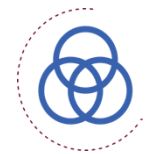


Promoting Positive Practice *in the Classroom*



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



Focus Practice 8: *Engage Students
through Culturally Responsive &
Sustaining Academic Instruction*

Meet the Presenter(s)



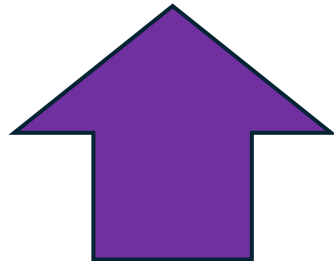
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



Purpose of Professional Development (PD) Series

Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.

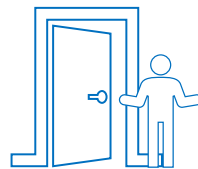


Intention

Key Practices

Outcomes

During this skill-building webinar, we highlight culturally responsive and sustaining academic instructional practices that engage students by recognizing and sustaining their unique backgrounds and lived experiences, and by building strong, meaningful connections to rigorous learning processes.



Positively Greet & Proactively Prompt



Positive, Valued, & Specific Praise



Culturally Responsive Practice



+ to - Ratio & Active Supervision

TRY

Neutralizing Routines & De-Escalation



Use Data to Check Yourself & Class



Positive & Valued Relationships



Learning & Growth



Wellbeing



Agenda



What

Definition



Why

Rationale



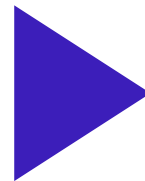
How

Implementation Tips



Model

Applied Example



Plan & Do

Implement In Real Life



Check

Monitor & Adjust

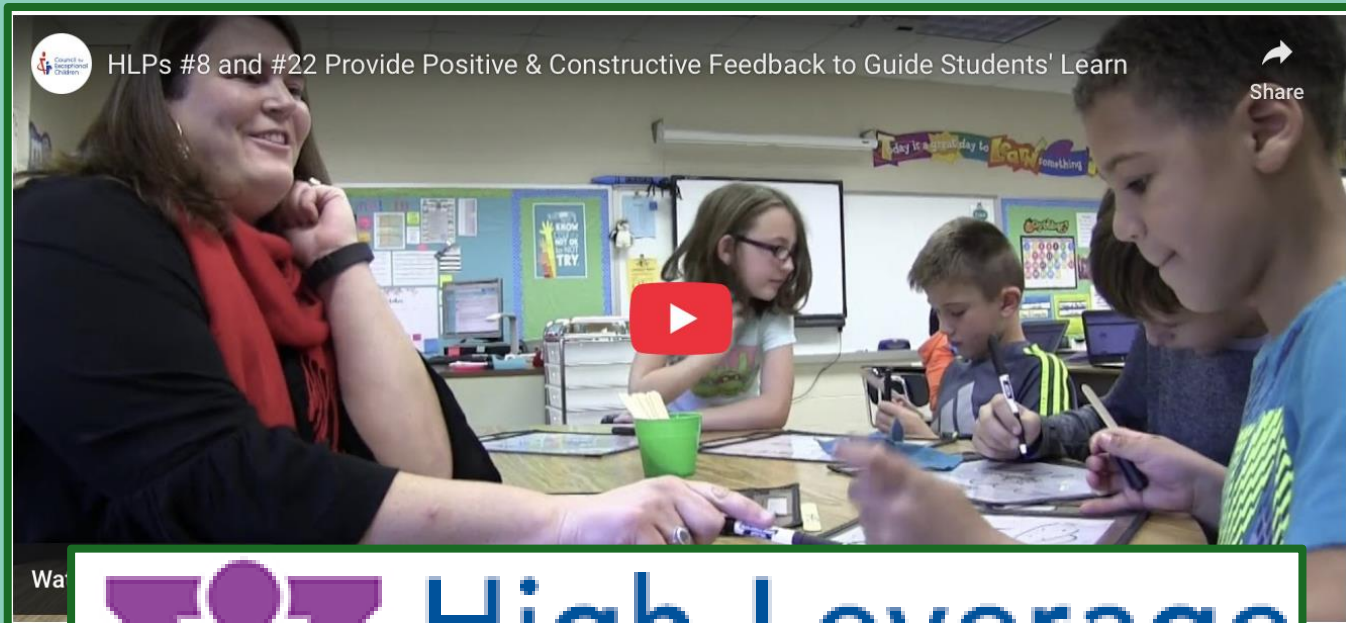
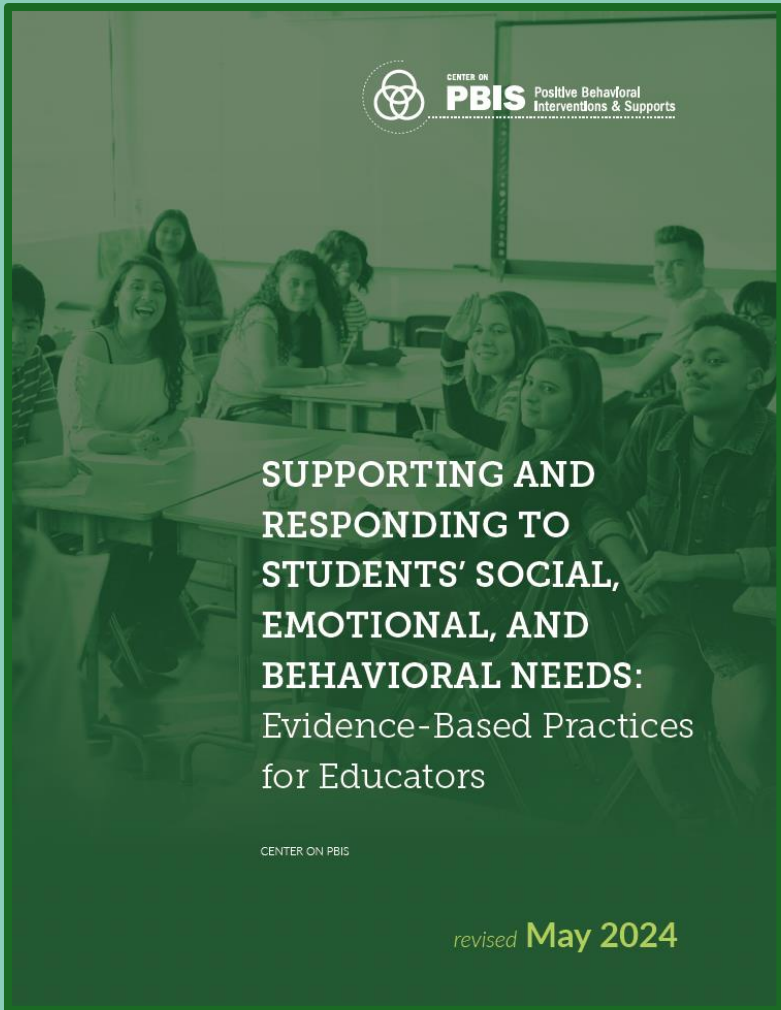


At the end, we will invite you to
work on your plan





We Anchor to Key Resources



High-Leverage
Practices
for Students
with Disabilities





What?

Definition



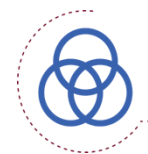
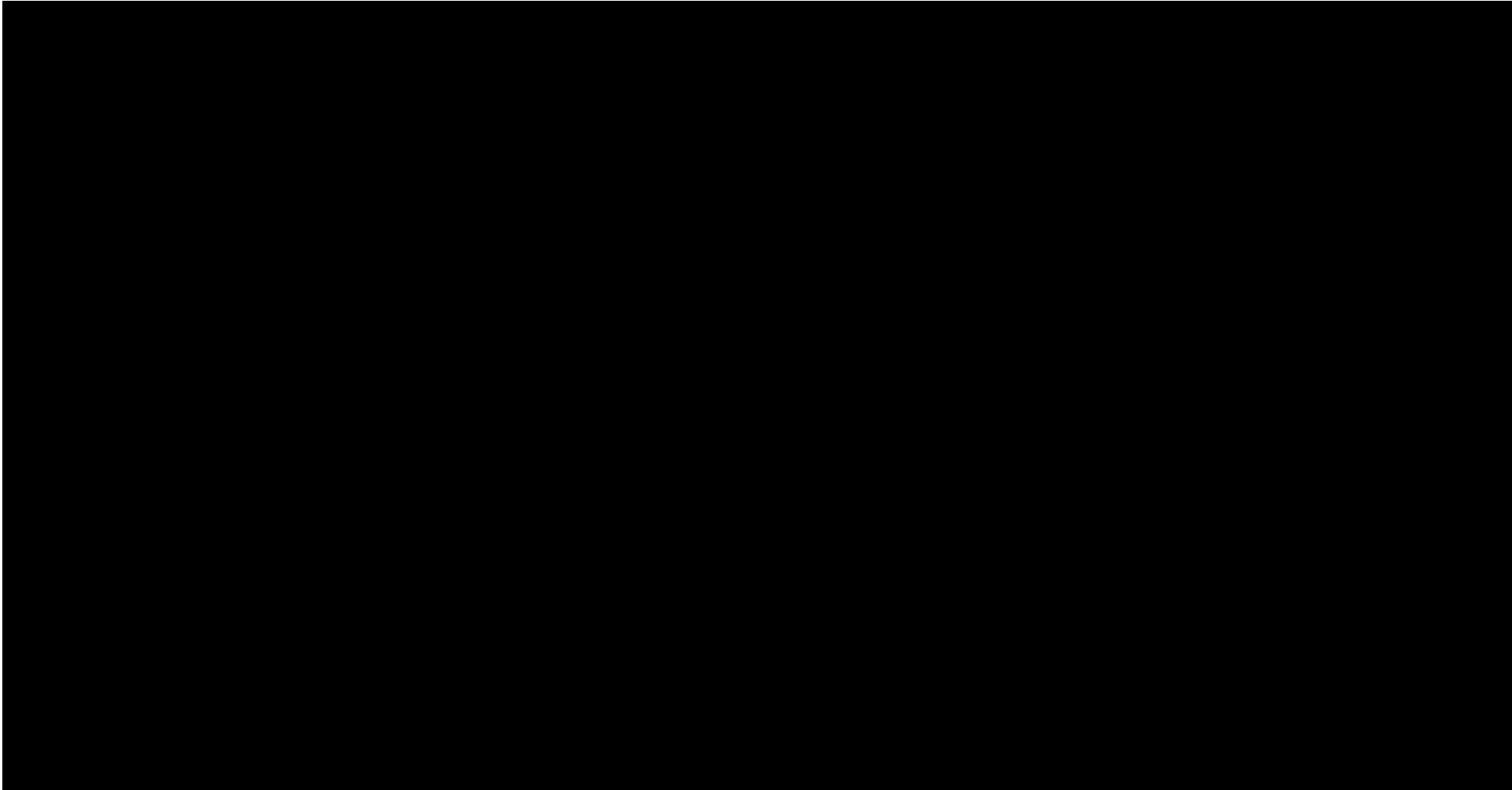
Subtractive Schooling is a form of schooling that systematically strips historically marginalized students of their language, culture, and wellbeing through the of assimilation to the dominant culture (Valenzuela 1999).

“When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students’ learning and participation, and tools for assimilation to dominant school cultures (Waitoller & Thorius, 2016)”.





Dr. Gloria Ladson Billings on what worries her most.





Defining Culturally Responsive & Sustaining Academic Instruction

Culturally responsive and sustaining practices are approaches to teaching and learning that **affirm, extend, and sustain students' cultural, linguistic, and community identities** while supporting academic success and critical consciousness (Ladson-Billings, 1995, 2014; Paris & Alim, 2017).

Culturally responsive and sustaining instruction intentionally centers students' cultural identities, lived experiences, and ways of knowing to increase relevance, engagement, and meaningful participation.

These learning conditions can prevent many behavioral challenges before they occur.



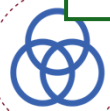
Two Ways Culturally Responsive and Sustaining Practices Show Up in Classrooms

Classroom PBIS Behavioral

- **Identity:** Recognizing and affirming diverse backgrounds of students, families, and staff.
- **Voice:** Creating authentic opportunities for students and families to influence decisions.
- **Supportive Environment:** Building spaces where students feel respected and supported.
- **Situational Appropriateness:** Teaching expectations while honoring cultural norms.
- **Data for Equity:** Using disaggregated data to uncover and address disparities.

These are being built across the 9 key classroom practices.

(Levenson, Smith, McIntosh, Rose, & Pinkelman, 2021), Center on PBIS.



PBIS Positive Behavioral Interventions & Supports

Classroom Academic Instruction

- Academic success and intellectual rigor
- Building on students' cultural knowledge and lived experiences
- Developing cultural competence for navigating multiple contexts
- Active intellectual engagement and meaning-making
- Student voice, agency, and identity affirmation
- Instruction connected to students' communities and real-world contexts
- Sustaining students' cultural and linguistic practices
- Valuing multilingualism and cultural pluralism
- Challenging assimilationist norms in academic learning

(Ladson-Billings, 1995; Paris, 2012; Paris & Alim, 2014, 2017)

CR (Ladson-Billings)

Overlap

CSP (Alim & Paris)





Culturally Responsive and Sustaining Academic Instruction Supports

**Relevant
Learning**

**Active
Participation**

**Meaningful
Participation**



Why?

Rationale





Rationale for Using Culturally Responsive & Sustaining Academic Instruction

When instruction reflects students' identities, cultures, and experiences:

- Increased engagement and motivation
- Students are more likely to see themselves as capable learners.
- Learning environments become more positive and inclusive.

(Aronson & Laughter, 2016; Gay, 2018; Ladson-Billings, 1995; Larson et al., 2018)

Implication for PBIS:

- Higher engagement and culturally relevant learning experiences can help **prevent some behavioral challenges** before they emerge.
- Instruction becomes a proactive layer of support in Tier 1 PBIS.



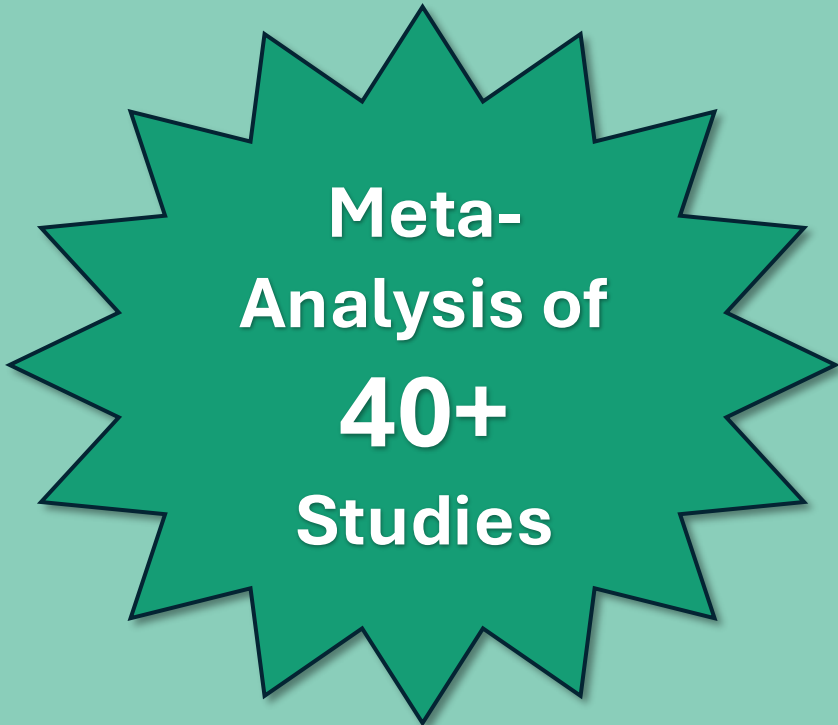


Supporting Evidence for Using Culturally Responsive & Sustaining Academic Instruction

Culturally relevant education (CRE) practices are consistently associated with

- **Increased Engagement**
Students actively participate in lessons.
- **Higher Motivation & Persistence**
Students stick with challenging tasks.
- **Greater Cultural Validation**
Students see themselves reflected in learning.
- **Confidence & Identity Development**
Students feel capable and recognized.
- **Increased Academic Outcomes**
Students achieve higher learning gains across subjects.
- **Application of Learning in Real-Life Contexts**
Students connect school content to their world.

(Aronson & Laughter, 2016)



**Meta-
Analysis of
40+
Studies**





Supporting Evidence for Using Culturally Responsive & Sustaining Academic Instruction Cont.

Empirical Link Between Culturally Responsive Instruction and Behavior Outcomes

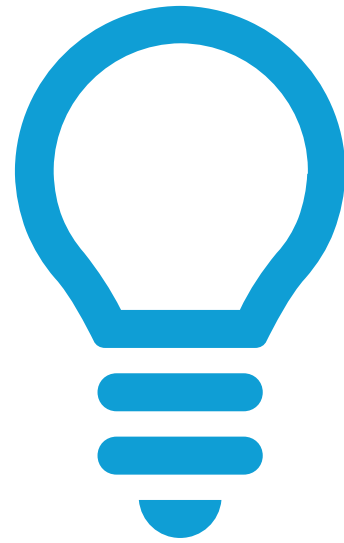
- **Increased Positive Classroom Behavior**
Students are more engaged and cooperative, contributing to a positive learning environment.
- **Reduced Disruptive Behavior**
Fewer interruptions and off-task behaviors occur during instruction.
- **More On-Task Behavior**
Students stay focused and engaged during lessons.
- **Greater Participation**
Students actively join discussions and classroom activities.

(Larson, Pas, Bradshaw, Rosenberg, & Day-Vines, 2018)



274
Classrooms
Observed





How

Implementation Tips



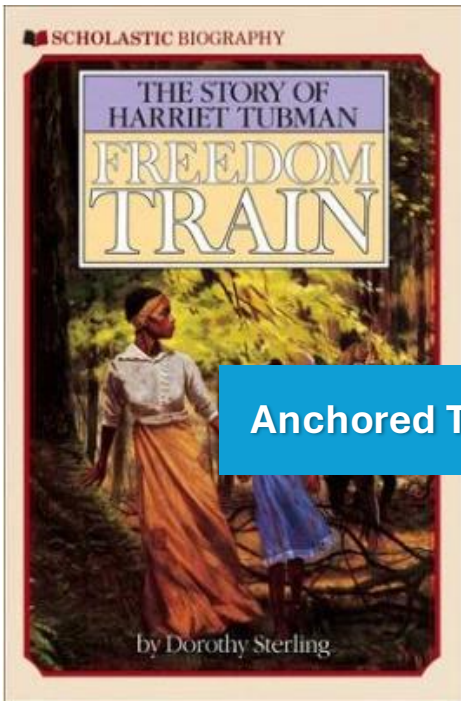


Example of a Culturally Responsive & Sustaining Approach to Instruction

Damico & Riddle 2004

**5th Grade Exploring
Freedom Unit**

Can my students' questions guide learning?



Anchored Text

Integrated Social Studies and Literacy Unit

- District Pacing Guide/Scope & Sequence
- Focus On Skills And Students' Interests
- Teacher Questions
- Students' Questions
- Multiple Texts With Varying Perspectives

Activities During This Unit Included But Not Limited To:

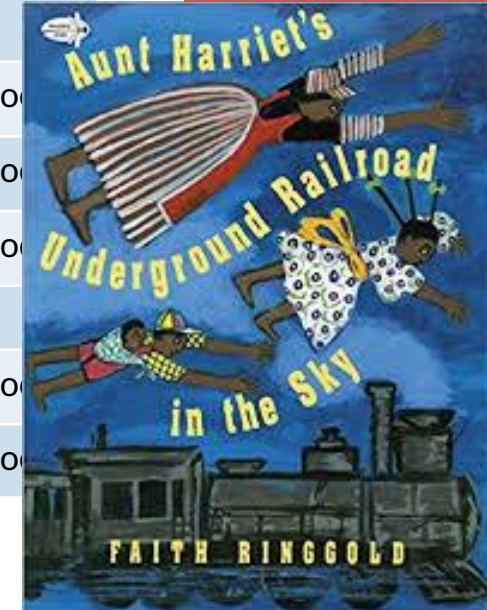
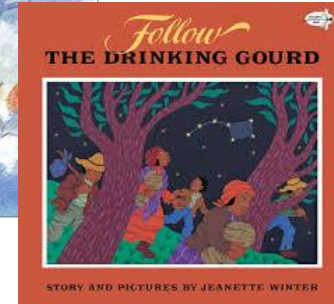
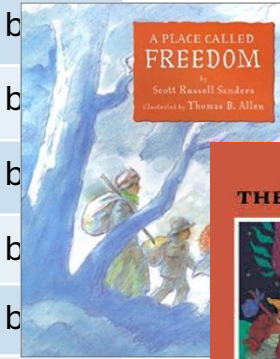
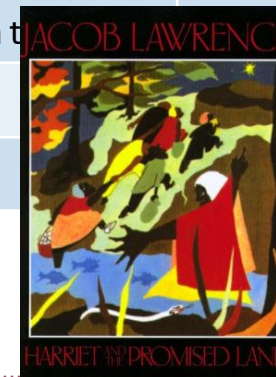
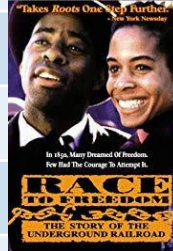
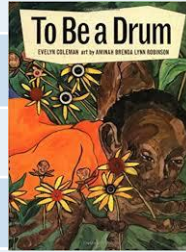
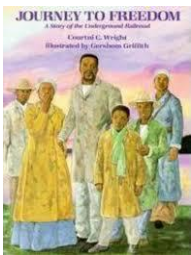
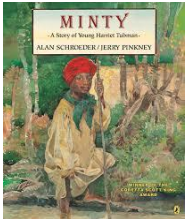
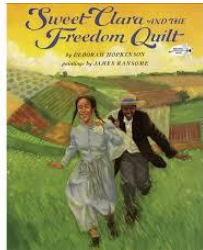
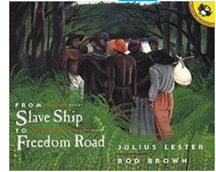
- Daily assigned reading from the anchor text
- Opportunities to read any of the other texts
- Explicit reading instruction large and small group Reading/writing conferences
- Daily small group instruction based on skill needs and the pacing guide
- Writing prompts connected to the anchor text
- The writing process
- Student interest research tied to themes in the unit
- Students made movies and presented to their families and in several classrooms
- Field trip to the African American Museum in Detroit





Multiple Texts with Varying Perspectives

Title	Author/Artist	Genre
Life Doesn't Frighten Me	Angelou, M.	Picture book
To Be a Drum	Coleman, E.	Picture book
Sweet Clara and the Freedom Quilt	Hopkinson, D.	Picture book
Harriet and the Promised Land	Lawrence, J.	Picture book
From Slave Ship to Freedom Road	Lester, J.	Picture book
Race to Freedom: The Underground Railroad	McBrearty D. (Director)	Film
Ruby Bridges	Palcy, E. (Director)	Film
Aunt Harriet's Underground Railroad in the Sky	Ringgold F.	Picture book
A Place Called Freedom	Sanders, S. R.	Picture book
Minty: A Story of Young	Schroeder, A.	Picture book
Harriet Tubman Ella's song (from CD- 1976-1988 Song Selections:)	Sweet Honey in the Sky	Picture book
Follow the Drinking Gourd	Winter, J.	Picture book
Journey to Freedom: A Story of the Underground Railroad	Wright, C. C.	Picture book





An Example of Drawing from Students' Funds of Knowledge & Fostering Critical Thinking

Pedagogical Moves

- What is Freedom?
- Students wanted me to give them the answer.
- Opportunities to examine the meaning of freedom.
- Students shifting from wanting me to give them the answer, to questioning Webster's definition.

Critical Thinking Outcomes

- "Just because Webster defined freedom to mean... doesn't mean that that is the true meaning."
- "There are different kinds of freedom."
- "Harriet is not free."
- "Well, she is not physically free, but she is mentally and spiritually free."
- "A person can be mentally free and not physically free."
- "There is physical freedom, mental freedom, emotional freedom, and spiritual freedom."





An Example of Questioning The Way Knowledge Is Constructed and The Way The Information is Transmitted

Pedagogical Moves

Text: “The slaves came to America...”

T: What do you think when you read this?

S: That Black people came to America willingly.

T: Is that a true representation of history?

S: No, slaves were forced to come here in chains and in inhuman conditions

T: How could this sentence be rephrased/rewritten to reflect what actually happened?

Critical Thinking Outcomes

Students’ reconstructed sentence:

“Black Africans were forced into slavery and brought to America against their wills.”

Original Text: “The slaves came to America...”





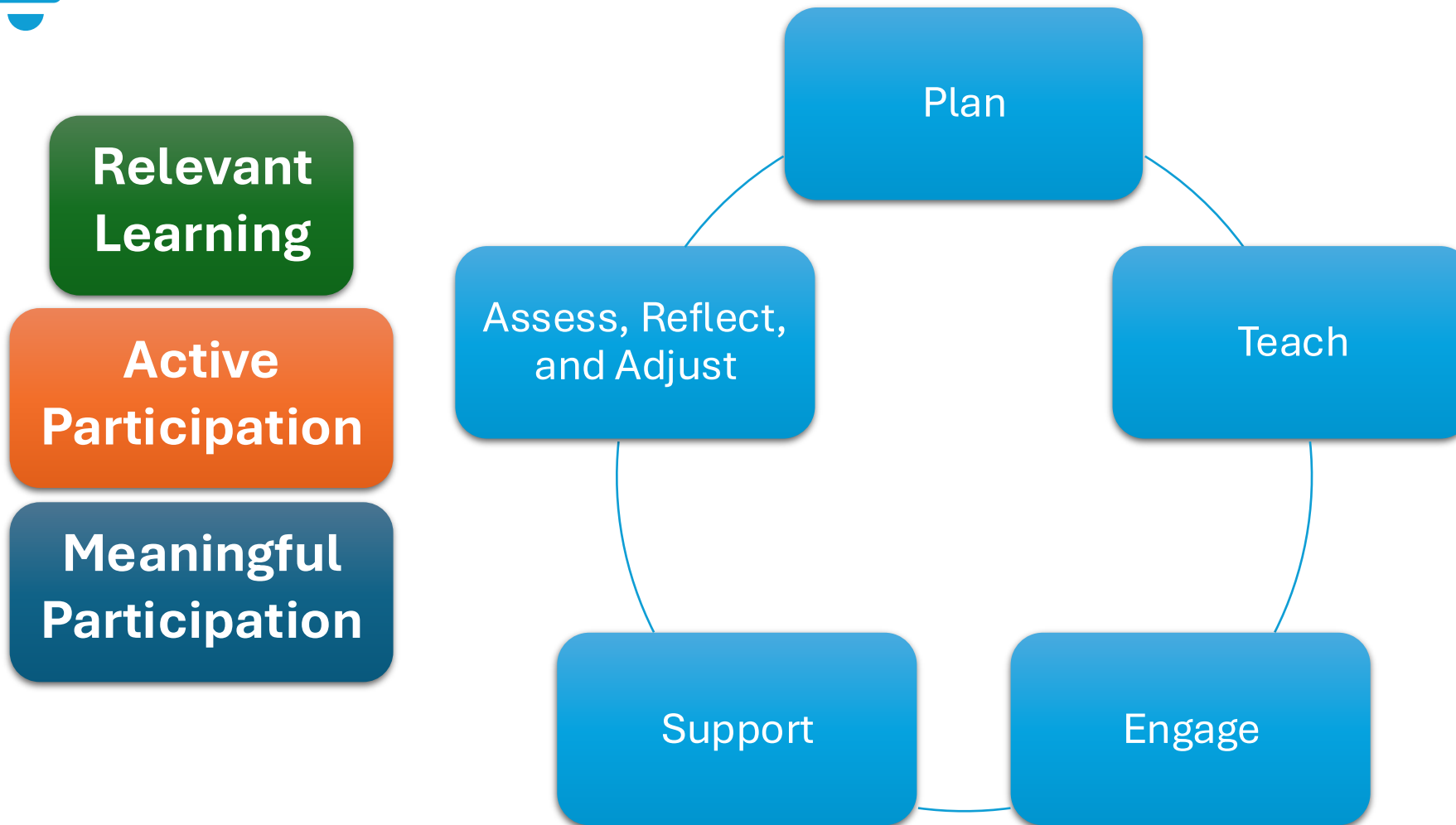
Student Outcomes

- Students did not want to leave for lunch or recess until they finished their conversations related to their questions.
- 6 students left the classroom for the district's GATE program. All 6 consciously left the GATE within the first two weeks to engage in classroom learning.
- No suspensions from the classroom.
- From a few classroom referrals to zero classroom referrals across all subgroups, with the exception of one White male student who needed wraparound support services for severe abuse and neglect suffered at the hands of his estranged father.
- Students who struggled with behavior issues prior to 5th grade received zero office referrals during their 5th-grade year.
- On the last day of school, all of the students lingered and did not want to leave for summer break.
- Inquiry and critical questioning carried over into the other content areas throughout the year.
- All reading scores improved.





Culturally Responsive & Sustaining Approach Across the Instructional Cycle





**Relevant
Learning**

Plan

Assess,
Reflect, and
Adjust

Teach

**Culturally
Responsive &
Sustaining
Approach: Plan**

Support

Engage

Design for relevance & representation

- Select texts, tasks, and questions that reflect students' identities, histories, and lived experiences.
- Anticipate multiple ways students may make meaning.
- Plan structures that invite voice, choice, and connection.





Relevant
Learning

Meaningful
Participation

Plan

Assess,
Reflect, and
Adjust

Teach

**Culturally
Responsive &
Sustaining
Approach: Teach**

Support

Engage

Frame learning as meaningful and affirming

- Establish purpose and relevance for the learning.
- Position students as thinkers, contributors, and sense-makers.
- Normalize multiple perspectives and ways of knowing.





Active Participation

Plan

Assess,
Reflect, and
Adjust

Teach

**Culturally
Responsive &
Sustaining
Approach: Engage**

Support

Engage

Structure active participation for all learners

- Use routines that require thinking, talking, writing, and creating.
- Ensure every student has an entry point and a role.
- Center discourse, collaboration, and inquiry.
- Provided structured opportunities to respond



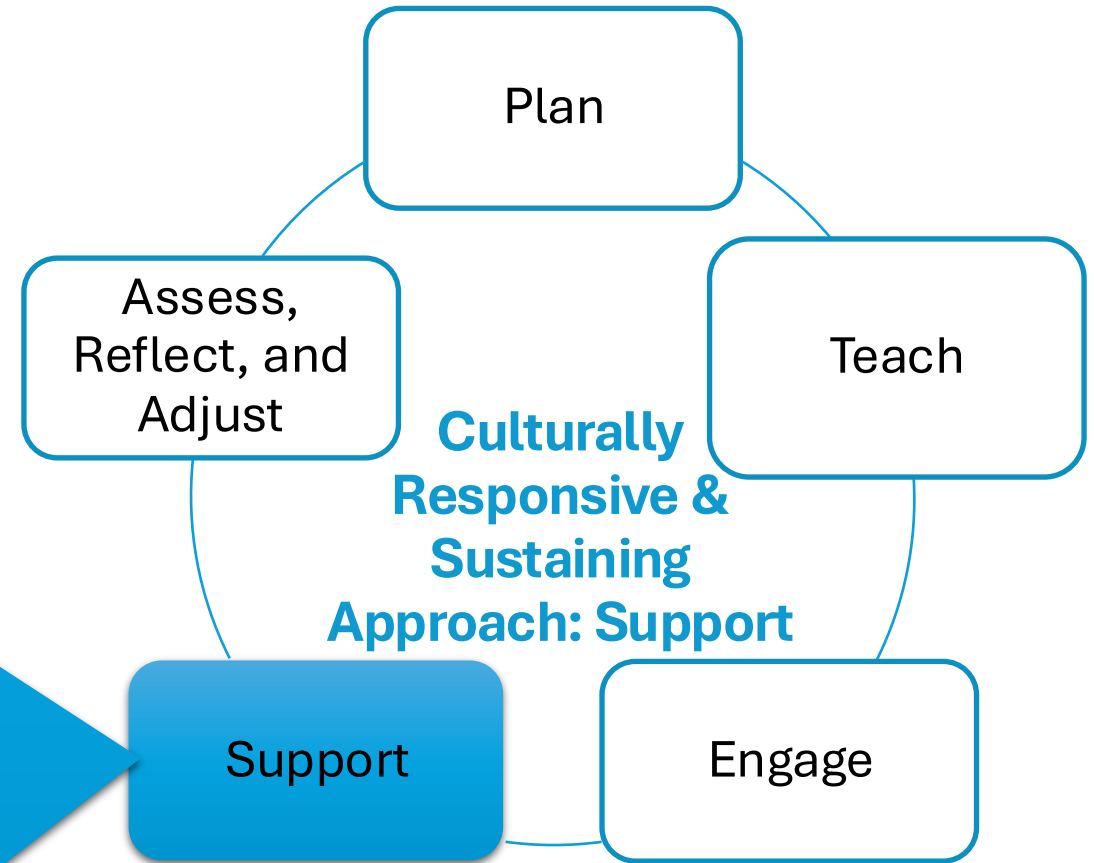


**Active
Participation**

**Meaningful
Participation**

Sustain participation without silencing students

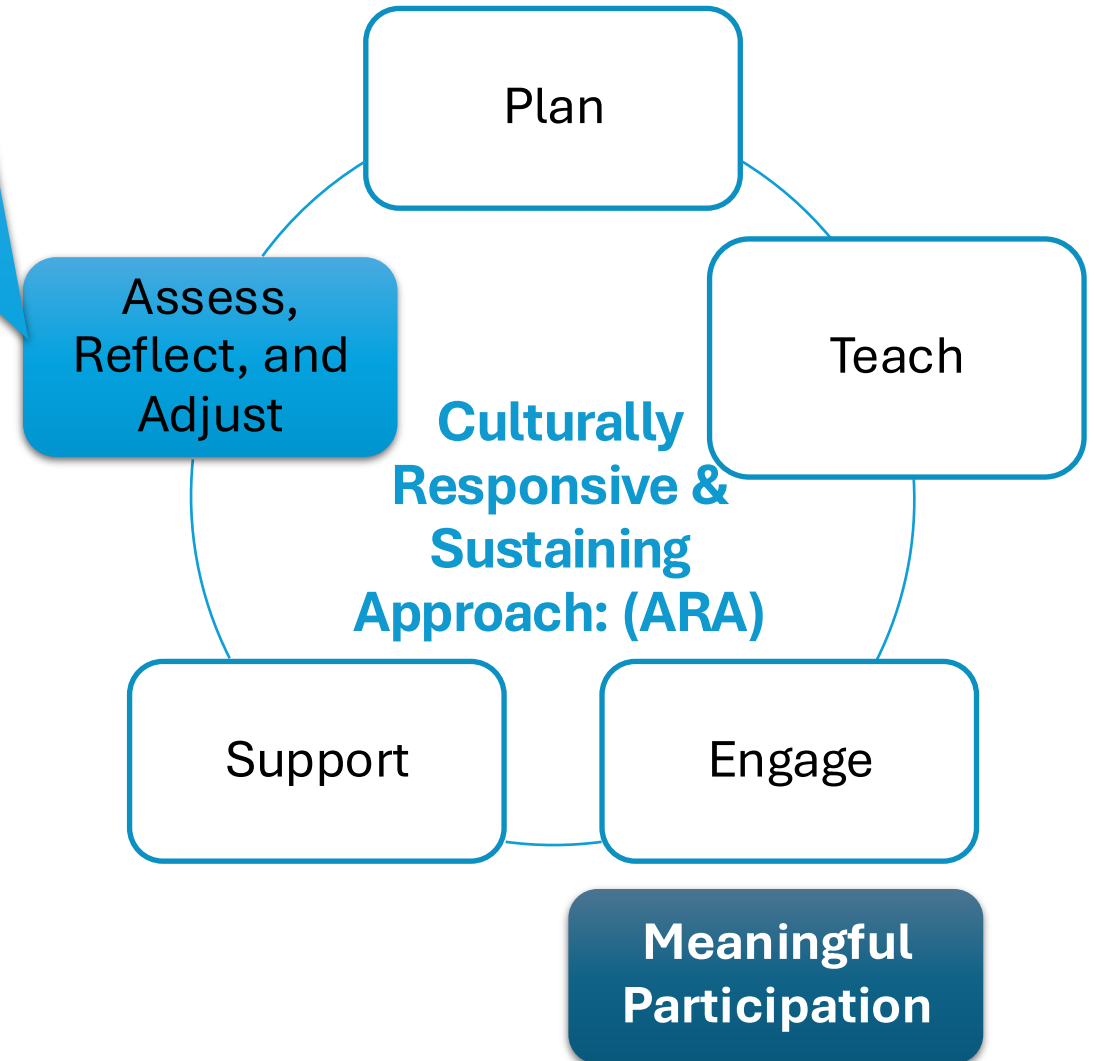
- Scaffold language, thinking, and access to content.
- Respond to students' ideas with affirmation and curiosity.
- Adjust in the moment to maintain engagement and dignity.
- Redirected misconceptions respectfully
- Clarified language and concepts
- Affirmed student thinking





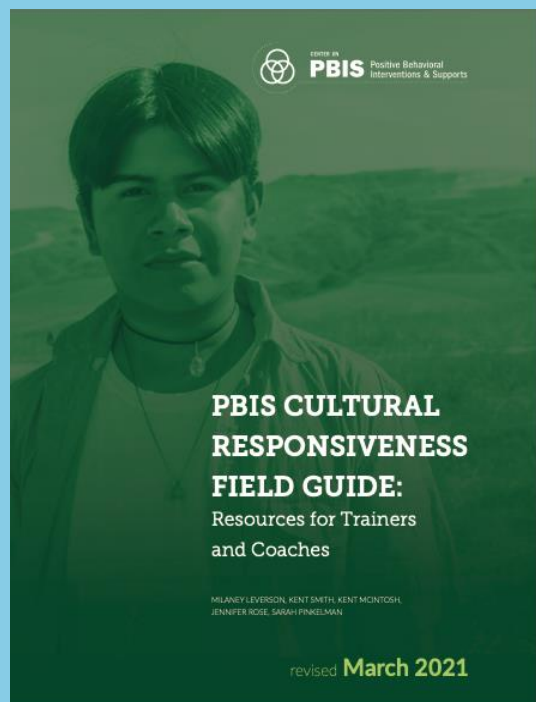
Learn from students to improve instruction

- Examine evidence of understanding, voice, and participation
- Reflect on whose identities and perspectives were centered
- Adjust content, strategies, and supports to deepen relevance and engagement





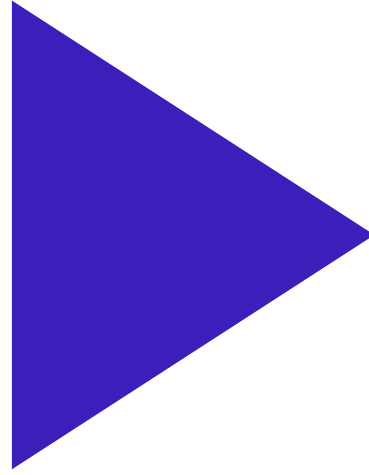
Supporting Resources



Equitable Classroom Practices Observation Checklist: EL Focus					
Equitable Classroom Practices is a checklist of 18 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.					
Teacher	Observer	Subject	Time Frame Observing	Observed	Not Observed
Equitable Classroom Practice				Observed	Not Observed
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles. Nods head in affirmation. Leans toward students. Turns toward students who are speaking to show interest</i>					
5. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year-round. Displays products and posts from students' home and community backgrounds</i>					
6. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>					
7. Models use of techniques to make concepts clear <i>Uses a variety of graphic organizers during instruction: pictures, objects, gestures, facial expressions, multimedia, word labels, sentence strips</i>					
8. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>					
9. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>					
10. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>					
11. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>					
12. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Discreetresponse, One Question Quiz, Envelope Please)</i>					

Adapted from "A Resource for Equitable Classroom Practice" 2010
SIOP Training and Comprehensible Input





Plan & Do

Implement in Real Life



Supporting Resources for Plan & Do

SELF-ASSESSMENT: CULTURALLY RESPONSIVE & SUSTAINING ACADEMIC INSTRUCTION (Developed by Ruthie Payno-Simmons 2026)

Directions
Estimate your current practice by rating how often you use each practice during the instructional cycle: **Planning → Teaching → Actively Engaging Students → Supporting → Reflecting & Adjusting**. Select the practices you most need to strengthen.
Frequency Options:
Frequently (F), Moderately (M), Occasionally (O)
• **Frequently** – I use this practice consistently across most phases (3–4 times per cycle).
• **Moderately** – I use this practice in at least one or two phases (1–2 times per cycle).
• **Occasionally** – I rarely use this, or only when needed.

ACADEMIC RIGOR & INTELLECTUAL ENGAGEMENT	Frequency (F/M/O)	Focus? (✓)
Academic success, meaning-making, and high expectations		
Design learning tasks that require critical thinking, analysis, and problem-solving.		
Support students in constructing meaning, not just receiving information.		
Maintain high academic expectations while providing appropriate supports.		
CULTURAL KNOWLEDGE & LIVED EXPERIENCES	Frequency (F/M/O)	Focus? (✓)
Building on students' identities, histories, and ways of knowing		
Provide frequent & varied opportunities to respond (OTRs).		
Implement a wide variety of engagement strategies.		
Provide performative feedback (real-time, actionable).		
STUDENT VOICE, AGENCY & IDENTITY AFFIRMATION	Frequency (F/M/O)	Focus? (✓)
Shared power and identity-affirming learning		
Provide structured opportunities for student voice and choice in learning.		
Create space for students to express identity through academic work.		
Share decision-making power around learning processes or products.		
COMMUNITY CONNECTIONS & REAL-WORLD RELEVANCE	Frequency (F/M/O)	Focus? (✓)
Learning connected beyond the classroom		

INTENTIONAL INPUTS	
Considerations	Action Steps
Collaboratively Partner with Families and Students Consider the following questions as you plan action steps: - How will students and families co-design or inform implementation plans? - What strengths, needs, and preferences will you gather from students and families? - How will you maintain ongoing, two-way communication about implementation? - How will you ensure family and student voices are equitably represented in decisions?	
Ensure Implementation is Culturally Sustaining Consider the following questions as you plan action steps: - How will you affirm students' cultural and linguistic identities in this practice? - What community knowledge or values can be reflected in the implementation? - How does the content or structure sustain, rather than replace, cultural ways of knowing? - How will you reflect on and address any biases or assumptions within the practice?	
Ensure Implementation is Inclusive and Safe for All Consider the following questions as you plan action steps: - How will the environment support physical, emotional, and intellectual safety for every student? - What adaptations or differentiation will ensure full access and participation? - How will you monitor for equity in who is benefiting from the practice? - What structures will support belonging and respect for all identities?	

PLAN PRACTICE IMPLEMENTATION	
Considerations	Action Steps
Estimate Your Current Practice Rate How often do you think you use this practice per minute? - Once every 1 min = 1.0 - Once every 2 min = 0.5 - Once every 5 min = 0.2	I currently implement ____ practice (s) per min
Set Initial Practice Rate Goal Set an initial goal for how often you plan to use this practice per minute? - Make your goal ambitious but doable - You can adjust after you have data - If this is already a habit, focus on equitable implementation	I aim to implement ____ practice(s) per min
Plan for Increasing Practice Identify how you will - Prompt/remind yourself to use the practice - Use other strategies (e.g., script practice into your lesson, practice to fluency) - Prompt/remind yourself to self-monitor	
Plan for Monitoring Practice Identify how you will - Self-monitor (e.g., tally, use golf counter, Be+ app) - Review data over time to examine trends - Adjust your goal based on the data to ensure equitable implementation	
Plan Self-Reinforcement (Small Celebration) Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will - Review your practice data, - Determine if you met your goal, and - Reinforce yourself (i.e., how you celebrate).	

Self-Assess

Intentional
Inputs

Plan & Do

Pause and DRAFT

Your Plan

Complete the Self-Assessment

Leverage your ***Plan, Do, Check, and Reflect & intentional Inputs planning document, to complete*** the self-assessment of your current practices.

- Estimate your current practice by rating how often you use each culturally responsive and sustaining practice during the instructional cycle: ***Planning → Teaching → Actively Engaging Students → Supporting → Reflecting & Adjusting***
- Select the practice(s) you most need to strengthen.

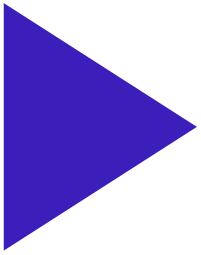
You will “plan and do”
implementation and monitoring

SELF-ASSESSMENT: CULTURALLY RESPONSIVE & SUSTAINING ACADEMIC INSTRUCTION (Developed by Ruthie Payno-Simmons 2026)

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ACADEMIC RIGOR & INTELLECTUAL ENGAGEMENT Academic success, meaning-making, and high expectations	Frequency (F/M/O)	Focus? (✓)
Design learning tasks that require critical thinking, analysis, and problem-solving.		
Support students in constructing meaning, not just receiving information.		
Maintain high academic expectations while providing appropriate supports.		
CULTURAL KNOWLEDGE & LIVED EXPERIENCES Building on students' identities, histories, and ways of knowing	Frequency (F/M/O)	Focus? (✓)
Provide frequent & varied opportunities to respond (OTRs).		
Implement a wide variety of engagement strategies.		
Provide performative feedback (real-time, actionable).		
STUDENT VOICE, AGENCY & IDENTITY AFFIRMATION Shared power and identity-affirming learning	Frequency (F/M/O)	Focus? (✓)
Provide structured opportunities for student voice and choice in learning.		
Create space for students to express identity through academic work.		
Share decision-making power around learning processes or products.		
COMMUNITY CONNECTIONS & REAL-WORLD RELEVANCE Learning connected beyond the classroom	Frequency (F/M/O)	Focus? (✓)



Then Consider Intentional Inputs



**You will build your intentional inputs
as part of your implementation plan**

PLAN WITH INTENTIONAL INPUTS	
Considerations	Action Steps
Collaboratively Partner with Families and Students Consider the following questions as you plan action steps: - How will students and families co-design or inform implementation plans? - What strengths, needs, and preferences will you gather from students and families? - How will you maintain ongoing, two-way communication about implementation? - How will you ensure family and student voices are equitably represented in decisions?	
Ensure Implementation is Culturally Sustaining Consider the following questions as you plan action steps: - How will you affirm students' cultural and linguistic identities in this practice? - What community knowledge or values can be reflected in the implementation? - How does the content or structure sustain, rather than replace, cultural ways of knowing? - How will you reflect on and address any biases or assumptions within the practice?	
Ensure Implementation is Inclusive and Safe for All Consider the following questions as you plan action steps: - How will the environment support physical, emotional, and intellectual safety for every student? - What adaptations or differentiation will ensure full access and participation? - How will you monitor for equity in who is benefiting from the practice? - What structures will support belonging and respect for all identities?	

Plan to Implement Culturally Responsive & Sustaining Academic Instruction

- **First**, reflect on your academic instructional planning practice and complete the corresponding prompts in the first section on page 4.
- **Second**, select the practices that you want to focus on from your self-assessment. And complete the remaining sections on page 4.

You will “plan and do”
implementation and monitoring

 **PBIS** Positive Behavioral Interventions & Supports

Focus Practice:
Specific & Culturally Relevant Praise



▶ PLAN TO IMPLEMENT & MONITOR	
Considerations	Action Steps
Estimate Your Current Practice Rate <i>How often do you think you use this practice per minute?</i> - Once every 1 min = 1.0 - Once every 2 min = 0.5 - Once every 5 min = 0.2	I currently implement ____ practice (s) per min
Set Initial Practice Rate Goal <i>Set an initial goal for how often you plan to use this practice per minute?</i> - Make your goal ambitious but doable - You can adjust after you have data - If this is already a habit, focus on equitable implementation	I aim to implement ____ practice(s) per min
Plan for Increasing Practice <i>Identify how you will</i> - Prompt/remind yourself to use the practice - Use other strategies (e.g., script practice into your lesson, practice to fluency) - Prompt/remind yourself to self-monitor	• • •
Plan for Monitoring Practice <i>Identify how you will</i> - Self-monitor (e.g., tally, use golf counter, Be+ app) - Review data over time to examine trends - Adjust your goal based on the data to ensure equitable implementation	• • •
Plan Self-Reinforcement (Small Celebration) <i>Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will</i> - Review your practice data, - Determine if you met your goal, and - Reinforce yourself (i.e., how you celebrate).	• • •



Check

Monitor & Adjust





Monitor & Adjust Culturally Responsive & Sustaining Academic Instruction

Reflect & address potential challenges by regularly discussing:

- What's working?
- What's blocking progress?
- What adjustments help?
- Are we aligned with our goals?

**You will build opportunities for “check”
Into your implementation plan**



Check & Reflect

PBIS Positive Behavioral Interventions & Supports **Focus Practice:** Specific & Culturally Relevant Praise **Counted as:** Checkmark

CHECK	
Considerations to Monitor, Reflect, & Adjust	Action Steps
Think Back <i>Review your data and consider:</i> • What went well with implementation? • What challenges are you experiencing?	• • •
Think Forward <i>Review your data and consider:</i> • How can you overcome those challenges? • How can you continue to elevate your practice to promote inclusive and safe spaces?	• • •
Think Inward <i>Reflect on your experiences:</i> • What are conditions or experiences that may inhibit equitable and inclusive implementation? • What are conditions or experiences that may support equitable and inclusive implementation?	• • •
Think Outward <i>Plan to enhance your practice:</i> • What specific adjustments can you make to enhance your implementation for all students? • How will you promote equitable and inclusive implementation to support each student?	• • •

Note. Four Dimensions of Reflective Learning (Adapted from Barstabile, 2009; <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)

Next Steps

INTENTIONAL INPUTS	
Considerations	Action Steps
Collaboratively Partner with Families and Students Consider the following questions as you plan action steps: - How will students and families co-design or inform implementation plans? - What strengths, needs, and preferences will you gather from students and families? - How will you maintain ongoing, two-way communication about implementation? - How will you ensure family and student voices are equitably represented in decisions?	
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PLAN PRACTICE IMPLEMENTATION	
Considerations	Action Steps
Estimate Your Current Practice Rate How often do you think you use this practice per minute? - Once every 1 min = 1.0 - Once every 2 min = 0.5 - Once every 5 min = 0.2	I currently implement ____ practice (s) per min
Set Initial Practice Rate Goal Set an initial goal for how often you plan to use this practice per minute? - Make your goal ambitious but doable - You can adjust after you have data - If this is already a habit, focus on equitable implementation	I aim to implement ____ practice(s) per min
Plan for Increasing Practice Identify how you will - Prompt/remind yourself to use the practice - Use other strategies (e.g., script practice into your lesson, practice to fluency) - Prompt/remind yourself to self-monitor	
Plan for Monitoring Practice Identify how you will - Self-monitor (e.g., tally, use golf counter, Be+ app) - Review data over time to examine trends - Adjust your goal based on the data to ensure equitable implementation	
Plan Self-Reinforcement (Small Celebration) Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will - Review your practice data, - Determine if you met your goal, and - Reinforce yourself (i.e., how you celebrate).	

CHECK & REFLECT 	
Considerations	Action Steps
Think Back Review your data and consider: - What went well with implementation? - What challenges are you experiencing?	
Think Forward Review your data and consider: - How can you overcome those challenges? - How can you continue to elevate your practice to promote inclusive and safe spaces?	
Think Inward Reflect on your experiences: - What are conditions or experiences that may inhibit equitable and inclusive implementation? - What are conditions or experiences that may support equitable and inclusive implementation?	
Think Outward Plan to enhance your practice: - What specific adjustments can you make to enhance your implementation for all students? - How will you promote equitable and inclusive implementation to support each student?	

Note: Four Dimensions of Reflective Learning (Adapted from [Barnstable, 2009](https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/), <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)



We invite you to continue working on your implementation plan



Recap



What

Definition



Why

Rationale



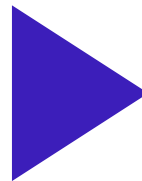
How

Implementation Tips



Try

Guided Practice



Do

Implementation IRL



Check

Monitor & Adjust



THANK YOU for Promoting Positive Practice *in the Classroom*



Focus Practice 8: *Engage Students
through Culturally Responsive &
Sustaining Academic Instruction*