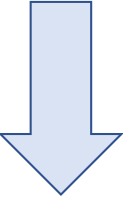| SPARKS	UDL: Culturally responsive practices are inclusive of the individual strengths and needs of all students.		
	Provide multiple means of Engagement Provide options to create interest and engagement with materials; building effort and persistence; internalization of learning *Goal: Create purposeful learning experiences and motivated learners*	**Provide multiple means of Representation** Provide options, present information/content in a variety of ways. Support students with different learning styles/abilities Internalize learning using background knowledge, transfer knowledge to understanding patterns and big ideas *Goal: Create expert learners who are resourceful and knowledgeable*	**Provide multiple means of Action & Expression.** Options for student demonstration of learning, vary methods, access to tools/assistive technologies Build on students' strengths and assets. Support goal setting, planning and strategy development *Goal: Create expert learners who are strategic and goal directed*
Student-Centered Building on students' curiosity about issues and topics that matter to them. Fostering student voice/student-centeredness through dialog as part of the learning process. Pose open-ended questions to engage students in critical dialog and provide multiple opportunities for students to respond. Acknowledge and extent student responses. Dialog:T to S & S to S	**Engagement** Provide student-centered curriculum that is representative of students and their social and cultural understanding of the world and is accessible to them at their instructional levels. Draw on students' lived experiences in the context of family, community, and disability. *It looks like…* - Student dialogue/voice/input - Structured inquiry learning - Prepping students for access schema	**Representation** Content is presented in various ways and adapting material based on student abilities. Students begin to understand what information is available and how to access it. Students are provided multiple options to demonstrate their understanding and mastery of the material. *It looks like…* - Variety of reading materials at different instructional levels that teach the same concept - Physical objects (realia) - Text-to-speech	**Expression** Students become expert learners when they are taught to learn within their styles and abilities. Fostering student dialogue, opinions and ideas is essential to the learning process. *It looks like…* - Goal oriented/setting - Use collaborative learning structures such as group presentation with different modes (I.e. power point, acting out, poster, etc.) - Independent time - Access to assistive tech to demonstrate understanding

	- Student choice on assignments that are relevant to individual student interest	- Electronic translation tools - Embed visuals to support vocabulary and hyperlinks or footnotes to define/explain	
Positive Learning Community Build respectful relationships to create safe and positive learning communities where intellectual risk-taking is encouraged. Create the conditions in the classroom where respect for and by students is evident, respect of students' cultural differences is observable, and students' strengths/assets are included in the learning. Nurturing a sense of belonging for all students and classroom participants.	**Engagement** When students feel safe in a classroom, they gain the strength to interact in a more engaging fashion. Students learn to embrace differences and encourage each other in learning. Respectful relationships nurture a sense of belonging. Classroom displays that are representative of students' cultures create a welcoming community. *It looks like…* - Conveying high behavioral expectations - Validating all students' questions and opinions - Social-emotional learning - Seeking student feedback regarding the effectiveness of instruction - Community building activities (Think/Pair/Share, Turn and Talk, Gallery Walk, Four Corners) - Collaborative Social Agreements	**Representation** When students recognize materials and the presentation of materials are designed for them as individuals, they feel recognized and respected. A positive learning atmosphere is created when students are encouraged to access their funds of knowledge. Bringing in cultural knowledge helps students to tap into the resources around them and effectively scaffolds learning and helps them learn through their strengths. *It looks like…* - Pre-teach critical concepts - Highlight key elements/items - Interactive models - Checklists or item plates - Flexible groupings	**Expression** Assisting students in SEL practices and community-building activities conveys high academic and behavioral expectations. *It looks like…* - A community of learners - Provide opportunities for collaboration and reciprocal teaching, to increase students' oral language usage, fluency, and comprehension - Students use metacognitive strategies to monitor and increase their understandings - Different modes of assessment

Academic and Ethnic Identity Development Through Cultural Content Integration Purposefully seek resources that positively portray cultural and ethnic groups . Materials that serve as "mirrors" for students to make connections to their own experiences.	**Engagement** Students who see themselves within the curriculum, are affirmed by content that is **relevant** to them. The learner seeks out more resources to help understand their identity. *It looks like…* - Integration of cultural content - Supportive academic environment - Monitoring of student understanding - Self-monitoring and assessment by students - Validation of student responses and acceptance of various perspectives - Use of counter-stories	**Representation** Through relevant content integration of material that represents the cultural perspectives students make connections between home and school and thereby challenge biases and stereotypes. Provide opportunities for students to express individual identity through project-based learning. *It looks like…* - Highlight vocabulary that is culturally relevant - Bring in background knowledge and experience(s) - Representations with visuals - Sequencing of events - Local resources - Student choice	**Expression** Using student' beliefs, values, knowledge, language, and way of life fosters the development of students' gifts and talents to help them reach their full potential. Use of relevant materials furthers the cultural competence of all students and aids in both academic and ethnic identity development. *It looks like…* - Allow students to share folktales, stories, messages that relate to cultural teaching opportunities - Differentiation of experiential learning opportunities
Rigor Through Critical Thinking Students are encouraged and challenged to think deeply, express depth of learning in a personalized format unique to them. Application and transfer of knowledge. Teachers are encouraged to scaffold material using cultural referents. Focus on Meta-cognition and critical consciousness development. Encourage divergent thinking.	**Engagement** Self-reflection promotes engagement and motivation for authentic learning in the classroom. Including self-reflection increases both an understanding of themselves and the material. *It looks like…* - Scaffolding - Goal setting - Differentiation with levels of demands - Provide positive and consistent feedback to encourage mastery - Engaged in sustained thought with critical material	**Representation** Providing cultural and historical relevancy promotes critical thinking and provides challenging opportunities for students to share and grow. Self-reflection helps students examine their learning. *It looks like…* - Encourage students to identify the material(s) with interpretation - Use of graphic organizers - Support students' background knowledge by understanding their perspective of the material(s)	**Expression** Critical thinking increases when a student reflects and shares in a manner most comfortable to them. Self-reflection helps the learner identify areas of need, helping to define direction and set goals. Lifelong learners honestly reflect on experiences. *It looks like…* - Rubric for self-reflection of assignment and for successful task completion - Peer editing and feedback options - Presentation rubric

Commented [LL1]: @Snead, Rashanda we could include both "positively and accurately"

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	- Inquiry learning and/or problem-based learning	- Information and resources management techniques	- Building in extensions and modifications
Knowledge Co-Creation Co-construction of knowledge by using the background experiences and knowledge of the student. Incorporating community experiences into curriculum. Learning with and teaching each other in student-to-teacher and student-to-student interactions promotes confidence and builds academic identity.	**Engagement** By using background knowledge to develop learning, the student experiences relevance and authenticity. The teacher is the guide and the facilitator and the students are able to direct their own learning and assist others via dialogue, example and probing questions. *It looks like…* - Collaboration with peers and reciprocal teaching - Vary instructional grouping to encourage peer interaction/communication - Cooperative cross-cultural learning - Cross-age peer teaching/tutoring - Collaborative knowledge creation - Inductive learning	**Representation** An inventory of students' assets is important to understanding the students as individuals and establishes a humanizing classroom. Differentiate ways for students to bring their cultural awareness/background into the creation of their experiences with the curriculum. *It looks like…* - Diagrams - Posters - Cultural presentations - Parent relationship development - Meet with parents to dialogue about their goals and aspirations for their child	**Expression** Facilitate connections between home and school by inviting caregivers and community members to tap into a family's Funds of Knowledge. Valuing cultural knowledge by providing opportunities for students to share that knowledge with others is both affirming and empowering to students. *It looks like…* - Honoring different methods of students' sharing knowledge, such as storytelling, family histories and biographies, chronicles, and other narratives - Valuing experiential knowledge and traditions
Social Justice – Civic Engagement Implement historical and contemporary perspective by including examples of people who have and continue to work for a more just world. Examine issues with a connection between themselves, society, and institutions. Increased understanding of social justice issues affecting their cultural group should	**Engagement** The purposeful learner can see how they are interconnected with local and global events. When the student examines the importance of social justice, community connections are created. Feeling connected to your community creates a sense of personal responsibility increasing civic engagement. *It looks like…* - Inquiry/service learning	**Representation** Examining local events regarding social justice creates a passion to help affect change. To affect change, one needs to know the historical/social development creating the current injustices. The learner is then able to seek out sources in the community to become engaged and thereby work toward solutions. Students can become	**Expression** Learners become goal directed when they can identify an issue directly connecting the self to the community. Interconnectedness increases civic/community involvement for change. Creating change requires strategic planning and goals. *It looks like…* - Acknowledging both standard English and local

| increase civic/community engagement. | - Promote civic engagement for authentic problem-solving and to promote social justice
- Promote use of cultural capital from within the community for mentoring and learning
- Community engagement
- Integration of current events
- Action-oriented projects
- Focus on real life issues/applications | problem-solvers and experience agency. *It looks like…*
- Draw on resources from multiple perspectives
- Cross-cultural conversations that challenge the dominant perspective
- Participatory action research projects such as YPAR
- Opportunities to reflect on the moral and ethical aspects of the topics studied | discourse styles. Supporting students with code switching for different communication demands
- Selecting language for tasks (similar to selecting an outfit for an event) based on the needs of the task |