






## Creating a Culturally Sustaining Classroom through Building Relationships and Intentional Instructional Practices

| Elements  | Actions Desired by Students  | Creating the Conditions   | Supporting Instructional Practices   | CCT Rubric                           |
|---|--|---|--|--------------------------------------|
|  <b>Express Care</b>           | <ul style="list-style-type: none"> <li>• Be dependable</li> <li>• Listen</li> <li>• Believe in me</li> <li>• Be warm</li> <li>• Encourage</li> </ul> | <ul style="list-style-type: none"> <li>• Examine your values, beliefs, and aspects of your identify and how they impact relationships with students to inform the development of positive relationships</li> <li>• Collaboratively develop and communicate expectations and routines for behavior, engagement, and learning</li> <li>• Align learning tasks to connect to students' environments, experiences, values, needs, and strengths in order to actively engage students in learning</li> </ul> | <ul style="list-style-type: none"> <li>• Communicating clear learning goals</li> <li>• Fair and clear criteria for evaluation</li> <li>• Relevant learning models such as learning contracts, pedagogical flexibility and experiential learning</li> </ul>   | CCT 1a<br>CCT 4a<br>CCT 4b<br>CCT 4c |
|  <b>Challenge Growth</b>       | <ul style="list-style-type: none"> <li>• Expect the best</li> <li>• Stretch</li> <li>• Hold me accountable</li> <li>• Reflect on failures</li> </ul> | <ul style="list-style-type: none"> <li>• Foster the development of academic identities for all students</li> <li>• Provide challenging and meaningful learning experiences involving higher order thinking and critical inquiry</li> <li>• Recognize academic features in student's daily speech and support the development of language and its context of use to foster critical language awareness</li> <li>• Encourage self-assessment</li> </ul>   | <ul style="list-style-type: none"> <li>• Posing problems</li> <li>• Encourage decision making</li> <li>• Experimental inquiry</li> <li>• Invention</li> <li>• Simulations</li> <li>• Investigation of definitions</li> <li>• Rubrics</li> </ul>  | CCT 2a<br>CCT 2b<br>CCT 2c<br>CCT 3a |
|  <b>Provide Support</b>        | <ul style="list-style-type: none"> <li>• Navigate systems and situations</li> <li>• Empower</li> <li>• Advocate</li> <li>• Set boundaries</li> </ul> | <ul style="list-style-type: none"> <li>• Address relevant, real-world issues impacting students in an action-oriented manner</li> <li>• Develop an understanding of students' strengths, interests, and learning styles to build upon for new and challenging learning</li> <li>• Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time</li> </ul>   | <ul style="list-style-type: none"> <li>• Reframing</li> <li>• Seek and provide timely feedback</li> <li>• Tests and testing formats critiqued for bias</li> <li>• Scaffolding</li> <li>• Pre-Teaching</li> <li>• Writing groups</li> <li>• Multi-dimensional sharing</li> <li>• Enhance meaning</li> </ul> | CCT 2c<br>CCT 3b<br>CCT 3c           |
|  <b>Share Power</b>          | <ul style="list-style-type: none"> <li>• Respect me</li> <li>• Include me</li> <li>• Collaborate</li> <li>• Let me be heard</li> </ul>               | <ul style="list-style-type: none"> <li>• Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students</li> <li>• Connect assessment to students' experiences, frames of reference, and values</li> <li>• Encourage discussion of relevant experiences</li> <li>• Engage and partner with students, families and community resources to inform decision making</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Cooperative learning approaches</li> <li>• Peer teaching</li> <li>• Promote collaborative conversations</li> <li>• Contextualized assessment</li> <li>• Self-assessment</li> <li>• Goal setting</li> </ul>  | CCT 1b<br>CCT 3b<br>CCT 3c           |
|  <b>Expand Possibilities</b> | <ul style="list-style-type: none"> <li>• Inspire</li> <li>• Broaden horizons</li> <li>• Connect</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide engaging learning experiences connected to the local community and leverage civic and service learning opportunities and partnerships</li> <li>• Ignite curiosity about the world beyond and connect to students' own experiences</li> <li>• Relate teaching and learning activities to students previous knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>• Authentic assessment tasks</li> <li>• Historical investigation</li> <li>• Portfolios and process-folios</li> <li>• Case-study methods</li> <li>• Incorporate art</li> </ul>   | CCT 2a<br>CCT 4b<br>CCT 4c           |