

Commit to Respect Diversity and Learner Variability

Strategies (Hybrid, Remote, & In-Person)	Checklist	Talking Points/Questions
Implement Universal Design For Learning	Teacher provides multiple means of: ☐ Engagement by providing options that increase the relevance and authenticity of instruction (e.g., using money to teach math) ☐ Representation by providing alternatives for accessing information (e.g., visual, auditory) and activating background knowledge in multiple ways (e.g., pre-teaching concepts, using advanced organizers) ☐ Action & Expression by providing options for responding and for completing assignments (e.g., computer, video, or music instead of a handwritten assignment) Potential Idea: UDL Strategy Resource	○ Representing the bodies in the space/sense of belonging/see themselves in the space ○ Visual displays and classroom reflect the multifaceted identities of children ○ How do you identify? (Interests, culture, background, hopes and dreams) ○ What are the students' funds of knowledge? What do they bring to the table? What do they know because of their lived experiences? How are these things assets that can be leveraged in the classroom, school community, etc.?
Analyze Pedagogy From A Culturally Responsive Lens	☐ Teacher acknowledges biases and inequitable actions ☐ Teacher examines curriculum and learning materials for bias ☐ Teacher makes an effort to learn about their students' cultural backgrounds ☐ Teacher builds caring, cooperative classroom environments ☐ Teacher builds relationships with families and communities ☐ Teacher identifies and addresses curricular bias Potential Idea: Toolkit for Analyzing CRT, Culturally Responsive Teaching: A Guide to Evidence-Based Practices	● When have you seen that student find success? ● Analyze Pedagogy ○ What is happening in the classroom that shows acknowledgement/bias analysis ○ Teacher engages in deep learning about each student

Developing A Culture For Risk Taking	❑ Teacher provides formative assessment opportunities ❑ Teacher incorporates revision in all projects and assessment ❑ Teacher models curiosity and failure as a process towards mastery Potential Idea: Strategies For Creating A Risk-Taking Culture, Intellectual Risk Taking Presentation	○ Classroom culture indicators for risk taking and how teachers and other students react to risk taking ○ Feedback to students that is real, validating, and encourages other student to react and participate
Funds of Knowledge	Beyond the surface questions (examples)	○ Who is represented? ■ Surface level is what exists ■ Monolingual English learners ■ Students with abilities & disabilities – some UDL components thought of ■ Teachers ○ Who is not? ■ Students with Special Needs (abilities & disabilities) ■ Multilingual Learners/Students ■ Students from cultures different from the teacher ■ LGBTQ+ students ■ Black students ■ Native American students ■ Students in Poverty / Working Class - students with less resources ■ Students who are experiencing homelessness