A Resource for Equitable Classroom Practices
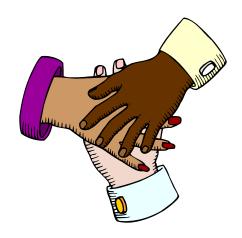# 2010

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Equitable Classroom Practices 2010

Equitable Classroom Practices 2010 is an expanded version of the *Equitable Classroom Practices* document originally distributed in 2006. Like the original version, this document elaborates on the qualities of the 27 specific, observable teacher behaviors that communicate high expectations to students through examples and non-examples. This newer version includes research that supports the consistent and deliberate use of the equitable practices for African American and Hispanic students. The inclusion of this research is intended to further support staff reflection and discussion about how educators can be more conscious of and purposeful in incorporating best practices to promote equitable instruction for African American and Hispanic students.

An extensive body of research from scholars and educators over the past 60 years indicates that expectations play a critical role in student achievement. Some students are more vulnerable to low expectations due to the societal biases and stereotypes associated with their racial and/or ethnic identity. Though educators do not intend to communicate low expectations, the evidence that these societal beliefs have a tangible negative effect on the performance and achievement of students of color is well documented. Over time, low expectations not only hinder learning, but negatively affect students' attitudes and motivation, resulting in self-fulfilling prophecies. Clearly, every educator must consciously and consistently demonstrate the specific, observable, and measurable behaviors and practices to all students regardless of their current academic performance if we are to eliminate persistent racial disparities in student achievement.

The equitable classroom practices in this document reflect culturally responsive teaching. In her book, *Culturally Responsive Teaching: Theory, Research, and Practice*, Geneva Gay describes culturally reflective teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them (page 29)." The practices also reflect decades of research from the Teacher Expectations Student Achievement (TESA) Interaction Model, which stresses the importance of communicating high expectations through the provision of equitable response opportunities, effective feedback, and the development of caring relationships.

The equitable classroom practices described in this document are also aligned with the standards in the Teachers Professional Growth System (PGS). Evidence and examples of equitable classroom practices are described as well as the contrasting practices that can perpetuate inequities in student achievement. Like the PGS, the equitable classroom practices are research-based and the examples represent the best practices for communicating high expectations to students.

Equitable Classroom Practices is not an all-inclusive description of best instructional practice. The teacher behaviors and practices in this document reflect the research for communicating high expectations to all students, particularly African American and Hispanic students.

1. Welcomes students by name as they enter the classroom

Research
• "McKinley, in his study of Seattle Public Schools, found that, 'Teachers who were successful in helping black students achieve at high levels were able to build positive, respectful relations with and demonstrate caring for their students.' That begins with the correct naming of names at the classroom door."
• "Making the effort to accurately pronounce students' names is a gesture of respect, both of the student and of his or her culture. In many cultures, the giving of names is freighted with symbolic significance, and to mispronounce that name is to diminish it and its bearer. In The Dream-Keepers, Gloria Ladson-Billings identifies a characteristic common to successful teachers of African-American students: 'Teachers with culturally relevant practices are careful to demonstrate a connectedness with each of their students. Instead of idiosyncratic and individualistic connections with certain students, these teachers work to assure each student of his or her individual importance.'"
Equity Training and Development Team. (2007). A *place where everyone knows your name*. Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

Examples	Non-examples
• Asks students for correct pronunciation of their names • Correctly pronounces students' names	• Does not greet students at the door • Mispronounces students' name • Does not alter students' names without student consent • Acknowledges only high performing students and/or behaviorally compliant students by name

2.   Uses eye contact with high- and low-achieving students

Research

- "A culturally related pattern that may be misinterpreted by teachers is the differing connections between speaking, listening, and making eye contact. The conventional pattern of eye contact among white native English speakers is to make eye contact while listening, but to avert the gaze while speaking. For some non-White groups, however, this pattern is reversed, keeping eye contact while speaking, and looking elsewhere when listening. Teachers must therefore be careful not to misconstrue behaviors in students of differing races or ethnic groups. What teachers may interpret as inattentiveness or rudeness may simply be an alternative, culturally based pattern of eye contact . . . To be equitable in a classroom, a teacher needs to be sensitive to the cultural norms and interpretations of even such a simple behavior as making eye contact, but must also be aware of the expectations messages this gesture can send to students."

- "Harris Cooper, in his groundbreaking and extensive research on the connection between teacher expectations and student performance, found that teachers varied the amount of eye contact they made with their students, depending on how they perceived the ability of those students. Teachers appeared to create a 'warmer socio-emotional atmosphere' in their classroom for those students that they perceived as bright. A prime element of this atmosphere was that teachers were observed to lean toward *brights* and look them in the eyes more frequently than they did with students that they perceived to be slow."

Equity Training and Development Team. (2007). *Eye Contact*. Retrieved November 2008, from MCPS website:
http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

Examples	Non-examples
• Makes culturally appropriate eye contact with all students	• Does not make eye contact with all students • Does not understand culturally-based patterns of eye contact

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3. Uses proximity with high- and low-achieving students equitably

Research

- "Ladson-Billing notes, 'Although it has been suggested that teachers unconsciously favor those students perceived to be most like themselves in race, class, and values, culturally relevant teaching means consciously working to develop commonalities with all the students.' Part of this consciousness should include teacher self-monitoring of their use of proximity, being certain not to positively gravitate to students like them for social contact and academic reinforcement and, for disciplinary reasons, not to negatively hover over students who may differ from them."

- "Effective teachers, as Fred Jones puts it, 'work the crowd.' By doing so, they consistently shift their proximity to each of their students. While research shows numerous positive outcomes from the use of proximity, teachers often 'underestimate the importance and effectiveness' of this simple strategy that supports classroom management, student attention, lesson momentum, feedback on student performance, and relationship-building."

Equity Training and Development Team. (2007). *Proximity*. Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

Examples	Non-examples
• Circulates around student work areas to be close to all students	• Remains in the same area or part of the room

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important

Research

- '"Teacher behavior…is the language of relationship. Students 'listen' to every behavior made by the teacher as a statement of the type of relationship the teacher desires, even when the teacher's actions have no such intent.' [Marzano] As teachers, we speak proverbial volumes with our actions, though sometimes we are unaware of this powerful communication. Green notes, 'Non-verbal behavior, as a part of the teacher's overall reward system, is the most immediate to the teacher and can be one of the most subtly motivating or discouraging forces available to teachers in their interaction with students. It is almost always noticed by students, especially when others are receiving it, and is often unperceived by the teacher using it.'"

Equity Training and Development Team. (2008). *The teacher uses body language, gestures, and expressions . . .* Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

- "Much of educators' decision-making on the potential and *realized* achievement of students of color is dependent on communication abilities (their own and the students'). If students are not very proficient in school communication, and teachers do not understand or accept the students' cultural communication styles, then their academic performance may be misdiagnosed or trapped in communicative mismatches. Students may know much more than they are able to communicate, or they may be communicating much more than their teachers are able to discern…Knowledge about general communication patterns among ethnic groups is helpful, but it alone is not enough. Teachers need to translate it to their own particular instructional situations."

Gay, G. (2000). *Culturally responsive instruction: Theory, research, & practice.* New York: Teachers College Press. p. 78 & p. 109.

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important (continued)

Examples	Non-examples

• Smiles
• Nods head in affirmation
• Leans toward the student
• Turns toward students who are speaking to express interest
	• Uses non-verbal behavior to convey negative messages
	  o Rolls eyes
	  o Turns away from student
	  o Frowns
	• Does not use non-verbal cues to validate students' questions and opinions
	• Uses body language, facial expressions, or voice tone not congruent with the verbal message

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5. Arranges the classroom to accommodate discussion

Research

- "*Languages and communication styles are systems of cultural notations and the means through which thoughts and ideas are expressively embodied*. Embedded within them are cultural values and ways of knowing that strongly influence how students engage with learning tasks and demonstrate mastery of them. The absence of shared communicative frames of reference, procedural protocols, rules of etiquette, and discourse systems makes it difficult for students and teachers to genuinely understand each other and for students to fully convey their intellectual abilities. Teachers who do not know or value these realities will not be able to fully access, facilitate, and assess most of what students know and can do. Teachers need to translate it to their own particular instructional situations."

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press. p. 81 & p. 109.

- "An inviting classroom uses the arrangements of desks to enhance the interpersonal relationships between teacher and the student. . . . Students must be able to relate in a positive way to each other so that communication occurs not only between the teacher and students in a particular vicinity, but also between student and student. This permits a sense of connection and collaboration. As the authors pointed out in their review of physical space, one student unable to participate in the group can alert the dynamic flow of personalities within the classroom and have an effect on the behavior of students."

Shade, B. J. (2004). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. p. 43.

Examples	Non-examples
• Arranges seating to facilitate student to student discussion • Arranges seating to facilitate teacher to student discussion	• Keeps classroom arrangement stable regardless of the instructional activity • Structures all activities from teacher to students

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6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students

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<tr><td colspan="2" align="center">Research</td></tr>
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• "The physical structure of schools also gets in the way of educational equity . . . The lack of relevant and culturally appropriate pictures, posters, and other instructional materials as well as the lifeless and institutional colors of green and gray on the walls, and we are left with environments that are scarcely inviting centers of learning . . . The physical environment of schools can reflect the expectations that educators have of the capabilities of students."

• "Consider your bulletin boards and other places for exhibits or projects. What are they like and could they be better used? Involve your students in planning and implementing an improved physical space in your classroom."

Nieto, S. (2000). *Affirming diversity: the sociopolitical context of multicultural education*. Third Edition. New York, Addison Wesley Longman, Inc. pp. 102–103 & p. 362.

• "Bulletin boards in Bridging Cultures classrooms often reflect a collectivistic orientation not only in content but also in the way they are created — frequently by the whole group."

Fisch-Rothernstien C. & Trunbull, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, Virginia ASCD, p. 33.

</td></tr>
<tr><td align="center">Examples</td><td align="center">Non-examples</td></tr>
<tr><td>

• Displays and uses materials that reflect all students' racial, ethnic, and cultural backgrounds year round
• Displays supplementary books that reflect students' racial and cultural backgrounds year round
• Displays products and props from students home and community background

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• Displays materials that do not reflect students' cultural backgrounds
• Displays racial, ethnic, and cultural materials only during designated heritage months

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7.   Uses a variety of visual aids and props to support student learning

Research
• "For children of color and families of immigrants, their initial assessment of their acceptance depends on whether or not they perceive pictures, symbols, or other visual representations that remind them of their homes, communities, and values. An inviting classroom focuses on the use of color, physical arrangement of space, lighting, and sound to attract students to the learning process."
Shade, B. J. (2004). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. p. 43.
• "'Realia' in English as a foreign language terms refers to any real objects we use in the classroom to bring the class to life. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner."
Budden, J. (2005). *Realia*. Retrieved June 2008, from British Council website: http://www.britishcouncil.org/languageassitant-tips-realia.htm

Examples	Non-examples
• Uses multiethnic photos, pictures, and props to illustrate concepts and content • Uses appropriate technology to illustrate concepts and content	• Teaches without use of visual aids or props • Relies on a limited number of visual aids and props

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8. Learns, uses, and displays some words in students' heritage language

Research
• "Drawing on students' languages in the classroom enables English language learners to make special contributions, enhances their participation and academic achievement, and broadens the linguistic awareness of all students."   Cummins, J., et al. (2005). *Affirming identity in multilingual classrooms.* Educational Leadership Vol. 63, No. 1, pp. 38–43.   • "Cross-cultural literacy awareness benefits both students and teachers in building a community of learners since their native literacy and native cultural backgrounds are considered rich resources instead of obstacles."   Haywood, A., Lorenzen, C., & Schwarzer, D. (July 2003). *Fostering multi-literacy in a linguistically diverse classroom.* National Council of Teachers of English. Language Arts, Vol. 80, No. 6. pp. 453–460.   • "The language of children's homes is especially critical for schools to build on when children are learning to speak, listen to, write, and read English. There is considerable evidence that the linguistic and orthographic knowledge students acquire in speaking and reading their first language predicts and transfers to learning to read a second language. When teachers capitalize on the advantages of bilingualism or biliteracy, second language reading acquisition is significantly enhanced."   University of Michigan School of Education. (1998). *Improving the reading achievement of America's children: Ten research-based principles.* Retrieved January 2009, from CIERA website: http://www.ciera.org

Examples	Non-examples
• Posts some content words or phrases in students' heritage languages • Uses some words or phrases from students' heritage language in the classroom	• Makes no attempt to use or display words in students' heritage language

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9. Models use of graphic organizers

Research

- "Graphic organizers should allow the incorporation of student insight and knowledge. Some students, particularly those learning English as a second language, or those whose background inclines them more to the aural and visual, rather than the written and read, respond better to the inclusion of their social iconography, such as music, decals, graffiti, and TV imagery. It is precisely those kinds of representations that effective graphic organizers can include."

Hill, C. (March 2003). *Integrating digital tools into a culturally diverse curriculum: An assessment model for the pacesetter program.* Teachers College Record. Vol. 105, Issue 2, p. 278–296.

- "Graphic organizers help students sort, show relationships, make meaning, and manage data quickly and easily before, during, and after reading and discussion. They are useful for reading difficult material, highlighting information, valuing cultural diversity, meeting needs of special populations, and supporting language learning."

Gallavan, N.P. & Kottler, E. (May–June 2007). *Eight types of graphic organizers for empowering social studies students and teachers.* The Social Studies. Vol. 98, No. 3. pp. 117–128.

- "Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge. It displays, in categories, how words are related to other words. Semantic mapping can prepare students to understand, assimilate, and evaluate new information. It helps them develop prior knowledge by seeing the relationships in a given topic. It also encourages students to become active learners."

Tatum, A. (2005). *Teaching reading to black adolescent males.* Portland, ME: Stenhouse Publishers. p. 100.

9. Models use of graphic organizers (continued)

Examples	Non-examples
• Uses a variety of graphic organizers during instruction • Encourages students to identify and use the task appropriate graphic organizer by modeling	• Does not teach or model use of graphic organizers • Uses the same graphic organizer without assisting students to transfer to new organizers and content • Does not encourage students to identify and use the most appropriate graphic organizer • Does not encourage students to devise original graphic organizers

10. Uses class building and teambuilding activities to promote peer support for academic achievement

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• "One way that teachers can promote sensitivity to diversity is by using class building and teambuilding activities in a systematic and strategic manner. At the outset of the year, and on a routine basis, a variety of class building and teambuilding activities should be used to build and reinforce supportive peer relationships. Laurie Kagan (2002) recommends the use of teambuilding activities on a biweekly basis to promote group cohesiveness and facilitate group performance. Class building activities are recommended weekly to foster classroom community."

Bureau of Instructional Support and Community Services. (2002). *Designing lessons for the diverse classroom: A handbook for teachers.* Retrieved January 2009 http://www.cpt.fsu.edu/ese/pdf/dsinlssn.pdf

• "Before launching into collaborative learning tasks, students should engage in team-building activities that are designed to foster social cohesiveness. The educational objective of these team-building activities is to create a social-emotional climate conducive to the development of an esprit de corps, or a sense of solidarity and intimacy among group members, enabling them to feel comfortable in future group activities that may require them to express personal viewpoints, disagree with others, and reach consensus in an open (non-defensive) fashion."

Cuseo, J. (2000). *Cooperative/collaborative structures explicitly designed to promote positive interdependence among group members.* Retrieved January 2009 http://www.truworld.ca/__shared/assets/teams_diversity_caseo13172.pdf

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<tr><td align="center">Examples</td><td align="center">Non-examples</td></tr>
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• Structures academic and social interactions between students

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• Allows students to always self-segregate
• Does not structure academic interactions between students
• Allows students to always self-select partners or small group members

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11. Uses random response strategies

Research

- "Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways."

- ". . . establish a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively."

Trumball, E. & Pachero, M. (2005). *Leading with diversity: Cultural competencies for teacher preparation and professional development.* Providence, RI: Northeast and Islands Regional Educational Laboratory (LAB) (Eric document reproduction service No. ED494221).

- "The teacher's positive attention toward students results in positive academic changes. Hispanic students' grades improved more than 10 % per year when students were given equal opportunity to respond and received individual help. Schoolwork turned in by students increased 15 % as a result of having equitable opportunities to respond in class (Bartley, et al, 1999)."

Los Angeles County Office of Education. (2002). *Teacher Expectations Student Achievement (TESA): A staff development program for all teachers, coordinators manual.* Downy, CA: Los Angeles County Office of Education. p. D-1.

Examples	Non-examples

• Uses random response strategies, for example,
    o Numbered heads
    o Color-coded cards
    o Equity sticks
    o Calling sticks
    o Calling cards
	• Calls only on students who raise their hands
	 • Calls only on perceived high-achieving students
	 • Uses round robin methods for student responses
	 • Calls on students as a consequence for inattention

12. Uses cooperative learning structures

Research
• "Much of the information about different cultural and ethnic heritages cannot be attained through reading books. Only through knowing, working with, and personal interactions with members of diverse groups can students really learn to value diversity, utilize it for creative problem solving, and develop an ability to work effectively with diverse peers. While information alone helps, it is only through direct and personal interaction among diverse individuals who develop personal as well as professional relationships with each other that such outcomes are realized." • "Understanding the perspective of others from different ethnic and cultural backgrounds requires more than information. It requires the personal sharing of viewpoints and mutual processing of situations. In addition, in order to identify with and internalize the values inherent in the society as a whole, students must work cooperatively with others, build personal and committed relationships with peers who are committed to a superordinate identity as members of the same society. There is considerable evidence that cooperative experiences, compared with competitive and individualistic ones, promote more positive, committed, and caring relationships regardless of differences in ethnic, cultural, language, social class, gender, ability, or other differences." Johnson, D. W., & Johnson, R. T. (2008). *Cooperative learning, values and culturally plural classrooms*. Retrieved January 2008, from Cooperative Learning Center University of Minnesota website: http://www.co-operation.org/index.html

Examples	Non-examples

• Structures opportunities for students to learn with and from their peers
  o Think-Pair-Share
  o Teammates consult
  o Jigsaw
  o Pairs check
  o Partner A and B
  o Boggle
  o Last Word
	• Uses only teacher-directed instruction
	• Does not structure opportunities for students to learn together
	• Relies on a single cooperative strategy to structure small groups
	• Relies on group work instead of cooperative learning structures

13. Structures heterogeneous and cooperative groups for learning

Research

- "Because cooperative learning groups encourage positive social interaction among students of diverse racial and ethnic backgrounds, they have great potential to facilitate the building of cross-ethnic friendships and to reduce racial stereotyping, discrimination, and prejudice. When students work cooperatively, they have the opportunity to judge each other on merits rather than stereotypes (McLemore & Romo, 1998)."

Cooper, R. and Slavin, R. (Winter, 1999). *Improving intergroup relations: Lessons learned from cooperative learning programs*. Journal of Social Issues. Retrieved December 2008 http://findarticles.com/p/articles/mi_m0341/is_4_55/ai_62521561/pg_3?tag=content;col1

- "Grouping is essential to cooperative learning. The most widely used team formation is that of heterogeneous teams, containing a high, two middle, and a low achieving student and having a mix of gender and ethnic diversity that reflect the classroom population. The rationale for heterogeneous groups argues that this produces the greatest opportunities for peer tutoring and support as well as improving cross-race and cross-sex relations and integration. Occasionally, random or special interest teams could be formed to maximize student talents or meet a specific student need."

Dotson, J. M. (Winter 2001). *Cooperative learning structures can increase student achievement*. Retrieved January 2009, from Kagan Online Magazine: http://www.kaganonline.com/Newsletter/index.html

- "A second goal of many teachers is to foster cooperative learning. This strategy is especially effective at the middle school level because it appeals to the social nature of the students. It is my experience that struggling readers often learn better in social and cooperative settings."

Sadler, C. R. (2005). Reading comprehension strategies for struggling middle school learners. In Hammond, B., Hoover, M., & McPhail, I. (Eds.) *Teaching African American learners to read: Perspectives and practices*. Newark, Delaware: International Reading Association. p. 139.

13. Structures heterogeneous and cooperative groups for learning (continued)

Examples	Non-examples
• Uses random grouping methods to form small groups • Explicitly teaches collaborative learning skills to students • Provides opportunities for cooperative groups to process/ reflect on how well they accomplished the task and maintained effective group learning	• Structures only homogeneous groups • Fails to provide structure for small group learning • Allows students to always self select small group membership

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14. Uses probing and clarifying techniques to assist students to answer

Research
• "Probe questions should reflect different levels of cognitive complexity. …The questions at each level of cognitive complexity can vary in the demand they place on English language proficiency. . . . Thus, students can be assessed for their ability to respond to higher order questions even though they may have minimal skills in English." O'Malley, M. J., & Valdez Pierce, L. (Spring 1992). *Performance and portfolio assessment for language minority students*. NCBE Programs Information Guide Series, Number 9. • "African, Latino, and Native American students routinely are asked lower-order cognitive questions; given answers more frequently instead of being encouraged and prompted to find solutions for themselves; and have more managerial than substantive interactions with teachers (Grant, 1984; Oakes, 1985; Oakes & Guiton, 1995)." • "Another difference in the quality of instructional discourse is the amount of probing teachers use with students from various ethnic groups. European American students, especially males, are encouraged more to try harder at answering questions and explaining their ideas more clearly; they are given hints and cues to facilitate this performance; and they are rewarded for their intellectual pursuits (Sadker & Sadker, 1982; AAUW, 1995). Ethnic-minority students tend to be applauded more for following procedures, for adapting to institutional rules and regulations, and for being 'nice' (Grossman & Grossman, 1994; Oakes, 1985)." Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College, Columbia University. p. 64.

Examples	Non-examples
• Rephrases the question • Asks a related question • Gives the student a hint, clue, or prompt • Uses scaffolded questions	• Accepts answers without providing opportunities for students to explain their thinking • Moves to another student when there is no response or an incorrect response • Fails to assist students' to respond

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15. Acknowledges all students' comments, responses, questions, and contributions

Research

- "Shade cites research that ties . . . differential treatment to the race of the student: 'In schools when Anglo-European children ask questions, explore, and touch, the teachers see them as gifted and smart; however, when African American children demonstrate this behavior, they are perceived as disrespectful and as having behavioral problems. . . . Research studies have found that even if the [African American] children have been identified as gifted, teachers are more likely to give them less attention, less praise, and more negative responses.'

  . . . Gay concurs, noting that students of color, especially those who are poor and live in urban areas, bear the brunt of these differential teacher behaviors. Even teacher praise of these students is 'terse, ritualistic, procedural and social rather than elaborate, substantive, and academic,' and, thereby, less supportive of student learning. In addition, 'Ethnic-minority students tend to be applauded more for following procedures, for adapting to institutional rules and regulations, and for being 'nice.'"

Equity Training and Development Team. (2008). *The classroom is a sea of communication . . .* Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

- "Clarke notes this guidance can be delivered through a variety of 'closing the gap' prompts, matched to the students' needs. If the learning goal is to introduce a character effectively, for example, and the student has written, 'This person is a good friend,' Clarke suggests using a 'reminder prompt' ('Say more about how you feel about this person'), a 'scaffolded prompt' ('Can you describe how this person is a good friend?' or 'Describe something that happened which showed you they were a good friend'), or an 'example prompt' ('Choose one of these or your own'—followed by teacher-provided examples), depending on the level of mastery of the student."

Equity Training and Development Team. (2006). *Providing students with effective feedback: Describing the present position and guiding to the target*. Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

Examples	Non-examples
- Uses affirming, correcting, or probing to acknowledge all students' responses	- Ignores students' comments, responses and questions - Responds more readily to high-performing students - Responds to students in a negative manner

16. Seeks multiple perspectives

Research

- "In the critical-thinking sense of the term students with perspective expose questionable and unexamined assumptions, conclusions and implications. When a student has or can gain perspective, she can gain a critical distance from the habitual or knee-jerk beliefs, feelings, theories, and appeals that characterize less careful and circumspect thinkers."

Wiggins, G. & Mctighe, J. (2005). *Understanding by design*. Alexandria, Virginia: ASCD. p. 53.

- "As our classrooms become more diverse, teachers are challenged to structure learning in a way that encourages students to interact with peers of varied ethnicities, races, and cultures. Regardless of linguistic, racial, and cultural differences, students need the skills to relate to each other positively. Confusion and conflicts are lessened when students are informed about the differences and perceptions of groups not their own."

- "Educators need to be explicit in structuring opportunities for students to hear varying perspectives. Students, like adults, given the choice of selecting partners or forming groups will gravitate toward those with whom they share common values, beliefs, opinions, and/or friendships. It is human nature to surround one's self with those who affirm our preconceived notions and beliefs."

Equity Training and Development Team. (2008). *Multiple perspectives in the classroom*. Retrieved November 2008, from MCPS website:
http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

Examples	Non-examples
Validates all perspectives with responses such as: • "That's one idea. Does anyone else have another?" • "That was one way to solve the problem. Who did it another way?" • "Who has an alternative view?"	• Validates only one perspective and/or response • Does not acknowledge a variety of strategies to solve problems • Implies one correct response or perspective to open-ended questions

17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content

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• "One irrefutable fact about learning is when students achieve at levels commensurate with potential, their culture figures prominently in the process. The influence of culture on cognition must never be overlooked. Those teachers who devise creative strategies for taking full advantage of what students already know are also committed to seeking information about how they live."

Brown, T. J. (1988). *High impact teaching: Strategies for educating minority youth*. Lanham, Maryland: University Press. p. 26.

• "Teachers should strive for having a command of a wide repertoire of ways to assess student learning—ways that will be good matches to students learning styles, ways that will be a good match for the twenty-first century, when <u>all</u> students must learn to think, problem solve, communicate, and work with others."

Saphier, J & Gower, R. (1997). *The skillful teacher: Building your teaching skills, 5th ed*. Acton, MA: Research for Better Teaching. p. 482.

• "You've got to understand what they don't understand and what their misunderstandings are, and you've got to have the confidence to say, 'If these children tell me what they are thinking, I can clear up any confusions that they have, and at the end of the day they're going to understand what I am trying to teach them.'"

Ferguson, R. "Recent Research on the Achievement Gap." *Harvard Education Letter*. November-December 2006.

</td></tr>
<tr><td align="center">Examples</td><td align="center">Non-examples</td></tr>
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• Uses a variety of approaches to monitor students' understanding throughout instruction
   o Thumbs up
   o Unison response
   o One question quiz
   o Envelope please

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• Teaches without pausing to check for understanding
• Uses a single approach to check for understanding
• Does not use a strategy for checking understanding throughout instruction
• Uses only self-assessment tools to check for understanding

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18. Identifies students' current knowledge before instruction

Research

- "By taking full advantage of what each student already knows the learning experience is enhanced for all. When strategies…are utilized by teachers, education that is truly multicultural takes place. Learning outcomes for all students are increased, and their appreciation for cultural differences is easily discernible."

Brown, T. J. (1988). *High impact teaching: Strategies for educating minority youth*. Lanham, MD: University Press. pp. 44–45.

- "Although activating prior knowledge before learning new knowledge is an important teaching practice for all students, it is especially important for language learners. Language learners often don't connect their prior knowledge to the content matter they are learning in English. They may assume that their native languages and prior knowledge are too different to be relevant."

Dong, Y. R. (2009). *Linking to prior learning*. Educational Leadership. Vol. 66, No.7. pp. 26–31.

- "A culturally responsive student-centered curriculum is rich and meaningful because it takes into consideration the experiences, realities, and interests of the students. All lessons must be relevant to the students' lives. Teachers start from students' own experiences and build on them to help students understand new concepts. The belief that all students come to school equipped and prepared with basic experiences and fundamental knowledge is key to this direct method of teaching a diverse population of students whose experiences change on a daily and sometime hourly basis."

Shade, B., Kelly, C. & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. pp. 112–113.

18. Identifies students' current knowledge before instruction (continued)

Examples	Non-examples

• Uses whole class and small group brainstorming and webbing to illustrate prior knowledge before instruction
• Uses a variety of methods to assess students' knowledge before instruction such as
   o Word splash
   o K-W-L
   o Anticipation Guide
   o Brainstorming
   o Webbing
	• Teaches prior to pre-assessing student knowledge
	• Teaches without activating students' prior knowledge
	• Does not encourage students to think about and discuss current knowledge before instruction

19. Uses students' real life experiences to connect school learning to students' lives

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Research

- "If minority students are to enjoy the benefits that should accrue from schooling, their culture must figure prominently in the process."

Brown, T. (1999). *Teaching the poor and children of color*. Columbia, MD: Brown & Associates. p. 66.

- "Geneva Gay [as referenced in Sloan] has noted, 'When students are able to use their own cultural information and experiences to connect to academic lessons, they develop a deeper understanding of the content.' In their research, Good and Brophe have found that teachers can help students relate new or strange content to their existing knowledge by using examples or analogies that refer to familiar concepts, objects, or events."

- "Indeed, a major reason to make classroom connections to students' lives is motivation: all learners are much more interested in information that relates to their personal situations. As Landsman eloquently observes, 'For many learners, the school door represents a barrier that disconnects the classroom from their real life. The reluctant learner may feel isolated and turned off from school…' A remedy she suggests is daily recognition by the teacher of the students' world outside the classroom—for example, by posting a poem, quote, joke, song, or picture that demonstrates an awareness of and respect for students' backgrounds, or by engaging students in content-based projects, surveys, free-writing exercises, and storytelling that enable students to directly connect school with their communities."

Equity Training and Development Team. (2008). *Connecting school learning to students' lives*. Retrieved November 2008, from MCPS website:
http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

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19. Uses students' real life experiences to connect school learning to students' lives (continued)

Examples	Non-examples

• Asks students to reflect upon and discuss the following questions at the start and throughout a unit of study
  o "What events or situations occur in your family or neighborhood that require some knowledge of _____?"
  o How does knowing about _____ benefit your interactions in your family, neighborhood, or school?"
  o How does not knowing about _____ impede your interactions in your family, neighborhood, or school?"
• Uses examples that are reflective of students lives to support learning
	• Uses examples or illustrations not reflective of students' lives to teach curriculum
	• Relies primarily on teacher-generated statements of curricular relevance
	• Does not ask students to make curricular connections to their own lives
	• Does not provide opportunities for students to discuss similarities and differences in their experiences and perspectives
	• Over uses mainstream culture as examples of real life experience

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20. Uses Wait Time

Research

- "Marzano advocates that teachers develop a repertoire of possible responses to students to ensure equitable treatment of all. His specific suggestions include: . . .
  - Restating the question. Asking the question a second time and allowing time for students to think before expecting a response.
  - Rephrasing the question. Paraphrasing the question or asking it from a different perspective, one that may give students a better understanding of the question."

Equity Training and Development Team. (2008). *The classroom is a sea of communication . . . .* Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

- Dr. Mary Budd Rowe is credited with the concept of wait-time as an instructional variable. Wait-time is the period of silence that follows a teacher's question before a student responds. Research demonstrates that educators practice very little wait-time, frequently less than one second. But the information processing demands in cognitive tasks require uninterrupted periods of time to think about what has been asked and to formulate a response. Dr. Rowe found that when students are given at least 3 seconds of silent wait-time before being asked to respond, students benefit.
  - The number of students responding, "I don't know" decreases.
  - The number of students who have no response decreases.
  - Greater numbers of students volunteer appropriate answers.
  - Academic achievement test scores tend to increase.

Stahl, R. J. (1994). *Using "Think-Time" and "Wait-Time" Skillfully in the Classroom*. Retrieved January 2009 from ERIC Clearinghouse for Social Studies/Social Sciences. Bloomington IN. (ED370885).

- "African-American and Hispanic students identified teacher encouragement as a motive for their effort and substantially indicated that this encouragement was more motivating than teacher demands, unlike white students, who cited demands more than their minority peers. But white students also indicated that teacher encouragement was an incentive for them to make an effort to achieve."

Ferguson, R.F. (2002). *What doesn't meet the eye: Understanding and addressing racial disparities in high-achieving suburban schools.* Cambridge, MA: Harvard University, John F. Kennedy School of Government. (ED 474 390).

20. Uses Wait Time (continued)

Examples	Non-examples
• Silently waits at least 3–5 seconds for a student's response after posing a question • Silently pauses at least 3 seconds to consider the student's response before affirming, correcting, or probing • Pauses silently following a student's response to allow other students to consider their reactions, responses and extensions • Structures silent think time before expecting students to respond	• Fails to provide silent think time to individuals or the class • Comments immediately following a student's response • Answers own questions • Rephrases a question immediately after asking • Does not allow students to respond to each others' answers or comments • Asks more than one question before stopping to allow students to respond • Moves to another student immediately when there is no response

21. Asks students for feedback on the effectiveness of instruction

Research

- "Student feedback is an important source of information for teachers. When teachers solicit and use student feedback, they can alter and improve their teaching. Individual discussion with students who are having trouble can help teachers adapt instruction to meet student needs. Adjustments may be made by adapting materials, varying cues, changing the sequence of instruction, adjusting timing and transitions from one activity to another, or developing more appropriate expectations (Weinstein, 1983)."

Bellon, J. J., Bellon, Elner C, & Blank, Mary Ann. (1992). *Teaching from a research knowledge base: A development and renewal process*. New York: Merrill. p. 62.

- "Students of color, especially those who are poor and live in urban areas, get less total instructional attention; are called on less frequently; are encouraged to continue to develop intellectual thinking less often; are criticized more and praised less; receive fewer direct responses to their questions and comments; and are reprimanded more often and disciplined more severely. Frequently, the praise given is terse, ritualistic, procedural, and social rather than elaborate, substantive, and academic. General praise of personal attributes is less effective than that which is related to task-specific performance in improving the learning efforts and outcomes of students (Damico & Scott, 1988; Good & Brophy, 1994; Grossman & Grossman, 1994; U. S. Civil Rights Commission, 1973)."

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press. p. 63.

- "Latino students' voices not only identify schooling practices that are culturally responsive to their needs, but most importantly, their perspectives illustrate specific behaviors that educators can utilize in the classroom."

Garza, R. (October 2006). *Latino high school students describe the best way to care for them*. Teachers of Color, Vol. 1, (2), pp. 15–18.

21. Asks students for feedback on the effectiveness of instruction (continued)

Examples	Non-examples
• Asks students to indicate the learning activities that are effective in helping them to learn • Uses the plus/delta quality tool to discern what instructional practices help students learn • Uses interviews, surveys, and questionnaires to gather feedback from students • Uses exit cards to gather feedback about instruction	• Fails to ask students for feedback on the effectiveness of instruction • Does not use student feedback to reteach

22. Provides students with the criteria and standards for successful task completion

Research
• "Chappuis and Stiggins and others cite a particularly effective method to communicate to students the criteria for success of a learning goal: the provision of exemplars, 'anonymous samples of strong student performances.' By examining a variety of these successful products, particularly when this activity is done collaboratively with peers and with teacher guidance, students can begin to determine the attributes of quality by discerning patterns and formulating generalizations of the critical attributes of the learning goal. They also define what evidence of learning looks like. They begin to create a mental model of what success looks like in terms of the learning goal or standard. . . . that this is especially important for students who struggle the most."
Equity Training and Development Team. (2006). *Providing students with effective feedback: Communicating the goal.* Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm
• "As the teacher sets goals for activities, lessons, or units with the class, she can reinforce the goal setting behavior by sharing with the students the rubric by which she will assess their work. The rubric outlines the standards and criteria that will enable the students and the teacher to assess the quality of their work. When coupled with curriculum content, framed either by applications of Gardner's multiple intelligences theory or by transfer-of-thinking strategies learned from Feuerstein's Instrumental Enrichment, the rubric creates a road map for students and teacher alike. Instead of allowing students to sit passively in the classroom without holding the teacher accountable or the student responsible, the rubric announces early on the performance expectations for everyone and reinforces the goal planning process."
Rodriguez, E. R. & Bellanca, J. (1996). *What is it about me you can't teach?* Arlington Heights, IL: SkyLight Professional Development. p. 153.

Examples	Non-examples
• Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers) • Develops rubrics with students	• Fails to provide students with models of excellence • Does not develop rubrics with students • Provides generic feedback such as "poor writing" or "disorganized presentation"

23. Gives students effective, specific oral and written feedback that prompts improved performance

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Research

- "Immediate feedback helps students begin to ask relevant questions about the work, make decisions, and learn to evaluate the writing *while working on it* rather than after they have completed the writing and given it to the teacher for grading. While students are engaged in various stages of the writing process, teachers free themselves to conference individually with students and to work with small groups. And while the teacher is thus engaged, students must be able to help each other. Hence, each student must have an understanding of how to help peers develop and revise text."

Cole, R. W. (ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: ASCD. p. 108.

- "In 'The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide,' Steele and his colleagues note: 'Providing critical feedback that encourages rather than discourages the recipient is a challenge for all teachers….But the dilemma is particularly acute when potentially threatening scholastic feedback must be provided to minority students facing negative stereotypes about their group's intellectual capacities….Critical feedback…may be especially threatening to these students because instead of merely offering information about areas in need of improvement, it raises the prospect that they have been judged in light of a negative stereotype.' Steele's research highlights several factors that provide this impact. The feedback must be:
  - specific and rigorous, noting precise attributes of the student's work;
  - tied to high standards; and
  - conveyed with a genuine, explicit assurance that the student can achieve the high standard through greater effort."

Equity Training and Development Team. (2007). *The messages we send: Feedback as an expectations message.* Retrieved November 2008, from MCPS website: http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

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23. Gives students effective, specific oral and written feedback that prompts improved performance (continued)

Examples	Non-examples
• Confers with students to provide feedback to improve performance • Provides opportunities for students to use peer reviews • Provides written feedback that allows students to revise and improve their work	• Does not provide feedback needed by students to improve their work • Provides feedback only on the final written product

24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard

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- ". . . tell the students that you are using high standards (this signals that the criticism reflects standards rather than race), and that your reading of their essays leads you to believe that they can meet those standards (this signals that you do not view them stereotypically). This shouldn't be faked. High standards, at least in a relative sense, should be an inherent part of teaching, and critical feedback should be given in the belief that the recipient can reach those standards. These things go without saying for many students. But they have to be made explicit for students under stereotype threat. The good news of this study is that when they are made explicit, the students trust and respond to criticism. Black students who got this kind of feedback saw it as unbiased and were motivated to take their essays home and work on them even though this was not a class for credit. They were more motivated than any other group of students in the study."

Steele, C. M. (August 1999). *Thin ice: "stereotype threat" and black college students*. The Atlantic Monthly Magazine. Vol. 284, No. 2.

- "The re-teach and reassess policy creates an environment of learning that promotes effort and persistence. Giving students the opportunity to master a skill over time and with repeated attempts may change their ideas about how and why they succeed in class. If we offer our students the opportunity to try again and really work with them to achieve, perhaps their perceptions of the causes of achievement can change from an innate ability to perform to persistence and effort."

Guthrie, J. (2007). *Engaging adolescents in reading*. Thousand Oaks, CA: Corwin Press. p. 29.

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<tr><td align="center">Examples</td><td align="center">Non-examples</td></tr>
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- Allows students to revise work based on teacher feedback
- Encourages and structures opportunities for students to provide feedback to peers based on an established standard

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- Refuses to accept work for re-evaluation purposes
- Provides feedback without opportunities to revise and resubmit work

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25. Explains and models positive self-talk

Research

- "Meta-reflecting on your experience offers an interpretation of an entirely different kind. Meta-reflection is a "step back" interpretation of "how" you experience the "what" or content of the educational situation. The necessary stepping back from the experience while still participating in it allows us to gain insight about the meaning of patterns of behavior and experience. Creating the momentary space between yourself and your experience allows you to make deliberate, conscious choices about how you interpret classroom or familial interactions. Meta-reflection gives insights to patterns of your own interpretations of how students act, interact, or react and, ultimately, insights into how you might intervene. Others refer to this metaprocess as *self-awareness* or *mindfulness* (Goleman, 1996, 1998)."

Brown, J. H., D'Emidio-Caston, M., & Benard, B. (2001). *Resilience education.* Thousand Oaks, CA: Corwin Press. p. 77.

- "Studies also indicate the benefits of teaching students to conceptualize their intellectual abilities as expandable rather than fixed. Stereotypes impose on students the notion that their difficulties reflect an unalterable limitation, a bell curve view of abilities that says that some people are born smart and others dumb. When we teach students to reconsider the nature of intelligence, to think of their minds as muscles that get strengthened and expanded—*smarter*—with hard work, we find that their negative responses to stereotype threat diminish."

- "In one laboratory study with college students, teaching a malleable view of intelligence dramatically boosted the students' test scores on a difficult standardized test (Aronson, 2004). In another study, it significantly boosted students' enjoyment of school and their resulting year-end grade point averages (Aronson, Fried, & Good, 2002). In a third study that tested this approach, poor minority students in a middle school showed dramatic improvement on their statewide standardized test scores (Good, Aronson, & Inzlicht, 2003). Stereotype threat can be overcome with the proper mind-set about the nature of ability, and this mind-set can be taught (Dweck, 1999)."

Aronson, J. (2004). *The threat of stereotype*: Educational Leadership. Vol. 62, No. 3. pp. 14–19.

25. Explains and models positive self-talk (continued)

Examples	Non-examples
• Explains to students the importance of positive self-talk • Shares personal examples of how positive self-talk lead to positive outcomes	• Fails to use encouraging language with students • Posts the four key messages but does not refer to them • Does not provide time for students to reflect upon and share effective use of effort

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26. Asks higher-order questions equitably of high- and low-achieving students

Research

- "Some researchers have conducted general investigations of the role of classroom questioning and have drawn the following conclusions:
  - o Instruction which includes posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning students.
  - o Students perform better on test items previously asked as recitation questions than on items they have not been exposed to before.
  - o Oral questions posed during classroom recitations are more effective in fostering learning than are written questions.
  - o Questions which focus student attention on salient elements in the lesson result in better comprehension than questions which do not."

Cotton, K. (2002). *Classroom questioning*. Retrieved November 2008 from School Improvement Research Series website
http://www.nwrel.org/scpd/sirs/3/cu5.html

- "According to the research, many teachers are reluctant to include low achieving students in discussions that would encourage them to explain their ideas and stimulate their thinking. High achieving students are asked questions that require them to give greater detail or explanation, which strengthens their confidence in their thinking ability. If low achieving students are consistently asked low level questions, they are being denied equal access to the curriculum (Loftus, 1992). Low achieving students need opportunities to discover they are capable of good thinking and that it is EXPECTED of them by their teachers."

Equity Training and Development Team. (2007). *Fostering higher order thinking*. Retrieved November 2008, from MCPS website:
http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm

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26. Asks higher-order questions equitably of high- and low-achieving students (continued)

Examples	Non-examples
• Asks analysis questions • Asks synthesis questions • Asks evaluation questions • Poses higher order questions and uses a random method for calling on students • Provides think time for all students before asking for responses	• Asks higher-order questions to those perceived as high-achievers only • Allows only students who raise their hands to respond to higher-order questions

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27. Provides individual help to high- and low-achieving students

Research

- "One-on-one meetings are the ultimate confidence builders for students. They're especially effective as follow-ups to (instruction), when students practice a strategy. Your undivided attention to each child makes them feel that you care about their learning and will try to help them understand and improve."

Robb, L. (1998). *Confer with me!* Retrieved November 2008 from The Reading Lady website:
http://www.readinglady.com/mosaic/tools/CONFERWITHME!PowerPointbyJenn.ppt

- "Mentoring is one means of giving students individual help. Even though mentoring is not always an activity conducted exclusively between teacher and student, there is merit in considering the benefits of mentors. . . . Mentors are actively involved in responding to students' performances, offering assistance and outside resources, assessing obstacles and solutions. Bond (2000) studied the effects of mentoring on student achievement. His report discusses one-on-one tutoring, volunteer tutor schemes, peer tutoring as well as teacher-student mentoring. He promotes mentoring as a model for better learning environment because it focuses on the social and individual contexts of learning."

Los Angeles County Office of Education. (2002). *Teacher Expectations Student Achievement (TESA): A staff development program for all teachers, coordinators manual*.   Downy, CA: Los Angeles County Office of Education. p. D-13.

Examples	Non-examples
• Ensures all students receive individual help	• Assists only higher-achieving students with independent work