



# Culturally Healthy High Performing Schools Partnership

Alignment of Outcomes to Danielson's *Framework for Teaching*

INDICATORS ↓	Unsatisfactory	Basic	Proficient	Distinguished
<p>Identify school-wide indicators of cultural health, school environment trends and cultural capacity levels; develop partnership measures of success aligned to data trends.</p> <p>→ <b>CULTURAL LEADERSHIP</b></p>	<ul style="list-style-type: none"> <li>□ Educator tone and use of language indicates no connection to students.</li> <li>□ Educator language indicates that positive framing and narration have not been implemented.</li> <li>□ Expectations for language usage and conversation are not verbally modeled or visually displayed.</li> <li>□ Adult-to-adult interactions indicate no respect and rapport.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educator tone and use of language indicates limited connection to students.</li> <li>□ Educator language indicates that positive framing and narration have not been implemented consistently.</li> <li>□ Expectations for language usage and conversation are verbally modeled or visually displayed inconsistently.</li> <li>□ Adult-to-adult interactions indicate minimal respect and rapport.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educator tone and use of language indicates a connection to students.</li> <li>□ Educator language indicates that positive framing and narration have been implemented.</li> <li>□ Expectations for language usage and conversation are verbally modeled <i>and</i> visually displayed and upheld by the adult facilitating learning.</li> <li>□ Adult-to-adult interactions indicate well-established respect and rapport.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educator tone and use of language indicates a connection to all students within and beyond the school.</li> <li>□ Educator language indicates that positive framing and narration have been implemented with high expectations for all students.</li> <li>□ Expectations for language usage and conversation are verbally modeled <i>and</i> visually displayed and upheld by students.</li> <li>□ Adult-to-adult interactions are driven by collective ownership and accountability.</li> <li>□ Colleagues are willing to confront one another in a collegial fashion; healthy discourse is valued.</li> </ul>
<p><i>EducatorAide Tools: Cultural Capacity™ survey, teacher focus groups, CIA protocol</i></p>				
<p>Danielson Alignment</p>	<ul style="list-style-type: none"> <li>□ The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. (2a)</li> </ul>	<ul style="list-style-type: none"> <li>□ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. (2a)</li> </ul>	<ul style="list-style-type: none"> <li>□ Talk between the teacher and students and among students is uniformly respectful. (2a)</li> </ul>	<ul style="list-style-type: none"> <li>□ The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. (2a)</li> </ul>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher displays no familiarity with, or caring about, individual students. (2a)</li> <li><input type="checkbox"/> Students use language incorrectly; the teacher does not correct them. (2b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. (2a)</li> <li><input type="checkbox"/> The teacher urges, but does not insist, that students use precise language. (2b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes general connections with individual students. (2a)</li> <li><input type="checkbox"/> The teacher insists on precise use of language by students. (2b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher respects and encourages students' efforts. (2a)</li> <li><input type="checkbox"/> Students take initiative in improving the quality of their work. (2b)</li> <li><input type="checkbox"/> Students correct one another in their use of language. (2b)</li> </ul>
<p>Determine student engagement and autonomy in the classroom through equity mapping process.</p> <p style="text-align: center;"><b>→ EQUITABLE INSTRUCTION</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of awareness related to student interest and engagement results in passive learning with no autonomy.</li> <li><input type="checkbox"/> Students are never given the opportunity to converse with one another.</li> <li><input type="checkbox"/> Questions posed by the educator only lead to one correct answer with no synthesis or application required.</li> <li><input type="checkbox"/> Educator dominates talk time 75-100% of the time observed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent awareness <i>and</i> response related to student interest and engagement results in about 50% of students engaging with the objective. Minimal evidence of autonomy.</li> <li><input type="checkbox"/> Students are sometimes given the opportunity to converse with one another.</li> <li><input type="checkbox"/> Questions posed by the educator lead to 1-2 correct answers with minimal synthesis or application required.</li> <li><input type="checkbox"/> Educator dominates talk time 50-75% of the time observed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent awareness <i>and</i> response related to student interest and engagement results in about 80% of students engaged and exercising autonomy.</li> <li><input type="checkbox"/> Students are given multiple opportunities to converse with one another and/or respond through multiple modalities.</li> <li><input type="checkbox"/> Questions posed by the educator are a mixture of guiding and open-ended questions with some synthesis or application required.</li> <li><input type="checkbox"/> Students dominate talk time at least 50% of the time observed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent awareness <i>and</i> response related to student interest and engagement results in nearly every of student engaged and exercising autonomy.</li> <li><input type="checkbox"/> Students drive their own mastery through multiple modalities for engaging with the objective.</li> <li><input type="checkbox"/> Questions require students to think beyond synthesis to levels of application and are driven by student-driven inquiries.</li> <li><input type="checkbox"/> The educator is a facilitator and this is demonstrated through multiple intentional strategies that get students talking with multiple classmates to learn from multiple perspectives.</li> </ul>
<p>EducatorAide Tools: <i>Equity Walks, ACED forms</i></p>				

<p>Danielson Alignment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Questions do not invite student thinking. (3b)</li> <li><input type="checkbox"/> All discussion is between the teacher and students; students are not invited to speak directly to one another. (3b)</li> <li><input type="checkbox"/> The teacher does not ask students to explain their thinking. (3b)</li> <li><input type="checkbox"/> The teacher ignores indications of student boredom or lack of understanding. (3e)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher invites students to respond directly to one another's ideas, but few students respond. (3b)</li> <li><input type="checkbox"/> The teacher calls on many students, but only a small number actually participate in the discussion. (3b)</li> <li><input type="checkbox"/> The teacher asks students to explain their reasoning, but only some students attempt to do so. (3b)</li> <li><input type="checkbox"/> The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. (3e)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes effective use of wait time. (3b)</li> <li><input type="checkbox"/> Discussions enable students to talk to one another without ongoing mediation by teacher. (3b)</li> <li><input type="checkbox"/> The teacher calls on most students, even those who don't initially volunteer. (3b)</li> <li><input type="checkbox"/> Many students actively engage in the discussion. (3b)</li> <li><input type="checkbox"/> The teacher asks students to justify their reasoning, and most attempt to do so. (3b)</li> <li><input type="checkbox"/> The teacher incorporates students' interests and questions into the heart of the lesson. (3e)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher builds on and uses student responses to questions in order to deepen student understanding. (3b)</li> <li><input type="checkbox"/> Students extend the discussion, enriching it. (3b)</li> <li><input type="checkbox"/> Students invite comments from their classmates during a discussion and challenge one another's thinking. (3b)</li> <li><input type="checkbox"/> Virtually all students are engaged in the discussion. (3b)</li> <li><input type="checkbox"/> The teacher seizes on a teachable moment to enhance a lesson. (3e)</li> </ul>
<p>Determine teacher autonomy, trust, and collaboration levels through equity mapping process.</p> <p style="text-align: center;">➔ <b>CROSS-CULTURAL COMMUNICATION</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator beliefs indicate there are lowered expectations for many students, based upon factors such as SES, race, ethnicity, or language acquisition.</li> <li><input type="checkbox"/> Educator beliefs indicate that parents should conform to their standards of communication.</li> <li><input type="checkbox"/> Inability to self-regulate contributes to lack of trust in colleagues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator beliefs indicate high expectations for all students but no strategies or solutions for reaching all learners, especially marginalized populations.</li> <li><input type="checkbox"/> Educator beliefs indicate that parent relationships are a two-way street with little action taken to engage parents who do not respond after 1-2 outreach attempts.</li> <li><input type="checkbox"/> Inconsistency with self-regulation contributes to trust</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator beliefs indicate high expectations for all students with some strategies or solutions for reaching all learners, especially marginalized populations.</li> <li><input type="checkbox"/> Educator beliefs indicate that they have a responsibility to meet parents where they are, even if it requires multiple forms of outreach.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator beliefs indicate high expectations for all students with many strategies or solutions for reaching all learners, especially marginalized populations in addition to seeking out support from colleagues.</li> <li><input type="checkbox"/> Educator beliefs indicate that parents are always a child's first teacher and parent-educator relations are a partnership; persistent outreach to engage every parent is the norm,</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The majority (75% or more) of staff members do not believe they are valued.</li> <li><input type="checkbox"/> The majority (75% or more) of staff members do not feel their voice is heard, resulting in negative interactions, including complacency.</li> <li><input type="checkbox"/> Very few team members participate in professional learning experiences unless they are paid to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> in only a few close colleagues on staff.</li> <li><input type="checkbox"/> The staff is divided with about half of the team members believing they are valued.</li> <li><input type="checkbox"/> Approximately half of the team feels their voice is heard.</li> <li><input type="checkbox"/> Approximately half of team members participate in professional learning experiences, regardless of being paid.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent actions related to self-regulation contribute to trust in many colleagues.</li> <li><input type="checkbox"/> Approximately 80% of the team members believe they are valued.</li> <li><input type="checkbox"/> Approximately 80% of the team feels their voice is heard.</li> <li><input type="checkbox"/> Approximately 80% of team members participate in professional learning experiences, regardless of being paid.</li> </ul>	<ul style="list-style-type: none"> <li>including activities like home visits.</li> <li><input type="checkbox"/> Consistent actions related to self-regulation contribute to trust in nearly all colleagues.</li> <li><input type="checkbox"/> Nearly all team members believe they are valued.</li> <li><input type="checkbox"/> Nearly all team members feels their voice is heard.</li> <li><input type="checkbox"/> Nearly all team members participate in professional learning experiences, regardless of being paid.</li> <li><input type="checkbox"/> Team members actively take initiative to find professional learning that interests them and are open to volunteering to lead professional learning with their peers.</li> </ul>
<p>EducatorAide Tools: <i>Equity Mapping process, ACED forms, Talent Audit</i></p>				
<p>Danielson Alignment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In reflecting on practice, the teacher does not indicate that it is important to reach all students. (3e)</li> <li><input type="checkbox"/> There is some culturally inappropriate communication. (4c)</li> <li><input type="checkbox"/> The teacher's relationships with colleagues are characterized by negativity or combativeness. (4d)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. (3e)</li> <li><input type="checkbox"/> Some of the teacher's communications are inappropriate to families' cultural norms. (4c)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. (3e)</li> <li><input type="checkbox"/> Most of the teacher's communications are appropriate to families' cultural norms. (4c)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. (3e)</li> <li><input type="checkbox"/> All of the teacher's communications are highly sensitive to families' cultural norms. (4c)</li> <li><input type="checkbox"/> The teacher takes a leadership role in promoting</li> </ul>

	<input type="checkbox"/> The teacher purposefully avoids contributing to activities promoting professional inquiry. (4d)	<input type="checkbox"/> The teacher has cordial relationships with colleagues. (4d)  <input type="checkbox"/> When invited, the teacher participates in activities related to professional inquiry. (4d)	<input type="checkbox"/> The teacher has supportive and collaborative relationships with colleagues. (4d)  <input type="checkbox"/> The teacher regularly participates in activities related to professional inquiry. (4d)	activities related to professional inquiry. (4d)  <input type="checkbox"/> The teacher regularly contributes to and leads events that positively impact school life. (4d)
Develop and implement matrix of culturally relevant, responsive and restorative behavioral and instructional practices. <b>→ CULTURAL EMPATHY</b>	<input type="checkbox"/> Educator language and actions indicate no desire to understand student interests or cultural heritage.  <input type="checkbox"/> Educator beliefs indicate no responsibility for knowing student goals related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.)  <input type="checkbox"/> No evidence of small group instruction or personalized learning related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.) is evidenced.	<input type="checkbox"/> Educator language and actions indicate inconsistent desire to understand student interests or cultural heritage, including minimal attempts to embed culturally relevant texts and topics.  <input type="checkbox"/> Educator beliefs indicate some level of responsibility for knowing student goals related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.)  <input type="checkbox"/> Inconsistent implementation of small group instruction or personalized learning related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.) is evidenced.	<input type="checkbox"/> Educator language and actions indicate consistent desire to understand student interests or cultural heritage, including consistent attempts to embed culturally relevant texts and topics.  <input type="checkbox"/> Educator beliefs indicate shared responsibility and some accountability for knowing student goals related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.)  <input type="checkbox"/> Consistent implementation of small group instruction or personalized learning related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.) is evidenced.	<input type="checkbox"/> Educator language and actions indicate excitement for student interests and respect for honoring students' cultural heritage, including mastery with embedding culturally relevant texts and topics.  <input type="checkbox"/> Educator beliefs indicate shared responsibility <u>and</u> shared accountability for knowing student goals related to diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.)  <input type="checkbox"/> Instruction is designed to be driven by small group instruction or personalized learning related to <u>each student's</u> diverse learning needs (i.e. English Learner ILP, IEP/504 accommodations, high ability, etc.).
EducatorAide Tools: <i>Equity Mapping, Equity Walks data</i>				
Danielson Alignment	<input type="checkbox"/> The teacher does not try to ascertain varied ability levels among students in the class. (1b)	<input type="checkbox"/> The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." (1b)	<input type="checkbox"/> The teacher is aware of the different cultural groups in the class. (1b)	<input type="checkbox"/> The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. (1b)

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is not aware of students' interests or cultural heritages. (1b)</li> <li><input type="checkbox"/> The teacher takes no responsibility to learn about students' medical or learning disabilities. (1b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. (1b)</li> <li><input type="checkbox"/> The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. (1b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher has a good idea of the range of interests of students in the class. (1b)</li> <li><input type="checkbox"/> The teacher has identified "high," "medium," and "low" groups of students within the class. (1b)</li> <li><input type="checkbox"/> The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. (1b)</li> <li><input type="checkbox"/> The teacher is aware of the special needs represented by students in the class. (1b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher seeks out information from all students about their cultural heritages. (1b)</li> <li><input type="checkbox"/> The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. (1b)</li> </ul>
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