Code Section Part 24: Standards for all Educators.

**Note: If following the 2025 redesign timeline, ISBE highly recommends planning ahead and scaffolding program redesigns across the next several years to prevent a bottleneck of program redesign reviews from SEPLB during summer 2025. The following guidelines do not guarantee program review and approval by October 1, 2025. Programs will be added to the next available SEPLB agenda as space permits. Plan ahead and submit early to ensure no lapse in admitting students into your redesigned programs.*

Department level:

- ISBE recommends starting with your smallest grouping of programs (e.g., for most EPPs, these programs will be administrative or school support personnel).
- Plan to submit redesigns for one of these program types by June 30, 2023. Work on the next program type through June 30, 2024.
- Plan to work on your largest program grouping (e.g., teaching programs) between now and January 31, 2025, with submission to ISBE in spring 2025 to account for timelines for SEPLB review.

Program level:

- **Suggestion 1:**
 - Divide your programs by the number of months remaining through January 31, 2025, and back map your timelines based on institution-level approvals and internal processes that must occur at your EPP, and staff/faculty capacity.
 - January 31, 2025 (rather than October 1, 2025) is the suggested deadline because programs will need to be reviewed by SEPLB. A large volume of redesigned programs submitted in spring/summer 2025 may mean programs will need to wait multiple months before being added to an SEPLB agenda.
 - You may wish to redesign similar types of programs on the same schedule (e.g., start with teaching programs, then move on to administrative programs second, and finish with school support personnel programs). Plan to submit programs as you finish redesigning them so SEPLB review can be spread out over multiple years.

- **Suggestion 2:**
 - You may wish to back map all programs from January 31, 2025, and assign different staff/faculty to lead concurrent redesigns.
- **Suggestion 3:**
 - Estimate a timeline for each program redesign, and then divide your program redesign cycles into groupings (e.g., if you determine that the process will take one semester, you may wish to start your first “cohort” of redesigns during spring 2022, a second “cohort” of redesigns in fall 2022, and a third “cohort” of redesigns in spring 2023, etc., with a final “cohort” redesign culminating in fall 2024).

Blended option:

- ISBE recommends totaling your number of programs and determining which, if any, will be incorporated into a department-level redesign.
- Tackle department-level redesigns first and aim for a June 30, 2023, submission timeline to ISBE.
- Divide your remaining programs by the number of months remaining through January 31, 2025, and back map your timelines based on institution-level approvals and internal processes that must occur at your EPP, and staff/faculty capacity. (January, rather than October, is recommended for your final submission due to the high volume of standards reviews SEPLB will likely receive in spring and summer 2025.) Plan ahead and submit your redesigned programs early to ensure no lapse in admitting students into the redesigned program.
- You may wish to redesign all remaining teaching programs on the same schedule, all remaining school support personnel programs on the same schedule, and all remaining administrative programs on the same schedule. Or, you may wish to divide all programs by the remaining months until deadline and conquer all at once or in sequential order.

- e) Determine your communication plan for sharing expectations and timelines with faculty and other key individuals.
- f) Determine your institution’s feedback loop:
 - Who will be responsible for checking in on progress and providing support to key players during the redesign?
 - Who will give final approval on the redesign before documentation is submitted to ISBE?

Step 4: Complete the redesign matrix.

The matrix on the next page is an example of the blank matrix in Appendix A that must be completed. The matrix can be completed at the department or program level.

A **department-level** matrix is sufficient if the same changes will be made across all educator preparation programs within the educator preparation provider. Due to the differing course and fieldwork structure of the three program types (teaching, school support personnel, and administrative), institutions that redesign at the department level must complete three separate redesign matrices -- one for teaching programs, one for school support personnel programs, and one for administrative programs.

Institutions may also redesign at the **program level**, which means different strategies will be incorporated into each program. Institutions redesigning at the program level must complete a matrix for every program.

A **blended option** is also permissible. Institutions may elect to redesign at the department level but provide program-level matrices for specific programs that will be modified differently than the rest of the department’s programs.

The below sample matrix includes each standard and its supporting indicators. ISBE has provided one or two suggestions for implementation in a) through d) of the Assessment Methods listed in the second column of the matrix sample. Strategies may include developing a new course, modifying an existing course to include specific content, or introducing a new assessment method into a course or fieldwork experience. Note that strategies only need to address each standard (not each indicator).

Complete the matrix in Appendix A. The blank matrix in Appendix A may be replicated for additional programs and department areas, such as school support personnel and administration. Include all additional matrices directly after the matrix in Appendix A.

Step 5. Submit alignment plan and supporting documentation to ISBE.

- Email this Alignment and Reporting document, including all matrices to your ISBE liaison.
 - Be sure that Appendix A includes any supplemental program redesign matrices if you are redesigning at the program level or utilizing a blended option. In addition to this document, upload any institution and/or program highlights/initiatives and any other relevant documentation related to implementation of standards. Your institution may be spotlighted in an ISBE publication and/or your initiatives may be highlighted statewide as an exemplary model.
- ISBE, in collaboration with the SEPLB, will review your redesign. Alignment and Reporting documents uploaded by the first calendar day of a given month will be reviewed by ISBE by the end of the same month and submitted for SEPLB review at the next available meeting. Note that availability will be determined based on other agenda items. The template will be uploaded to a shared site for ISBE and SEPLB review, along with a rubric that will be used by SEPLB and ISBE to evaluate strategies and alignment.
- The SEPLB shall provide ISBE with a recommendation to approve or deny the redesign during the meeting in which the specific institution's redesigned department/programs are on the agenda. ISBE shall convey a final decision, along with accompanying feedback, to each EPP via email.

Step 6. Implement redesigned programs.

Incorporate your program changes after receiving approval from ISBE.

Step 7: Evaluate changes.

Check in with faculty and candidates regularly during the implementation period to assess whether the changes are being successfully put into practice and to provide support as needed. Conduct an internal assessment after the conclusion of the first cycle of redesigned courses or fieldwork experiences to gauge effectiveness. Consider collecting candidate and faculty feedback and analyzing Culturally Responsive Teaching and Learning-focused assessment data to identify strengths and weaknesses in your redesign. Identify areas for improvement and plan a process for incorporating feedback into meaningful change.

Appendix A: Department/Program Redesign Matrix

The below template includes each standard and its supporting indicators. For each standard area, name one to three methods for implementation in coursework, field experiences, and/or student teaching/internships. Strategies may include developing a new course, modifying an existing course to include specific content, or introducing a new assessment method into a course or fieldwork experience. **Note that strategies only need to address each standard (not each indicator).**

Name of Department/Program: _____		
Standards	Assessment Methods	Strategy
<p>a) Self-Awareness and Relationships to Others</p> <p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.</p> <p>4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.</p> <p>5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.</p> <p>6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.</p> <p>7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation,</p>		

<p>physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.</p> <p>8) Educate themselves about students' communities, cultures, and histories.</p> <p>9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.</p> <p>10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p>		
<p>b) Systems of Oppression</p> <p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p>		

<p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p>		
<p>c) Students as Individuals</p> <p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p> <p>5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.</p> <p>6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.</p> <p>7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).</p>		
<p>d) Students as Co-Creators</p>		

<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>		
<p>e) Leveraging Student Advocacy</p> <p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p>		

<p>6) Research and offer student advocacy content with real world implications.</p> <p>7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.</p> <p>8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.</p>		
<p>f) Family and Community Collaboration</p> <p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p> <p>6) Develop relationships with families and the community outside of the classroom setting.</p> <p>7) Foster students' cultural understanding and connection to the surrounding community.</p>		

<p>8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.</p> <p>9) Welcome communication from parents and reply in a timely manner.</p> <p>10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.</p> <p>11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>		
<p>g) Content Selections in All Curricula</p> <p>1) Curate the curriculum.</p> <p>2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.</p> <p>3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens.</p> <p>4) Ensure assessments reflect the enriched curriculum that has embedded student identities.</p> <p>5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.</p> <p>6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.</p> <p>7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.</p> <p>8) Ensure text selections reflect students' classroom, community, and family culture.</p>		

<p>9) Ensure teacher and students co-create content that encourages critical thinking about culture and includes counternarratives to dominant culture.</p> <p>10) Use a resource tool to assess the curriculum and assessments for biases.</p> <p>11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.</p> <p>12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.</p>		
<p>h) Student Representation in the Learning Environment</p> <p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.</p> <p>2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.</p> <p>3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.</p> <p>4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>		

Culturally Responsive Teaching and Leading Standards Candidate Alignment Matrix

This matrix provides educator preparation providers with sample behaviors they may identify in licensure candidates to determine implementation of the Culturally Responsive Teaching and Leading (CRTL) standards. Following the matrix of observable behaviors is a list of evidence and artifacts that can be used to gauge candidate awareness and implementation of the standards in their teaching practice.

Standards Section 1: Self-Awareness and Relationships to Others	Sample Observable Behaviors
Understand and value the notion that multiple lived experiences exist and that there is often not one “correct” way of doing or understanding something. Understand that what is seen as “correct” is most often based on our lived experiences.	<ul style="list-style-type: none"> • Candidate analyzes their own behavioral expectations for cultural bias. • Candidate invites lived linguistic experiences to the classroom. • Candidate uses oral history as evidence and part of research.
Approach their work and students with an asset-based mindset, affirming the validity of their backgrounds and identities.	<ul style="list-style-type: none"> • Candidate verbalizes their belief in student abilities, listens actively to what students have to say, and works hard to supply them with any and all materials and opportunities they might need to grow. • Candidate identifies student strengths and shares them with students, other faculty, administration, and parents/guardians.
Know about their students and their cultural lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.	<ul style="list-style-type: none"> • Candidate attends community events where students live and events in which students perform (e.g., sporting events, music performances, etc.) and incorporates what is learned and experienced in these events into the classroom. • Candidate actively seeks parent and family input about students. • Candidate takes part in service to organizations within and outside the university space. • Candidate invites parents and families into the classroom.
Include representative, familiar content in the curriculum to legitimize students’ backgrounds, while also exposing them to new ideas and worldviews different from their own.	<ul style="list-style-type: none"> • Candidate actively includes positive narratives and texts that feature people representative of students’ identities. • Candidate facilitates student discussions about issues and events that are important to students and their families. • Candidate designs projects around real-world application of academic material that reflects issues and experiences relevant to students’ daily lives.
Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.	<ul style="list-style-type: none"> • Candidate actively reflects on what worked after teaching a lesson and what did not through a personal journal or discussion with other faculty members, mentors, or administrators. Reflections should include any needed emphasis on cultural (mis)understandings or negative interactions with a student and whether personal biases impacted the situation (e.g., reflect on words used, actions taken, etc.).
Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.	<ul style="list-style-type: none"> • Candidate seeks opportunities to reflect upon their own history and how those experiences contribute to their actions. • Candidate explores how they are perceived in the world, including reading about their own history, asking questions in their family, and interacting with others in their community doing the same work.
Recognize how their identities (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability,	<ul style="list-style-type: none"> • Candidate actively analyzes and reflects on personal identity and world view. • Candidate carefully examines any privilege they may have with respect to their various identities and how that affects their interactions with students.

socioeconomic status, religion, etc.) affect their perspectives and beliefs about pedagogy and students.	
Educate themselves about students' communities, cultures, and histories.	<ul style="list-style-type: none"> ● Candidate takes time to engage with texts (whether news, scholarly articles, books, poetry, open mics) about students' communities and their histories. ● Candidate becomes involved in the local community. ● Candidate invites parents and families into the classroom.
Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.	<ul style="list-style-type: none"> ● Candidate reflects daily on their school community, what rules and policies are in place in the building, and how those policies impact distinct parts of the student population.
Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, socioeconomic status, homophobia, unearned privilege, Eurocentrism, etc.).	<ul style="list-style-type: none"> ● Candidate seeks resources, such as books, classes, professional development, and groups, to help in understanding one's own biases and perceptions. ● Candidate seeks out tools to understand more about historical and present oppression and power structures and the role of the educator. ● Candidate embeds critical questions, like whose perspective is present and whose is absent, in the lesson development cycle.

Standards Section 2: Systems of Oppression	Sample Observable Behaviors
Understand the differences between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.	<ul style="list-style-type: none"> • Candidate is able to define prejudice, discrimination, and racism and is able to compare the terms, identify current examples, discuss the differences between examples, and explain how examples exemplify the terms. • Candidate is able to explain the difference between interpersonal and intergroup levels and the institutional levels of each term.
Collaborate with colleagues to determine how students from diverse backgrounds experience the classroom, school, or district.	<ul style="list-style-type: none"> • Candidate uses school data to work with colleagues to identify unique needs of students based on their racial, gender, and other significant identity markers. • Candidate creates ways within their lessons and assessments to address the differing needs of students related to their identities. • Candidate engages in such work through participation in Professional Learning Communities.
Understand how the system of inequity has impacted them as an educator.	<ul style="list-style-type: none"> • Candidate is able to name their intersectional identities, particularly those most salient in their personal history, and cites examples of inequity that have negative and positively impacted their personal lives.
Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.	<ul style="list-style-type: none"> • Candidate discusses, learns about/with, and affirms students' cultural, linguistic, racial, gender, and other significant marginalized identities. • Candidate identifies areas in the curriculum that do not represent or honor the identities of students from marginalized groups. • Candidate creates and identifies resources and materials to bring in the voices and images of marginalized groups throughout the curriculum. • Candidate distinguishes between different symbolic representations.
Is aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.	<ul style="list-style-type: none"> • Candidate names identities that are representative of the dominant culture in the school community, privileges that are held by those in the dominant culture, and different power structures. • Candidate creates learning experiences that allow students to take positive social action in support of equity for marginalized groups.
Understands how a system of inequity creates rules regarding student punishment that negatively impacts students of color.	<ul style="list-style-type: none"> • Candidate identifies disproportionality in discipline statistics and names them as part of a system of inequity. • Candidate identifies areas for improvement based on data analysis and actively pursues solutions to the disproportionality represented in the data.
Understands how this system of inequity reinforces certain suppositions as the norm.	<ul style="list-style-type: none"> • Candidate identifies areas of cultural mismatch between teachers/leaders and their students (e.g., voice level, hair, ways of expressing engagement, etc.). • Candidate identifies school and societal norms and analyzes how norms impact different students. • Candidate identifies areas to shift the normalized culture to be more equitable for marginalized groups.

Standards Section 3: Students as Individuals	Sample Observable Behaviors
Learns from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.	<ul style="list-style-type: none"> • Candidate ensures classroom activities include student-led presentations on their cultures. • Candidate conducts a culture survey. • Candidate finds opportunities to connect with students in the school setting outside of the classroom (e.g., join lunch time in the cafeteria). • Candidate encourages and provides opportunities for small conversations (e.g., makes intentional time to build one-on-one relationships). • Candidate educates themselves on students' communities, cultures, and histories through discussion and exploration. • Candidates plan for how to get to know their students' families for inclusion in their instruction.
Engages with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.	<ul style="list-style-type: none"> • Candidate attends religious services, activities, or local events in students' community. • Candidate conducts home visits, shops in the school community, or volunteers for community events in an effort to understand local community culture beyond simple classroom conversations.
Develops positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.	<ul style="list-style-type: none"> • Candidate establishes contact with families early and often beyond parent-teacher conferences. • Candidate schedules parent-teacher conferences to meet families' needs (e.g., securing language interpreter, flexible scheduling, etc.). • Candidate shares appropriate individual experiences with students and families to build a relationship. • Candidate invites families and community members to speak or read in the classroom as a means to teach about topics that are culturally and linguistically specific and aligned to the classroom curriculum and/or content area. • Candidate builds and nurtures ongoing relationships with families that value them as a partner and that respect educational experiences.
Provides parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.	<ul style="list-style-type: none"> • Candidate shares grade-level standards and growth goals for their students at the start of the year with parents. • Candidate engages with parents regarding student progress beyond parent-teacher conferences. • Candidate provides parents with supplementary teaching strategies (e.g., sharing on grade-level text to read together or performance tasks that they can work on at home).
Shares the classroom systems and policies (expectations, agreements, recognition, and incentive practices, etc.) used in the classroom with students' families and aligns them to the values and cultural norms of those families.	<ul style="list-style-type: none"> • Candidate develops and shares a plan for classroom culture at the beginning of the year that includes incentives strategies, then asks parents to evaluate the plan for classroom culture through the lens of their families' cultural backgrounds. • Candidate incorporates incentives and rewards that do not create tension with family values and affirms those things that do align with family values • Candidate co-creates rewards and incentives based on direct student input rather than a reward based on stereotype or assumption of a cultural norm.
Provides multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.	<ul style="list-style-type: none"> • Candidate uses digital and in-person formats, class visits, phone conversations, text messages, emails, collaborative projects, and impromptu conferences in working with parents/guardians.
Sets holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership,	<ul style="list-style-type: none"> • Candidate sets high expectations and rigorous instruction to prepare the community for rigor and independent learning.

character development, social-emotional learning competencies, and school values).

- Candidates' instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages to students encourage positive self-image and empower others to succeed.
- Candidate creates opportunities for students to demonstrate their content knowledge in the language(s) that is most comfortable for them.
- Candidate co-constructs learning goals related to academic standards with students.
- Candidate advocates for the opportunity for all students to actively give input and share their opinions on the curriculum (book selection, course offerings, elective offerings).
- Candidate embeds community input into curriculum and assessment metrics to reflect the diversity of the local and global community (e.g., sourcing community current events and cultural dynamics, referencing these in class activities/discussions).
- Candidate collaborates with colleagues to develop tools for persevering in difficult social and academic situations (e.g., growth mindset tools).
- Candidate provides varied ways of learning (e.g., project-based learning, presentations, station work, and small group work) that accommodate the diverse learning styles and interests of those in the class community.
- Candidate collaborates with students to set multiple measures of successful growth (e.g., academic, social, motivation, independence, initiative, persistence, collaboration, or whatever is appropriate for the student and the setting).

Standards Section 4: Students as Co-Creators	Sample Observable Behaviors
Encourages and affirms the personal experiences (family, community, culture, etc.) students share in the classroom.	<ul style="list-style-type: none"> • Candidate ensures that student/family artifacts are shared/displayed. • Candidate provides students with regular opportunities to share their experiences, thoughts, and perspectives. • Candidate facilitates check-in circles.
Makes authentic connections between academic learning and students' prior knowledge, native language, culture, and values.	<ul style="list-style-type: none"> • Candidate ensures that curricular materials reflect student culture. • Candidate provides opportunities for students to apply academic concepts to their own experiences. • Candidate leverages students' prior knowledge, experiences, and skills (e.g., read about things happening in the local communities and incorporate what is learned and experienced into the curriculum). • Candidate facilitates student discussions about issues and events that are important to students and their families and designs projects around real-world application of academic material that reflects issues and experiences relevant to students' daily lives.
Consistently solicits students' input on the curriculum (e.g., interests, people, or concepts).	<ul style="list-style-type: none"> • Candidate employs a KWL chart (what students know, want to know, and ultimately learn) at the beginning of each unit. • Candidate shares upcoming unit plans with a diverse student focus group to solicit input and feedback. • Candidate uses information gathered in class surveys for curriculum design. • Candidate tailors readings, word problems, performance tasks, etc. to student interests.
Co-creates — with students — the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.	<ul style="list-style-type: none"> • Candidate shares class values with students at the start of the year and has them interrogate the values and add to them. This can also be done with classroom rules, procedures, and incentives. • Candidate has students nuance and complicate the classroom norms (e.g., What would X norm look like and sound like in our class? Why do we think this is important?). • Candidate asks students to add their experiences and backgrounds where possible (e.g., How are our norms/class values similar to or different from your own values and those of your family?). • Candidate uses restorative practices to support and sustain equitable student voice.
Creates and embeds student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).	<ul style="list-style-type: none"> • Candidate facilitates student learning in a student-centered environment in which their cultural identities (e.g., race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background) are affirmed, valued, and used as vehicles for learning. • Candidate deliberately challenges students to grow in their ability to connect across lines of difference and gain social-emotional competencies to build strong relationships in their class and school communities. • Candidate looks critically at course offerings, extracurricular activities, and student-led organizations and challenges the current system to make changes that ensure equitable access and participation, especially if the environment offers limited options in which the same students participate and hold leadership opportunities.
Persistently solicits student feedback, values that feedback (resists defensiveness), and adjusts based on that feedback.	<ul style="list-style-type: none"> • Candidate recognizes that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others. • Candidate practices mutual respect for qualities and experiences that are different from their own. • Candidate practices empathy during all interactions, thinks about others' feelings, takes into account their experiences, and imagines what it feels like to be in another person's shoes. • Candidate creates opportunities for others to join the conversation by asking questions, listening to and acknowledging the opinions of others, and being open-minded to peers.

Standards Section 5: Leveraging Student Advocacy	Sample Observable Behaviors
Empathizes and connects with students about their identities, advocacies, and self-interest.	<ul style="list-style-type: none"> • Candidate actively listens and connects with students on a personal level. • Candidate expresses interest and learns about student cultures, and develops strong, positive relationships.
Offers guidance to students on how to develop a self-advocacy plan to inform decisions and choices.	<ul style="list-style-type: none"> • Candidate consults with students about their individual plans, meets regularly with students or groups of students, sets goals, develops stories of self, and monitors progress. • Candidate informs students on what self-advocacy means for learning (e.g., an affluent background with more power in decision-making).
Includes students in the creation of an inclusive learning community with more opportunities for student expression.	<ul style="list-style-type: none"> • Candidate provides multiple ways for students to communicate with them and with each other, allowing students to share their ideas and identities without fear of judgment. • Candidate differentiates assignments, creating a democratic classroom with student input opportunities (processes, products, policies, practices). • Candidate provides space and time (in the classroom/school setting) to allow for student feedback and for that feedback to be implemented in an authentic way.
Helps students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.	<ul style="list-style-type: none"> • Candidate reads books that represent other cultures, shares how past events affected the current situation, assigns projects that allow students to showcase their culture, provides weblinks to multicultural libraries, includes social justice content, schedules field trips, invites guest speakers, fosters student-led initiatives, and creates media to inform others. •
Creates a risk-taking space that promotes student advocacy.	<ul style="list-style-type: none"> • Candidate asks students to share ideas without judgment from others, encourages students to share out of their comfort zones, and uses mistakes and choices as learning opportunities. • Candidate models risk-taking, creating space for scenarios that encourage risk-taking opportunities.
Researches and offers student advocacy content with real-world implications.	<ul style="list-style-type: none"> • Candidate introduces students to resources, partnerships, and other knowledge sources that can be used in their lives, school, and community. • Candidate seeks professional development or community members to better understand forms of advocacy specific to cultures and communities. • Candidate advocates for their own identities and culture, ensuring that differing cultures/diversity is still a part of classroom. • Candidate is aware of the power of real transformative shifts that have happened in society (grassroot social justice movements) and allows students to think critically about them.
Communicates high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.	<ul style="list-style-type: none"> • Candidate equitably assesses students for roles in student leadership, using student actions and past behaviors as one factor. • Candidate mentors in a way that holds high expectations for students and advocates for student voice and interests. • Candidate ensures that anti-bias training that they have completed is embedded into coursework, achieving that equality as an essential part of their classroom.
Gives students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.	<ul style="list-style-type: none"> • Candidate shares restorative justice principles and other similar techniques. • Candidate seeks professional development on new and widely successful tools for supporting and helping others to achieve self-advocacy and activism. • Candidate encourages participation/creation of a student disciplinary board.

Standards Section 6: CRTL Family and Community Collaboration	Sample Observable Behaviors
Regularly interacts with students, families, and communities in both English and home language through methods of their preference.	<ul style="list-style-type: none"> • Candidate communicates by email, text, phone, and/or letter; attends events; schedules and attends impromptu conferences; surveys families and partners; includes digital and in-person formats; invites family and community to participate in class visits; and works on collaborative projects with teaching peers.
Actively seeks multiple perspectives and contributions from families and the community and invites them to actively share their opinions, feedback, and concerns that impact the school community.	<ul style="list-style-type: none"> • Candidate conducts surveys; offers invitations to classrooms, one-on-one conversations, and check-ins; accesses school data information; attends community town halls and discussions; and schedules individual conferences.
Forges ongoing participation with families and community members to meet the diverse needs and interests of students.	<ul style="list-style-type: none"> • Candidate invites families to the classroom, school, and events, and co-creates events and activities with families and community members.
Continuously learns and builds cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.	<ul style="list-style-type: none"> • Candidate attends community and school events, participates in learning experiences, and learns about the history and interests of the community from community members and families.
Uses best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.	<ul style="list-style-type: none"> • Candidate creates, selects, and identifies culturally sensitive awards, recognitions, and incentives.
Develops relationships with families and the community outside of the classroom setting.	<ul style="list-style-type: none"> • Candidate attends and volunteers at community events.
Fosters students' cultural understanding and connection to the surrounding community.	<ul style="list-style-type: none"> • Candidate offers field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers.
Invites family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.	<ul style="list-style-type: none"> • Candidate invites family and community members to speak about their careers and to participate in classroom presentations or reading nights.
Welcomes communication from parents and replies in a timely manner.	<ul style="list-style-type: none"> • Candidate communicates with families before, during, and after activities and uses inviting and positive language.
Communicates and provides appropriate techniques and materials to support and enrich student learning at home.	<ul style="list-style-type: none"> • Candidate provides regular updates through newsletters and progress reports, facilitates access to resources, and offers supplementary materials.
Collaborates effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	<ul style="list-style-type: none"> • Candidate conducts regular phone/in-person meetings with community agencies, attends events and workshops, learns about local services and uses resources, and uses listservs for updates and events. • Candidate gains an understanding of local and community resources. • Candidate engages with various medical, social, and academic service providers in the community to support students' mental health and well-being. • Candidate builds partnerships with the local community and community agencies in response to identified student needs.

Standards Section 7: Content Selections in All Curricula	Sample Observable Behaviors
Curates the curriculum.	<ul style="list-style-type: none"> • Candidate ensures students are represented in the curriculum by examining it for diverse representation in authors of both informative and literary text, characters, and settings. • Candidate creates relevancy statements for each unit of instruction in order to connect abstract content to the lives of the students.
Identifies and articulates the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.	<ul style="list-style-type: none"> • Candidate promotes an authentic understanding of the stories of marginalized communities within the context of the area of study. • Candidate investigates texts, both digital and print, for positive and meaningful inclusion of marginalized groups of people. • Candidate investigates how to build resources in Google Classroom for different marginalized communities and employs such practices.
Employs authentic and modern technology, inspiring digital literacy through an equity lens.	<ul style="list-style-type: none"> • Candidate learns about how students use technology to express themselves in multiple arenas. • Candidate engages students in reviewing material from around the country and world, reflecting on possible author biases.
Ensures assessments reflect the enriched curriculum that has embedded student identities.	<ul style="list-style-type: none"> • Candidate considers biases in language and experiences with assessments, such as tests that require background knowledge of a lived experience (e.g., flying on an airplane). • Candidate allows students to choose the way they are assessed within a given discipline, unit, or context to offer a menu of assessment options within a lesson.
Embraces and encourages a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.	<ul style="list-style-type: none"> • Candidate finds opportunities to create and/or include non-traditional voices and experiences (e.g., female football player or physically disabled scholar). • Candidate demonstrates the inclusion of the voices of the marginalized within the content to be taught. • Candidate identifies the power dynamic that results in the group in power having privilege over the marginalized.
Assesses one’s story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.	<ul style="list-style-type: none"> • Candidate investigates whose voice is present and not present, whose voice is analyzed and not analyzed, and whose voice is given weight to or considered valuable.
Implements and integrates the wide spectrum and fluidity of identities in the curriculum.	<ul style="list-style-type: none"> • Candidate offers opportunities for students’ self-reflection and how identities intersect with each other and within the greater society.
Ensures text selections reflect students’ classroom, community, and family culture.	<ul style="list-style-type: none"> • Candidate asks students to contribute their backgrounds and communities to the collection of text selections. • Candidate understands the diversity the classroom represents, knows their own students, ensures that texts reflect their students, and solicits input from the community when needed.
Ensures teacher and students co-create content that encourages critical thinking about culture and includes counternarratives to dominant culture.	<ul style="list-style-type: none"> • Candidate considers the classroom a democracy that invests in student voice. • Candidate ensures that students have daily opportunities to lead dialogue and engage in peer conversation to process new knowledge and critically examine information presented to them. • Candidate identifies places of student voice and choice within the lesson plan and curricula. • Candidate actively pursues and chooses resources designed to specifically counter the narrative presented to students by dominant culture by finding bias and choosing the antithesis.

	<ul style="list-style-type: none"> • Candidate is intentional about providing a counternarrative to the dominant culture, even if teaching in homogenous classrooms.
Uses a resource tool to assess the curriculum and assessments for biases.	<ul style="list-style-type: none"> • Candidate completes such assessments at least once per year with a group of community members that includes students and parents.
Promotes robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.	<ul style="list-style-type: none"> • Candidate explores dynamics of injustices in print and digital formats and engages students to critically think about their roles. • Candidate engages in conscious choice of readings (e.g., adolescent literature that is racially sensitive) in which they learn about culture from the adolescent perspective and provides opportunities to discuss them in different cultural contexts.
Considers a broader modality of student assessments, such as performance portfolios, essays, multiple choice, state exams, oral examination, community assessments, workplace experiences, social justice work, action research projects, and recognition beyond academia.	<ul style="list-style-type: none"> • Candidate considers diverse ways for students to demonstrate their learning in formative and summative assessments. • Candidate offers a menu of assessment options for students to choose within a given unit, theme, or discipline that give students voice to determine assessment choices.

<u>Standards</u> <u>Section 8: Student Representation in the Learning Environment</u>	<u>Sample Observable Behaviors</u>
Upholds systems of support that create, promote, and sustain a welcoming and inclusive community.	<ul style="list-style-type: none"> • Candidate encourages inclusive language and space inside and outside of the classroom. • Candidate conducts periodic walk-throughs of the school and/or surveys the student body to learn students' perspectives on how well their experiences are represented throughout the learning environment. • Candidate communicates with families in multiple languages, as needed.
Ensures linguistic diversity is represented throughout the building and seeks ways to reflect representation of world languages.	<ul style="list-style-type: none"> • Candidate ensures representation of a majority of home and native languages from the community throughout the school and in school/class publications.
Verifies that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.	<ul style="list-style-type: none"> • Candidate ensures that names and images used in learning materials are co-created and representative of all students. • Candidate ensures that images that are used to represent students from non-dominant cultures are positive and/or create a counternarrative to stereotypical and/or adversity positionalities.
Ensures classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.	<ul style="list-style-type: none"> • Candidate uses decorations in the classroom and building that are representative of the cultures and identities of all students.

Sample Artifacts or Evidence

Below are examples of artifacts or evidence that may accompany the observable behaviors that have been listed and be used to measure candidate proficiency in the standards.

Examples of Artifacts

- Weekly activity logs during student teaching; logs could include interactions with parents, after-school activities, etc.
- Newsletters or email communications that show parent and family engagement
- Culture survey
- Cultural autobiographies
- Student surveys and interviews
- Lesson plans and curriculum
- Capstone project
- Behavior management tracking tool
- Policies and procedures document (culture plan/classroom management plan)
- Family surveys and family involvement plans
- Collection of texts read by the candidate to show that they are from a marginalized identity perspective
- Tools, such as flow charts or diagrams, that help to unpack components of lessons
- Application of equity for grading tools to lessons and assessments
- Conversation frameworks that build safe and brave spaces for students, while also decentering the adults and centering the students
- Oppression matrix

Examples of Assessments

- Assessment of meaningful involvement in the community
- Assessment of the use of technology
- Dispositions assessment
- Implicit bias assessments

Examples of Observations

- Classroom activity includes student-led presentations on their culture (e.g., “me-bag”)
- Small conversations (e.g., make intentional time to build one-on-one relationships)
- Ongoing written or oral analyses of critical terms to provide evidence of understanding
- Continuing Education Units/professional development opportunities pertaining to implicit bias training, social justice education, critical race theory, etc.
- Field evaluations and disposition assessments
- Direct evaluations/observations of direct teaching
- Direct observations of student/candidate interactions
- Inclusion of adolescent literature that relates to the student populations being served but also other voices who may not be represented in the classroom/community

Examples of Analysis

- Analyses of adjustments made to curricula based on student reflections or surveys
- Analyses of the student handbook with a focus on rules or policies that reinforce certain suppositions
- Reflections on ways in which the candidate takes a cultural lens to student outcomes
- Records or reflections on conversations had with Professional Learning Communities
- Analyses of classroom-level data with various lenses and searches for disparities, causes of inequity, plans for differentiation, etc.
- Analyses of seating charts with an eye for known personal biases or tendencies
- Analyses of fund allocations for the school/district and joining committees that influence the use of such funds
- One-on-one reflections
- Examinations of curricular choices
- Examination of supplemental texts used in addition to those that are district required
- Daily or weekly self-reflections that are also included/discussed with supervisors/mentors
- Reflection on delineated grade-level data (e.g., what students are sent out of class, referred to counselors, etc.) to disaggregate classroom dynamics and reflecting on needed change
- Examination of school policies/handbook for ways that are aligned/misaligned to how the candidate is working to be a culturally responsive educator within the classroom
- Examination of the school's Illinois Report Card and data related to climate/environment
- Root cause analyses that show an understanding about the institution and policies that are in play in that particular community
- Cultural history of the school/community



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