

# Appendix A

## Advocacy Goal-Setting Template

**Directions:** Use the following template to set goals and plan your advocacy work related to culturally responsive teaching. In this goal-setting template, you will isolate the issue, plan steps for meeting short- and long-term advocacy goals, and develop talking points that you can use in your advocacy work.

### Isolating the Issue

Describe the issue		
List the stakeholders		
Share possible internal and external factors		
Provide information-gathering steps to clarify the issue with stakeholders and a corresponding timeline for each step	Steps	Timeline
Note findings from information gathering steps		
Reframe the deficit perspective		
Summarize advocacy goal(s)		

Setting Goals

Short-term goal by _____ <div>(date)</div>			
Long-term goal by _____ <div>(date)</div>			
Steps and Timeline	Advocacy Actions	Support and Resources Needed	Measurement of Success
Step 1 by: _____			
Step 2 by: _____			
Step 3 by: _____			
Step 4 by: _____			
Step 5 by: _____			

## Using Talking Points

Identify your key, succinct message.

Revise your message, ensuring a win-win.


Anticipate pushback.


Add talking points to address pushback.

# Appendix B

## Culturally Responsive School Checklist and Goal Setting


**Directions:** Individually or with a small group, reflect on the presence of each of these look-fors, grouped by guiding principle, in your context. In cases in which the look-for is not present, brainstorm what you will do to improve how the look-for is incorporated in your classroom or school. Then, based on your responses in the checklist, choose one guiding principle to focus on. List three steps you can take to strengthen that guiding principle in your context.



Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
 <b>Guiding Principle #1:</b> Culturally responsive teaching is assets-based.				
<b>A.</b> Administrators, teachers, and staff pronounce students' names correctly.				
<b>B.</b> Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.				
<b>C.</b> Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<b>D.</b> The school puts supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.				
<b>E.</b> Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle #2:</b> Culturally responsive instruction simultaneously supports and challenges students.				
<b>F.</b> MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students' reading and language levels.				
<b>G.</b> Instruction and materials are appropriately scaffolded so MLs are able to access and engage with grade-level content and texts.				
<b>H.</b> MLs have access to and the support needed to be successful in gifted, honors, and/or college preparatory classes.				
<b>I.</b> Instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.				

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Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<b>J.</b> Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts and student monitoring of their learning).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle #3:</b> Culturally responsive teaching places students at the center of the learning.				
<b>K.</b> Classroom activities frequently include structured pair and small-group work.				
<b>L.</b> Students and teachers develop the classroom norms and expectations together.				
<b>M.</b> MLs are given choice in their learning.				
<b>N.</b> MLs are given opportunities to speak and write about their lives and people and events that are important to them.				
<b>O.</b> MLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student or student-student conferencing.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
 <b>Guiding Principle #4:</b> Culturally responsive teaching leverages students' linguistic and cultural backgrounds.				
<b>P.</b> Multicultural materials and resources are incorporated throughout the curriculum and school.				
<b>Q.</b> Teachers use a variety of instructional strategies to assess, activate, and build MLs' background knowledge.				
<b>R.</b> Lessons and units include perspectives of individuals that come from students' home cultures (e.g., literature written by non-US authors).				
<b>S.</b> Lessons include opportunities for MLs to use bilingual resources (e.g., dictionaries, books, glossaries) and home languages.				
<b>T.</b> Leaders and role models for ML communities are included in the learning (e.g., community members are invited to speak in class).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle #5:</b> Culturally responsive teaching unites students' schools, families, and communities.				
<b>U.</b> The school visually demonstrates a commitment to multicultural families and students (e.g., flags from students' home countries, signs posted in multiple languages, student work displayed on walls).				

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Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<b>V.</b> Interpreters are provided at all school events.				
<b>W.</b> Educators use a variety of tools to communicate with ML families (e.g., emails, phone calls, texts in home languages, flyers in home languages).				
<b>X.</b> School administration looks for ways to remove barriers that might prevent ML families from participating (e.g., timing of events, child care, transportation).				
<b>Y.</b> ML family members are actively involved with school committees or organizations that are open to parents (e.g., PTA).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				

## Goal Setting

Based on my responses to the checklist, the guiding principle I prioritize to focus on is:





I will take the following three steps to strengthen this guiding principle:

- 1.
- 2.
- 3.



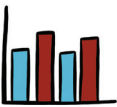



# Appendix C

## Culturally Responsive Unit Planning Template

1.	Unit topic	
2.	Content standard(s) to be addressed; for English learners, also include relevant English language development standard(s)	
3.	Assets my MLs bring to the class and how I will make connections to their home languages and cultures, backgrounds, and/or prior learning	
	Assets:	
	How I will make connections:	
4.	Student-centered learning tasks and assessments	
	Tasks:	
	Assessments:	

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5.	Scaffolds for MLs who may have varying levels of English language proficiency (see “Suggested Scaffolds at Each Proficiency Level” at <a href="https://bit.ly/ProfLevels">bit.ly/ProfLevels</a> )	
6.	Resources (multicultural, multilingual, perspectives from students’ home cultures)	
7.	Strategies for bringing in multiple perspectives to the unit (e.g., activities, materials, guest speakers)	
8.	Opportunities for students to think critically about issues of justice and equity	

# Appendix D

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## Gap Activity

**Directions:** For this activity, students are put into pairs. One student is Person A, and the second student is Person B. Each student has a problem to solve. Person A solves Problem 1, and Person B solves Problem 2. However, they do not have all the information that they need to solve the problem. Students should take turns asking their partner the questions that they wrote and use that information to solve their problem. First, students should work individually to read their problem. Next, they should complete the questions that they need answers to in order to be able to solve the problem. Question starters are provided. Extra information has been provided to make sure that students are listening carefully to the questions that are asked. This activity can be modified to be used with questions in different content areas.

## PERSON A (PROBLEM 1)



Source: Photo by Kenny  
Luo on Unsplash:  
[https://unsplash.com/  
@kennyluoping](https://unsplash.com/@kennyluoping)

**Problem 1:** Akilah wants to buy one book and one magazine at the bookstore. She earned money babysitting. She has no other money.

**Question 1:** Does she have enough money to buy the book and the magazine?

**Solution to Problem 1:** \_\_\_\_\_

### Question Starters

How much does \_\_\_\_\_ cost?

How much do the \_\_\_\_\_ cost?

How much did . . . How many . . .

Questions for Your Partner	Responses

### Problem 2 Information

- Mateo has two adults and three children in his family.
- The fair is open from 4:00 p.m. to 10:00 p.m.
- The family pass is \$30.00.
- A child's entrance fee is \$6.00.
- There is lots of good food at the fair.
- An adult's entrance fee is \$11.00.

PERSON B (PROBLEM 2)

Problem 1 Information

- The book is \$10.50.
  - The magazine is \$4.89.
- A new pencil case is \$3.00.
  - The bookstore is two miles away.
  - Akilah made \$15.00 babysitting.

**Problem 2:** Mateo’s family is going to a fair. They can buy a family pass, or they can buy individual (single) tickets. Children’s tickets are cheaper than adults’ tickets.

**Question 2:** How much money will Mateo save if he buys the family pass?

**Solution to Problem 2:** \_\_\_\_\_

**Question Starters**

How much does \_\_\_\_\_ cost?

How much do the \_\_\_\_\_ cost?

How much did . . .    How many . . .









Source: Photo by Brittney Butler on Unsplash: <https://unsplash.com/@britjanae>










Questions for Your Partner	Responses

# Appendix E

## Planning for a New School Year Reflection Tool

**Directions:** Use this tool to help you reflect on five areas that are crucial for MLs when planning for new school years. You can use it in contexts that provide distance learning exclusively, only face-to-face instruction, or a combination of both practices. Reflect on each of the criteria and jot down your plans to address each. You can then determine which area to prioritize to equitably educate MLs.

Criterion	Our Plans
<b>Social-Emotional Support</b>	
 How will we determine and address MLs' <b>social-emotional needs</b> ?	
 How will we establish <b>consistent instructional routines</b> for MLs during face-to-face, hybrid, or virtual instructional models?	
 How will we implement <b>culturally responsive</b> and <b>antiracist instruction</b> ?	
<b>Formative Assessment</b>	
 How will we assess <b>MLs' preparedness</b> to begin instruction in new content?	
 How will we use formative assessment data to <b>differentiate instruction</b> of language and content for MLs?	
 How will we use <b>assessment data</b> to place students in an appropriate level of English language proficiency (if needed)?	

Criterion	Our Plans
<b>Scaffolding Instruction</b>	
 <p>How will we provide <b>instructional scaffolds</b> (e.g., modeling, repetition of language, clear directions)?</p>	
 <p>How will we provide <b>materials</b> that are scaffolded for MLs (e.g., graphic organizers, sentence stems, home language support)?</p>	
 <p>How will we intentionally <b>group MLs</b> to support their <b>engagement in activities</b> (e.g., pair work, home language groups)?</p>	
<b>Collaborating and/or Coteaching</b>	
 <p>How will we <b>collaborate</b> with our colleagues this fall to support MLs?</p>	
 <p>What tools can we use for <b>coplanning</b> the instruction and assessment of MLs?</p>	
 <p>What will <b>coteaching</b> look like this fall to ensure MLs access content and learn language?</p>	
<b>Families and Advocacy</b>	
 <p>How can we determine <b>what multilingual families need</b> this fall (access to technology, access to school meals, social-emotional support)?</p>	
 <p>How can we schedule MLs to provide them the <b>specific supports</b> they need (e.g., face-to-face classes, virtual synchronous meetings)?</p>	
 <p>How can we advocate for <b>additional supports</b> for MLs (access to technology, translated materials, etc.)?</p>	

# Appendix F

## Supporting Resources

There are so many useful resources to support culturally responsive teaching (CRT). While we can't list them all, we would like to provide you some ideas in one place for where you could look further if you are interested in exploring a particular aspect of CRT. Some of these resources were also specifically mentioned in the chapters. Our reference lists that appear at the end of each chapter are another helpful place to look for further reading.

### ANTI-RACISM AND ANTI-BIAS RESOURCES

The Archaeology of the Self is a program designed to encourage understanding of one's own self in order to be a better teacher. The Archaeology of the Self intro video: [https://youtu.be/OwC\\_3cLRJO8](https://youtu.be/OwC_3cLRJO8)

Biewen, J. (host). (2020). *Seeing white* [Audio podcast]. Scene on radio. <https://www.sceneonradio.org/seeing-white/>

Coates, T. (2015). *Between the world and me*. Spiegel & Grau.

Fleshman, K. (n.d.). *Racy conversations suggested viewing and reading*. <http://racyconversations.com/suggested-viewing-and-reading>

Glassman, J. (2020). Free resources for supporting antiracist education. *Brainpop*. [https://blog.brainpop.com/antiracist-education-free-resources-kids/?fbclid=IwAR3wCx-VLkXbAamTappfjJ-hUHA0kxm6rek-GW94\\_kz-i3SgqQlpXfxycgU#racism](https://blog.brainpop.com/antiracist-education-free-resources-kids/?fbclid=IwAR3wCx-VLkXbAamTappfjJ-hUHA0kxm6rek-GW94_kz-i3SgqQlpXfxycgU#racism)

Harvard Implicit Bias Test. (n.d.). <https://implicit.harvard.edu/implicit/iatdetails.html>

Joffe-Walt, C. (Host). (2020). Nice white parents [Audio podcast], *Serial*. <https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>



McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack*. <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>.

Morris, M. (2018). *Pushout: The criminalization of Black girls in schools*. The New Press.

Morris, M. (2019). *Sing a rhythm, dance a blues: Education for the liberation of Black and Brown girls*. The New Press.

MTV Look Different. (n.d.). <http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

Racial Literacy Project. (n.d.). *Yolanda Sealey-Ruiz*. <https://www.yolandasealeyruiz.com/racial-literacy-project>

Schwartz, S. (2020). 15 classroom resources for discussing racism, policing, and protest. *Education Week*. [https://blogs.edweek.org/teachers/teaching\\_now/2020/06/15\\_classroom\\_resources\\_for\\_discussing\\_racism\\_policing\\_and\\_protest.html](https://blogs.edweek.org/teachers/teaching_now/2020/06/15_classroom_resources_for_discussing_racism_policing_and_protest.html)

Singleton, G. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin.

Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations*. Basic Books.

Teaching Tolerance. (n.d.). *Test yourself for hidden bias*. <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>

Vargas, J. A. (2015). *White people*. MTV. [https://www.youtube.com/watch?v=\\_zjj1PmJcRM](https://www.youtube.com/watch?v=_zjj1PmJcRM)

## BOOKLISTS FOR K-12 STUDENTS

Children's Library Lady. (n.d.). *Growth mindset resource centre*. <https://childrenslibrarylady.com/growth-mindset-book-lists/>

Children's Library Lady. (n.d.). *Perseverance book list & resources*. <https://childrenslibrarylady.com/perseverance-picture-book-list/>

Children's Library Lady. (n.d.). *Thinking skills and problem-solving teaching resources*. <https://childrenslibrarylady.com/thinkers-resources/>

Compiled by the Cooperative Children's Book Center, University of Wisconsin–Madison. *50 multicultural books every child should know*. <https://graveslibrary.wordpress.com/2013/07/22/50-multicultural-books-every-child-should-know/>

Embracerace.org. (2020). *Looking for excellent “diverse” books for children? Start here!* <https://www.embracerace.org/resources/where-to-find-diverse-childrens-books>

Haynes, S. (2020). *Several antiracist books are selling out. Here's what else black booksellers and publishers say you should read*. <https://time.com/5846732/books-to-read-about-anti-racism/>

Mulvahill, E. (2018). *18 perfect read-alouds for teaching growth mindset*. <https://www.weareteachers.com/perfect-read-alouds-for-teaching-growth-mindset/>

Self-Sufficient Kids. (n.d.). *10 children's books about being courageous in the face of adversity*. <https://selfsufficientkids.com/childrens-books-courageous-adversity/>

## CULTURALLY RESPONSIVE TEACHING

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. The New Press.

Delpit, L. (2013). *“Multiplication is for white people”: Raising expectations for other people's children*. The New Press.

Flores, N., & Chaparro, S. (2018). What counts as language education policy? Developing a materialist anti-racist approach to language activism. *Language Policy*, 17, 365–384.

Gorski, P. (2020). *Critical multicultural pavilion*. <http://www.edchange.org/multicultural/>

National Education Association. (n.d.). Resources for addressing multicultural and diversity issues in your classroom. <http://ftp.arizonaaea.org/tools/resources-addressing-multicultural-diversity-issues-in-your-classroom.htm>

Nieto, S. (2013). *Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Heinemann.

Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education*. Pearson.

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Watson, W., Sealey-Ruiz, Y., & Jackson, I. (2014). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race, Ethnicity, and Education*, 19(5), 980–1002. <https://doi.org/10.1080/13613324.2014.911169>

## EXPLORING CULTURES

Argawal, M. (2017). 10 great films about immigration and migrant experience. *BFI*. <https://www.bfi.org.uk/news-opinion/news-bfi/lists/10-great-films-about-immigration>

Bards, A. (2018). *Five best series: Understanding other cultures*. <https://avidbards.com/2018/06/17/5-best-series-understanding-other-cultures/>

*Geert Hofstede's Cultural Dimensions Index*. [http://resources.corwin.com/sites/default/files/04.\\_figure\\_2.3\\_the\\_individualism-collectivism\\_continuum.pdf](http://resources.corwin.com/sites/default/files/04._figure_2.3_the_individualism-collectivism_continuum.pdf)

White, S. (2015). Twelve documentaries that explore different cultures. *Culture trip*. <https://theculturetrip.com/asia/articles/top-12-documentaries-that-will-open-your-mind-to-other-cultures/>

## INSTRUCTION AND ASSESSMENT RESOURCES

aleksandra143. (2016, May 3). *Digital story, ESL project: My dog Snoopy*. [Video]. YouTube. <https://www.youtube.com/watch?v=0Ye8LXx8PNg>

Aviles, C. (2019). The gamification guide. *Teched-up teacher*. <http://www.techedupteacher.com/the-gamification-guide/>

Boyles, N. (2013). Closing in on close reading. *Educational Leadership*, 70(4), 36–41. <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx> (How to do close reading with elementary students)

Buck Institute for Education. (2017). Critique protocols: Deeper learning competencies. *Project-based teaching strategies guide*. [https://padlet-uploads.storage.googleapis.com/246798421/8d2e5e9f0f95934925aded6f0eed3713/Critique\\_Protocols\\_\\_\\_Strategy\\_Guide.pdf](https://padlet-uploads.storage.googleapis.com/246798421/8d2e5e9f0f95934925aded6f0eed3713/Critique_Protocols___Strategy_Guide.pdf)

EL Education. (n.d.). *Critique and feedback: Management in the active classroom*. <https://eleducation.org/resources/critique-and-feedback>

EL Education. (2012). *Austin's butterfly: Building excellence in student work* [Video]. Vimeo. <https://vimeo.com/38247060>

Gonser, S. (2020, January 10). Connecting math and science to reading and writing. *Edutopia*. [https://www.edutopia.org/article/connecting-math-and-science-reading-and-writing?gclid=EAIaIQobChMIv-CX-pPo6AIVjrBICh28IgSnEAMYAyAAEgK2ZvD\\_BwE](https://www.edutopia.org/article/connecting-math-and-science-reading-and-writing?gclid=EAIaIQobChMIv-CX-pPo6AIVjrBICh28IgSnEAMYAyAAEgK2ZvD_BwE)

Green Card Voices. (n.d.). Videos. <https://www.greencardvoices.com/videos/>

Green Card Voices. (2018). *Story stitch: Telling stories, opening minds, becoming neighbors*. Green Card Voices.

International Children's Library. Free resources in multiple languages. <http://en.childrenslibrary.org>

MacMeekin, M. (n.d.). A visual list of 28 learner-centered instruction methods. *Wabisabi Learning*. <https://www.wabisabi-learning.com/blog/28-instruction-methods-infographic>

Morris, K. (2019, May 27). *13 examples of great classroom blogs*. <https://www.theedublogger.com/13-great-class-blogs/>

National Writing Project. (2016, March 31). *Literacy, ELL, and digital storytelling: 21st-century skills in action* [Video]. YouTube. <https://www.youtube.com/watch?v=HsJ8Cku1NEo>

Turner, A. (2016, June 23). *The power of storytelling in teaching* [Video]. YouTube. <https://www.youtube.com/watch?v=FJD68y7LNo>

Wilson, D., & Conyers, M. (2017). Helping struggling students build a growth mindset. *Edutopia*. <https://www.edutopia.org/article/helping-struggling-students-build-growth-mindset-donna-wilson-marcus-conyers>

Zwiers, J. (n.d.). *5th grade language arts: Argument scale—Scaffolding output* [Video]. <https://jeffzwiers.org/videos>  
<https://jeffzwiers.org/videos>

Zwiers, J. (n.d.). *Argument balance scale visual organizer*. <https://jeffzwiers.org/tools>

## LEARNING PREFERENCE SURVEYS

Georgia Department of Education. (n.d.). *Learning style inventory*. <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf>

Lower Cape May Regional. (n.d.). *Learning style inventory*. [https://lcmrschooldistrict.com/mckenna/La%20rentree/learningstyleinventory\\_survey.pdf](https://lcmrschooldistrict.com/mckenna/La%20rentree/learningstyleinventory_survey.pdf)

## PROJECT-BASED LEARNING

PBL Works. (n.d.). *Buck Institute for Education*. <https://my.pblworks.org/projects>, <http://pblu.org/projects>

Project-Based Learning. *Edutopia*. <https://www.edutopia.org/project-based-learning>

## SOCIAL JUSTICE

Global Oneness Project. [www.globalonenessproject.org](http://www.globalonenessproject.org)

Gonzalez, J. (2016). A collection of resources for teaching social justice. *Cult of pedagogy*. [www.cultofpedagogy.com/social-justice-resources](http://www.cultofpedagogy.com/social-justice-resources)

## Culturally Responsive Teaching for Multilingual Learners

EngageNY. (n.d.). *Grade 8 ELA module 1*. <https://www.engageny.org/resource/grade-8-ela-module-1> (Middle school ELA module focused on refugee stories)

Kleinrock, L. (n.d.). *Social justice reading list*. <https://www.teachandtransform.org/reading-list>

National Education Association (NEA). Social justice lesson plans are lessons based around the stories of the NEA Human and Civil Rights Awards Recipients. <http://www.nea.org/grants/63178.htm>

PBS News Hour. (2016). *"He named me Malala": Understanding student activism through film—Lesson plan*. [www.pbs.org/news/hour/extra/lessons-plans/he-named-me-malala-understanding-student-activism-through-film-lesson-plan](http://www.pbs.org/news/hour/extra/lessons-plans/he-named-me-malala-understanding-student-activism-through-film-lesson-plan)

Teaching Tolerance. (n.d.). *Defining activism for grades 6–12*. <https://www.tolerance.org/classroom-resources/tolerance-lessons/defining-activism>

Teaching Tolerance (n.d.). *Using photographs to teach social justice*. <https://www.tolerance.org/classroom-resources/tolerance-lessons/using-photographs-to-teach-social-justice-exposing-gender>

*Using Their Words* provides a series of social justice themed units for elementary. <http://www.usingtheirwords.org/sje-units/>