

Focus Area for Curriculum Framework: Asset-Based Instruction

Overall Description:

An asset-based approach is grounded in the belief that students', families', and communities' ways of knowing, including their language and culture, serve as intellectual resources and contribute greatly to the teaching and learning of high-quality instruction. This approach draws from funds-of-knowledge work in which researchers and teachers learn with and from students, parents, and communities (Gonzalez et al., 2005). **It recognizes and uses in daily classroom practice the cultural and linguistic knowledge, home and community experiences, frames of reference and worldviews, and learning styles of culturally and linguistically diverse students to make learning more relevant and effective for them.**

Guidelines and Resources				
Components with Descriptions	Templates, Sample Lesson Plans	Related Instructional Strategies	Possible Assessments	Additional Related Resources
Asset-Based Mindset (individual, community, culture, resources, home language) - Knowing your student beyond building relationships - Know the community at large - Build Asset-Based Relationships with Students to promote equity and inclusion	<i>Inventories (learning styles, interest, homelife)</i> 1. Asset-Based Student Learning Plan : Example of 6th grade ELA learning plan that places value on student strengths and gives concrete examples on how to embed that in a lesson. This came from an article illustrating the 3 steps needed to	1. Article with suggestions on how to transition from a deficit-based to an asset-based approach when working with multilingual learners. 2. True Colors Personality Assessment: Explains what 'true colors' are and how these four personality types can be leveraged to support	1. True Colors Personality Test: Here is an online version of this assessment and here is a paper version with explanations. Both could be used with students in grades 4-12. 2. Multiple Intelligence assessment for kids This is an assessment	1. University of Memphis Learning Module on Community Engagement: This particular page has a table that contrasts asset and deficit-based mindsets. 2. Article describing the importance of changing our language for describing students from low-income

Focus Area for Curriculum Framework: Asset-Based Instruction

	develop an asset-based approach to teaching. 2. 3 Strengths Exercises: This document provides detailed lesson plans and instructions for helping people to discover their personal strengths. It is written for an adult audience but could easily be adapted for working with children. 3. Goal Setting lessons: this article provides 10 specific and unique suggestions for getting secondary students to practice critical reflection. 4. Strengthening Relationships for Students in Grades 3-12 Through Oral Storytelling Activities and Projects describes the value of providing opportunities and structures to support students as they share	effective communication and teamwork. 3. Article on Learning Profile Cards describes some of the benefits of having students share their perception of themselves as learners. 4. Article: Asset Based Model compares a deficit model to an asset-based model and how asset-based is more productive. 5. Multiple Intelligences: This article is about Gardner's Theory on Multiple Intelligences and how to use them in the classroom.	designed for students to find their strength in multiple intelligence. 3. Learning Profile Cards can be used to collect data on students' perception of their strengths within different content areas and allow students to reflect on their personal approach to learning.	households. 3. Blog "Empower your classroom Let's Talk about Asset-Based Instruction" Focuses on positive community engagement and includes developing an awareness of "personal characteristics and skills" as a means of recognizing "gifts" that, once identified, can be applied to creatively handle problems. 4. An Asset-Based Approach to Education: What It Is and Why It Matters highlights the significance of recognizing that every community has strengths and potential and explores why an asset-based approach matters to students' success.
--	---	---	--	--

Focus Area for Curriculum Framework: Asset-Based Instruction

	their experiences. https://tusd1-my.sharepoint.com/:b:/r/personal/dana_islas_tusd1_org/Documents/U%20of%20A/sup%20cert/Instructional%20Framework/Asset-based/storytelling-guide-opt.pdf?csf=1&web=1&e=g455vb			
Design instruction based on the students' strengths. The asset-based or philosophy argues that "each person has a number of naturally existing talents that make them unique. Personalized Learning, Differentiated Instruction, Multiple Pathways to new learning: Connect new learning to prior knowledge	1. Getting to know your students' strengths These questionnaires will help to guide students for learning about their strengths. They were found on this website. (K-5) Questionnaire (6-8) Questionnaire (9-12)Questionnaire - Family Questionnaire in English or Spanish 2. Lessons designed to help students identify their strengths. (K-5) Students' Strengths Lesson	1.University of Toronto's Strengths Based Resilience 2a.Asset Bank and Questionnaire b.Asset Bank and Questionnaire Instructions	Reflection Cubes Students roll the cube and then scan the QR code to reveal a sentence starter to reflect upon their work. Students can then verbalize or write their answers. 6-12 Reflection Techniques and Lessons includes descriptions of ten strategies to use with students. Semester Reflections	Meeting Students Trauma with an Asset-Based Approach Discovery of Strengths (Intentionally capture the student's strengths and then design instruction based on the student's strengths. Students will become experts and become peer tutors) Playing to Students Strengths A framework for giving students choice in demonstrating their

Focus Area for Curriculum Framework: Asset-Based Instruction

● Encourage Student Voice and Choice ● Connect the Curriculum to Students' Lives ● Ensure That Routines and Practices meet the needs of the students	● (6-8) Students' Strengths Lesson and My Strengths and Qualities Worksheet ● (9-12) Know Your Strengths 3. Connect new learning to prior knowledge (K-5) K-W-L Charts extend the chart to include columns for how students can find answers to their questions (online searches, personal interviews), what actions they might take after learning this new information (apply it, teach someone else, create something new), and/or what new questions they have based on what they've learned. (6-12) Anticipation Guide: Anticipation guides ask students to think, write, and/or talk about their opinions on key themes or big ideas contained in upcoming texts and units of study. They are often organized as a list of			understanding of course content. From Deficit-Based to Assets-Based: Breaking Down the Wall One Essential Shift at a Time shares research and strategies to support educators repositioning their thinking and instructional practices to an asset-based approach.
--	---	--	--	--

Focus Area for Curriculum Framework: Asset-Based Instruction

	statements which students have to agree or disagree with. This can be done in writing or speaking. 4. Personal SWOT Analysis Worksheet SWOT is an acronym for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses center around internal factors, such as pre-existing competencies or skills we do not yet possess. In contrast, opportunities and threats regard factors in our environments that may facilitate our ability to put our strengths to use or threaten to expose our weaknesses.			
Connecting To Community: Use parents as experts Bring in families Funds of Knowledge	1. Instructions for tapping into Funds of Knowledge. Steps to completing Funds of Knowledge	1. Conduct classroom surveys that taps into home knowledge and expertise.	1. Mapping community knowledge gathered for surveys from a class,	1. Building partnerships with experts in the community. Bringing the Community Into the Classroom

Focus Area for Curriculum Framework: Asset-Based Instruction

Focus on positive community engagement Recognize cultural and language resources Establish a partnership with communities to create asset-based programming by: ●Building relationships with communities you will engage. ●Learning about their learning resources which include their interests, concerns, ideas, everyday knowledge, and cultural practices. ●Working with trusted community members to collect ideas ●Developing together the content and	2. Matrix to document a student's Funds of Knowledge. Then brainstorm ways to integrate the skills involved in that particular context to an academic lesson. Funds of Knowledge Toolkit 3. Resources that support educators with conducting home visits. Home Visit Toolkit The following are Lesson Plans to determine student strengths. 4. 10 Ways to Know Your Student-Ideas for Lessons/Activities This read will provide “lesson spark”	2. Using home visits, parents and/or student interviews to glean expert knowledge that can enhance classroom instruction. 3. Tap into Community assets: People - human assets - social assets - political assets - financial assets Place - Cultural assets - Built assets - Natural assets 4. Invite community members to compliment concept and skill	school, etc. to create a matrix of home knowledge. 2. Template to document observation, interviews and students Funds of Knowledge. Create a matrix that reflects expertise within the school's community 3. This site provides various tools and suggestions to assess a	2. Lesson on Literacy and Numeracy using Funds of Knowledge-Video. Video-Building Literacy and Numeracy through Funds of Knowledge 3. Various ideas to involve the local community in classroom instruction. 5 Ways to Involve the Community in your Classroom 4. Ideas for whole community involvement
--	---	---	---	--

Focus Area for Curriculum Framework: Asset-Based Instruction

experiences students will have ● Reflecting with partners to understand what works and what could be revised. ■ Building internal relationships. This process allows building relationships among local assets for mutually beneficial problem solving within the community. Collaboration between diverse groups of individuals will help to engage people with an insider's perspective in realistic activities. ■ Establishing external connections. Asset mapping captures the insider's perspective, and	5. A Lesson Plan for Grades 10-12: Know Your Own Strengths LP 6. Lesson Plan for K-5: Lesson Plan K-5 Asset-Based	development. For example, a parent who is knowledgeable about pouring cement could share how a lever works in a small machine's lesson.	community's assets Assessing Community Needs and Resources 4. Possible Assessments for Teacher Actions-a webpage	5 Steps to Better School/Community Collaboration 5. This resource will help support various aspects of establishing internal and external connections: Building on Strengths...
--	---	--	---	---

Focus Area for Curriculum Framework: Asset-Based Instruction

it also has the flexibility to engage the outsiders who may have a pertinent cause that aligns with the local community” (Scott et. al., 2020, p. 72).				
School/Classroom Climate SAFE learning environment. Build a strong classroom community. Classrooms provide students and staff with friendships and skills, beyond their immediate communities. Intentionally building networks in the classroom can create	What is the classroom climate, how is learning facilitated Asset-based Pedagogy CA Perspective Five Ways to Build an Asset-Based Mindset in Education Partnerships (Opinion) How asset-based instruction improves classroom behavior Creating Effective Classroom Environments Plan Template (K-5) A template for creating	20 Tips for Creating a Safe Learning Environment Ten maxims for creating a safe learning environment Advances in Physiology Education Four Elements for Creating a Positive Learning Environment All4Ed 8 Trust Building Strategies How to Ensure a Safe, Inclusive Classroom Environment UNT Teaching Commons	Safety Checklist for Classrooms Classroom Climate can be assessed in a variety of ways: - Using focus groups; - Individual Student interviews - Classroom discussions - Study circles - Participatory action research	Empower Your Classroom: Let's Talk About Assets-Based Instruction Asset-Based video provides insights on how to find assets and actions such as those in the video promote safe, culturally responsive classrooms. Equity by Design will support teachers in creating a safe learning environment. Shared Mindfulness and Supportive Relationships

Focus Area for Curriculum Framework: Asset-Based Instruction

meaningful, supportive relationships among students and teachers. - Teachers create a safe, inclusive learning environment by connecting with student's personal strengths and building trusting relationships. - Provide students with opportunities to share about their backgrounds and cultures. Build self-esteem and self-efficacy - Students' determination and belief that they can achieve their goals are important factors	positive classroom environments. How to use positive nonverbal communication Suggestions for teaching positive nonverbal cues to students		- Student, staff, and family surveys. - Structured Observations Special Considerations for Climate Assessment Validity - Validity evidence is required to support or justify each and every use of an assessment. Evidence based on content. - Content refers to the wording and	Meeting Student Trauma with Asset-based Instruction
---	--	--	---	--

Focus Area for Curriculum Framework: Asset-Based Instruction

in their persistence to ongoing learning. ● Accept your student as he/she is and respect his/her values even if they differ from yours. Use positive nonverbal communication ● Nonverbal messages are an essential component of communication in the teaching process. It is not only what you say to your students that is important but also how you say it.			format of survey items, or the scoring rules for observation domains. Evidence based on response processes. ● It is especially important that different subgroups of survey respondents interpret survey items the same way and have similar understandings of how to apply survey scales.	
---	--	--	---	--

Focus Area for Curriculum Framework: Asset-Based Instruction

Motivate Students ● Motivation is a key factor in student success, and whatever level of motivation your student brings to the learning environment will be transformed, for better or worse, by what happens during the learning process. ● Be enthusiastic about what you are teaching. An instructor's enthusiasm is a crucial factor in student motivation.			Evidence based on internal structure. ● Refers to evidence that items, scales, or domains within the assessment relate to each other in theoretically anticipated ways. Evidence based on relations to other variables. ● Refers to evidence that survey scales or domains relate to other, conceptually similar scales	
--	--	--	---	--

Focus Area for Curriculum Framework: Asset-Based Instruction

			or domains in theoretically anticipated ways. S4 Schools Standards Checklist contains safety issues for classrooms in the first few pages of this document.	
Examples (e.g., Videos, Case Studies): Look at global educational approaches. Build the relationship with your partner classroom on a foundation of mutual benefit, respect, and power. During planning and learning experiences, start with questions rather than assertions and look for points of intersection. Get students involved in recognizing deficit mindsets when they emerge, and in strategizing ways to flip the paradigm. Lean into discomfort when inequities emerge or partnerships become controversial. Beware of orienting solutions toward solving problems for your partners; instead, build partnerships in which students solve for the world they know and learn from the world they don't.				

Focus Area for Curriculum Framework: Asset-Based Instruction

- Connie asked us to check out this video and see if it relates to this topic https://www.youtube.com/watch?v=LHJGo_g7Its

This came from the PL Group. (**Chris's thoughts:** *I think it would fit with this topic. It speaks to the importance of identifying student's strengths and molding learning to fit these strengths.*) I agree. It speaks to stifling a student from reaching their potential when we do recognize his/her strengths.