



## 2026-27 Gateway Induction Individual Learning Plan

### MILESTONE #2: CONTEXT AND COMMUNITY PROJECT

**Milestone Description:** You will explore your identity and its connection to culturally responsive, equity-centered, and anti-racist teaching, as well as resources to help you better understand and connect with your students and school community. It consists of three parts:

A. Teacher Identity	B. Professional Reading	C. Learning Partnerships & Communities
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#### [MILESTONE #2 RESOURCES FOLDER](#)

**DOCUMENT NAMING STANDARD:** Last name\_First name\_Document Title\_Year

#### A. Teacher Identity

By deepening our own awareness of biases and privileges and their intersections with race and education, we come to understand how these identities play out in our lives as educators and the values that we are communicating as a result.

For those in Year 1, please complete the following:

- Revisit Core Values
- Identity Markers OR Wheel of Power and Privilege

- Letter to Self

For those in Year 2, please complete the following:

- Revisit Core Values
- Identity Markers OR Wheel of Power and Privilege (whichever not done in Year 1)
- Letter to Self Review & Reflection

Paste Links to Your Documents Below	
<a href="#">Core Values</a>	
<a href="#">Identity Markers</a> OR <a href="#">Wheel of Power &amp; Privilege</a>	
<a href="#">Letter to Self</a> (Year 1/ECO) OR <a href="#">Letter to Self Review &amp; Reflection</a> (Year 2)	

## B. Professional Reading & Reflection

Please select a professional reading that is meaningful and relevant to your CSTP/ILP goal and complete the reading reflection below. You may choose from [this set of selected readings](#) or a grade/subject-specific reading you and your mentor find on your own. The selected list includes many excerpts from Zaretta Hammond’s *Culturally Responsive Teaching & the Brain*, picked because of their relevance to different CSTPs.

**READING REFLECTION**

Title and Author of Reading Selection:

Quick Summary of Reading Selection:

What are your key takeaways from the reading?

What came up for you while doing this reading?

How does this reading impact your work with students, especially those with racial, linguistic and neuro-divergent differences?

How does this reading or your takeaways from the reading connect to the goals from your co-assessment?

### C. Learning Partnerships & Communities

Please select TWO of the tools and reflections listed below the table. You may also use a tool/resource related to learning partnerships and communities that may be more relevant to your context. Make a copy, complete the tool/resource with your mentor and add the links to the table below. For each tool/resource, discuss and complete the reflection prompts.

Paste Links to Your Documents Below	
<b>Tool/Resource #1</b>	<p><b>Document Link:</b></p> <p><b>Reflection:</b></p> <ol style="list-style-type: none"> <li>1. What came up for you doing this activity?</li> <li>2. How does this exercise/tool/activity impact your work with students, especially those with racial, linguistic and neuro-divergent differences?</li> </ol>
<b>Tool/Resource #2</b>	<p><b>Document Link:</b></p> <p><b>Reflection:</b></p> <ol style="list-style-type: none"> <li>1. What came up for you doing this activity?</li> <li>2. How does this exercise/tool/activity impact your work with students, especially those with racial, linguistic and neuro-divergent differences?</li> <li>3. How does this exercise/tool/activity impact how you think about the goals you established in Milestone #1</li> </ol>



[Family Communication](#)

[Understanding School Context \(COPY and need to REVISE\)](#)

[Creating an Anti-Racist Class Culture](#)

[Anti-Racism Inclusive Relationships and Communities](#)

[Anti-Racist SEL Conversations with Students](#)

[Zone of Efficacy](#)

[SCARF Setting Up Class Routines](#)

[SCARF Analysis Tool](#)

[12 Grid Accommodations & Support](#)

[Building Rapport with Trust](#)

[Rapport Interaction Tally](#)

[Rapport interaction Tally V2](#)