



CULTURALLY & LINGUISTICALLY INCLUSIVE FOUNDATION



Eliminating the predictability of success and failure that currently correlates with any social or cultural factor, through ongoing analysis of disproportionality data--with a laser focus on student achievement



THE SCHOOL DISTRICT OF
PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS



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INTRODUCTION

Children of color have been historically and traditionally marginalized with regard to learning expectations, classroom resources, school policies, and instructional practices. The School District of Philadelphia recognizes that without an intentional and committed focus on dismantling racist systems and providing equitable learning experiences, the results we seek for all our children can never be fully achieved. This awareness has generated purposeful urgency around promoting equitable culturally and linguistically inclusive practices that help all children thrive.

We believe it is essential to consistently consider the extent to which teaching practices reflect the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of ALL our students in order to build the individual learning capacity of each student. Our foundational core beliefs around equitable teaching practices are as follows:

- Equitable teaching is a mindset shift to engage in deliberate, rigorous teaching practices that create the conditions where intellectual engagement is non-negotiable for students.
- Equitable teaching builds the individual learning capacity in ALL students.
- Equitable teaching practices are predicated on viewing our students' identities and experiences as assets.
- Equitable teaching practices require us to seek out, build, and leverage knowledge of the culture(s) and identities of students, families, and communities served in order to make relevant, meaningful connections and learning experiences.
- Equitable teaching requires a sensitivity to and awareness of diverse experiences and an openness to learning about the perspectives of others.
- Equitable teaching is a relational exchange between students and teachers that results in a learning environment that supports intellectual risks and productive struggle.
- Equitable teaching requires us to acknowledge the facts of our prior knowledge, beliefs, experiences, and assumptions in order to remain committed to this being an ongoing learning process that's always evolving.



High-leverage focus areas as well as guiding principles have also been identified that promote culturally and linguistically responsive education. These focus areas and guiding principles were shared with various stakeholders for input and feedback to ensure that we meet the diverse needs of all students, families, and communities we serve. The result culminated with this document, the Culturally and Linguistically Inclusive Foundation, commonly referred to as the “CLIF.” The CLIF isn’t just to help us ensure all students have access to robust academic, social-emotional supports, and enrichment opportunities; but to make sure these supports are built with them in mind.





EXECUTIVE SUMMARY

With a shared commitment to dismantling racist systems and providing equitable learning experiences, the School District of Philadelphia in partnership with students, educators, families, and community members, developed the Culturally and Linguistically Inclusive Foundation (CLIF). The CLIF serves as a guide for students, families, school-based and district-level staff, community members and partners for creating learning environments that:

- affirm racial, linguistic, and cultural identities
- develop stakeholders abilities to connect across lines of differences
- Elevate historically marginalized voices
- empower stakeholders as agents of social change
- prepare all students for rigor and independent learning

The CLIF features four strategic areas of focus around curriculum & instructional resources, professional learning, grading & progress monitoring, and teaching & learning. Each focus area is reinforced with a corresponding guiding principle that is intended to inform the practices, policies, supports, and services that impact students. The Culturally and Linguistically Inclusive Foundation is intended to be used by a variety of education stakeholders, including but not limited to, students, teachers, school and district leaders, families, and community members. The CLIF represents an opportunity for all stakeholder groups to meet the unique needs of their school communities. It provides guidance and offers resources, and practices that enable schools to provide culturally and linguistically inclusive education. However, it is not intended to represent the full scope of the actions that are necessary to be culturally and linguistically inclusive; rather it should be used as the foundation to build upon.

The CLIF reflects the District's commitment to improving student achievement by dismantling racist practices and providing the organizational structure needed to redesign a more equitable school district. This includes, but is not limited to, uprooting policies, deconstructing processes, and eradicating practices that create systems of privilege and power within our school communities and in our workplaces. As we continue to grow and learn as an organization, the CLIF will evolve to reflect our awareness and responsiveness to the students and communities we serve.



THE 4 AREAS OF FOCUS AND CORRESPONDING GUIDING PRINCIPLES

| | |
|---|--|
| 1 Inclusive Curriculum & Instructional Resources | <div>PRINCIPLE</div> <div>Culturally and linguistically inclusive curriculum and instructional resources seeks out, builds, and leverages knowledge of the cultures and identities of the communities that we serve in order to make relevant meaningful connections and learning experiences.</div> <div>DESCRIPTION</div> <div>A culturally and linguistically inclusive curriculum reflects the cultural, linguistic, and religious diversity of our student body and the world. An inclusive curriculum helps students see that all walks of life are relevant and important and that they are in a safe environment where everyone is not only accepted and celebrated but also included in the development and ownership of the school and class culture. Instructional resources heavily influence students' perceptions about themselves and others. It is important to offer students instructional resources about people like them and their family—as well as about people who are different from them and their family.</div> |
| 2 Equitable & Inclusive Professional Learning | <div>PRINCIPLE</div> <div>Culturally and linguistically inclusive professional learning maintains sensitivity to and awareness of diverse experiences and an openness to learning about the perspectives of others.</div> <div>DESCRIPTION</div> <div>Educators are acutely aware of the impact of systemic racism and the inequities that exist in the education system. We are uniquely positioned to create immediate, positive change in eliminating the predictability of success and failure that currently correlates with any social or cultural factors. This work is not a “one and done” endeavor. Antiracist professional learning requires a consistent, meaningful, and intentional commitment to growth.</div> |



THE 4 AREAS OF FOCUS AND CORRESPONDING GUIDING PRINCIPLES *continued*

| | |
|--|---|
| 3 Equitable & Inclusive Progress Monitoring and Grading | <div>PRINCIPLE</div> <p>Culturally and linguistically inclusive progress monitoring and grading utilizes student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.</p> <div>DESCRIPTION</div> <p>Anti-racist grading and progress monitoring is grounded in what are the best and various practices that enable students to demonstrate the application of learning. A variety of measures must be used to assess student learning to understand students' assets to leverage and respond to their needs.</p> |
| 4 Culturally & Linguistically Inclusive Teaching & Learning | <div>PRINCIPLE</div> <p>Culturally and linguistically inclusive teaching and learning carefully reflects on our own attitudes, behaviors, and implicit biases to be sure that we are not imposing a double standard; understand cultural nuances in order to create an inclusive and safe environment for all students.</p> <div>DESCRIPTION</div> <p>For teachers of a diverse student population in diverse communities, it is especially important to use a broad repertoire of strategies. Cultural tendencies impact the way children participate in education. To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes (e.g. socie-economic status, gender identity, social preferences) or prior experience with other students of similar backgrounds. Teachers must be aware that how they see students' behavior is through the lens of their own culture.</p> |

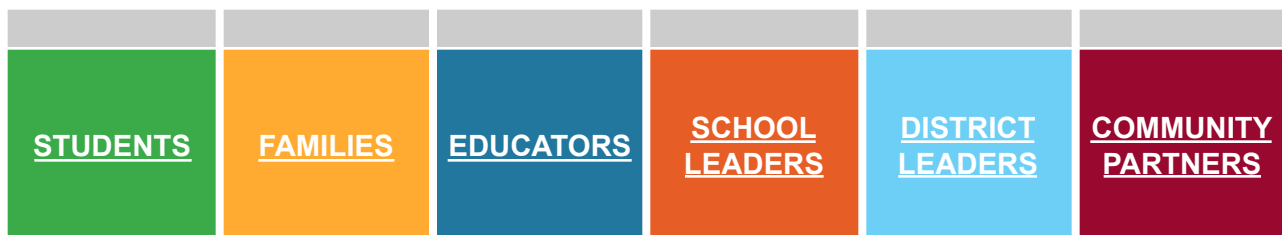


STAKEHOLDER GROUPS

All stakeholders (students, families, teachers, support staff, school leaders, district leaders, and community members) can implement the following CLIF strategies as a means to achieve a more culturally and linguistically inclusive education system. The following section is organized by a stakeholder group. Each stakeholder group is provided with a pledge and a bank of strategies, resources and tools for every focus area rooted in our guiding principles. The information provided for each stakeholder group is in no way meant to be an exhaustive list.



Click below to access the bank of strategies, tools, and resources for each stakeholder group.





STUDENTS

Genius is the brilliance, intellect, ability, cleverness, and artistry that have been flowing through their minds and spirits across the generations

-Muhhamed, 2020



STUDENTS' COMMITMENTS

- ★ I will own my learning.
- ★ I will respectfully speak up when there is a lack of instructional resources that reflect me and my identity.
- ★ I will trust the process by being willing to listen and compromise when appropriate.
- ★ I see myself as an asset to the work that is being accomplished and dialogue with my peers about being culturally and linguistically inclusive young adults
- ★ I am responsible for my progress and grades, and appropriately advocate for myself when I believe I have been graded unfairly.



Click below to learn how students can contribute to the effort of creating a culturally and linguistically inclusive school district.

Curriculum & Instructional Resources

Progress Monitoring and Grading

Teaching & Learning



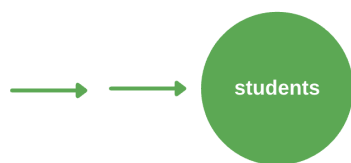
Curriculum & Instructional Resources

What Does This Look Like in Practice?

- Engage with the instructional resources.
- Reflect and share feedback regarding the instructional resources.
- Contribute to the recommendation and/or selection of instructional resources.
- Monitor the relevance of the curriculum to my life.
- Give appropriate and constructive feedback about curriculum and/or instructional resources to an adult through the appropriate means and mechanism including topics, literature, assignments, and discussions that are offensive to myself or my peers.
- Share personal experiences, literature, projects relevant to cultural and linguistic inclusivity and my learning.
- Critique curriculum through in-class participation and student councils; The critique should occur after instruction has occurred and should be relevant to current
- Advocate for instructional resources that are culturally and linguistically inclusive and monitor the relevance of the curriculum to your life.

What Strategies, Tools and/or Resources Can I Use?

- [CLIF Instructional Resources Rubric](#):
 - Your voice and experiences as a student are the two most important tools to support you in utilizing the CLIF Instructional Resources Rubric to evaluate current and future instructional resources.
- Utilize resources included on the [Student Rights and Responsibilities](#) webpage.



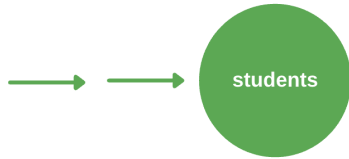
Progress Monitoring & Grading

What Does This Look Like in Practice?

- Participate in data meetings with my teacher(s).
- Be an active participant in my own progress.
- Know and understand the assessments that are assigned to me.
- Ask questions about the purpose of assessments and how to navigate supports.
- Understand the grades earned and be able to explain them to those who are part of my learning community.
- Understand the impact that grades have on your educational pathway from Kindergarten through post-secondary education.
- Understand the marking guidelines and when and how checkpoints will be measured.
- Seek assistance when help is needed in relation to grading.

What Strategies, Tools and/or Resources Can I Use?

- Utilize the resources, strategies, interventions and supports provided by your school and the School District of Philadelphia including:
 - Student Portal
 - Assessments
 - Marking Guidelines



Teaching & Learning

What Does This Look Like in Practice?

- Attending and/or participating in school forums such as town hall meetings, student council meetings, etc. to respectfully advocate for matters of importance.
- Establishing positive relationships with instructional staff to gain a clear understanding of the expectations for teaching and learning.
- Managing studies and conferencing with administrators, teachers, and support staff to listen, ask questions and seek answers when facing challenges with teaching and learning.
- Communicating with your caregivers to advocate for you when applicable.
- Be an active participant in a culturally and linguistically inclusive environment, by voicing my opinions and thoughts, and sharing personal experiences, literature, projects that:
 - affirm me as an individual and affirm my classmates
 - help to define our community
 - are relevant to our learning
- Practice patience and understand that change may not happen instantly.
- Consistently seek out and listen to perspectives other than your own.
- Respect individuals with perspectives that differ from yours.
- Remain aware of decisions that affect your learning.

What Strategies, Tools and/or Resources Can I Use?

- Utilize your personal experiences and perspectives to enhance discussions and promote learning.
- Partner with your family to advocate for your needs as it relates to teaching and learning.



- Access the School District of Philadelphia's [Curriculum and Instruction](#) webpage to see available online tools including:
 - Curriculum Overview
 - Instructional Resources



FAMILIES

We all have a sphere of influence. Each of us needs to find our own sources of courage so that we will begin to speak...I have seen that meaningful dialogue can lead to effective action. Change is possible.

-Tatum, 2017



FAMILIES' COMMITMENTS

- ★ I will speak up and advocate for the needs of myself and my child.
- ★ I will trust the process even when I don't trust an individual or system, based on past experiences with school or districts.
- ★ I will partner with and actively engage with my child's class/school community and academic program, to the best of my ability.
- ★ I will learn how to support my child at home with owning their learning- moving from passive learning/dependent learners to active learners/independent learners.
- ★ I will seek to understand and be knowledgeable of the information available to families.
- ★ I will continue to monitor my child's progress and grades consistently, and conference with my child's teacher for feedback.

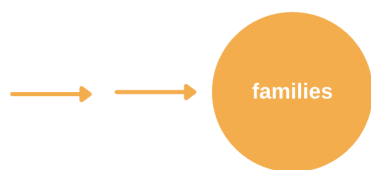


Click below to learn how teachers can contribute to the effort of creating a culturally and linguistically inclusive school district.

**Curriculum &
Instructional Resources**

**Progress Monitoring and
Grading**

Teaching & Learning



Curriculum & Instructional Resources

What Does This Look Like in Practice?

- Be an advocate for your child(ren).
- Partner with your school community in your child(ren)'s learning.
- Be a partner and contributor, where possible, on the curriculum and instructional resources to ensure it is relevant to your child(ren).
- Connect your school community with community resources that will positively impact the student body.
- Be an active participant in your child(ren)'s academic program both at home, within the community and in school at the level that you are most comfortable with.
- Seek support from the school community when you are met with challenges related to instruction and supporting your child(ren).
- Help your child make connections from what is being taught in home and in native countries to the district's curriculum at grade level.
- Hold schools and the district accountable to appropriately serve my child.
- Share the lived experience of being a stakeholder.
- Be a part of the process and build upon learning to support my child's learning.

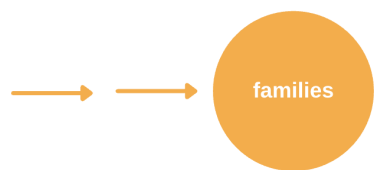
What Strategies, Tools and/or Resources Can I Use?

- Access the Parent Portal to receive current information about your child(ren), the school, and the District.
- Take advantage of the resources offered by the [Office of Family and Community Engagement](#) including:



- Workshops
- Multilingual Family Support
- Other Family Resources
- Access the School District of Philadelphia's [Curriculum and Instruction](#) webpage to see available online tools including:
 - Curriculum Overview
 - Instructional Resources
- Advocate for options and times to participate in school activities (evening conferences, celebrations, etc.).
- Participate and engage in workshops that are co-facilitated by District and Community Organizations.
- Utilize the [CLIF Instructional Resources Rubric](#) to guide your review and feedback on the instructional resources.





Progress Monitoring & Grading

What Does This Look Like in Practice?

- Hold schools and the district accountable to appropriately serve children.
- Practice and support children with studying for assessments when possible.
- Check progress, grades, and assessments on a consistent basis.
- Collaborate with school staff and others to notify that a child's needs are not being met.
- Stay an advocate for children and raise concerns to whatever level necessary to support students' achievement.
- Partner with the District.
- Understand the various assessments and how to advocate for children.
- Communicate the best ways to be part of the academic success of children.
- Support the interventions to empower students to rise to their highest potential.

What Strategies, Tools and/or Resources Can I Use?

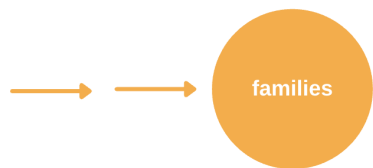
- Access the School District of Philadelphia's [Curriculum and Instruction](#) webpage to access available online tools.
- Access the School District of Philadelphia's [Assessment](#) webpage to see the assessment calendar for the school year and other assessment related resources.
- Understand the Marking Guidelines and the various elements that make up grades.
- Have an awareness of the report card cycles; be present as possible for conferences and quarterly meetings with school staff.
- Access the Parent Portal to receive current information about your child(ren), the school, and the District.
- Take advantage of the resources offered by the [Office of Family and Community](#)



Engagement including:

- Workshops
- Multilingual Family Support
- Other Family Resources





Teaching & Learning

What Does This Look Like in Practice?

- Stay informed about what your child is learning in all subject areas.
- Be a partner to the school staff in achieving and maintaining what is in the best interest of your child(ren).
- Remain informed of decisions that affect your school community and the School District of Philadelphia overall as it relates to teaching and learning.

What Strategies, Tools and/or Resources Can I Use?

- Attend school meetings, including parent-teacher conferences, back-to-school nights, family nights, and other school events to gain an understanding of the school and my child's learning.
- Establish open lines of communication with your child(ren)'s teachers and school leaders.
- Consult with your child's counselor to seek/request available supports.
- Contact your child's home and school association, if available, to seek supports.
- Contact the School District of Philadelphia's [Office of Family & Community Engagement](#) to take advantage of available resources.



EDUCATORS

A child cannot be taught by anyone who despises him, a child cannot afford to be fooled

-James Baldwin



EDUCATORS' COMMITMENTS

- ★ I will be a role model and make sure students know and have the space to have a voice by creating a culturally affirming learning environment that is physically and emotionally safe.
- ★ I will first understand before seeking to be understood.
- ★ I will ensure that I am operating from humility, from a learning posture.
- ★ I will seek goodness in all students, no matter their culture, race, gender identity, or language.
- ★ I will embrace practices that do NOT resemble my personal history, educational experiences and/or past teaching practices.
- ★ I will provide a “counter narrative” to the predominant message that certain student groups can’t be successful in the classroom (deficit narrative).
- ★ I will serve as a facilitator of rigorous learning, reflective of curricular expectations and uphold high academic expectations of all students, in conjunction with requisite supports, thereby providing multiple pathways to success.
- ★ I will engage with students and families to help them understand what is being taught and why, as well as being open to understanding students and families perspectives when they object to certain content.



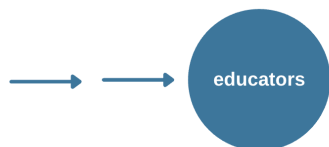
Click below to learn how families can contribute to the effort of creating a culturally and linguistically inclusive school district.

[Curriculum & Instructional Resources](#)

[Professional Learning](#)

[Progress Monitoring and Grading](#)

[Teaching & Learning](#)



Curriculum & Instructional Resources

What Does This Look Like in Practice?

- Participate in professional learning opportunities, PLCs, and work with other educators outside of Philadelphia to gain a different perspective on similar curricula and an understanding of the culturally and linguistically inclusive foundation.
- Give students space and time to reflect on the curriculum and provide feedback around its alignment to the CLIF.
- Ask students for input on lessons/units and whether they are relevant to the students.
- Communicate with school leaders and central office staff if improvements in unit/lesson planning can be made.
- Work consistently to increase your knowledge of culturally and linguistically equitable practices.
- Affirm and celebrate students' identities.
- Be a curriculum collaborator for cross-curricular projects using relevant learning strategies and structures, such as CER (Claim, Evidence, Reasoning).
- Participate in the review and selection of culturally and linguistically inclusive instructional resources.
- Utilize and provide feedback on instructional resources to identify where gaps exist and identify culturally and linguistically inclusive supplemental resources.

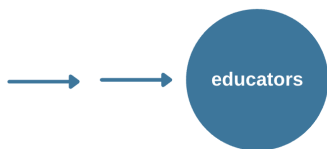
What Strategies, Tools and/or Resources Can I Use?

- Provide feedback to peers, school and district leaders regarding implementation of CLIF.



- Support families in guiding their students' learning.
- Collaborate with Support Staff to help students.
- Collaborate with other educators in your building.
- Be reflective and aware of my biases and how they may manifest in teaching, including:
 - Being nimble and adjust when my biases begin to manifest.
 - Being prepared to address and manage challenging situations (microaggressions, macroaggressions, overt and covert racism, etc.) in a respectful tone and manner.
 - Being aware of the manifestations of white supremacist culture.
 - Addressing the manifestations of white supremacist culture in instruction.
- Advocate for students and staff.
- Curate culturally and linguistically appropriate materials.
- Facilitate rigorous learning that is reflective of curricular expectations.
- Create a culturally affirming learning environment.
- Utilize the [CLIF Instructional Resources Rubric](#) to guide your review and feedback on the instructional resources.





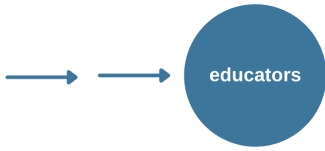
Professional Learning

What Does This Look Like in Practice?

- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit biases in the school community.
- Engage in inquiry groups and professional learning community structures to address bias, develop racial literacy skills, etc.
- Actively participate in professional learning opportunities, PLCs, and work with other educators outside of Philadelphia to gain a different perspective on similar curricula and an understanding of the culturally and linguistically inclusive foundation.
- Be solution-oriented.
- Communicate with school leaders and central office staff if improvements to professional learning opportunities can be made.
- Be a part of the process and positive progress.
- Seek opportunities to grow professionally as it relates to awareness and culturally responsive instruction.
- Commit to learning and implementing with fidelity what is learned.
- See students as an asset to teach you and their peers.
- Build on what was learned to support students.

What Strategies, Tools and/or Resources Can I Use?

- Use the CLIF as a resource when supporting students and families.
- Reference professional resources such as those included in the reference section of the CLIF.



Progress Monitoring & Grading

What Does This Look Like in Practice?

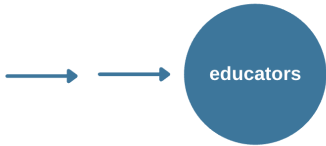
- Being proficient in the various assessments, how to analyze the results, and plan for students' success.
- Being cognizant of the language needs and supports for each student so the barrier of language doesn't complicate the validity of the assessment.
- Analyze students' needs and implement interventions to support progress.
- Communicate to families how to best support their students for optimal learning.
- Support students in their understanding of assessments and how to be engaged in their learning trajectory.
- Provide multiple opportunities for students to access their information and become knowledgeable about how to ask for help with their assessments and progress monitoring.
- Foster advocacy within students so they can advocate for any/all supports they need.
- Understand and follow the protocols of assessments to ensure proper administration.
- Seek support from school leaders and peers on the administration of assessments when assistance is needed.
- Communicate to families the progress and/or interventions needed for success.
- Ensure the minimal requirements for grade validation are implemented so grades serve as an indicator of skills mastered and in need of remediation.
- Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
- Support the design and implementation of multiple forms of assessment that consider personalized student needs (i.e., learning styles, learning preferences, language proficiency).



What Strategies, Tools and/or Resources Can I Use?

- Utilize resources and tools provided by the Office of Academic Supports to support progress monitoring and grading, including:
 - Marking Guidelines
 - MTSS Guidelines
- Engage in District forums for policy and protocol decisions, when applicable.

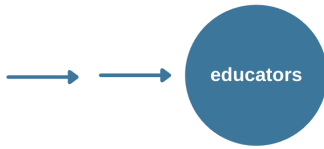




Teaching & Learning

What Does This Look Like in Practice?

- Acknowledge our students, the community they come from, and the knowledge they have and be transparent about your own identity and background.
- Co-construct classroom guidelines with students that support the creation of a community of excellence.
- Establish learning structures that align to students' learning styles (e.g. offering various modes of participation/provide a range of modalities to ensure that all students have pathways to succeed and share their gifts).
- Create spaces for students' home languages, including American Sign Language (ASL); Provide materials in a range of languages and visuals (BIPOC).
- Embrace student voice and leverage peer relationships in the classroom by establishing frequent meaningful opportunities for discussion amongst peers and providing leadership opportunities to foster global thinking and creativity.
- Model for students how we can be different and still find common ground.
- Take students out of the classroom to see/experience the opportunities.
- Own mistakes and ask for forgiveness when appropriate.
- Celebrate progress, not perfection when providing feedback to students.
- Reframe the notion of peers as distractions and instead see them as powerful learning partners.
- Provide intentional, structured collaborative learning opportunities; creating opportunities for students to access prior learning/co-create background knowledge; project based learning, authentic tasks/real world application; student voice in the choice/creation of the learning activities.
- Be cognizant of students social and emotional well-being and consider it when planning and delivering instruction.



What Strategies, Tools and/or Resources Can I Use?

- Utilize resources and tools provided by the Office of Academic Supports to support teaching and learning, including instructional frameworks, curriculum, and look fors.
- Participate in professional learning opportunities to support professional growth and an understanding of best practices and District instructional expectations.
- Thoroughly review the District mandated curriculum and Common Core Standards to understand what is expected of students at a particular grade level and content area, along with the prerequisite skills necessary for them to succeed.
- Co-plan with other teachers to share best practices and gain insight into ways to support all learners.
- Utilize standardized assessments, universal screeners, and formative assessments data to make informed decisions about teaching and learning.
- Implement progress monitoring measures consistently.
- Acknowledge and use student choice in building and structuring learning experiences including literature, projects, and suggestions.
- Ask students to share their prior knowledge and experiences, etc. and using this to activate student learning and construct knowledge together as a group.
- Allow students to show their understanding in multiple ways, including in their first language.
- Facilitate rigorous learning that is reflective of curricular expectations.



SCHOOL LEADERS

Students need spaces to name and critique injustices to help them ultimately develop the agency to build a better world. As long as oppression is present in the world ,young people need a pedagogy that nurtures criticality.

-Muhhamad, 2020



SCHOOL LEADER COMMITMENTS

- ★ I will make the school a safe and welcoming place for all parents and students.
- ★ I will support and lead the welcoming and inclusive culture of the school through modeling and implementation.
- ★ I will provide student leadership opportunities and ensure that staff are also providing them.
- ★ I will establish opportunities for discussion amongst peers; make social and emotional connections to students, not just academics.
- ★ I will leverage peer relationships.
- ★ I will view mistakes as learning opportunities.
- ★ I will co-construct school guidelines/norms with students and other stakeholders that support the creation of a community.
- ★ I will establish open forums for students, parents, teachers, and community members.
- ★ I will ensure successful implementation and inclusive practices of curriculum, instruction, assessment, and professional learning.
- ★ I will serve as a lead learner, model high expectations and represent the interests of all stakeholders (myself, students, staff, parents, and community) for a culturally and linguistically responsive learning environment.



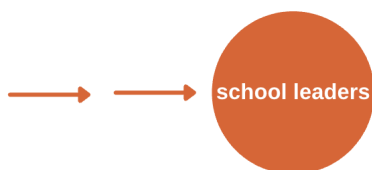
Click below to learn how families can contribute to the effort of creating a culturally and linguistically inclusive school district.

Curriculum & Instructional Resources

Professional Learning

Progress Monitoring and Grading

Teaching & Learning



Curriculum & Instructional Resources

What Does This Look Like in Practice?

- Advocate for flexibility in choice and use of materials, understanding that scope and sequence is about delivery of the standards and not use of a particular material.
- Ensure that educators are teaching topics that are engaging and relevant to students and that are appropriately rigorous.
- Ensure that educators are following the appropriate frameworks to ensure standards-aligned and developmentally appropriate instruction.
- Teachers need to understand the standards first and the vertical alignment prior to being given flexibility in choosing materials.
- Prioritizing instructional time for all subject areas in the master schedule.
- Supporting teachers and instructional staff with workshops for families.
- Represent the interests of school stakeholders (students, teachers, support staff).
- Support and lead the welcoming and inclusive culture of the school through modeling and implementation.
- Exercise your locus of control regarding the implementation of the CLIF, and follow through on the implementation; hold stakeholders accountable.
- Know and understand the resources that reflect a CLI.
- Determine and delineate/disaggregate/interpret data (discipline, special education) through a CLI lense.
- Establish a welcoming and supportive CLI environment.
- Be reflective regarding what you are projecting to the school community at large.
- Provide various points of access and entry for family engagement around curriculum and instructional resources.

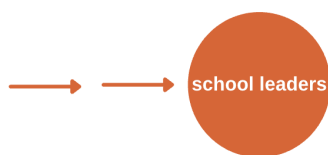


- Participate in the recommendation, selection and review of culturally and linguistically inclusive instructional resources at the school ,network, and district level.
- Monitor the implementation and use of culturally and linguistically inclusive instructional resources.

What Strategies, Tools and/or Resources Can I Use?

- Participate in reviewing curriculum, utilize the CLIF instructional resources rubric to guide your review and feedback on the instructional resources.
- Join/Collaborate with teachers regarding implementation of new strategies/curriculum so that school leaders will understand the impact on students and teachers.
- Build school-community relationships to enhance the school environment and supports to students, families, and staff.
- View lesson plans and conduct classroom visits/observations to determine evidence of equitable practices and inclusivity.
- Participate in the development of and continually evaluate curriculum and programs with a culturally and linguistically inclusive lense.





Professional Learning

What Does This Look Like in Practice?

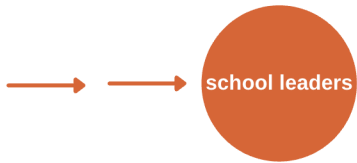
- Ensure successful implementation.
- Provide guidance and support as needed.
- Serve as a lead learner and model high expectations for myself.
- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit biases in the school community.
- Engage in inquiry groups and professional learning community.
- structures to address bias, develop racial literacy skills, etc.
- Provide opportunities for stakeholders to receive training on topics related to diversity, equity, and inclusion, such as critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, etc.
- Actively advocate for students, community.
- Build self, leadership team, and staff capacity.
- Commit to studying, learning, and striving to understand the present and historic cultural dynamic of school and community.
- Track, measure, adjust/change and celebrate growth specific to equity work (audit).
- Apply situational leadership to ensure equitable support and that everyone is able to perform at high levels.
- Interrogate personal biases and share experiences so others can learn from my journey.



What Strategies, Tools and/or Resources Can I Use?

- Serve as a role model.
- Be a lead learner and lead with cultural humility in thought and actions.
- Set goals, communicate effectively, and audit for equity. (communication)





Progress Monitoring & Grading

What Does This Look Like in Practice?

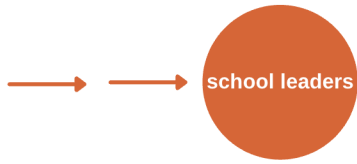
- Actively advocate for students, community.
- Support the timely implementation of the assessment calendar created by the Office of Academic Supports.
- Build self, leadership team, and staff capacity in the implementation of the various assessments and subsequent interventions needed.
- Commit to studying, learning, and striving to understand the present and historic cultural dynamic of school and community.
- Apply situational leadership to ensure equitable support and that everyone is able to perform at high levels.
- Ensure staff are properly trained in how to implement, assess, and interpret assessments.
- Ensure the progress monitoring of all assessments are in accordance with the SDP guidelines from the Office of Academic Supports.
- Understand the high level overview implementation of each assessment and have working knowledge of the progress monitoring needed to meet the needs of all students.
- Monitor and support the progress monitoring of all students.
- Supervise the grading policies to ensure equity and multiple opportunities to achieve have taken place.
- Serve as a lead learner and model high expectations for myself and others.
- Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
- Support the design and implementation of multiple forms of assessment that consider personalized student needs (i.e., learning styles, learning preferences, language proficiency).
- Invest in research to determine assessments geared toward academic achievement for underrepresented and underserved students of diverse identities.



What Strategies, Tools and/or Resources Can I Use?

- Access the resources offered by the Office of Academic Supports, including Round-Table/Feedback Sessions on:
 - Policies
 - District Protocols
 - Aligned Initiatives
- Utilize resources offered by the assigned Network of the school.





Teaching & Learning

What Does This Look Like in Practice?

- Provide clear expectations for teaching and learning that are culturally and linguistically inclusive.
- Ensure teachers are implementing culturally and linguistically inclusive teaching practices and utilizing the District mandated frameworks, curriculum, and other resources.
- Provide opportunities for professional learning for all stakeholders on the necessity of culturally responsive teaching and learning and the best practices aligned to it.
- Seek goodness in all stakeholders.
- Celebrate progress, don't emphasize perfection.
- Encourage creativity, excellent communication, & global thinking amongst all stakeholders.
- Redefine/expand notions of excellence for teaching and learning and relationships amongst all stakeholders.
- Express and hold high expectations for teaching and learning and provide requisite supports.
- Support opportunities for discussion amongst student peer groups grounded in social and emotional connections, reframing the notion of peers as distractions, but instead as powerful influences for positive growth.
- Embrace levity and joy in the classroom and in my school building.
- Provide student leadership opportunities.
- Provide materials in a range of languages and visuals (BIPOC), including, not valuing one experience over another.
- Unpack my own implicit bias in order to avoid microaggressions and assumptions grounded in bias.



- Be open-minded, an active listener, and make conscious efforts to see the people before me, not the statistics that represent them.
- Be knowledgeable of the role of systemic racism and exclusionary practices that have impacted non-white communities and actively working to remove these barriers.
- Seek out opportunities for staff to learn about the role of systemic racism and exclusionary practices that have impacted non-white communities and encouraging them to engage in this learning.
- Search for points of intersection to cultivate diverse perspectives.
- Be committed to equity in all aspects of the organization. Start where we need to be. source.

What Strategies, Tools and/or Resources Can I Use?

- Use current research to gain a working knowledge of culturally and linguistically inclusive teaching and learning.
- Establish forums for ongoing feedback from all stakeholders to inform ways to support staff with teaching and learning.



DISTRICT LEADERS

The definition of racism is useful because it allows us to see that racism like other forms of oppressions is not only a personal ideology..but an understanding that racism is a system of advantage based on race...it is important to understand that the system of advantage is perpetuated when we do not acknowledge its existence.

-Tatum, 2017



DISTRICT LEADERS' COMMITMENTS

- ★ I will lead, direct, and implement our work with the CLIF in mind.
- ★ I will create avenues for communication from stakeholders in the most accessible way to each stakeholder.
- ★ I will support an equitable transfer of information to all families and education external stakeholders about curriculum and the demographics of our community from a culturally and linguistically inclusive lens.
- ★ I will facilitate the creation of authentic relationships between families and school communities to support the creation of culturally and linguistically inclusive environments.
- ★ I will ensure that District policies and practices reflect current law and guidance regarding anti-discrimination and equity and put accountability mechanisms in place.
- ★ I will equitably invest money, time and other resources into the implementation of the CLIF and the creation of culturally and linguistically inclusive school environments.
- ★ I will focus time and resources in developing school leaders so they can develop their staff by providing opportunities for cascading professional learning related to CLIF.
- ★ I will clearly identify the historically marginalized groups and work collectively to address the marginalization.
- ★ I will foster partnerships with community members and create advisory groups consisting of various education stakeholders (families, teachers, students, community members) to work collaboratively.
- ★ I will stay current on wider social and political issues that affect communities served by the district (i.e. hold regular meetings with community-based organizations and advocacy



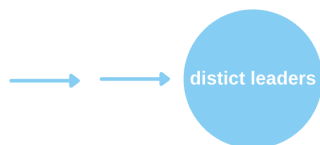


groups, create a community liaison role to gather information from the field).

- ★ I will provide resources to schools (i.e. shared language, online resources, questions for discussion, etc.) for incorporating and responding to current events and events that impact the community.
- ★ I will provide interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.) and provide readable information in a variety of modes to ensure all family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their home language.

Click below to learn how families can contribute to the effort of creating a culturally and linguistically inclusive school district.

| | | | |
|--|---|---|---|
| <u>Curriculum & Instructional Resources</u> | <u>Professional Learning</u> | <u>Progress Monitoring and Grading</u> | <u>Teaching & Learning</u> |
|--|---|---|---|



Curriculum & Instructional Resources

What Does This Look Like in Practice?

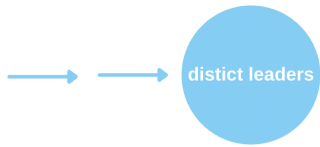
- Advocate for appropriate resources and support from external stakeholders.
- Review and revise the district vision and mission to be reflective of our Equity Stance.
- Model expectations through distribution of internal resources and support.
- Adopt a curricula that includes culturally authentic learning experiences that mirror students' ways of learning, understanding, communicating, and demonstrating curiosity and knowledge.
- Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.
- Partner with stakeholders 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 cultural (race, class, gender, language, sexual orientation, nationality, ability) perspectives.
- Support staff in embedding grade level, standards-aligned resources that emphasize cultural pluralism; social justice; and current events into curriculum across content areas.
- Support an equitable transfer of information to all families and education external stakeholders about curriculum and the demographics of our community from a culturally and linguistically inclusive lense.
- Adopt curriculum that highlights contributions and includes texts reflective of the diverse identities of students and reframes the monocultural framework that privileges the historically advantaged at the expense of other groups.
- Facilitate the creation of authentic relationships between families and school communities to support the creation of culturally and linguistically inclusive environments.



- Ensure that District policies and practices reflect current law and guidance regarding anti-discrimination and equity and put accountability mechanisms in place.
- Equitably invest money, time and other resources into the implementation of the CLIF and the creation of culturally and linguistically inclusive school environments.
- Focus time and resources in developing school leaders so they can develop their staff by providing opportunities for cascading professional learning related to CLIF.
- Operate with transparency, trust and reliance on each other's expertise.
- Ensure that the curriculum reflects history from multiple perspectives and explicitly identify areas in which we are de-centering content that is rooted in historical and systemic racism. This includes reflecting on the following questions:
 - What barriers exist to implementation and CLI curriculum?
 - Are there relevant access points for all students and families?
 - Is the content/materials/resources used as part of the curriculum reflective of the students in our school communities?
 - Are we appropriately training teachers and administrators to create their own, student centered lessons and unit plans that are in line with district curriculum?
- Participate in the selection and review of culturally and linguistically inclusive instructional resources at the school, network, and district levels.
- Monitor the implementation and use of culturally and linguistically inclusive instructional resources.

What Strategies, Tools and/or Resources Can I Use?

- Collaborate with the Student Advisory Board members as a resource.
- Reference the District's Equity Coalition work to guide decision-making and practices.
- Familiarize yourself with the District's Academic Framework, Curriculum and Curriculum Units.
- Utilize the [CLIF Instructional Resources Rubric](#) to guide your review and feedback on the instructional resources.



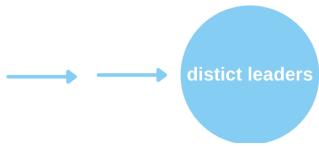
Professional Learning

What Does This Look Like in Practice?

- Be present and visible when participating in professional learning opportunities.
- Be a part of equity circles and be accountable to inclusive District policy.
- Hold yourself accountable for culturally and linguistically inclusive practices.
- Demonstrate full transparency on the direction of the District and district decisions.
- Lead, direct, internalize and implement all work with the CLIF in mind including Instructional rounds, Board Meetings, policy development.
- Foster partnerships and relations with community members.
- Create avenues for communication from stakeholders in the most accessible way to each stakeholder.

What Strategies, Tools and/or Resources Can I Use?

- Ensure implementation of the CLIF components.
- Provide guidance as needed to administrators, community partners, educators, families, and students.
- Model intentional self-work.



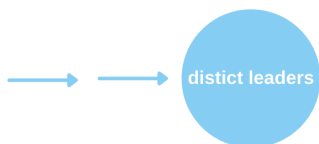
Progress Monitoring & Grading

What Does This Look Like in Practice?

- Understand the CLIF Framework and understand how your office and position support its implementation.
- Work with schools, community organizations and various stakeholders to select and implement assessments ensuring diversity and inclusion are paramount.
- Foster partnerships and relations with community members.
- Understand the progress monitoring for assessments and how students are being supported in-between assessment cycles.
- Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
- Support the design and implementation of multiple forms of assessment that consider personalized student needs (i.e., learning styles, learning preferences, language proficiency).
- Invest in research to determine assessments geared toward academic achievement for underrepresented and underserved students of diverse identities.

What Strategies, Tools and/or Resources Can I Use?

- Familiarize yourself with the District's Academic Framework, Curriculum and Curriculum Units.
- Access the School District of Philadelphia's [Curriculum and Instruction](#) webpage to access available online tools.
- Access the School District of Philadelphia's [Assessment](#) webpage to see the assessment calendar for the school year and other assessment related resources.



Teaching & Learning

What Does This Look Like in Practice?

- Provide materials in a range of languages and visuals (BIPOC), including, not valuing one experience over another.
- Unpack your own implicit bias in order to avoid microaggressions and assumptions grounded in bias.
- Be open-minded, an active listener, and make a conscious effort to see the people before me, not the statistics that represent them.
- Be knowledgeable of the role of systemic racism and exclusionary practices that have impacted non-white communities and actively working to remove these barriers.
- Seek out opportunities for staff to learn about the role of systemic racism and exclusionary practices that have impacted non-white communities and encouraging them to engage in this learning.
- Search for points of intersection to cultivate diverse perspectives.
- Be committed to equity in all aspects of the organization. Start where we need to be. source.
- Provide clear expectations for teaching and learning that are culturally and linguistically inclusive.
- Provide professional learning opportunities for all stakeholders on the necessity of culturally responsive teaching and learning and the best practices aligned to it.
- Hold peers accountable for upholding culturally and linguistically inclusive practices.
- Seek goodness in all stakeholders.
- Celebrate progress and don't emphasize perfection.
- Encourage creativity, excellent communication, & global thinking amongst all stakeholders.



- Redefine/expand notions of excellence for teaching and learning and relationships amongst all stakeholders.
- Express and hold high expectations for teaching and learning and provide requisite supports.
- Support opportunities for discussion amongst student peer groups grounded in social and emotional connections, reframing the notion of peers as distractions, but instead as powerful influences for positive growth.
- Embrace levity and joy in the classroom and in my school building.
- Provide student leadership opportunities.

What Strategies, Tools and/or Resources Can I Use?

- Use current research to gain a working knowledge of culturally and linguistically inclusive teaching and learning.
- Establish forums for ongoing feedback from all stakeholders to inform expectations, frameworks, and other resources related to teaching and learning.
- Participate in professional learning opportunities to be more knowledgeable about culturally and linguistically relevant research and practices.



COMMUNITY PARTNERS

We may not have polluted the air but we need to take responsibility along with others for cleaning it up.

-Tatum, 2017



COMMUNITY PARTNERS' COMMITMENTS

- ★ I will act as a partner with the District to support culturally and linguistically inclusive practices.
- ★ I will provide support for families as they navigate the school and District.
- ★ I will provide families with protocols and structures to advocate for their children.
- ★ I will collaborate with the district by understanding, honoring, and advocating for the curriculum choices of the District.
- ★ I will share insight on current and historical data, community needs, and priorities to support the District's goal in establishing anti-racist practices.
- ★ I will advocate for community needs.
- ★ I will mentor school-based and other leaders and/or students.
- ★ I will use and recommend instructional resources that are culturally and linguistically inclusive.

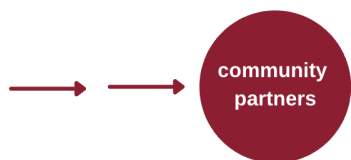


Click below to learn how families can contribute to the effort of creating a culturally and linguistically inclusive school district.

**Curriculum &
Instructional Resources**

Professional Learning

Teaching & Learning



Curriculum & Instructional Resources

What Does This Look Like in Practice?

- Acknowledge that each school is a community.
- Create a mini-review group made of educators, leaders, parents, and community members that meet each quarter to review the curriculum.
- Participate in development and engagement opportunities when offered by the District.
- Communicate transparently and openly with the District.
- Honor the curriculum choices of the District and advocate for the District's curriculum.
- Be aware of the curriculum that is being taught and what a curriculum is, including what is included in the parent/family guides.
- Serve as a partner in establishing culturally & linguistically affirming school environments.
- Contribute, give feedback and provide support when requested.
- View the students, staff, and school community members of the District from an asset based and culturally and linguistically inclusive lense.
- Serve as a partner and contributor in the evaluation and/or recommendations of instructional resources.

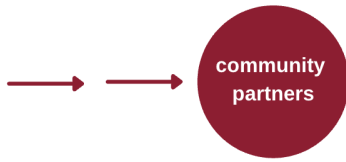
What Strategies, Tools and/or Resources Can I Use?

- Establish external partnerships aligned with CLIF goals.
- Establish strength-based partnerships that support the District



- Structure partnership programs that are reflective of the student demographic and population.
- Share and become aware of the School District of Philadelphia's CLIF, Academic Framework, and Instructional Guidelines.





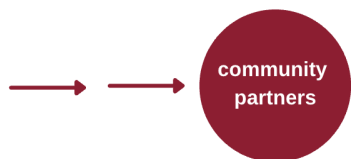
Professional Learning

What Does This Look Like in Practice?

- Be inclusive - include community members of all ages, races and ethnicity.
- Support school programming.
- Volunteer when appropriate and as often as possible.
- Attend school partnership meetings.
- Collaborate with the district to present and share resources, as well as offer workshops.
- Share insight on community needs and priorities.
- Advocate for community needs.
- Share and inform the District on current and historical data to assist in decision making.
- Mentor school-based and other leaders and/or students.

What Strategies, Tools and/or Resources Can I Use?

- Advertise with the district and with schools.
- Provide sponsorship (not only monetary but with experts and other stakeholders).
- Provide incentives for adults and students (not only monetary but also experiences, opportunities, etc).



Teaching and Learning

What Does This Look Like in Practice?

- Establish resource centers to support students and families in learning.
- Seek out opportunities for collaboration and connection with our schools (e.g. finding ways that students and other school stakeholders can learn with and from us through externships, apprenticeships, etc.).
- Advocate for our public schools through civic engagement (e.g. voting).
- Draw upon the cultural wealth of our communities to support all students, educators, and families.
- Provide resources to families to assist them in supporting their children with learning.
- Act as a partner with the school and District to support families in determining what is in the best interest of their children.

What Strategies, Tools and/or Resources Can I Use?

- Utilize District resources to gain an understanding of District goals and expectations.
- Partner with the Office of Family and Community Engagement to become knowledgeable about the resources and services available to families.



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