Loudoun County Public Schools

Culturally Responsive Framework

LCPS Culturally Responsive Framework

Master Table of Contents

Introduction

➢ **The purpose of a Culturally Responsive Framework** is to create and guide support of student-centered learning environments with a critical focus on culturally and linguistically diverse students that have been marginalized by inequitable systems. "LCPS calls for all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability." (Dr. Eric Williams, Superintendent of Loudoun County Public Schools). A culturally responsive framework also creates and guides culturally responsive teaching by, "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically and racially diverse students to make learning encounters more relevent to and effective for them" (Geneva Gay, 2010).

➢ **A culturally responsive framework is necessary** given the historical implications of inequitably designed educational systems, highlighting the disparity in educational experiences for certain subgroups of students. Let's celebrate the diversity that helps define us as a school division and demonstrate that each individual is valued in Loudoun County Public Schools. "For far too long, students in our communities of color and especially African-American students have faced systemic racism in our public schools and in our broader community. It is our moral duty to be an organization that fights for every child in our schools, but especially for the students where our system has failed" (Dr. James Lane, Superintendent of Virginia Public Schools). Through an adaptive approach designed to meet the needs of EVERY learner, the culturally responsive framework will support coherence in the development of racial consciousness and equity literacy in student centered instructional decisions and learning environments.

➢ **Definition of Culture:** Loudoun County Public Schools understands culture as the multiple components of one's identity, including but not limited to: race, economic background, gender identity, language, sexual orientation, nationality, religion, and ability. The way we think and talk about culture is constantly evolving and therefore it is necessary that as educators we continually work to increase our equity literacy and racial consciousness.

➢ **Professional Learning:** As part of Loudoun County's commitment to celebrating diversity (social harmony), exposing the social political context that students experience (critical consciousness), and improving the learning capacity of diverse students who have been educationally marginalized (independent learning for agency), staff will continually seek out and participate in professional learning opportunities designed to increase racial consciousness and literacy. As part of this professional learning journey, staff will increase their knowledge of self and others, examining and identifying the impact of individual, cultural lenses on curriculum implementation and assessment of student progress. Professional learning will also assist with the development of an understanding of the cultures and diverse perspectives of students in the school community and those reflected in the larger Loudoun community.

At a Glance

The Three Components of the LCPS Cultural Responsive Framework

WELCOMING, INCLUSIVE & AFFIRMING ENVIRONMENT

A welcoming, inclusive and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures the multiple identities and cultures of students, staff and families are affirmed, valued, celebrated and used as assets for teaching and learning.

INCLUSIVE CURRICULUM & ASSESSMENT

Inclusive curriculum and assessment affirms diverse identities and engages students in deeper learning in the content area by building knowledge and skills in cultural literacy. It creates opportunities for students to examine authentic challenging problems including issues of justice and equity. Inclusive curriculum and assessment provides culturally affirming opportunities for students to make meaningful contributions to the community and the world.

ENGAGEMENT & CHALLENGE THROUGH DEEPER LEARNING

Through continual reflection and introspection of its policies and processes, Loudoun County Public Schools (LCPS) teachers, administrators, and staff design and implement instructional practices that are responsive to the needs of all learners by promoting a learning environment that values the perspectives of its students, staff, families, and the greater Loudoun community. Taking a broad view of culture, LCPS strives to reflect the diversity of the human experience, recognizing the strength and value of varied perspectives and approaches on the transmission and acquisition of knowledge.

Framework Organization

Each of the three components of the framework includes organizing principles and guidelines. Each component also outlines Indicators for implementation for three roles which include; Teachers, Leaders and Instructional Support.
- *Teachers* (General Education, Special Education, English Learner, etc.)
- *Leaders* (Central Office and Building Administrators)
- *Instructional Support* (School Counselors, School Social Workers, Student Assistance Specialists, School Psychologists, Educational Diagnosticians, etc.)

Component 1:

Welcoming, Inclusive and Affirming Environment

Welcoming, Inclusive and Affirming Environment

LCPS Principles of Welcoming, Inclusive & Affirming Environment

1. Collective responsibility to learn about and affirm student cultures and communities.

2. Supportive and connected relationships among students, families and staff.

3. Investment in the development of social and emotional skills and mental wellness for students and staff.

4. Settings that represent and affirm student identities.

Guidelines for a Welcoming, Inclusive & Affirming Environment

Principle 1. **Collective responsibility to learn about and affirm family and student cultures and communities.**
Some LCPS examples include: Restorative Practices, Equity Professional Learning, Project Based Learning, Multi-Tiered Systems of Support (MTSS) - Positive Behavioral Interventions and Supports (PBIS), Book Clubs, Adult Learning Experiences

- **1.1** Maintain knowledge and awareness that everyone reacts to situations differently based on their own experiences, cultural backgrounds, and perspectives.

- **1.2** Recognize culture as an integral element of the environment.

- **1.3** Acknowledge that behavior is influenced by cultural context.

- **1.4** Provide translation and interpretation support to families to promote ongoing and supportive home and school collaboration.

- **1.5** Build respect and mutual understanding across the school community, including with teachers, administrators, counselors, school aides, custodial staff, cafeteria and recess staff, etc.

- **1.6** Participate in the creation of, and review of, school codes of conduct and discipline practices. Be a collaborating member of these existing committees.

- **1.7** Lean into discomfort, taking emotional and academic risks by engaging in critical conversations.

- **1.8** Disrupt implicit bias in the school and community environment.

Principle 2. Supportive and connected relationships among students, families and staff.

Some LCPS examples include: Affinity Groups, MTSS-PBIS, MTSS-Mental Health/SEL, Courageous Conversations, Multi-Cultural Events, Restorative Practices, Focus Groups

- **2.1** Make an effort to build strong relationships across groups, talking to and getting to know a variety of colleagues, students and families and their perspectives.

- **2.2** Acknowledge and try to incorporate the ideas of colleagues respectfully, recognizing that others may have vastly different communication styles, perspectives, experiences, strengths, needs, and opinions.

- **2.3** Promote habits of mind open to diverse perspectives and insight gained through discourse.[1] Provides opportunity for teachers and students to develop skills in disagreement, discomfort and empathy.

- **2.4** Support and accept colleagues. Hold colleagues accountable to the mutually-agreed upon norms and assume the responsibility of creating an educational environment in which others feel affirmed and valued.

- **2.5** Support colleagues when in need and work to help mediate through discussion and restorative practices.

- **2.6** Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.

- **2.7** Choose kind words over put-down language. Strive to accept others rather than impose negative judgement in order to create a safe and supportive learning environment that allows for all students to think critically, share honestly, and take academic risks.

---

[1]

Principle 3. Investment in the development of social and emotional skills and mental wellness for students and staff.

Some LCPS examples include: Unified Mental Health Teams, MTSS-Mental Health/SEL, Social Emotional Learning, Sources of Strength, Restorative Practices, Morning Meeting, Advisory, Return to Learn

- **3.1** Practice empathy during all interactions. Think about others' feelings, taking into account their experiences and imagine what it feels like to be in another person's shoes.

- **3.2** Collaborate with adults, peers and students to repair harm when harm is caused.

- **3.3** Express respectful agreement or disagreement with opinions, validating the knowledge of colleagues, or challenging their viewpoints in constructive ways.

- **3.4** Practice Social Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Principle 4. Settings that represent and affirm student identities.

Some LCPS examples include: Classroom Systems, Affinity Groups, MTSS-PBIS, Bullying Prevention Programming, Multi-Cultural Events, Intentional Selection of Instructional Materials, Murals and Bulletin Boards

- **4.1** Take ownership of the physical space and learning environment in the school community, welcoming others, taking on leadership roles as school ambassadors, and creating and engaging in activities that improve the school climate and culture for students of diverse backgrounds.

- **4.2** Consider the physical environment of the classroom to determine what cultures, languages, and identities are reflected, represented and valued. Collaboratively advocate for the representation of the cultural backgrounds of all students, ensuring that diverse backgrounds are reflected and valued in the school community throughout the year, not only on designated holidays.

- **4.3** Work with colleagues (students and adults) to create an environment that establishes mutually agreed-upon norms. Act out of a sense of personal responsibility to follow these norms, and not from a fear of punishment or desire for a reward.

- **4.4** Create collective norms about how to take care of the physical space and materials in the classroom and school community.

- **4.5** In addition to examining how the environment supports deep culture, also advocate for diversity of curriculum (e.g. art, food, literature, and activities) in the building that represents the vast diversity of the county and that incorporates relevant unbiased cultural and historical context.

- **4.6** Enact classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.

Indicators for Implementation by role

Welcoming, Inclusive and Affirming Environment

Teacher - Welcoming, Inclusive and Affirming Environment

A. Continually seek out and participate in Professional Learning opportunities designed to increase racial literacy and a continued commitment to educational equity.

B. Implement Social and Emotional Learning to all students in an inclusive environment.

C. Implement equitable classroom practices (classroom management practices, culturally responsive positive behavioral practices).

D. Identify and disrupt implicit bias in the school and community environment.

E. Facilitate and engage in critical conversations.

F. Create safe places within the classroom for students to learn as well as a safe place to process current events.

G. Provide opportunities for personal connections with students on a regular basis

H. Assess the physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued. Promote a variety of perspectives that represent the diversity of Loudoun County, Virginia, the United States, and the World.

I. Build rapport and develop positive relationships with students, and their families, by learning about their interests and inviting them to share their opinions and concerns. Find opportunities to identify, celebrate and incorporate their opinions and concerns.

J. Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities that help students grow academically, socially and emotionally.

K. Work with families early and often to gather insight into students' cultures, goals, and learning preferences. Create opportunities to allow different groups and ideas to become part of the fabric of the school community by organizing proactive community building circles and activities that promote positive relationships among individuals from diverse backgrounds. Include students, teachers, school staff, leaders, families, and community

members in these opportunities

Leader - Welcoming, Inclusive and Affirming Environment

A. Continually assess and address school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings, circles, advisory) to collect diverse stakeholder impressions and experiences, using purposeful questions that consider issues of diversity, equity, and inclusion.

B. Support culturally responsive positive behavioral interventions and supports within a multi-tiered system of support.

C. Continually seek out and participate in Professional Learning opportunities designed to increase racial literacy and a continued commitment to educational equity.

D. Promote a school culture that values diverse perspectives, open discourse, disagreement, discomfort and empathy.

E. Disaggregate data (i.e. Qlik, discipline, attendance, enrollment in advanced coursework, special education, McKinney-Vento, (specifically Homeless Unaccompanied Youth) and gifted and talented programs) by sub-group, evaluate trends, and use the LCPS strategic plan to address disproportionality.

F. Include all stakeholders when reviewing school policies (such as dress codes and discipline expectations).

G. School leaders should promote and engage in activities (i.e. family councils, community forums, social events) that foster collaboration among teachers, families, and community members that provide insight into the assets that exist among the school community.

H. Gather family and community feedback on district-wide policies before implementation and provide transparent updates during and after implementation.

Instructional Support - Welcoming, Inclusive and Affirming Environment

A. Continually seek out and participate in Professional Learning opportunities designed to increase racial literacy and a continued commitment to educational equity.

B. Support the implementation of Social and Emotional Learning.

C. Facilitate Restorative Practices to address issues of racial insensitivity.

D. Facilitate culturally responsive positive behavioral interventions and supports.

E. Provide students with support aimed at mental health and wellness efforts.

F. Provide opportunities for staff to connect with students and establish trusting relationships with one another.

G. Work with families early and often to gather insight into students' cultures, goals, and learning preferences (Parents as Educational Partners, Parent conferences)

H. Meet with families to understand and align the recognition, reward, and incentive practices used in the classroom to the values and cultural norms of families.

I. Attend or volunteer at community events, when possible, to develop relationships with families and the community outside of the classroom setting.

Component 2:

Inclusive Curriculum and Assessment

Inclusive Curriculum and Assessment

LCPS Principles of Inclusive Curriculum and Assessment

5. Affirm diverse perspectives by engaging teachers and students in deeper learning around cultural literacy and authentic challenging problems including issues of justice and equity.

6. Model an asset-based approach based on the premise that students have diverse capabilities and individual patterns of progress and learning.

7. Respond to the needs of the school community, empower students' voices and culturally affirm the identities of those who have been traditionally marginalized.

Guidelines for Inclusive Curriculum and Assessment

<u>**Principle 5.**</u> **Inclusive Curriculum Frameworks and Materials affirm diverse perspectives by engaging teachers and students in deeper learning around cultural literacy and authentic challenging problems including issues of justice and equity.**

Inclusive curriculum frameworks,

- **5.1** Include essential questions and significant content and competencies that reflect, value and build understanding of the diverse identities, experiences, histories and languages that mirror the school community and the larger local or state community.

- **5.2** Include essential questions and significant content and competencies that provide a window into the lives and experiences of people whose lives are different from those of the classroom, school, local or state community to recognize, values and build understanding of these diverse identities.

- **5.3** Recognize the ways in which certain content can cause trauma for students based on historical oppression and marginalization. Recommend instructional practices that support having these types of sensitive conversations with students. Curriculum should be trauma informed without being traumatic.

- **5.4** Critically identify "gaps and silences" in the area of study, including identities traditionally silenced or omitted from the curriculum.[2] Elevate marginalized voices by

---

[2] New York

examining issues of implicit bias, justice and systemic inequity. Use language that does not perpetuate stereotypes and biases.

- **5.5** Examine authentic challenging problems in the local and global community through sustained inquiry with the collaboration of community members in ways that build student understanding of diverse cultures and perspectives. Provide opportunities for students to develop skills in the 5C's and to make meaningful contributions to the world on topics of equity and justice.

Inclusive Materials,

- **5.6** Provide and differentiate support to ensure that all students can access the curriculum and materials for the individual needs of the student.

- **5.7** Include materials written and developed by diverse perspectives, including traditionally marginalized people. Encourage teachers and students to critically examine the perspectives of resources and to search out those that are under-represented. Engage families and community groups to gain a better understanding of diverse perspectives and authorship.

- **5.8** Consider including materials in the languages spoken by students in the class and school community. Engage families and community groups in selecting materials

Principle 6. Inclusive Assessment uses an asset-based approach. Assessment and grading of student progress are based on the premise that students have diverse capabilities and individual patterns of progress and learning. (LCPS Policy 5030)

Inclusive Assessment,

- **6.1** Design assessments that enable students to feel safe about taking academic and intellectual risks. Leverage the assessment process to highlight student strengths, talents and areas for growth so that their potential is made visible.

- **6.2** Balances formative and summative assessments with an emphasis on measuring student growth. Include traditional assessment and performance assessments, both individual and cooperative. Clearly inform students and families about the learning objectives of each assessment and about the ways in which formative assessments build to summative assessments

- **6.3** Designs assessments that create equitable outcomes for all students. Recognize ways in which implicit bias in assessment design can create inequitable experiences for students or contribute to an opportunity or educational gap. Assessments should include perspectives, images and narratives that represent the diverse student identities of the class and school community.

- **6.4** Allows students a voice in instructional choices when being assessed based on their interests and learning goals. Provide students with choices on how to show what they learned by allowing multiple modes of expression. Consider ways that culture influences learning preferences.

- **6.5** Guides teachers in evaluating student work as a way to inform instructional decisions for individual students, the class as a whole and future assessment design that "balances giving students both care and push." (Hammond)

- **6.6** Examines the opportunity to provide scaffolded support to address gaps and to provide equitable student learning experiences. These opportunities might include content area skills, the 5C's or technology skills.

<u>Principle 7.</u> Inclusive Communication & Collaboration supports dynamic curriculum and assessment that is responsive to the needs of the school community, empowers students' voices and culturally affirms the identities of those who have been traditionally marginalized.

Inclusive Communication & Collaboration,

- **7.1** Creates opportunity for students to make connections between the curriculum and their interests, knowledge and culture.

- **7.2** Makes use of traditional communication and collaboration tools along with media platforms and technology tools that are authentic to the experience of students and authentic to the related area of study.

- **7.3** Provides opportunities for administrators, educators, students, families and community members to collaborate and engage in sustained inquiry related to learning objectives outlined in the curriculum. Students and staff are encouraged to take action on challenging problems through authentic learning opportunities including service learning experiences.

- **7.4** Provides transparent channels of communication that involves stakeholders with multiple perspectives, cultures and backgrounds. Clear procedures to provide feedback on the curriculum are communicated to faculty, students, families and community members, especially to bring attention to concerns of lack of representation from multiple perspectives, cultures and backgrounds.

Indicators for Implementation by Role

Inclusive Curriculum & Assessment

Teacher - Inclusive Curriculum & Assessment

A. Increase equity literacy and racial consciousness by developing a knowledge of self and others. Teachers examine their personal identity and background to understand the impact their cultural lens has on implementing curriculum and assessing student progress. Develop an understanding of the cultures and diverse perspectives of students in the school community.

B. Work with humility to improve understanding of the perspective and experience of traditionally marginalized groups, particularly in regard to the school community. Be considerate of times when topics in the curriculum might be traumatizing for students and seek to understand trauma informed practices.

C. Provide opportunities to critically identify "gaps and silences" in the curriculum, instructional materials and assessments while elevating marginalized voices and examining issues of justice and inequity. Use language that does not perpetuate stereotypes and biases.

D. Use curriculum frameworks and engage students in deeper learning to develop and implement student inquiry around authentic challenging problems that builds student understanding of diverse cultures and perspectives. Consider opportunities for community and family engagement.

E. Include materials that represent and are authored from diverse perspectives. Provide differentiated support so that students can access the materials. Consider including materials in languages that represent students in the classroom or school community.

F. Design assessments that allow students to use their strengths and talents to demonstrate their learning so that their potential is made visible. Developed a balanced assessment plan to measure student growth. Clearly identify the learning objectives of the assessment and explain the ways in which formative assessments build to summative assessments. Show students how to understand assessment data as a means to assess strengths and areas for growth in order to inform academic goal-setting.

G. Mitigate the ways in which assessments can contribute to inequitable experiences for students or contribute to an opportunity or educational gap.

H. Provide support for curriculum and assessments that allow access for all students. Design a variety of learning experiences to meet the needs of a variety of learner needs, goals and interests. Consider the ways that culture influences learning preferences.

I. Allow students voice and choice in instructional choices. Include learning opportunities where students can demonstrate their learning through multiple modes of expression and when appropriate in their home language.

J. Use data to inform instructional practices and provide scaffolded supports to address opportunity and educational gaps.

K. Use curriculum frameworks when designing experiential or project based learning experiences that connect to the interests, knowledge and cultures of students. Consider field trips to community-learning sites to foster students' cultural understanding and connection to the surrounding community.

L. Provide feedback that is "instructive, specific and in the right dose, timely and delivered in a low stress, supportive environment" (Hammond). Give students an opportunity to reflect on their progress to provide learning opportunities that help students grow academically and emotionally.

Leader - Inclusive Curriculum & Assessment

A. Increase cultural literacy by developing a knowledge of self and others. Leaders examine personal identity and background in order to understand the impact their cultural lens has on creating and supporting curriculum and assessment. Develop an understanding of the cultures and diverse perspectives of students in the school community and the cultures and diverse perspectives reflected in the larger Loudoun community.

B. Provide resources and networks of support for on-going and proactive professional learning related to cultural literacy, equity and inclusion.

C. Partner with teachers to audit curriculum, materials, and school or classroom libraries to assess: whether they properly represent, value, and develop students' cultures; presence of implicit bias; or omission of culture or perspective (race, class, gender, language, sexual orientation, nationality, ability, etc.).

D. Create opportunities through staffing standards to offer courses to better meet the needs of a diverse student population.

E. Coordinate professional learning in the design and implementation of multiple forms of assessment that consider personalized student needs (i.e. learning preferences, language proficiency). Develop CLT structures to support all students (Consider needs for representation from EL and Special Education)

F. Coordinate professional learning and collaboration in the development of assessments that are accessible to English Learners and Special Education students and allow students to demonstrate their strengths in a variety of ways. Accommodations and modifications are provided to support student success. For example, assessments provide ways for English Learners to demonstrate growth in skills even as they are working toward developing academic language.

G. Examine ways to mitigate bias in the selection, creation, administration of assessments as well as in the analysis of assessments data.

H. Become familiar with areas of the curriculum and state standards that require thoughtful attention to the experiences of traditionally marginalized groups. Encourage collaboration within CLTs and across grade levels. Take proactive measures to support teachers in planning and reflection around inclusive curriculum and assessment while providing support and feedback.

I. Work with humility to improve understanding of the experience of traditionally marginalized groups and the impact of implicit bias particularly in regard to the school community. Be considerate of times when lessons might be traumatizing for students and seek to repair harm using evidence based practices.

J. Create a welcoming, inclusive and affirming environment that supports teachers as they provide opportunities for students to process current events and critically examine topics of power and privilege as part of the curriculum. Consider diverse community perspectives and opportunities for family engagement.

K. Assist teachers in making connections to community members and authentic learning opportunities related to the curriculum which expose students to the world beyond the home community while affirming their own identities (i.e. community mentor programs, guest speakers, field trips, cross-district partnerships).

L. Establish a regular review of curricular and co-curricular student experiences to ensure equitable access and participation. Close attention should be given to ensure equitable access and participation in student leadership opportunities.

M. Consider ways the framework can be used to inform School Improvement Plans, department goals or evaluation.

Instructional Support - Inclusive Curriculum & Assessment

A. Increase cultural literacy by developing a knowledge of self and others. Instructional support staff examine personal identity and background to understand the impact their cultural lens has on supporting student learning experiences with the curriculum and assessment. Develop an understanding of the cultures and diverse perspectives of students in the school community and the cultures and diverse perspectives reflected in the larger Loudoun community.

B. Assist administrators and teachers in understanding developmentally appropriate strategies for exploring topics of equity with students. Consider specific practices for students who may have disabilities.

C. Support students and staff members in processing feelings of hurt, anger, resentment when discussing issues of equity and justice that arise in the curriculum or assessments and help students and staff to grow beyond these feelings.

D. Assist teachers in understanding social, emotional and academic supports for students as they relate to assessments including considerations for language, accommodations and modifications.

E. Provide support to close opportunity gaps in access to advanced assessments, or assessments that open up access to new learning opportunities. Share information with students and families about ways assessment opportunities can help students advance their academic experience.

F. Examine ways to mitigate bias in the selection, creation, administration and analysis of assessments.

Component 3:

Engagement and Challenge Through Deeper Learning

Engagement and Challenge Through Deeper Learning

LCPS Principles of Engagement and Challenge Through Deeper Learning

8. Student engagement in deeper learning is centered in authentic learning opportunities that speak to diverse student identities.

9. Appropriate challenge and high expectations through student-centered instruction stimulates brain growth, increases learning capacity and develops independent learners.

10. An asset-based approach to student learning capitalizes on student strengths and uplifts students who have been marginalized by historic inequalities by increasing access to opportunities for deeper learning and developing student efficacy.

11. Professional collaboration and systems of instructional practice affirm the cultural identities of students and work towards dismantling the systems of inequality where they exist.

12. Supportive and connected relationships among students, family and staff.

Guidelines for Engagement and Challenge Through Deeper Learning

<u>**Principle 8**</u>. **Student engagement in deeper learning is centered in authentic learning opportunities that speak to diverse student identities.**

- **8.1** Engage students in solving authentic, challenging problems for deeper learning. Consider and plan for ways in which the context, tasks, tools and objectives of learning experiences are authentic to the concerns, interests and diverse identities of students and the community.

- **8.2** Demonstrate value for the unique and diverse identities of each student by centering instruction to reflect the identity of students. Beware of ways in which instruction could

neglect or minimize an individual student's identity.

- **8.3** Provide students with opportunities to collaborate and work interdependently while engaging in authentic challenging problems that allow students to share their work beyond the classroom.

Principle 9. Appropriate challenge and high expectations through student-centered instruction engages students in deeper learning, stimulates brain growth, increases learning capacity and develops independent learners.

- **9.1** Maintain high expectations for all students. Identify appropriate academic challenges for individual students using data from formative and summative assessments. Institute instructional routines and scaffolded instruction to help students feel safe to stretch themselves academically.

- **9.2** Design deeper learning opportunities that allow students to show what they can do with what they know and apply what is learned in one situation to new situations (National Research Council, 2012 from Deeper Learning in LCPS - 2020-2021).

- **9.3** Provide interdisciplinary learning opportunities that are integrated, meaningful, and student-centered. Engage students in sustained inquiry, establish a culture of thinking and collaborative learning that are inclusive of diverse cultural norms.

- **9.4** Utilize research in how the brain learns and how learning is influenced by culture to develop and personalize instruction. Utilize flexible content and tools so educational experiences can allow for differentiated path, pace, and performance tasks.

- **9.5** Facilitate sustained student inquiry and reflective practices to allow students to take ownership of their learning. Provide opportunities for students to express their voice and make choices about important matters (PBL Works). Align instruction to specific student needs, interests, culture, and learning goals.

- **9.6** Frame academic mistakes as opportunities for learning. Enable students to attend to their personal development and growth through personal goal-setting, ownership of assessment data, use of meaningful feedback and opportunities for revision and self-reflection.

Principle 10. An asset-based approach to student learning capitalizes on student strengths and uplifts students who have been marginalized by historic inequalities by increasing access to opportunities for deeper learning and developing student efficacy.

- **10.1** Use differences as an asset for learning. Value both academic and experiential knowledge and guide students in recognizing their personal strengths. Design learning experiences to build upon prior learning and background knowledge to assist students in

making meaning of new concepts.

- **10.2** Provide opportunities for students to use their home languages, celebrating their bilingualism or multilingualism as a strength and marker of their intelligence as they share their learning with their classmates, teachers, families and the community. This may include classroom materials, formative assessments and family communication.

- **10.3** Be conscious of and recognize the ways in which certain content and instructional delivery can cause trauma for students based on historical oppression and marginalization. Utilize instructional practices that support having these types of sensitive conversations with students.

- **10.4** Encourage and develop high-levels of student efficacy by engaging students in goal-setting, feedback and self-reflection as part of the learning process. Recognize that low levels of student efficacy might be due to existing opportunity gaps, systemic inequalities or situational challenges and are not due to a lack of desire or effort on the part of the student.

- **10.5** Examine the policies and practices of programs and instructional methods that have traditionally excluded groups of students. Implement new policies designed to create greater access for all students to opportunities for higher level-learning.

- **10.6** Support students in developing self-advocacy skills as they strive to challenge themselves academically and gain access to higher-level learning.

Principle 11. Professional collaboration and systems of instructional practice affirm the cultural identities of students and work towards dismantling the systems of inequality where they exist.

- **11.1** Utilize collaborative teams to increase teacher efficacy, culturally responsive instruction and equity literacy in order to close opportunity and educational gaps.

- **11.2** Recognize the way implicit bias and cultural reference points (Hammond) can influence instructional decisions. Take collective responsibility to monitor and mitigate the impact that personal bias and cultural reference points (Hammond) can have on decision making and expectations for student learning.

- **11.3** Connect to networks of support and resources for social emotional learning as it comes up in the instruction and as it relates to topics of cultural literacy, equity and inclusion.

Principle 12. Supportive and connected relationships among students, family and staff.

- **12.1** Develop a learning partnership with students and families. Use relationship building as an avenue toward building trust and rapport, where the student-teacher relationship is anchored in affirmation and validation.

- **12.2** Provide ongoing family communication about what students are expected to learn, know and be able to do as well as strategies to reinforce the learning at home. Ensure that communication with family is in a format that is accessible and in a language that they can understand.

- **12.3** Provide families with ongoing opportunities to engage in the learning experience of their student in ways that support the content and curriculum. Provide a welcoming, affirming and inclusive environment for families that centers their identity and culture.

Indicators for Implementation by Role:

Engagement and Challenge Through Deeper Learning

Teacher - Engagement and Challenge Through Deeper Learning

A. Center the identities of all students in the instructional environment, encouraging cultural pluralism rather than asking students to minimize their identities in order to be successful.

B. Demonstrate a culture of care by having a combination of high expectations for students while simultaneously providing supportive, instrumental relationships. (e.g. Warm Demander - Hammond).

C. Recognize the implications that unchecked implicit bias has on expectations for student learning and work to mitigate the negative impact it has on students. Examine personal identity and background in order to raise consciousness about the ways an individual's cultural lens has on student engagement and expectations.

D. Consider structures in the classroom to promote growth mindset throughout the year, such as praising or providing feedback on the learning process, teach the values of struggles and challenges in learning, foster inquiry and curiosity. Teachers should model a growth mindset.

E. Be explicit how formative assessments build toward summative assessments

F. Create a culture of thinking that makes student thinking visible. Model critical thinking strategies and routines. Allow students to collaborate and reflect on their thinking as part of the physical classroom space.

G. Be familiar with the district instructional strategies for deeper learning

H. Encourage students to develop as independent learners by providing higher order thinking opportunities

I. Institute strategies for student collaboration

J. Increase racial consciousness and awareness of verbal and nonverbal messages you send to students and families

K. Build trust and rapport to reassure that our students are safe and cared for. Responsibility for learning about cultures of students

L. Provide ongoing family communication about what the students are expected to learn, know and be able to do and ways to reinforce the learning at home.

Leader - Engagement and Challenge Through Deeper Learning

A. Increases their awareness that systems in education have created unequal opportunities and academic outcomes for culturally and linguistically diverse students of color

B. Facilitate structures for teacher collaboration within and across school and division teams (instructional coaching, peer observations, school visits, learning walks, mentor teachers)

C. Share resources to support the implementation of the components of the CRF

D. Consider the ways that the practice of LCPS social emotional learning programs like restorative practices to build community and address harm when it occurs. Engage staff in LCPS professional learning and professional development.

E. Coaching for teachers to facilitate student goal setting and voice and choice so students feel valued and engaged

F. Reflect on your own implicit bias, and how that bias might impact your expectations for teachers aspiring leaders, school leaders, and the decisions you make as a leader.

G. Promote the integration of social emotional learning (SEL) materials, resources, and strategies throughout the school day and broader learning environment that include equity and inclusion for students and adults.

H. Have high expectations, provide meaningful feedback and learning experiences for all teachers and leader candidates regardless of identity markers, including but not limited to, gender identity, religion, sexual orientation, language, ability, economic background and race.

I. Offer multiple achievement metrics that support and measure academic growth

J. Support the design and implementation of multiple forms of assessment that consider PL, PBL and PBA

K. Model look fors for teachers to provide authentic opportunities for students to engage in deeper learning (especially in a distance learning environment)

L. Provide exemplars of resources for teachers

Instructional Support - Engagement and Challenge Through Deeper Learning

A. Reflect on your own implicit bias and how that bias might impact your expectations for student learning

B. Support the implementation of Social Emotional Learning (SEL), trauma informed practices and cultural competence across school the broader learning environment that include equity and inclusion for students within a MTSS.

C. Facilitate Restorative Practices to address issues of racial or cultural insensitivity as it comes up in the curriculum or assessments. Use Restorative Practices to build community and restore harm to further cultural literacy for students and staff in an environment that establishes academic and social safety for students. to build community and restore harm and

D. Facilitate culturally responsive positive behavioral interventions and supports within a Multi Tiered Support System.

E. Provide students with support aimed at mental health and wellness efforts

F. Provide opportunities for staff to connect with students, parents and families

Contributing CRF Working Group Members

Welcoming, Inclusive and Affirming Environment

Stefanie LaPolla - MTSS Supervisor
John Lody - Director, DPS
Jenny Miller - Supervisor, Community Connections
Lisa Fillipovich - PBIS Coordinator
Angela Brown - EL Teacher, LCHS
Ashley Harper - School Counselor, HPM
Courtney Williams - Supervisor of Instructional Facilitators
Felecia Lewis - Dean (Assistant Principal), BEM (LHS)
Lyndria Bland - EDGE Coordinator
Lenny Compton - Principal, JLS
Veronica Cuadrado Hart - Family & Community Engagement Coord.
Lisa Hughes - Reading Teacher, IHS

Inclusive Curriculum & Assessment

Andrea Mendoza - Specialist, Office of Social Science & Global Studies
Mike Martin - Director, Office of Elementary Education
Sujin Chung - Teacher, Sugarland Elementary
Teresa Vignaroli - Supervisor, Office of English Learners
Neil Slevin - Director, Office of Teaching and Learning
Shontel Simon - Principal, Forest Grove Elementary
R. Tim Lucas - Director of Counseling, Stone Bridge High School
Susan Ross - Principal, Loudoun Valley High School
Nicola Le - Librarian, Dominion High School
Angelica Estero - 2nd Grade Teacher - Frederick Douglass Elementary School

High Expectations and Rigorous Instruction

Tara Hewan - Equity Specialist
Monica Belton - School Social Worker
John Walker - Student Support Services Supervisor
German Cabezas - Parent Liaison Douglass High School
Lindsay Orme - SEL Specialist
Amanda George- School Counselor
Nayeli Garcia-Selvaraj - School Counselor
Ashleigh Spiegel- Special Education Supervisor