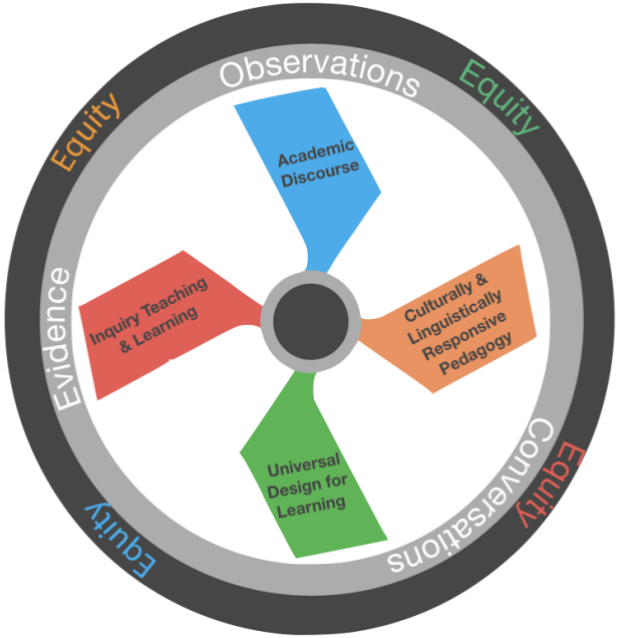
Framework of Classroom Learning and Practice: Propelled by Equity-Driven Tools for School Change



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Carter G. Woodson, *The Miseducation of the Negro*

OVERVIEW OF THE FRAMEWORK

The Project I^4 goal is to exponentially improve student access, engagement and outcomes. By ensuring equity-driven classrooms that demonstrate rigorous academic discourse, culturally and linguistically responsive pedagogy, universal design for learning, and inquiry teaching and learning, school leaders can support teachers to change their instructional practices in the key areas we have targeted for changing practice. The propeller blades on the cover graphic represent the possibility of creating productive and synergistic movement in four instructional design areas – all of which are necessary for creating more equitable conditions for student learning.

The framework flow -- reading from left to right in and within each of the three columns -- represents how we expect leaders to support teacher knowledge, practices, and dispositions. Thus, moving from left to right on the framework suggests that we move toward students as co-generators and co-facilitators with the teacher. Moving up and down the columns speaks to the complexity of each of the four propellers. In addition to the four propeller blades, the introductory part of the framework addresses the persons/groups engaged in the work: administrators, teachers, students, parents, and community members.

We expect participants to use the framework as a tool to diagnose the current "stage" of development in each area and as a rubric for thinking about possible steps for change. While all are necessary, part of your task is to decide the strongest leverage points in your school context – because, of course, you cannot concentrate on everything in this framework at once.

NOTE: We have used a small font for the framework pages so that they would fit on one page and you can use the zoom feature (125-150%) so that you can view each page more easily.

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EQUITY-DRIVEN STANCES AND PRACTICES TO SUPPORT STUDENT OUTCOMES			
AGENCY PARTICIPANT STANCE	**Hierarchical**	**Collaborative**	**Distributed***
ACADEMIC DISCOURSE **INQUIRY TEACHING AND LEARNING**	**Teacher-Generated Teacher-Facilitated Learning**	**Teacher-initiated and -Facilitated Collaboration for Individual and Group Outcomes**	**Student-Generated Learning** **Teacher and Student Co-Facilitated Learning**
CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY **UNIVERSAL DESIGN FOR LEARNING**	**Minimally Inclusive**	**Moderately Inclusive**	**Fully Inclusive**

*Distributed leadership as a concept means that leadership in a school or district is already cognitively distributed. Your role as a leader is to make certain all the leadership in a school (adults and students) is directed to changing the student outcomes (Spillane, Halverson & Diamond, 2001; Spillane & Diamond, 2007; Spillane, 2012; Spillane & Coldren, 2013).

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AGENCY: PARTICIPANT STANCE **Culturally and Linguistically Relevant Pedagogy (CLRP), Academic Discourse (AD), Inquiry Teaching and Learning (I:TL), and Inclusion with Universal Design for Learning (I:UDL) practices are participant-dependent (particularly for administrator, teachers and students)** **Hierarchical----------Collaborative----------Distributed**			
Administrator (Principal and Assistant Principal)	• **Leadership model**: Hierarchical, leadership viewed as a role • **Organizational model**: District-driven instructional leadership • **Instructional leadership**: Evaluative-driven; focused on structures, systems and discipline; observations often judgmental and one-size fits all to prepare an evaluation (*pro forma* evaluation) • **Professional learning:** Primarily based on outside expertise; often a mis-match with desired classroom practices	• **Leadership Model**: School leader and ILT (instructional leadership team) primary decision-makers • **Organizational model**: Collaborative in pockets; decisions often responsive to external pressure • **Instructional leadership:** Improvement-driven; observations (often walk-throughs) with checklists based on common criteria and at times group feedback or closely tied to common format for all teachers • **Professional learning:** Co-designed; mix of external and internal design and facilitation	• **Leadership Model**: Distributed leadership, recognizing leadership as cognitively distributed, meaning that leadership knowledge, skill and disposition is already present in every person in some way • **Organizational model**: Internally-driven leadership structures • **Instructional leadership:** Equity-driven; observations evidence-driven for deeper conversations and professional learning design; peer observations common • **Professional learning** : Dependent on evidence from classroom; teacher-generated; internally designed & facilitated
Teacher	• **Teacher view**: Students as blank slates • **Theory of teaching:** Teacher-directed learning • **Key Features:** Outcomes-driven focus; coverage of standards; externally developed content	• **Teacher view:** Students as capable; uses students' ideas in classroom discourse processes • **Theory of teaching:** Teacher-facilitated learning • **Key Features:** Protocol and strategy dependent; teacher questions spark student thinking; PLCs drive teacher professional learning	• **Teacher view:** Students as partners in learning process; authorizes student-generated learning • **Theory of teaching**: Invitational; open to collaboration with students as co-learners • **Key Features:** Formative assessment built into daily activities; emphasis on metacognitive and meta-affective for student ownership of their learning
Student	• Limited access to self-advocacy • Teacher questions • Expected to be receptive and compliant • Social contract/rewards based on behavior	• Increased willingness to take risks and advocate • Teacher-facilitated questions and discussion • Openness to new ideas • Initiating conversations with peers	• Strong student self-advocacy and self-efficacy • Student -initiated questions and student facilitation • Student interest-driven • Classroom norms and curricula co-developed
Family	• **Interactions:** Designed as *pro forma* process • Receptive and compliant • Individual contact with families as needed • Communication with family largely driven by deficit thinking	• **Interactions:** Designed to be collaborative and supportive • Regular contact with increasing numbers of family • Parent contact emphasizes support for student learning	• **Interactions:** Purposely designed to integrate family in ongoing dialogue/support; sustained contact linked to student learning • Family perception: school as a community to meet a broad range of needs. • Family culture integrated into school community
Community (Including after-school)	• After-school separate from school program • Limited connection to culture and community	• Some connections between school & afterschool • Moderate connection to community culture	• Coherence & overlap between school & after-school • Community used as text for curriculum

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ACADEMIC DISCOURSE (AD) Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated			
Academic Task	• **Designer:** Teacher-designed, directed & controlled • **Cognitive Demand:** Typically low	• **Designer:** Teacher-initiated & facilitated • **Cognitive Demand:** Medium to high, teacher-facilitated	• **Designer:** Teacher and student collaboratively-designed & facilitated • **Cognitive Demand:** High cognitive demand
Protocols and Questioning	• **Teacher Role:** Teacher-designed questions; teacher-controlled protocols • **Underlying focus:** Often compliance & behavior-driven; concerned with pacing & fidelity • **Primary interaction relationship**: Teacher-to-student; often pseudo-discourse • **Calling on strategies**: Typically raised hands; limited use of strategies for equitable access • **Level of questions**: Often recall and the application questioning levels with few questions at higher cognitive levels	• **Teacher Role:** Teacher-initiated, including encouraging student-to-student dialogue • **Underlying focus:** Student understanding and teacher use of student experiences • **Primary interaction relationship**: Teacher-to-student, with teacher encouragement of student-to-student & small groups • **Calling-on strategies**: Designed for equitable access of all students • **Level of questions:** Attention to higher cognitive level questions, including synthesis and creativity	• **Teacher Role:** Coaching students as facilitators; warm demander & strong student relationships • **Underlying focus:** Encouraging more student-facilitated groups • **Primary interaction relationship:** Student-to-student • **Calling on strategies:** Primarily student-generated questions & student-to-student interaction • **Level of questions:** Higher level questions that elicit creative responses & authentic problem-solving
Dialogue	• **Teacher role in questioning:** All questions by teacher; posed for short responses; teacher often looking for right answers • **Teacher-to-student dialogue**: Typically one-way dialogue and with a subset of students • **Student responses:** Inaudible and short; often repeated by teacher or ignored if "wrong answer"; teacher often repeats student responses	• **Teacher role in questioning:** Most questions generated by teacher; questions range: recall to analysis • **Teacher-to-student dialogue:** Focusing on extensions ▪ Teacher asking for elaboration & clarification ▪ Teacher requesting support for ideas ▪ Student paraphrasing encouraged ▪ Student questions encouraged • **Student responses**: Often recorded by students or teachers; equitable access for student responses; complex thinking and interactions in teacher-student interchanges; multiple student ideas or solutions considered; paraphrasing of student responses encouraged	• **Teacher role in questioning**: Collaboratively generated • **Teacher-to-student dialogue:** Primarily coaching; focusing on probing questions for deeper learning • **Student responses**: Student-to-student dialogue, often initiated by students; student-driven conversations; built on and challenging ideas of other students; ideas supported with evidence, often co-generated

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INQUIRY TEACHING AND LEARNING (I:T&L) **Teacher-Generated----------Teacher Initiated and Facilitated----------Student Generated**			
Construction of Learning	Individual learning outcomes	Teacher-initiated collaboration for individual and group outcomes	Collaborative construction of knowledge
Model of teaching (MOT)	**MOT:** mostly Direct instruction (DI): • I do, we do, you do • Static student & teacher roles • Structures controlled by teacher • Curriculum content set by district or guides • Banking method: primary mode of instruction • No attention to community as text	**MOT**: Teacher-facilitated inquiry structures, including DI, Presentation, Cooperative Learning • Shifting student & teacher roles depending on projects and activities • Structures flexible; student thinking incorporated • Some use of community as text	**MOT**: Student-driven Inquiry • Evolving student & teacher roles as responsibility for learning by students deepens • Co-constructing & collaborating • Structures that fully elicit student thinking • Local community as curricular text; anchored in problems developed from community context
5 Practices (Math & Science)	• **Student Knowledge:** Limited student knowledge about practices and reasons for use • **Facilitation:** Directed by the teacher • **Primary Use:** Completion of tasks; often graded to ensure compliance • **Academic Task:** Drawn from required curriculum; rudimentary tasks & simplistic student responses	• **Student Knowledge:** Students knowledge of practices and rationale for use • **Facilitation:** Primarily facilitated by teacher • **Primary Use:** Integrated into classroom routines & focused on multiple representations of knowledge & problem-solving • **Academic Task:** More complex tasks; may relate to culture of community	• **Student Knowledge:** Co-facilitated knowledge by teachers & students • **Facilitation: I**ntegrated in class culture; fully understand importance & co-facilitation by students • **Primary Use:** Focused on multiple representations of knowledge & problem-solving • **Academic Task:** CLRP-informed problems; community dilemmas used as text
Questioning	• **Level of complexity:** Mostly recall, basic ; often fill-in the blank questions or Y/N questions • **Format:** Teacher-to-individual student; if directed at student, may name student first	• **Level of complexity:** Combination of recall & application/analysis; focus on multiple strategies for solving a particular problem • **Format:** Small & large group with teacher instructions & questions	• **Level of complexity**: Students encouraged to ask questions & develop problem-solving processes • **Format:** Small groups work on similar but different problems; locally contextualized examples; students group themselves by interests and kind of problems they choose
Meta-cognitive Meta-affective	• **Metacognition:** Little to no attention • **Affective domain/ social-emotional learning (SEL):** Little to no attention	• **Metacognition:** Structured opportunities but limited opportunity to share • **Affective domain/social-emotional learning (SEL):** Teacher-facilitated	• **Metacognition:** Fully integrated reflection • **Affective domain/social-emotional learning (SEL** Authentic community-based contexts; opportunities for meaningful cognitive SEL learning
Assessment	• **Focus:** Equitable results framed as achievement gap; **f**ocused on right answer & using proper procedures/formulas • **Checking for understanding (CFU):** Limited attention to CFU/formative assessment; • **Formative Assessment**: Limited use • **Summative assessments:** Stand-alone; test format	• **Focus:** Process & conceptual understanding • **Checking for understanding (CFU):** Structured opportunities for practical formative evidence • **Formative assessment:** Multiple metrics used for assessment; teacher-designed &/or from curriculum or test companies • **Summative:** Some use of multiple metrics	• **Focus:** Development of student thinking • **Checking for understanding (CFU):** Formative assessments fully integrated (individual & groups) • **Formative Assessment:** Students analysis of formative evidence to understand learning • **Summative:** Multiple metrics used for assessing student progress

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CULTURALLY AND LIGUISTICALLY RESPONSIVE PEDAGOGY Minimally Inclusive----------Moderately Inclusive----------Fully Inclusive			
Culturally Responsive Practices	• **Relationships:** Superficial and focused on work completion and behavior modification • **Personal identity of students:** Superficially recognized although generally not connected to culture • **Teacher disposition:** Focus on treating all students the same • **Content: "**Neutral"; limited attention to culture and language • **Background and prior knowledge:** Limited and surface level use of student experiences & background. • **Cultural view/use:** Attention to food, flags & festivals • **Culture and classroom:** Culture of the classroom norms - white middle-class behaviors and learning processes • **Culture and community** : Often seen as deficits for students of color; instruction designed to overcome deficits	• **Relationships:** Intentional relationships built & sustained with some students but not all • **Personal identity of students:** Cultural & linguistic identity celebrated but infrequently integrated into learning context • **Teacher disposition:** Relationship often determined by teacher's level of empathy for particular student situations. • **Content:** Conscious of CRP content and processes • **Background and prior knowledge:** Tapping prior & background knowledge support for learning; cultural & linguistic prior knowledge activated • **Cultural view/use:** Diversity celebrated in general but sometimes viewed as a challenge. • **Culture and classroom**: Cultivated to use as starting points for students to engage • **Culture and community:** Culture & community often celebrated but seen as a challenge; connections with community focused on overcoming challenges	• **Relationships** Deep relationships with students and families • **Personal identity of students:** Identities validated as unique perspectives on content; integrated into the learning experience • **Teacher disposition:** Warm demander; fully accommodating individual learning profiles • **Content:** Community-focused with intentional connections to student experiences • **Background and prior knowledge:** Content & practice internalized/embedded in relationships; student knowledge socially constructed; • **Cultural view/use:** Fully integrated into classroom; students viewed as social activists with important roles in their communities • **Culture and classroom:** Multiple perspectives integrated in learning experiences as students engage with deeper and more complex content • **Culture and community:** Culture and community identity of students seen as assets
Linguistically Responsive Practices	• **View of language:** English seen as primary key to learning; language diversity viewed as a challenge • **Teachers knowledge of students:** Through test scores and other baseline academic data; little attention to personal identity as it relates to culture and linguistics • **Expertise for learning language:** External expertise to support ELL students; students often pulled from class; work with "different" instructional materials than their grade level colleagues; support and curriculum for ELL students primarily driven by ESL teacher • **Curricular and instructional supports:** Focused on simplification to make it easier for ELL students; little to no connection to the cultures represented in class or school.	• **View of language:** Home language seen as asset and used to access concepts but prefer students convert/use English • **Teacher knowledge of students:** Some knowledge and use of cultural and linguistic context of students; some knowledge of home situations and histories • **Expertise for learning language** External experts (ESL teachers) "translate" class experience • **Curriculum and instruction:** Some materials used in the mainstream class and supplement with others materials designed to make the tasks easier; some attention to cultural representation of class or school	• **View of language:** Trans-languaging key to instructional process; ability to speak multiple languages is seen as an asset • **Teacher knowledge of students**: Deep knowledge and use of cultural, historical & linguistic contexts of ELL students; • **Expertise for learning language:** Co-teaching of ESL and general ed. teachers; collaboration to determine support needed; student determination of language use • **Curriculum and instruction:** Authentic opportunities to develop language by providing challenging grade level content for students; amplification (not simplification) to ensure rigor and engagement;

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UNIVERSAL DESIGN FOR LEARNING (I:UDL) **UDL is an outgrowth of attention to fully inclusive classrooms for students with disabilities; however, UDL should be considered as a way to teach all students. The three categories of UDL in the fully inclusive column benefit all students.** **Minimally Inclusive----------Moderately Inclusive----------Fully Inclusive (UDL for all students)**			
Role of Teacher Co-teaching	Pull-out models of serving students; student fully dependent on teacher; Teacher centered lesson design	Pull out/push in combination used for co-planning and co-teaching	Co-planning and co-teaching models fully implemented; expert learners; purposefully engaged, resourceful, knowledgeable, strategic and self-directed; UDL for all learners; learner variability anticipated; instruction designed to the margins, meaning to respond to all learners, not the middle range learners.
Purposeful Engagement	• **Student engagement:** Generic options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions**;** Minimal options for methods of interacting with environment, content, instructor, and peers • **Support:** Minimal for self-regulation, coping & self-reflection • **Intervention:** Pull-out for basic skills and RTI	• **Student engagement:** Uneven set of options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions; Some options for interacting with environment content, instructor, and peers • **Support:** Moderate for self-regulation, coping & self-reflection • **Intervention:** Mix of pull-out and push-in	• **Student engagement:** Options for maintaining interest, valuing relevance & authenticity and minimizing threats & distractions; Multiple options for meaningful interactions with environment, content, instructor, and peers • **Support**: Multiple options for self-regulation to optimize motivation, facilitate coping, and promote self-reflection; effort & persistence sustained by clear goals, warm demander presence, mastery-oriented feedback • **Intervention:** Students fully included with SPED teacher as full co-teacher
Multiple Representations	• **Background knowledge:** Supplied by teacher • **Presentation of Task and Content:** Single representation of content, concepts or way of accomplishing task • **Support:** Scaffolding for preferred method • **Assessment:** Single option	• **Background knowledge:** Moderate activation • **Presentation of Task and Content:** Individual choice and perceptual options enhanced; uneven variety of methods for presenting content; student choice of best way to accomplish task • **Support**: Personal coping skills facilitated; personal choices validated and scaffolded primarily by SPED teacher • **Assessment:** Different representations possible	• **Background knowledge:** Multiple options; fully activated background knowledge, relationships, guided information processing & transfer • **Presentation of Task and Content:** Strategic options for language and math; variety of methods for representing content expressions and symbols through multiple media • **Support:** Teacher scaffolding; **s**tudent support encouraged • **Assessmen**t: Options based on deep knowledge of student (visual, auditory, kinesthetic, tactile/VKAT)
Strategic Actions for Supporting Learning	• **Executive functioning:** Minimal options provided for goal-setting and strategizing • **Assistive technology:** Minimal access to technology that could enhance learning • **Physical space**: Little consideration to reconfiguring space for maximum learning	• **Executive functioning** Moderate options provided for goal-setting and strategizing • **Assistive technology:** Teacher control of access; teacher determination of student use • **Physical Space:** Moderate attention to spatial considerations, including seating and activity accommodation	• **Executive functioning** Multiple options for clear goal setting and strategy support and monitoring progress • **Assistive technology:** Multiple options for expression & communication • **Physical Space:** Specifically designed for full access