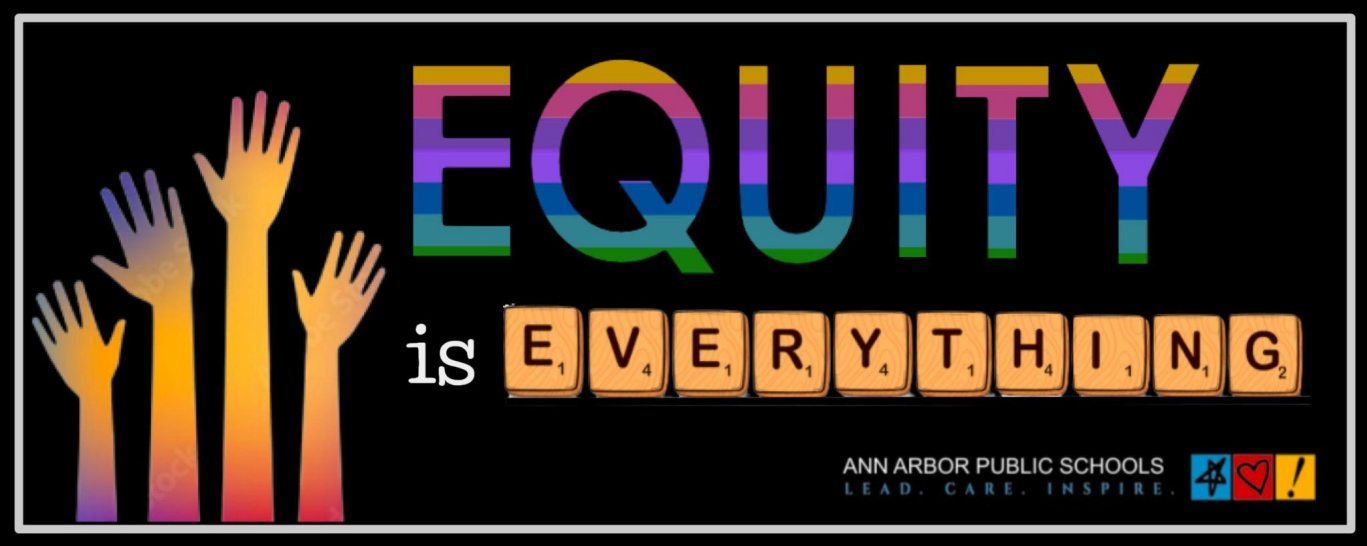




# 2021-22 AAPS Framework for Equitable Instruction 2.0





## Introduction: Equity is Everything -

**Each and every one of us is called to rise up and take action in this historical moment of awakening to the racism, bias and inequities in our system, culture and practice.** We recognize that to achieve equity, every member of the AAPS has a critical role to play both professionally and personally in serving our students and families.

**The journey we embark on together is one that never ends.** It is a continual path of reflection, connection, growth, and action. We may step onto the path from diverse places and move and grow at different paces, but the key in our collective journey is that we all start where we are but don't stay there. For decades, historical and predictable patterns of achievement demonstrate that we must tune in, and level up in our efforts across our system. Together we will create inclusive cultures while shifting our practice in ways that center, affirm, support and challenge each of our students, intentionally and specifically, students in the following groups:

- English learners
- Black and brown students
- Students with exceptionalities
- Students who are economically disadvantaged

When we are successful, we will find no predictability of success based on race, ethnicity, linguistic or academic exceptionalities. Over this and the coming years, you can expect to see and feel coherence across our organization in this commitment. We will focus our energy, talent and innovation, centering our students to make change happen.

## Where We Started - 2020-21



In the 2020-2021 school year, we took intentional steps to ensure equitable, accessible instruction for our students. With a focus on Universal Design and SIOP elements, we worked together in new and innovative ways, learning new tools and stepping together in a digital ecosystem. These important lesson elements remain the foundation of our next chapter.

### *The Essential Components for Lesson Planning*






We began our journey with a voluntary opportunity for all AAPS staff to attend a series designed to support our racial literacy development. Approximately 400 AAPS team members participated!

 	Racial Literacy - Start Where You Are, but Don't Stay There With Dr. Yolanda Sealey-Ruiz & Dr. Richard Milner					
	April 7 2:00 – 3:15	April 14 1:30 – 3:00	April 29 4:00 – 5:30	May 5 2:00 – 3:15	May 12 2:00 – 3:15	May 19 2:00 – 3:15

### Where we are going - 2021 and Beyond

From these foundational lesson components, we will level up by growing in our mindset and practice of Culturally Affirming Instruction. **Every member of the AAPS team will participate together in a six-part series on Culturally Responsive Teaching with Dr. Yolanda Sealey-Ruiz for the 2021-2022 School Year.** Throughout the year, you will make important connections between this series and the work we accomplished together last year in our efforts to make teaching and learning accessible, relevant, challenging and affirming for each of our students.

	Culturally Responsive Teaching in the Ann Arbor Public Schools With Dr. Yolanda Sealey-Ruiz					
	September 22 2:00 – 4:00	October 20 2:00 – 4:00	November 17 2:00 – 4:00	January 26 2:00 – 4:00	March 16 2:00 – 4:00	April 20 2:00 – 4:00

**This AAPS Framework for Equitable Instruction is an important tool** providing us with key mindset and practice guidance to guide your work together in Teaching & Learning Networks (TLNs) in unit and lesson design. We look forward to this journey and to seeing each of you on the path! Equity is Everything!



## The Four Essential Design Elements of Equitable Instruction

The following four design elements have influenced our work to this point:

- Culturally Affirming Instruction
- Universally Designed Instruction
- Instruction with Linguistic and Academic Accommodations
- Active and Engaged Instruction



These essential design elements are a synthesis of mindset and practices based on Culturally Affirming Instruction, Universal Design for Learning (UDL), Sheltered Instruction Observation Protocol (SIOP) and Blended Learning. [This linked document](#) helps to bring together connections between the mindsets and practices of each framework.





**Culturally Affirming Instruction**

Designed with students' interests, cultures, and identities at the center



**Active & Engaged Instruction**

Designed with intentional use of technology to maximize learning







**Universally Designed Instruction**

Designed with options for engagement, representation, and expression



**Instruction with Linguistic & Academic Accommodations**

Designed to meet students' linguistic and academic language needs

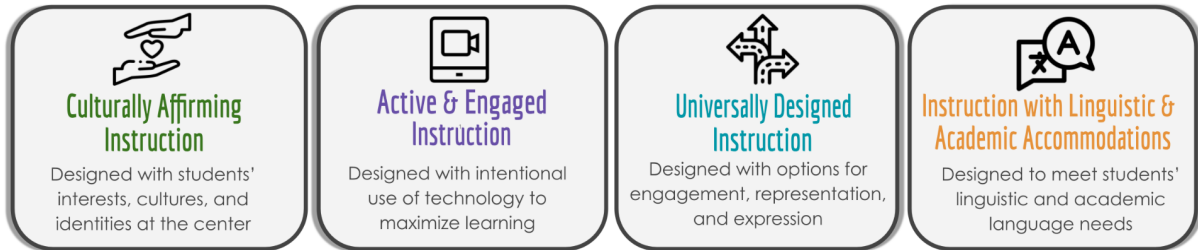
ELEMENT	SYMBOL	DEFINITION / DESCRIPTION	RESOURCES
<b>Culturally Affirming Instruction</b>		Culturally affirming instruction is connected to the term culturally relevant teaching, which was created by Gloria Ladson-Billings (1994), who says that it is “a pedagogy (the method and practice of teaching) that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.” Geneva Gay (2010) further explains that Culturally Responsive Teaching uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective.”	<a href="#">New York State Culturally Responsive-Sustaining Education Framework (CR-S)</a>  <a href="#">Education Justice Assessment and Transformation Tool (EJATT)</a>
<b>Active and Engaged Instruction</b>		Equity-centered blended learning is the intentional integration of educational technologies across instruction in order to provide meaningful, student-centered learning opportunities. Educators are empowered to utilize the AAPS digital ecosystem to engage, enhance, and extend student learning experiences.	<a href="#">ISTE Standards</a>  <a href="#">Christensen Institute</a>  <a href="#">BL Research Institute</a>
<b>Universally Designed Instruction</b>		Universally designed instruction improves and optimizes teaching and learning for all people based on scientific insights into how humans learn. This type of instruction can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The goal of universally designed instruction is to use a variety of teaching methods to remove any barriers to learning. It’s about building in flexibility that can be adjusted for every person’s strengths and needs (CAST.org).	<a href="#">The UDL Guidelines</a>  <a href="#">UDL-Aligned Strategies</a>  <a href="#">UDL Flowchart</a>  <a href="#">UDL Progression Rubric</a>
<b>Instruction with Linguistic &amp; Academic Accommodations</b>		An instructional model using the Sheltered Instruction Observation Protocol (SIOP) integrating content and language instruction to support multilingual students and all students with academic language proficiency, literacy skills, and content learning.	<a href="#">SIOP Components &amp; Features</a>



**2021-2022 Framework: Fall 2021**

On the following page, you will find Phase 1 of the AAPS 2021-2022 Instructional Framework. The Framework contains guiding questions based on each of the four essential design elements to **layer** onto the lesson components introduced during the 2020-2021 School Year.

*Four Essential Design Elements of Equitable Instruction*



*The Essential Components for Lesson Planning*



**Applying the Framework**

As we plan units and lessons, and as we meet in TLNs to discuss how we are ensuring opportunities and access to high quality learning opportunities situated within our curriculum, these guiding questions will help us to reflect on the ways that we are incorporating some key elements of the four design elements into our work. Note that we are not naming every aspect of these design elements, but rather building upon those that served us last year and layering elements of culturally affirming instruction and blended learning as we learn and lean into these aspects of equitable instruction this year.

These questions will serve as prompts for self-reflection and discussion that may uncover areas for our individual and collective growth and spur purpose for deeper learning across this coming year. Over time and with input from our learning community, we will further delineate our Framework beyond general points of reflection to precisely name and provide examples of the most generative features of equitable instruction in AAPS.



## AAPS 2021-2022 Instructional Framework: Guiding Questions



### Culturally Affirming Instruction

*Is instruction designed with students' interests, cultures, and identities at the center?*

- What have I learned about my **students' interests, cultures, and identities**?
- In what ways can students' **interests and knowledge be used as resources** for learning?
- Are topics, images, content, and texts **relevant to the social identities and languages** of students and families?
- In what ways might any elements of the lesson create cultural disconnects/conflicts for students?
- How might I seek student input to **ensure positive connections** to the learning?
- How do I express and uphold **high expectations** for all students?



### Universally Designed Instruction

*Is instruction designed to give options for engagement, representation, and expression?*

- Am I knowledgeable about the **interests, learning styles, and abilities** of **each** of my students? If not, what steps have I taken to learn them?
- Are lesson **goals clear** and **aligned to state standards**?
- In order to recruit student interest, sustain their effort, and support their self regulation, have I used **methods to engage students** that incorporate the following:
  - interests
  - choices
  - abilities
- Are there **multiple means and materials used to learn content** and/or skills (e.g., auditory, visual, multimedia, etc.) that match students' learning style and instructional level?
- Have I provided my students with **options to express their learning** that incorporates their strengths, interests and instructional level while maintaining high expectations?



### Active and Engaged Instruction

*Is instruction designed with intentional use of technology to maximize learning?*

- How are my students empowered to **design and engage in their own path** of learning with and without technology?
- Are there numerous **opportunities for my students to monitor their progress**, off and online, so they can self-reflect and make better choices, optimize challenges and/or receive additional support as necessary?
- In what ways does the lesson/unit allow for **flexible use of time and student-centered pacing**? Is there a way technology can support flexible use of time?
- What routines have I incorporated to allow for my **students to reflect on and own their learning**? How do I incorporate self-reflection and restless reinvention of my own pedagogy and practice from lesson to lesson?



### Instruction with Linguistic & Academic Accommodations

*Is instruction designed to meet students' linguistic and academic language needs?*

- Does my lesson incorporate and communicate **language and content objectives** that can be readily assessed before/during/after the lesson?
- Does my lesson/design represent key **academic language and content vocabulary** in multiple ways (visually, auditorily and alongside helpful images)?
- Have I activated and/or developed **background knowledge** to recognize or build upon student resources, engage students and support learning around the objectives?
- Have I provided opportunities to **read, write, speak, and listen** that support learning and expression of learning?